

INSPECTION REPORT

SOMERLEA PARK JUNIOR SCHOOL

Somercotes

LEA area: Derbyshire

Unique reference number: 112498

Headteacher: Mr Phil Hickey

Reporting inspector: Mr Brian Gosling
22453

Dates of inspection: 23 – 26 June 2003

Inspection number: 247225

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:	Bank Street Somercotes Alfreton Derbyshire
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Appropriate authority:	Governing body
Name of chair of governors:	Ms Sheree Coleman
Date of previous inspection:	March 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
22453	Mr Brian Gosling Registered inspector	Mathematics Information and communication technology Physical education Equal opportunities	The characteristics of the school The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
1165	Mr Peter Dannheisser Lay inspector		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?
24805	Mrs Alison Cogher Team inspector	English Art and design Design and technology Music	How well are pupils taught?
32135	Ms Stephanie James Team inspector	Science Geography History Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Somerlea Park Junior School is about the same size as most primary schools and is situated on a pleasant site in an area of significant social deprivation. There are 237 pupils: 132 boys and 105 girls. They come from a predominantly white background, although a few have a mixed cultural background. No pupil has English as an additional language. The proportion of pupils who are eligible for free school meals is broadly average but varies between different year groups. The proportion of pupils with special educational needs is broadly average, although the proportion with Statements of Special Educational Need is well above average. These needs cover a range of learning difficulties that are mainly emotional, behavioural, speech and communication problems, with some pupils experiencing severe learning difficulties.

The school was judged to have serious weaknesses in March 2001, two months after the arrival of the headteacher and one of the senior teachers. All of the other teachers have left the school in the last two years, with four new teachers arriving in the autumn following the last inspection and a further three new teachers arriving last autumn. All but one of the newly arrived teachers have less than five years experience in the profession, with three being newly-qualified. Although the school kept no assessments of pupils' attainment when they entered before 2001, results in the national tests show that those who took the national tests at the end of Year 6 in 2002 entered in 1998 with low standards. Assessments of pupils' attainment at the end of Year 2 in the following years are unreliable. However, the new headteacher initiated rigorous assessments of pupils' attainment shortly after his arrival in 2001 that show that when they arrive at the school it has remained low in English, mathematics and science.

The school has focused its aims around the word ASPIRE (achievement, safety, pride, individual responsibility, respect and enjoyment). This is reflected in all aspects of its life and is prominently displayed in many locations, both inside and outside of classrooms. All members of the school are familiar with the qualities it reflects, and pupils happily explain its meaning to visitors.

HOW GOOD THE SCHOOL IS

This is a highly effective school. At the time of the last inspection two years ago standards were low across the school. They are now broadly in line with national averages and expectations in all year groups. This is a result of the very good educational provision that the school now provides, in particular, the very good teaching, much of which is of a very high quality, the very positive attitudes of the pupils and the very good learning opportunities provided. This has been achieved in a short time by the excellent leadership of the headteacher that has established a clear vision for school improvement that is shared by all staff. The excellent management of radical changes and the successful induction of many new and often inexperienced teachers at the school have secured learning experiences of high quality for the pupils. In the context of very rapid improvement in the school's provision and the standards pupils achieve, the school gives very good value for money.

What the school does well

- Pupils' achievements in the last two years in English, mathematics, science and information and communication technology particularly, have been exemplary.
- Pupils' attitudes to the school are very positive and they behave very well because the school's provision for their personal development is very good.
- The school provides high-quality learning opportunities that promote the high

achievement of all pupils.

- The teaching at the school is of a very high quality.
- The school's monitoring of pupils' progress is very good and this information is used very effectively to improve their learning.
- The headteacher is providing excellent leadership and management for the school in a period of very rapid development, and the support he receives from the senior staff is very effective.
- All members of the staff are mutually supportive and share a very strong commitment to the school's improvement.

What could be improved

- The school's links with parents are satisfactory but should be developed to enable them to make a greater contribution to their children's education.
- Standards in swimming are unsatisfactory as too few pupils achieve the nationally expected 25 metres by the time they leave the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 2001, when serious weaknesses were identified in leadership and management, the quality of teaching and curriculum planning, the attitudes and behaviour of the pupils and the low standards that they attain. The school that the inspectors visited was virtually unrecognisable from the one depicted in the last report because the headteacher has secured dramatic improvements in virtually all aspects of its work in a short time. The school's excellent improvement has been systematic and focused on raising the quality of teaching to meet the needs of the pupils. This emanates from the clear vision of the headteacher, inspirational leadership and highly effective management of the school.

The new team of teachers has been instrumental in improving the quality of teaching and pupils' attitudes and behaviour. The curriculum is now planned very well and careful monitoring identifies weaknesses in the pupils' learning that informs teachers as they plan lessons to address these learning needs. As a result, pupils' attainment is rising impressively, particularly in English, mathematics and information and communication technology, which were identified for improvement at the last inspection. The good and regular use of the computer suite is raising standards in all classes. The support staff, including mid-day supervisors, has received training to enable them to carry out their duties more effectively. The whole staff works well as a team; there is a strong commitment to improve and a very good capacity to succeed.

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
	2000	2001	2002	2002
English	E	E	D	C
Mathematics	D	E	E	C
Science	D	E	E	E

Key

well above average A

above average B

average C

below average D

well below average E

Standards were low in 2002, although in comparison with those in similar schools, in terms of pupils' backgrounds and their prior attainment, they were broadly average in English and mathematics. These are positive signs of improvement, and inspection evidence shows that standards are now broadly average in English and mathematics. Following a focus on improvements in science this year, standards in this subject are also broadly average. These judgements are supported by teachers' assessments of pupils' attainment and early indications of this year's national tests. This impressive improvement is the result of a careful analysis of assessments to identify weaknesses in pupils' learning and the attention given to this in planning lessons that meet pupils' learning needs.

The trend in the school's results to 2002 was rising broadly in line with the national trend, which was not good enough to raise standards in this school significantly. However, the school has set very challenging targets for pupils' attainment in English and mathematics that, if they are achieved, will show a marked improvement in standards. The improvements in the school's educational provision, particularly in the quality of teaching and pupils' attitudes to learning, indicate that these targets are likely to be achieved. Standards are satisfactory across the curriculum and have improved in all subjects except physical education, where satisfactory standards have been generally maintained, although standards in swimming remain below expectations. Pupils have therefore achieved very well since the last inspection two years ago, and some attain high standards, particularly in English, mathematics, science, art and design, and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to school. They enjoy lessons and work hard to do their best. They are proud of their school.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and their positive behaviour outside makes playtimes happy and co-operative occasions.
Personal development and relationships	Very good. Pupils are friendly and courteous. They care for each other and benefit from the positive relationships throughout the school.

Attendance	Satisfactory.
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Pupils' attitudes and values are very positive and contribute significantly to the very good progress they are making.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.

Teaching is of a high quality, with six out of ten lessons being very good or better and one in ten lessons being excellent. No unsatisfactory teaching was seen. This is a dramatic improvement since two years ago, when teaching was unsatisfactory. This has been achieved by a new and very able team of teachers under the focused leadership of the headteacher. The teaching of English and mathematics is now very good. The effective revision of the way the National Strategies for Literacy and Numeracy are now implemented and the excellent use of assessments to address weaknesses in pupils' learning have resulted in literacy and numeracy being taught very well.

Teachers plan lessons very well with a clear focus on what they want the pupils to learn. They organise lessons very well with a brisk pace and the full involvement of teaching assistants, who make a significant contribution to pupils' learning. Tasks and activities are matched well to the varying needs of different pupils, including those with special educational needs, and teachers manage pupils very well, which promotes their interest and encourages the efforts they make in lessons. As a result, pupils maintain concentration very well and work hard to meet the high expectations that teachers have of them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. High-quality provision focuses activities on weaknesses in pupils' learning and enhances the curriculum through a variety of additional activities that stimulate their imagination.
Provision for pupils with special educational needs	Very good. These pupils receive very effective support and guidance that are enabling them to make very good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. At the centre of the school's improvement has been a clear understanding of what is expected of the pupils. To support this, very good strategies have been established to develop the pupils' self-esteem and confidence, and a clear understanding of right and wrong. The provision for pupils' cultural development is good.
How well the school cares for its pupils	Very well. The school has established very effective procedures to monitor and support pupils' personal and academic development.

The school has satisfactory procedures for its partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher is highly effective in leading a programme of school improvement that has established better procedures in all aspects of the school's work. He has quickly established a mutually supportive team that includes every member of the school's staff, who share a very strong commitment to school improvement. He is supported very well by the assistant headteachers, who have secured impressive improvements across the curriculum and, particularly, in developing the role of subject leaders through raising pupils' achievements in English and mathematics.
How well the governors fulfil their responsibilities	Satisfactorily. The governing body has established a suitable number of committees and has clear plans to enable governors to develop its strategic role more fully.
The school's evaluation of its performance	Excellent. The school evaluates teaching and pupils' attainment very carefully. These assessments have been used very effectively to focus attention on the improvement of standards across the school.
The strategic use of resources	Very good. Financial planning has secured improved resources, particularly in information and communication technology, that have improved pupils' learning. The principles of best value are applied very well.

There are a suitable number of teachers and the good number of support staff are well trained and effectively deployed. The attractive accommodation offers good opportunities for learning. The learning resources available at the school are now good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The progress their children make. • The good quality of the teaching. • The school is approachable. • The high achievement of the pupils. • The leadership and management of the school. • Their children become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework provided. • The links with parents. • The range of activities outside lessons.

Inspectors agree with parents' positive views. The amount of homework set is appropriate. However, inspectors understand parents' desire to be fully involved in their children's learning. The range of activities outside lessons is generally better than that seen in most schools. However, inspectors agree that the partnership with parents is not close enough.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The pupils who took the national tests at the end of Year 6 in 2002 entered the school in 1998 with low standards of attainment. Assessments of pupils' attainment at the end of Year 2 after 1998 are unreliable and the school had kept no records of their attainment until the headteacher arrived in 2001. These show that pupils continued to arrive with low standards of attainment.
2. The school's results¹ in the national tests at the end of Year 6 in 2002 were below the national average in English and well below in mathematics and science. However, the new school team had been developing its practice for only one year and there are positive signs of improvement beyond the rise in standards in English since the previous year. For example, when the results are compared to those in similar schools, both those with pupils from similar backgrounds and those whose pupils entered Year 3 with similar attainment, the school's results were average in English and mathematics. Standards in science, however, remained well below the average for similar schools. The school has, however, focused on raising standards in science recently and early indications of the results of the national tests this year show a significant improvement in science.
3. Inspection evidence shows that standards continue to rise and pupils are making very rapid progress throughout the school. Standards in English, mathematics and science, where the school has also focused its attention this year, are judged to be broadly average. These judgements are supported by teachers' assessments of pupils' attainment and early indications of results in this year's national tests. The school has now introduced the national strategies for literacy and numeracy fully and effectively, and has identified weaknesses in pupils' previous learning that form the focus of short additional sessions. It has also introduced similar strategies to raise standards in science this year. In English and mathematics approximately three quarters of the pupils are attaining the nationally expected Level 4² and about a quarter are attaining the higher Level 5. There is a particularly good challenge for more-able pupils in science, where about a third are attaining the higher Level 5. This represents a significant improvement on last year's results, despite the fact that the new team has had only had one year to operate the improved provision. Of course it will take some time for the new team and the improved procedures to take full effect. Nevertheless,

¹ On the school's results: An average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with those attained by pupils in other schools. At Key Stage 1 the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

² On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

these initial improvements are due to the significantly improved quality of teaching and learning and the greater enthusiasm of the pupils.

4. The trend in the school's results has been rising broadly in line with the national trend to 2002 and has not been sufficient at this school to raise standards suitably. However, this does not reflect the current high standard of educational provision at the school, which is raising standards very effectively. The school has set challenging targets to increase the proportion of pupils who attain the nationally expected Level 4 in English and mathematics by 20 per cent in the next two years. In the context of the improved provision at the school, these targets are achievable. Although girls have tended to do better than boys, this has been erratic from year to year.
5. The school ensures that all pupils are included in its educational provision. Gifted and talented pupils have been identified and those with special educational needs, who are making very good progress, are supported very well. When pupils are given extra support outside of lessons, the school varies the time of these sessions to ensure that they do not miss the same subject throughout the year. Lessons are planned carefully to ensure that there are suitably high challenges for the most able pupils, who are beginning to achieve the standards of which they are capable. The pride that the school shows in pupils' work and the support that they receive to develop positive relationships outside of the classroom are also having an impact on encouraging them all to achieve as well as they can.
6. Despite its concentration on raising standards in English, mathematics and science, the school has maintained a broad curriculum and raised the profile of other subjects in the school. A week long focus on the arts and the impressive displays of pupils' work promote and demonstrate the high quality that some pupils achieve. The establishment of the computer suite with its planned, regular use has raised standards in information and communication technology very quickly. Standards meet national expectations in all foundation subjects, with the single exception of swimming, and many pupils demonstrate work of high quality. At the time of the last inspection two years ago in 2001, pupils' attainment was well below the national average in English, mathematics and science. It was unsatisfactory in art and design, design and technology, geography, history, information and communication technology, music, and religious education, with standards in swimming also unsatisfactory. It is clear that the school has managed an impressive improvement in standards across the curriculum.
7. A difficulty arises in assessing pupils' achievement because the school has no records of their attainment when they started at the school before 2001. However, they arrived at the school with low attainment in the national tests in 1998, since when these records have been unreliable. The rigorous assessment of pupils' attainment that the headteacher introduced in 2001 showed that it was low across the school and in all subjects. Standards are now satisfactory in all subjects. This indicates strongly that pupils' have achieved very well in all subjects except physical education, where satisfactory standards have been maintained, although there are still too few pupils who attain the nationally expected standard in swimming.

Pupils' attitudes, values and personal development

8. At the time of the previous inspection, attitudes were deemed satisfactory and, although behaviour was satisfactory, it deteriorated in certain lessons and there were a number of exclusions. The then newly-appointed headteacher implemented a number of strategies that have since proved very effective.

9. There are now very positive attitudes to learning that are encouraged by teachers' high expectations. The school has the confidence and capacity to continue to improve, not least because pupils' very good attitudes to learning are firmly established. Pupils are proud of this school. Behaviour in lessons is mostly very good and often excellent. It is never less than good. Behaviour and attitudes have improved significantly since the previous inspection, and this is confirmed in conversations with pupils, parents and those members of staff who were at the school before the last inspection. There have been no exclusions in the past year.
10. Pupils behave very well around the school. They greatly value rewards for behaviour, effort and concern for others, but the principle reasons for their very good behaviour now are their enjoyment of school and their enthusiasm to do well. They are kind to each other if there has been a mishap in the playground. They are pleasant, open and helpful to visitors and are genuinely grateful for the hard work of their teachers. They are a pleasure to be with. They are glad to have been elected as house captains or as one of the 'buddies', who are well briefed on what to do if pupils are lonely and sit on one of the special benches.
11. Very good behaviour and attitudes were seen throughout the school in every year group. There is a common approach across the whole school that promotes the very good management of pupils. In all lessons, there are very good relationships and high expectations, with specific challenges set for groups of pupils. Pupils needing additional support receive it from knowledgeable teaching assistants. Pupils greatly respect teachers and other adults, school resources and the many artefacts and displays. Lunchtime is a pleasurable experience for everyone and pupils play well together. Older pupils care for younger ones and all pupils help those new to the school to make friends.
12. Pupils are very friendly, courteous to each other and welcoming to visitors. They happily talk about what they are doing. They listen well to others, enjoy answering questions and participate enthusiastically in discussions. They are confident that adults will treat them fairly and respectfully, and that teachers will do their best to interest and help them.
13. Incidents of bullying are unheard of by pupils and there are no recorded incidents of sexism or racism. Pupils in Year 6 report that they find their lessons interesting now. History lessons, one said, "make you feel you are really there". They say that they enjoy doing science experiments, love the new computer suite and have fun making sculptures. These enjoyable features of the school are seen as elements that have improved in recent years. They like and respect the staff, and say that they are always helped to do better. They receive regular test results, and teachers looked at these positively, pointing out successes and helping pupils improve. The medals, credits, team points and achievement assemblies are very much appreciated by pupils. "There were really bad behaviour problems here. Now behaviour is really good. People don't want to misbehave. They have fun here," one pupil said.
14. Pupils' personal development and relationships are very good because of the high-quality provision and because members of staff are very good role models for pupils. Pupils share resources and take turns very well to use equipment, which helps them get the best out of their learning experiences. In the playground there is now a rich range of play equipment. Older pupils recognise this improvement and are very pleased about it. The equipment is shared well and looked after by pupils, and contributes well to the very good behaviour seen around the school at playtime. The midday supervisors contribute significantly to the good atmosphere in the school by

helping pupils organise games and establishing very good relations with their designated class of pupils as they move through the school. They have been on courses to help them in their work and meet together with other staff to share their interests and concerns.

15. Attendance is satisfactory and has improved since the previous inspection. However, the level of unauthorised absences is higher than average. Pupils are punctual and this allows lessons to start on time.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching throughout the school is very good, with much that is excellent. Almost six out of ten lessons observed were very good or better, with more than one in ten lessons being excellent. Less than one in ten lessons was satisfactory and there was no unsatisfactory teaching. The significant weaknesses identified in the last inspection in 2001, including a high level of unsatisfactory teaching, are no longer apparent in the teaching of any subject. Taking into account these significant changes in quality and the fact that the current team of teachers has been together for only one year, improvement since the last inspection, when teaching was satisfactory, with a substantial proportion of unsatisfactory teaching, is excellent.
17. Considerable effort has gone into improving teaching through the careful appointment of teachers and the implementation of rigorous monitoring procedures. Expectations are very high and teamwork is of the highest order. Teachers and teaching assistants have a shared commitment to providing the very best possible learning experiences for pupils. The relationships between pupils and adults, and between pupils themselves, are very good and teachers care for their pupils as individuals. The contributions that pupils make to discussions and the effort they make in lessons are valued, which helps to build their self-confidence. Pupils listen well and they respect the views of others. These factors contribute to pupils' very good attitudes to school, which in turn contribute significantly to the very good learning in the school.
18. English, mathematics, science, information and communication technology, and art and design are taught very well. The teaching of all other subjects is good overall, with features that are consistently of a very high quality.
19. The school has justifiably focused on the teaching of English, mathematics, science, and information and communication technology. Highly effective teaching strategies have been developed which are reflected in the very rapid progress made by pupils. The school is now very well placed to apply these highly successful strategies to other subjects to raise the already high quality of teaching further. Teaching has many strengths. These include, particularly:
 - teachers' subject knowledge and the quality of their planning;
 - the teaching of basic skills and the effectiveness of teaching methods;
 - the use made of time, support staff and resources;
 - the quality and use made of assessments of pupils' learning;
 - the very good management of pupils which ensures that lessons are happy and productive.
20. Teachers plan very carefully and thoroughly. Pupils with special educational needs are supported very well and those of high ability are challenged well. As a result, all pupils achieve very well in relation to their previous learning. Effective and detailed whole-school and year group planning ensures that pupils of the same age have the same learning opportunities that become progressively more demanding as they move

through the school. Teachers have very good subject knowledge, which ensures that pupils are provided with tasks that are interesting and well matched to their learning needs. Teachers organise lessons well to enable all pupils to be actively involved. For example, pupils work in pairs and small groups, and often write on individual whiteboards or hold up cards to indicate their answers. They are highly motivated and enthusiastic, enjoy their lessons and learn very well.

21. Teachers use a wide range of teaching methods. They explain and demonstrate expectations very well to ensure that pupils are very clear about what they are expected to do. The objectives for each lesson are referred to regularly in lessons and pupils are encouraged to judge whether or not they have been achieved. A new procedure, initially being introduced in mathematics, requires pupils to write an evaluation of their learning in their books after each lesson. As a result, their knowledge of their own learning is very good overall. Very good use is made of pupils' work to demonstrate the successful achievement of the objective of a lesson. Areas for improvement are identified and, because pupils have respect for their teachers and classmates, they readily accept constructive criticism and advice, and act on it to improve their work. Effective use is made of information and communication technology in many subjects to support pupils' learning.
22. Teachers make very good use of time. Lessons move at a very brisk pace and are well structured to maintain momentum and ensure that pupils' interest does not wane. The resources used are appropriate and sufficiently varied to provide all pupils with the opportunity to become fully involved in all activities. Exemplary co-operation with teachers ensures that the skilled teaching assistants are well prepared and able to play a very effective role in lessons. Their contribution to the learning of pupils of all abilities is outstanding. They work with individuals, small groups and pupils with special educational needs to provide them with the skills necessary to take full advantage of the learning opportunities in every lesson. In addition, they provide extra teaching sessions for pupils who need further support in learning the basic skills of literacy and numeracy.
23. Teachers expect their pupils to do well. In the vast majority of lessons, teachers challenge and motivate pupils extremely well. Through very skilled questioning, teachers encourage pupils to use what they already know to support their new learning. For example, pupils in Year 3 recall words they have used previously to connect two simple sentences to make a more interesting and complex sentence. They then use this newly acquired knowledge in their writing of the opening chapter of an adventure story. Teachers use a wide range of assessment opportunities in lessons to check pupils' understanding. The marking of pupils' work is used well to establish what they have learned and to provide them with the guidance they need to improve their work further. The very regular and formal assessment of pupils' progress in English and mathematics is exemplary. The use made by teachers of the results of these assessments to inform their planning has helped to secure the very rapid progress made by pupils and the resulting rise in standards of attainment.
24. Teachers have a very good understanding of the National Literacy and Numeracy Strategies and use them very effectively. Consequently, basic literacy and numeracy skills are taught very well throughout the school. The skills developed in literacy lessons enable pupils to understand and use different styles of writing for a range of purposes. Effective links are made with other subjects that provide pupils with valuable opportunities to practise and refine their literacy skills. For example, reports, instructions and diagrams are regular features of their work. The organisation of additional, short sessions in literacy and numeracy have been very effective in raising standards in these two key areas of pupils' learning. These sessions are extremely

well organised and very focused, and move at a very rapid pace. Pupils are highly motivated and respond with enthusiasm and excitement. The success of these sessions has improved pupils' skills in spelling, handwriting and grammar, as well as their ability to make quick mental calculations.

25. Pupils' personal, social and cultural development is fostered very well during lessons. Teachers have high expectations of their involvement and behaviour, and manage them very well. Teachers make sure that there are many opportunities for pupils to work together to share skills and ideas. Pupils appreciate each other's efforts and respond very well to praise and encouragement. Through subjects such as art, religious education and history pupils are provided with information about social and cultural life.
26. Homework is used well in English and mathematics to extend opportunities for learning. However, the information provided for parents is not clear, which makes it difficult for them to work in complete partnership with the school to support their children's learning. Parents who are involved in the work of the school make a positive contribution and, by playing structured games with pupils, for example, make learning multiplication facts fun.

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

27. The school provides learning opportunities of very high quality, and the results of these are evident in the many examples of pupils' work attractively displayed around the school. The curriculum includes all subjects of the National Curriculum, together with religious education, and meets statutory requirements. It is broad, balanced and relevant to the needs of the pupils. This is a significant improvement since the last inspection, when shortcomings in curricular provision were identified. For example, the school had not implemented the National Strategies for Literacy and Numeracy effectively and had failed to meet statutory requirements in the provision for information and communication technology, which now meets requirements. It has also recently applied for the award of the Artsmark (silver standard) for its work in the arts.
28. The school is planning for improvement well. Literacy and numeracy have, quite rightly, been given priority when planning the timetable over the last two years. The school is giving priority to the development of teaching and learning in science in the current year, and plans to extend this to history and geography in the next academic year.
29. The provision for pupils with special educational needs is very good and the Code of Practice³ for special educational needs has been implemented fully. There is close liaison between class teachers, teaching assistants and part-time special educational needs support teachers so that all those involved with pupils with special educational needs are fully aware of their needs. Class teachers provide activities for these pupils that are well matched to their learning needs. A particularly strong feature of the provision is the effective deployment of well-trained teaching assistants who give skilled support to pupils with special educational needs both within and outside the classroom. As a result, pupils are fully integrated into the life of the school and make a positive contribution to class discussions.

³ On SEN Code Of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

30. The national strategies for literacy and numeracy have recently been implemented very effectively. This is reflected in marked improvements in pupils' progress in these subjects as they move through the school. A good feature of the school's provision is the opportunity pupils have to develop and use their literacy and numeracy skills in other subjects.
31. The school ensures equality of access and opportunity to the curriculum for all pupils. The time of sessions when pupils are withdrawn from lessons for additional support is varied to ensure that they do not miss the same subjects. Both boys and girls are included in all clubs and sporting activities, and boys and girls represent the school in its many successful teams, such as football and cricket. The school provides a good range of extra-curricular activities. These include a variety of sports activities, such as football, cricket, basketball, skipping and musical activities such as recorders, flutes and singing. A line-dancing club is also held on one lunchtime per week. The breakfast club ensures that all pupils have the opportunity to start school appropriately fed.
32. The school's provision for personal, social and health education (PSHE) is very good. Lunchtime supervisors have received training in behaviour-management strategies and regularly attend PSHE lessons. The PSHE programme has had a very positive impact on the quality of relationships and behaviour within the school since the last inspection. Good policies are in place for sex education, drugs awareness and citizenship education. The health-education programme is effectively delivered in science, as well as in PSHE lessons. The school is working towards the Health Promoting Schools Award, and healthy snacks and water are encouraged at playtimes.
33. Constructive links are being established with partner institutions such as the infant and secondary schools. A transition policy is being developed with the infant school to ease pupils' transfer between the schools. This provides useful information about their needs and abilities and also some continuity of experience. Pupils in Year 6 visit the secondary school towards the end of the summer term. Some of them also participate in special workshops for science, drama and mathematics. Members of the community make a good contribution to the curriculum. For example, visitors lead assemblies and one visitor gave an animated performance of the story of 'Jonah and the Whale' during the inspection. Amber Valley Sports Development provides coaching in a number of sports. The community police officer comes to talk about subjects such as 'Stranger Danger' and the school nurse contributes to the sex education programme. This prepares them for the next stage of their education.
34. The school makes very good provision for pupils' spiritual development. This is a significant improvement since the last inspection, when it was unsatisfactory. The school's aims, encapsulated in the word 'ASPIRE', are evident in much of its work and frequently reinforced in lessons and assemblies. Displays of pupils' work promote pride and self-esteem. Inspiring quotations from famous people posted around the school provide constant reminders of what pupils can achieve if they aspire to do so. For example, "It is through education and learning that we can ultimately achieve all our goals and desires," (Colin Jackson.) Pupils also develop insight into the values and beliefs of others through lessons in religious education and through Circle Time⁴.
35. The school provides very well for pupils' moral development, which is consistently promoted through all aspects of school life. For example, in an assembly at the

⁴ On 'Circle Time' - this is a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

beginning of the week the headteacher introduced the theme of treating others as you would wish to be treated. Teachers then gave awards throughout the week to pupils who demonstrated thoughtfulness in their behaviour towards others. In these ways, pupils also learn to take responsibility for their actions. They engage in a number of fund-raising activities for charities such as the Leonard Cheshire organisation, Barnardo's and the Blue Peter appeal.

36. The school's provision for social development is very good. Pupils often benefit from opportunities to work in pairs and small groups. For example, they share ideas and improvise dramatic re-enactments of historical events. They help one another in order to edit and improve their written work. Pupils themselves helped organise the school's highly successful 'buddy' system, whereby individuals who have been elected by their class to be a 'buddy' take the initiative at playtimes to befriend and help any child who sits on the 'Buddy Benches'. These are brightly-painted benches at either end of the playground where any pupil who desires help or companionship from another pupil can go. Pupils in Year 6 demonstrate maturity in organising the resources necessary for assemblies. The elected school council adds to this provision.
37. Provision for cultural development is good. Pupils' awareness of their own cultural traditions is enhanced through visits related to their work in different areas of the curriculum, such as one to Denby pottery, which inspired them to make some striking ceramic tiles. Pupils have enjoyed the performances of visiting theatre groups and are introduced to many famous artists and musicians as well as benefiting from a variety of sporting traditions. The religious education programme raises pupils' awareness and appreciation of important festivals in major world faiths. Pupils learn about a wide range of cultures through visits and celebrations. For example, they enjoy the Hindu festival of Holi. They have visited places of worship and the Open Centre in Derby. They enjoy a wide range of musical instruments and art from cultures as wide apart as Japan and France. Visiting artists and poets work with pupils to improve the environment. The school takes part in the local carnival and charity events, and the older pupils take part in annual performances.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school provides good support and welfare for all pupils. This is a significant improvement as this was unsatisfactory and deteriorating at the time of the previous inspection, with a number of health and safety issues reported to the governing body.
39. Health and safety procedures are now good. They include audits undertaken by staff and governors every half term, the results of which are passed to the premises committee and, if required, the full governing body. However, there is no formal documentation associated with these audits. Professional inspections of fire-prevention equipment are made annually and there are also annual tests of portable electrical equipment and physical-education equipment. The site manager is well aware of health and safety requirements, and he and the cleaning staff are vigilant. The school is clean and well maintained despite a need for some redecoration, and pupils are well supervised at playtime by well-trained staff.
40. Procedures for child protection are in place and the level of understanding of the headteacher ensures their effectiveness. He takes part in multi-agency group meetings at the school and recognises the need for training new members of staff. The school has been actively involved in planning, agreeing and monitoring the effectiveness of educational programmes for pupils who are not living with their

immediate families. Many members of staff have received basic first-aid training and take appropriate care of those who need it. There are careful records made of all incidents.

41. Procedures for monitoring and supporting learning are very good. Regular assessments, including the results of national tests, are very thoroughly analysed to identify strengths and weaknesses in pupils' learning. As a result, the staff as a whole are very well focused on what needs to be done, and this very effective interpretation of assessment data has played a key role in the improvement in standards. Teachers analyse national tests and optional tests at the end of each year to establish pupils' progress in English, mathematics and science, and the school is monitoring pupils' reading skills through annual tests. The results have helped to focus teaching and to set challenging but realistic targets.
42. Pupils with special educational needs are supported very well in the classroom and around the school. Individual education plans are written by the class teacher after collaboration with the special educational needs co-ordinator. Some statements of objectives for individual pupils are clear and specific. Others are less well defined and therefore less helpful for all those involved in supporting the pupils because the nature of their difficulties is not always identified clearly. The progress of all pupils with special educational needs is carefully monitored and, because of the high quality of teaching and support, it is similar to that of other groups in the school. Assessment is effective in identifying which targets the pupil has achieved and which ones need to be modified or continued. Pupils with Statements of Special Educational Needs receive very good support in line with their identified needs.
43. Teachers carefully monitor pupils' personal development. Pupils can earn awards for themselves and their house for good work and behaviour. The well-structured programme of personal education throughout the school gives all pupils opportunities to discuss and learn about relationships, health, hygiene, growing up, attitudes, behaviour and their own feelings. The school works closely with parents at the first sign that pupils need special support. It keeps careful records of incidents. Successes are recognised by stickers and awards at Friday assemblies. Pupils say that teachers are more strict now than they used to be, which they view positively.
44. Pupils' personal development is supported by a wide range of responsibilities, including older pupils looking after younger pupils at playtime. Monitors are selected from among the older pupils and given many jobs around the school. They undertake these tasks happily and conscientiously. Pupils' sense of their own worth and their growing ability to be responsible are fostered through the many school visits they make, including participation in the Amber Valley Safety Road Show, and visits to ecology centres, theatres and places of historical interest. One pupil recalled these events by pointing out each photograph in the school's office. He was enjoying the memories of these experiences and badly wanted the inspector to share them. Pupils in Years 4 and 5 have been asked their views in a pupil questionnaire and this helps to develop their self-esteem, as well as providing useful information. Pupils in their last year say that they have enjoyed their time at the school, have respect and fondness for the staff, and benefit from the responsibilities they are given. Many have been elected to take on these roles, which they do with good humour. The school provides facilities for a breakfast club that gives pupils who attend a happy and productive start to their day.
45. The school's procedures for improving behaviour are very good. Soon after his appointment, the headteacher initiated training for the whole staff and governors with the assistance of the local authority behavioural-support team with the aim of improving behaviour in the school. At the same time, all class teachers started circle-time

sessions, which give pupils time to share their experiences and feelings and discuss attitudes and behaviour in a positive atmosphere. These sessions also involve midday supervisors on occasions. Assemblies that have a weekly moral focus reinforce the school's high expectations of pupils' behaviour.

46. The school monitors and promotes attendance satisfactorily. It works closely with the education welfare officer, who is given relevant information about individuals. The frequent presence of the headteacher and other staff in the playground at the start and end of the day gives encouragement to pupils and their families. Attendance has improved since the previous inspection, and there are now late books in place and systems of following up absences. However, unexplained absences are not followed up on the same day and there is no policy which sets out which absences will be authorised and when late pupils will be counted as having missed the session. The system of recording attendance is somewhat cumbersome. Pupils are enthusiastic and happy at school, and this in itself has improved attendance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The previous inspection found that parents had positive views of the school, but this was not entirely supported by inspectors, and the quality of information they received was inadequate. Parents still have positive views of the school and feel that it provides a good education for their children. Inspection findings fully support the positive views held by parents.
48. The school gives parents satisfactory information about the school and their children. Teachers provide parents with general information about the topics their children will be covering during the year. However, these do not provide details of current work to help parents contribute to their children's learning at home. There are books containing their children's reading records but no homework diaries, for example, which would increase opportunities for day-to-day communication with parents. Parents are invited to termly meetings about their children's progress which are well attended. Information is sent home regularly about the school, and parents are invited to the Christmas concerts and carol services. The parents of pupils with special educational needs are invited to attend reviews of their progress. Many parents are informed of the outcome of review meetings but are not formally involved in discussing their children's progress and setting new targets.
49. Annual reports give parents useful information about their children's learning but do not all indicate how well they are doing compared to national expectations, and targets are not entirely clear for all parents. Parents are invited to comment in the report, but few do so, possibly because they have to send the reports back to the school so that comments may be copied before the report is returned. Parents of pupils with Statements of Special Educational Need take part in reviews of their children's progress. Other parents of pupils with special educational needs tend to be informed about the educational programmes for their children rather than consulted. The school prospectus and governors' annual report to parents are satisfactory and meet statutory requirements, although there are a few minor omissions and the information is not easily accessible to parents.
50. Parents are invited to curriculum evenings, which are well attended, and facilities have been provided for popular courses run by outside agencies for parents, such as family numeracy. Parents and carers say that members of staff are always accessible and senior members of staff make great efforts to make themselves available and to get to

know the pupils' families. Parents appreciate the way in which the headteacher is available before and after school, and feel that this is a significant improvement.

51. Parents' contribution to the work of the school and to their children's education is satisfactory. A few parents and friends of the school help out in classrooms. Some help with swimming and others help pupils learn multiplication facts in the morning. The school works well with parents through the Friends' Association to raise additional funds and to create a caring community atmosphere in which home and school may work together. Several parents have taken part in classes specifically for them, such as 'Keeping Up With The Kids', which informs parents about the literacy and numeracy strategies.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The impressive improvement that the school has achieved in just two years is directly attributable to the excellent leadership and management of the headteacher and the high-quality support he receives from the two assistant headteachers. Shortly after his arrival, he identified significant weaknesses in the school's educational provision. These included poor behavioural management and uninspiring teaching, low standards in all subjects, a lack of documents to support the curriculum, and ineffective administrative procedures. Benefiting from a very clear vision of what needed to be done to improve the school, the headteacher set out clearly what was expected of both teachers and pupils, which continues to be included in the school prospectus. The aims of the school were reconsidered and agreed with a strategic aim of improving standards. Both the headteacher's vision and the new aims of the school are encapsulated in the word ASPIRE (achievement, safety, pride, individual responsibility, respect and enjoyment). This vision is shared by all members of the school. It is prominent in classrooms and around the school, and everyone, including the pupils, is happy to explain its meaning to visitors.
53. The headteacher has managed the identified necessary changes excellently in a short time. New management procedures have been quickly implemented across the school. Management roles have been clearly defined and new teachers have been successfully inducted into school procedures to maintain the rate of improvement. A senior management team has been established and a subject leader for information and communication technology appointed. The assistant headteachers, who both demonstrate teaching of the highest quality in their classes, support the headteacher very well and have been instrumental in developing the role of subject leaders, primarily through taking responsibility for English and mathematics. As a result, subject leaders have clear roles and their work has been successful in raising standards of attainment across the school. Additionally, the induction of new teachers to the school has been managed very well and has contributed to the creation of the team spirit that is evident. The assistant headteachers have willingly taken on extra responsibilities to accommodate the needs of newly qualified colleagues, who welcome the support and guidance they receive.
54. The school monitors and evaluates its performance extremely well and is quick to take effective action where weaknesses are identified. This has been done across the range of the school's provision and has made a significant contribution to the school's improvement. Teaching is monitored regularly and rigorously within an agreed format. Areas for improvement are identified and both verbal and written feedback is provided for teachers. This has led to the best practice being shared across the school, with effective support being provided for newly qualified teachers. The detailed and careful

analysis of assessments, including national test results, provides useful information that is used very well to inform planning for lessons. This has been particularly effective in addressing the weaknesses identified in pupils' previous learning. Subject leaders evaluate performance in their subjects, and plans for improvement are included in the school development plan, which are also evaluated with any implications for future development identified. This rigorous approach to the evaluation and development cycle is raising standards across the school and throughout all subjects.

55. The school development plan is an essential tool for driving the school's efforts to improve. It is comprehensive, including 14 areas for development and 38 targets across a range of subjects and aspects of the school. This is understandable as the school is addressing the serious weaknesses that had been identified throughout the school. However, the areas for development are not prioritised clearly and there is as yet no longer-term view of school development to establish a systematic programme of review and development. Nevertheless, the plan includes all the important information for improvement along with a year planner that details what needs to be achieved each month and an evaluation of the previous year's initiatives, noting their impact and what needs to be done further or as a result of the changes achieved. All members of staff are fully involved in initiating and developing the plan. Potential areas for development are considered at a staff meeting and subject leaders devise an action plan for their subjects, whilst teaching assistants and mid-day supervisors have been involved in creating a performance-management structure for their own roles. Governors are involved at various stages and financial implications are carefully linked to the annual budget. The committed and industrious approach to school improvement demonstrated in the school development plan has been instrumental in the very rapid improvement achieved throughout the school.
56. The governing body is very supportive and the chair of governors has developed a good, professional and working partnership with the headteacher. The governing body has improved its procedures by revising its committee structure, which now has a suitable range and number, keeping better minutes of meetings and re-considering the role of the chair of governors. It has begun to develop a clearer strategic overview of the school's provision that includes reports to the governing body by subject leaders. Governors have higher expectations of the school and this is demonstrated in the more searching questions that they ask. To contribute more fully to the school's improvement, the governing body has identified key areas for its own development that include:
- greater adherence to protocol;
 - developing its role as a critical friend;
 - the promotion of the school within the community;
 - developing its strategic role;
 - developing its monitoring role.

This indicates the governing body's commitment to improvement in line with the school's aims.

57. Financial planning is good and the finance committee scrutinises and questions the requests for funding before recommending budget allocations to the full governing body. Budget decisions are informed by the school development plan, which is established the month before. Subject leaders submit bids for finances, and the largest allocation has been given to English and mathematics in line with the school's strategic planning. As a result of the school's strong focus on improving its educational provision, a moderate overspend has been agreed with the local education authority. Governors monitor spending suitably and look for improvements in standards to evaluate its impact, such as that on playground equipment and computers. Whilst the

improvement in pupils' behaviour in the playground is apparent, it is not clear how governors will assess standards in information and communication technology. Good financial controls have been established and the school received financial support from the local education authority and an appointed bursar. The principles of best value are applied well and, in the light of the evident very rapid improvement in the education provided for pupils and the limited spending per pupil, the school gives very good value for money.

58. Staffing is good because of the number of well-trained teaching assistants that contribute very effectively to pupils' learning. The good accommodation is housed in an attractive wooden construction built in the style of the arts-and-crafts movement around a central area. This has been thoughtfully re-created as a garden area with seating that adds to the calm and ordered atmosphere of the school. A much-needed programme of redecoration has been initiated by the governors, which also plans to improve the toilet and cloakrooms areas. A classroom block at the rear of the school was added in the 1970s and this now contains a large computer room that is used very well. The school has made a priority of improving learning resources, which are now good for English, mathematics, science, information and communication technology, art and design, music and religious education. Resources are satisfactory for all other subjects, although the school library is rather small and limited in the opportunities it provides for pupils' learning across the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. To further improve the high quality of the school's educational provision, the headteacher, governors and staff should:
- (1) promote a greater contribution of parents to their children's learning by;
 - improving the quality of information to parents on their children's work at school (Paragraphs 26, 48, 49.)
 - providing a wider range of opportunities for parents to become involved with the work of their children at school (Paragraphs 50-51.)
 - establishing procedures to further develop day-to-day communication with parents (Paragraph 48.)
 - (2) raise standards in swimming so that pupils meet the nationally expected standard of 25 metres by the time they leave the school (Paragraphs 6, 111, 114.)

Minor areas for development.

- Improve the school library to enhance the learning opportunities it offers across the curriculum. (Paragraphs 58, 65.)
- Develop systems to improve governors' overview of the school to enable them to play a fuller role in strategic development. (Paragraphs 55-56.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	23	18	4	0	0	0
Percentage	13	45	34	8	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. Care should be taken when interpreting these percentages as each lesson represents almost two percentage points.

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)	237
Number of full-time pupils known to be eligible for free school meals	38

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	51

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	1.9
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	29	22	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	17	19
	Girls	15	15	17
	Total	34	32	36
Percentage of pupils at NC level 4 or above	School	67 (63)	63 (51)	71 (72)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	13
	Girls	14	13	15
	Total	28	24	28
Percentage of pupils at NC level 4 or above	School	55 (54)	47 (70)	55 (78)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
227	0	0
1	0	0
1	0	0
1	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
5	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	26
Average class size	30

Education support staff: Y3 – Y6

Total number of education support staff	10
Total aggregate hours worked per week	164

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	422,918
Total expenditure	461,764
Expenditure per pupil	1,990
Balance brought forward from previous year	37,518
Balance carried forward to next year	1,648

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	9

Total number of vacant teaching posts (FTE)	1
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)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	235
Number of questionnaires returned	111

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	41	5	4	0
My child is making good progress in school.	46	52	1	1	0
Behaviour in the school is good.	35	53	5	3	4
My child gets the right amount of work to do at home.	24	54	12	7	3
The teaching is good.	43	53	1	1	2
I am kept well informed about how my child is getting on.	34	51	11	4	0
I would feel comfortable about approaching the school with questions or a problem.	58	33	5	2	3
The school expects my child to work hard and achieve his or her best.	62	37	0	1	0
The school works closely with parents.	30	50	16	3	2
The school is well led and managed.	47	46	5	1	2
The school is helping my child become mature and responsible.	41	49	4	2	5
The school provides an interesting range of activities outside lessons.	24	54	14	5	2

Percentages may not equal 100 due to rounding.

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

ENGLISH

60. Improvement in English since the last inspection has been very good and inspection evidence shows that the rate of improvement over the last year in particular has been very rapid. The school's emphasis on raising standards in English, focusing specifically on the basic skills of writing, has been very successful and standards are now broadly average.
61. Since the last inspection, the school has rightly concentrated on devoting a significant proportion of curriculum time to improving standards in English. Additional teaching time has been allocated to the teaching of reading and basic skills such as handwriting and grammar. A structured and systematic approach to the teaching of reading, writing, spelling and handwriting has resulted in very rapid improvement throughout the school. The very effective support for pupils with special educational needs, and those who need specific additional support has ensured that they also achieve very well in lessons and over time.
62. The very effective implementation of the National Literacy Strategy has contributed significantly to the school's success in raising standards. In addition, the good links made with other curriculum areas enable pupils to practise and consolidate their literacy skills in a wide range of activities. Very secure planning ensures that a broad, relevant curriculum meets the needs of pupils of all abilities.
63. Standards of speaking and listening throughout the school are good and improving. Teachers plan opportunities in lessons in all subjects to support pupils' learning in this aspect of English. Many activities are provided for pupils to work together in pairs and in small groups. This ensures that they have frequent opportunities to listen to what others have to say, to ask questions and to develop ideas. As a result, pupils listen attentively to their teacher and to each other. They willingly contribute to class discussions and are keen to share their ideas and views because teachers value all their contributions. They skilfully use both correct and incorrect answers to clarify and reinforce teaching points. This inclusive approach does much to support pupils' self-confidence and provides the encouragement they need to make a full contribution in lessons. Pupils' develop into confident and articulate speakers with a very positive attitude to learning, and consequently they make good progress. They use an increasingly complex and varied vocabulary in all subjects of the curriculum. For example, in lessons they confidently use terms such as "connectives" and "prepositions", and the increasing use of drama and role play in lessons is providing valuable additional opportunities for them to use and develop their speaking and listening skills.
64. Pupils have a positive attitude to reading. They read regularly to themselves, to their parents and to older brothers and sisters at home. Standards generally meet national expectations, which shows that standards are rising. Daily reading sessions, which are conducted outside of the planned literacy lessons, are well planned and organised. These sessions ensure that all pupils read regularly in school and receive attention focused on their needs. Pupils' understanding of what they read is good and they use a range of strategies to help them read unfamiliar words. Whilst most pupils' reading is generally accurate, they do not read with a high degree of fluency and expression. Consequently, their skills in reading to engage the interest of the listener are not as good as they could be. Teachers have begun to address this issue in lessons and the

daily reading sessions. Pupils are developing higher-order reading skills such as skimming and scanning when looking for key information on a page. They talk about their favourite authors and the kind of books they like to read. Teachers keep records of pupils' progress in reading. However, the school has rightly identified that these records could be developed further to provide more accurate information about pupils' skills and the progress they are making. A wide variety of texts is used in literacy lessons to broaden pupils' experience of different forms and styles of writing.

65. The school library is too small and only accessible through another classroom, which limits pupils' opportunities to develop research skills. The school is aware of this problem and is working to resolve the situation. The number and range of fiction and non-fiction books in the school are barely adequate, although the school is committed to improving the number and range further through a planned improvement programme. The quality of books is generally good. Despite difficulties resulting from its size and location, pupils visit the library on a regular basis and are taught the necessary skills to enable them to locate information to support their learning.
66. The development of pupils' writing skills has been a focus for the school. Exemplary assessment data shows clearly that pupils' achievements in relation to their prior attainment are outstanding. Many pupils are now making gains in their learning that are well in excess of those normally expected, as demonstrated by the following work of one Year 6 pupil in September 2002, who wrote,
"butterflies can scare the birds away using there marking on there wings" (sic)
However, in June 2003 the same pupil wrote, as part of a complete poem about a tree:
"New and fresh, calm and relaxed.
Joyful and happy, bathing in gentle sun,
Feeling the soft rain caressing my branches."
This very rapid improvement indicates the potential of many pupils to reach a high standard.
67. Pupils set out their work well and make increasing use of paragraphs and complex sentences. The teaching of handwriting and spelling is consistent across the school and ensures that pupils form their letters correctly, develop a joined fluent script and spell accurately. The presentation of pupils' work in exercise books is neat, tidy and well ordered. Pupils increasingly use planning and drafting in their work to improve it in a systematic way. They make good use of dictionaries and thesauri to search for more interesting words and to check their spelling. The use of additional teaching times to focus on basic literacy basic skills has contributed significantly to the raising of standards in writing. Pupils successfully use in other subjects the skills they have learned in literacy lessons. Reports, instructions and diagrams are regular features in subjects such as history, science, and design and technology, and pupils use non-fiction texts on a regular basis when finding information to support their knowledge and understanding across all areas of the curriculum.
68. Pupils' attitudes are very good and they behave very well in lessons. They are enthusiastic, motivated, happy in their work and very responsive. They are extremely co-operative and persevere with tasks to produce work of a good standard in terms of both quantity and quality. They value the efforts of their classmates and are mutually supportive. They learn a lot from each other as a result of their mature approach to discussions and the willingness with which they accept and act on the advice given by adults.
69. The quality of teaching is very good, with many excellent features. The strengths in teaching are many, and are underpinned by the total commitment of all staff to securing

improvement by providing the best possible learning opportunities for pupils. The implementation of the National Literacy Strategy has had a positive effect because teachers identify and focus on the specific steps in learning necessary for pupils to develop their skills and understanding. When used in conjunction with the school's very accurate assessment information about pupils' progress in writing, it has developed into a powerful planning tool that has helped to drive up standards. Outstandingly positive relationships between all adults and pupils promote productive, active learning.

70. Teachers are very clear about what they want pupils to learn in lessons. These objectives are shared with pupils and revisited regularly within lessons to assess the progress being made towards achieving them. Pupils understand what they are going to learn and how the tasks set will help them to achieve. Teachers plan interesting lessons that fully engage pupils. For example, pupils in Year 4 were inspired by a series of lessons on advertising, and soon learned the power of using specific features of presentation and persuasive words. They studied adverts in print, on television and on the radio, and clearly identified common features that they used successfully when designing their own adverts. Tasks are set to match the learning needs of different groups of pupils to enable all to achieve well. Lessons move at a brisk pace and teachers' expectations of pupils' behaviour, effort and learning are high but realistic. Teachers use question-and-answer sessions and pupils' written responses exceptionally well to gauge pupils' understanding and guide the next steps of their learning. A wide variety of good resources is used imaginatively to match the different learning styles of pupils. Teaching assistants provide highly effective support for pupils in lessons and in additional small-group sessions. They work very closely with teachers and make a significant contribution to pupils' learning overall. Teachers' marking is good, providing pupils with a clear indication of what they have done well and what they need to do to improve. Appropriate use is made of information and communication technology to support teaching and pupils' learning. Regular homework is used effectively to enable pupils to practise and extend what they have learned in lessons. However, parents are not given sufficient information about homework to enable them to support their children fully at home.
71. The subject leader provides leadership of the highest quality. Through rigorous monitoring and evaluation of teaching and the impact of whole-school initiatives she has successfully guided the improvements made to date, and is clear about what needs to be done to continue to improve standards. She provides excellent support for her colleagues, based securely on her own exemplary practice.

MATHEMATICS

72. At the time of the last inspection pupils' attainment and progress were unsatisfactory. The school initiated a programme of improvement and, although results were still well below average in the national tests in 2002, they were in line with the average for similar schools. This rate of improvement has been maintained and inspection evidence shows that pupils' attainment is now broadly in line with the national average. This judgement is supported by teacher assessments and early indications of the national test results in 2003.
73. Following the last inspection, the subject leader identified weaknesses in the implementation of the National Numeracy Strategy. This included unclear learning intentions for lessons, weak planning of lessons with poor use of the plenary session,

and pupils' poor attitudes to the subject and poor mental recall of mathematical facts. These weaknesses have been addressed and improved by:

- the effective use of the National Numeracy Strategy;
- the development of the role of the subject leaders, including the monitoring of pupils' work and teachers' planning, with regular observation of lessons;
- the training of teaching assistants to provide more-effective support in lessons;
- the analysis of assessments to identify weaknesses in pupils' learning;
- the implementation of additional time that is focused on addressing the identified weaknesses in pupils' knowledge, skills and understanding;
- the much improved attitudes of the pupils.

74. The careful attention to the secure development of the basic skills of numeracy has been central to raising standards. Pupils now quickly attain a secure and ready mental recall of mathematical facts that underpins effective learning. All pupils keep a record of their progress in learning multiplication facts, which they practise both at home and in most numeracy lessons. They develop a good understanding of the number system and know that division is the inverse of multiplication. Throughout the school, pupils are encouraged to think about the strategies they use to solve mathematical problems. For example, one pupil in Year 3 explained that, to multiply by nine, he would multiply by ten and then take away the number he was multiplying. By Year 6, pupils are multiplying large numbers and they use inverse operations to check their answers. They use decimals to two places and successfully convert fractions to percentages. Pupils have a good understanding of co-ordinates in all four quadrants and explore triangular numbers and the 'digital roots' of multiplication tables. For example, 64 is $6+4=10$ is $1+0=1$. They make patterns of the results, identifying similar patterns and seeking reasons for them. Pupils are developing a good understanding of shape and measures. They recognise and name common two and three-dimensional shapes, identifying various lines of symmetry. They understand that angles are measurements of turn and, in Year 6, know that the angles of a triangle and angles on a line equal 180 degrees. Pupils gain experience of handling data, often linked to their work in information and communication technology. They collect information to create tables and graphs, which they interpret well. In Year 6, pupils are set the very challenging task of organising small sets of data into manageable intervals so that important information becomes more accessible. Pupils are confident and talk happily about their work. Their books show that they are very productive in lessons and complete a lot of work, which is neatly presented. These are indications of their enthusiasm for the subject.
75. Although pupils' attainment is improving throughout the school, they are limited by weaknesses in their previous learning. The school has identified these weaknesses for each class. For example, a Year 4 class has limited experience of standard measures due to a narrow focus on numeracy at the expense of other aspects of mathematics. Two 15-minute sessions have been allocated each week for 'additional numeracy' and the teacher has planned to use these sessions very effectively. Pupils make measurements of capacity, mass and length from examples provided by the teacher and, after discussion, mark them on a measure. This regular, focused activity is making a significant contribution to the improvement in standards across the school.
76. The quality of teaching is very good and is making a significant contribution to improving standards. Teachers plan work very carefully, taking note of pupils' previous learning and the range of attainment in the class. Tasks are therefore planned with varying levels of difficulty to match the learning needs of different pupils. Teachers have very high expectations of pupils, who respond to these challenges with enthusiasm. Their behaviour is generally very good because teachers manage behaviour very well and

pupils know what is expected of them. Lessons maintain a brisk pace which helps pupils to sustain concentration. Teachers have a very good knowledge of the subject, and their questions to pupils are challenging, which helps to extend their understanding. Resources are good and always prepared well so that there are no unnecessary lulls in the pace of the lesson. Teaching assistants are involved very well in the lesson and provide very good support for the pupils. Teachers are clear about what they want the pupils to learn and this is made explicit to them. For example, they write the lesson objective as a title for their work. In addition, they write a conclusion for the lesson under the title 'What I learned Today'. One pupil in Year 6 wrote, 'I have learnt today how to set out questions in cols (sic) and that the decimal points go underneath each other'. This useful practice, started by the subject leader in Year 6, is being extended across the school. Homework is set frequently and is used well to develop pupils' basic numerical skills.

SCIENCE

77. Very good progress has been made in addressing the weaknesses in teaching and learning identified in the last inspection report, when pupils' progress was a serious weakness. Inspection evidence and early indications of this year's national test results show that the standards are now broadly average. This is an impressive improvement in standards since the time of the last inspection, when they were well below average.
78. The school understandably focused on improving standards in English and mathematics until September 2002, when the low standards achieved in science were identified as the next priority for action. Well-directed professional development has boosted the confidence of teachers, and improved assessment procedures are helping to identify areas for improvement and groups of pupils needing support. Teachers' increased expertise and very good teaching are now having a positive impact on the quality of learning and the standards achieved.
79. Throughout the school, pupils are now developing a sound understanding of how to carry out scientific enquiries. They are also making good progress in developing their knowledge of relevant aspects of life processes and living things, materials and their properties, and physical processes. For example, in a lively lesson in a Year 3 class pupils were given the task of finding out for the kitchen staff which sorts of paper are best for mopping up liquids. They suggested, with some help, how to keep variables the same, such as the number of drops of water to be dripped from a pipette or the surface area of the paper to be tested, in order to make a fair test. Higher-attaining pupils understood why dipping different lengths of paper in water would not be a fair test and suggested ways of recording the results of their investigation in a table.
80. Pupils in the current Year 6 have made good progress from a low starting point in their understanding of how to carry out investigations. In their experiments with 'spinners', for example, they realise the importance of taking accurate measurements of variables such as the length of propellers and the number of spins. They use graphs and tables effectively to record the results of their observations of the motion of spinners falling to the ground. They interpret their results by drawing the conclusion that heavier materials fall more quickly because the gravitational pull is greater and there is less air resistance. In their experiments with ways of separating mixtures through processes such as evaporation and filtering, they show a good understanding of reversible and irreversible changes, and describe their observations using appropriate scientific vocabulary.

81. The quality of teaching is very good. Teachers build well on pupils' previous work and clear, specific learning objectives are shared with pupils at the outset and revisited at the end of the lesson to help them reflect on their own learning. They emphasise and check pupils' understanding and use of key scientific vocabulary. They use a good range of teaching techniques and strategies, including opportunities for collaborative group work as well as whole-class discussion. Equipment and other resources are well organised so that pupils can use them independently following good practical demonstrations accompanied by clear explanations from their teachers.
82. The headteacher has very recently taken on the role of subject leader for science. A portfolio of samples of pupils' work in science is being developed, although it is of limited helpfulness because the samples are not annotated. Improved assessment procedures, however, have enabled the identification of weaknesses in pupils' knowledge and understanding of key topics, such as 'Nutrition' and 'the Earth and beyond'. There is clear evidence throughout the school that these topics are now being taught effectively. For example, Year 3 pupils understand how shadows are formed and how we get night and day. Year 5 pupils are knowledgeable about foods that contribute to a healthy diet and the possible consequences of a poor diet, and they enjoy opportunities for independent research to find more information from a variety of sources. Higher-attaining pupils in Year 6 talk confidently about predicting outcomes and making a fair test by keeping one factor the same while changing others.

ART AND DESIGN

83. Standards in art and design meet national expectations. Standards in the design element of pupils' work are above those expected. Throughout the school all pupils achieve very well. Indications are that standards are rising as a result of improved teaching and the good use made of art and design to support pupils' learning in other subjects of the curriculum. Display throughout the school is of a high quality and serves to value and celebrate pupils' efforts and achievements. This demonstrates good improvement since the last inspection, when standards were unsatisfactory.
84. Pupils learn very well because they are provided with ample opportunities to study the work of a range of famous artists. For example, pupils in Year 3 use work as diverse as that of Georgia O'Keeffe, Paul Klee and Picasso as the stimulus for their own inventive art. They use their imagination to create their own work reflecting the styles of these artists. Links with other subjects are explored well, as demonstrated by the creation of mosaics by pupils in Year 4 as part of their study of the Romans in history. By Year 5, pupils' skills in drawing are developing well. They use pencils and ink to create portraits of each other that show an increasing awareness of shape, form and proportion. They begin to use the techniques of shading and cross hatching to create the effect of lighter and darker areas within their work. Their skills in working with textiles are progressively developed, as are their skills in printing. By Year 6, pupils confidently create starch-resist pictures on material, and printing blocks from linoleum.
85. The design element of pupils' work develops particularly well. They successfully transfer their skills to all aspects of their work. For example, pupils in Year 6 create striking, very well executed charcoal and chalk pictures based on their study of geometric shapes. In addition, their 'Fruit Cocktail' work using textiles shows an awareness of how to use colour and added detail to produce lively pieces of work, whilst retaining essential details to allow each type of fruit to be identified. Pupils successfully learn and use an increasing range of skills and techniques in all aspects of their work.

86. Pupils enjoy their art lessons. They are enthusiastic and work hard to improve. They use tools with care and are appreciative of each other's efforts. The subject makes a significant contribution to their social and cultural development. They have regular opportunities to work together. For example, groups of Year 6 pupils produce work in the style of Jackson Pollack. They have ample opportunities to evaluate the work of artists from other cultures and times, although the use of non-western art is not extensive. Pupils constructively evaluate their own work and the work of others in their class. These sessions contribute to their speaking and listening skills as they clearly articulate their likes and dislikes and give reasons for their decisions.
87. Teaching is very good because teachers plan lessons carefully to motivate pupils. Teachers have very good subject knowledge and provide pupils with demonstrations of the highest quality so that they are very clear about what they are expected to achieve. Teachers use questioning very well to assess pupils' understanding and provide sensitive but focused guidance to help them improve the quality of their work. Skills and techniques are taught in a systematic and progressive way which ensure that pupils regularly experience a sense of achievement and are motivated to work hard. The use of information and communication technology is appropriate and effective, particularly in support of pupils' knowledge of artists and aspects of their design work. All pupils receive equal access to all aspects of the subject. The subject leader provides enthusiastic, well-focused support for colleagues. His monitoring and evaluation of the subject have been productive and have identified the next steps forward, which include the further development of the scheme of work and of assessment procedures. Resources are good and used effectively in lessons.

DESIGN AND TECHNOLOGY

88. Standards meet national expectations. All pupils, including those with special educational needs, make good progress over time, and achieve well in lessons. Good improvement has been secured since the last inspection, when standards were unsatisfactory.
89. Pupils are provided with many opportunities to generate ideas for products. They work up designs, paying due regard to the purpose of the product and for whom it is intended. They draw their designs with increasing skill and accuracy. They label their drawings, providing additional information about the materials to be used, the joins to be made and which moving parts are to be incorporated. For example, pupils in Year 4 generate designs for Easter cards that include a slider mechanism. Pupils in Year 6 have developed these skills further, considering aspects such as the safety and cost of the product they are making. Pupils use a range of tools and equipment with appropriate skill, select materials and adapt their designs to meet changing specifications. They evaluate their work through testing and discussion. For example, pupils in Year 3 discuss how well they have sewn materials together, and Year 5 pupils test their wind-powered wheeled vehicles to determine which design works most effectively.
90. By the end of Year 6, pupils confidently work with a variety of materials and use a range of techniques for joining separate parts of their product. When designing slippers their understanding of how they are made is improved as a result of taking apart a real slipper. This useful exercise enables pupils to understand the complexity of what appears to be a relatively simple object. They use this information to generate patterns for their own slipper designs. Good attention is paid to considering the function of

slippers for different people and situations. For example, is the primary function of the slippers to keep feet warm, to be comfortable or to be worn outside? Safety is also considered and non-slip soles are given a high priority. These considerations demonstrate pupils' secure knowledge and understanding of the principles of designing. In addition, pupils understand the importance of experimenting with materials and joining techniques to find the ones that suit the design requirements best. Effective links are made with literacy as pupils increasingly write instructions detailing how products are to be made, and they make good use of their numeracy skills when measuring materials.

91. Pupils' enjoyment of design and technology is good and fully reflected in the effort they put into completing tasks well. They work hard and persevere with tasks even when they find them very hard. Their pleasure at completing a task well is infectious and is suitably celebrated by their teacher and classmates.
92. Teaching is good overall with some outstanding features. Teachers' planning ensures that all aspects of the design and technology curriculum are addressed, and pupils' knowledge and skills are developed progressively as they move through the school. Teachers are knowledgeable and well organised, and plan activities to stimulate pupils' interest. They give high-quality demonstrations of new techniques and skills so that pupils know exactly what they are expected to do and how to do it successfully. For example, Year 3 pupils successfully sewed two pieces of material together after watching their teachers complete the task. Teachers are skilled at drawing pupils' attention to the potential problems with tasks and how to overcome them. As a result, pupils make fewer mistakes with their work and experience a good deal of success. Teaching assistants provide invaluable support in lessons and help to ensure that pupils of all abilities achieve well and have equal access to the subject. Extremely good use is made of plenary sessions to discuss what pupils have found difficult and how they could change things to make their task easier. In addition, pupils are also able to discuss each other's work and suggest ways in which it could be improved. Teachers are careful to relate work completed to the objective of a lesson, so that pupils understand what they have learned. The assessment of pupils within lessons, and of pupils' work, is good. However, systems to record pupils' achievements over time are underdeveloped. Information and communication technology is used appropriately for research to support pupils' understanding in the subject. However, it is not used extensively as a design tool.
93. The subject leader is relatively new to the post. She has identified areas for improvement, and the subject is highlighted for development as part of the school's next development cycle.

HISTORY and GEOGRAPHY

94. By the end of the Year 6, the standard of pupils' work in both subjects meets national expectations. This is an improvement on the unsatisfactory standards they were achieving in both subjects at the time of the last inspection. This is largely due to effective, often imaginative teaching methods, which engage pupils' interest and curiosity about the past and about the world around them.
95. Through their work in history, pupils in Year 6 have gained a sound understanding of some features of Victorian society. Their understanding of the differences between Victorian and modern schools was evident, for example, in their lively improvisations of a day in a Victorian school. Their written descriptions of a Victorian household show an

awareness of the roles of people who lived and worked there, such as the butler and housemaid. They compare maps of Somercotes in 1870 and 1970 and identify some of the changes in the local area. Higher-attaining pupils can link these changes to information about people's jobs contained in a census return of 1851.

96. Through their study of the theme of water in geography lessons, pupils in Year 6 show a sound understanding of how rivers are formed and their route to the sea. They use appropriate geographical vocabulary to describe parts of the river and understand the impact of physical processes such as floods on people and the environment. They locate major rivers on a map of the world, recognise how people pollute water and suggest ways in which pollution could be prevented. Pupils make good progress through the school in developing their understanding of their own area and comparing it with others. In Year 3, for example, they compare old and new maps of Somercotes and identify changes in land use. They also describe key differences between Somercotes and Tenby, a seaside town in Wales that they find out about by using the Internet. Pupils in Year 5 have a sound knowledge of differences in type and availability of transport and other services in their own area and in Chembokolli, a village in India.
97. Pupils' grasp of some aspects of the history and geography curriculum is less secure. In history, they have only a limited knowledge of some of the main events, people and changes of periods studied or how the past is represented in different ways. In geography, pupils do not progressively develop their skills in drawing and using plans, maps and atlases in a range of scales and do not have enough opportunities to conduct geographical enquiries in the field, using appropriate fieldwork techniques.
98. Teaching is good in both subjects and much of the teaching in history is now of a high quality. It includes an interesting mix of activities that are effectively modified for pupils of different abilities so that all of them can access the lesson content. An outstanding strength of the teaching is the way opportunities are taken for pupils to develop and demonstrate their understanding through drama. A good example of this was seen in a Year 4 class, where pupils were learning how and why the ancient Egyptians mummified their dead. They used role play to act out the mummification process and this clearly enabled them to link this ritual with their understanding of the values and beliefs of the ancient Egyptians.
99. In both subjects, teachers give pupils opportunities to raise their own questions and conduct independent research using a variety of resources. For example, pupils in Year 6 use pictures, old photographs, books and web sites to find out about people and events of the Victorian period. As a result, they select from the information collected and present some main points about Victorian society. Similarly, in geography, pupils in Year 3 are given pictures, photographs and a copy of the town plan in order to make comparisons between their own area and Tenby. The quality of teaching has improved greatly in both subjects since the last inspection, when teachers did not provide sufficient opportunities for pupils to research and find things out for themselves from books and photographs or through using computers, and when much of the work in both subjects was copied.
100. A developing strength in teaching and learning is that pupils are given many opportunities to use their literacy skills to deepen their understanding of work in history and geography. For example, pupils in Year 6 write diaries, 'protest' slogans and play scripts as part of their work about children in Victorian times. Pupils in Year 3 write questions they want to ask about Tenby in preparation for sending an e-mail to the tourist office in that town to ask for further information.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

101. At the last inspection, standards were low due to unsatisfactory teaching and unsatisfactory curriculum provision. The school has made excellent progress in improving its provision for the subject in a short time to enable pupils to achieve standards that meet national expectations at the end of Year 6.
102. The school has secured these improved standards through a variety of measures.
- The computer suite has been completed and the addition of a projector increases teaching opportunities.
 - The purchase of suitable software and hardware, particularly for control technology and the monitoring of external events (such as changes in the temperature) has allowed all aspects of the National Curriculum for the subject to be addressed fully.
 - The new team of teachers at the school is much more knowledgeable about the subject, and training has been provided to ensure that all teachers use ICT confidently.
 - Teaching assistants have received training that has improved their ICT skills and allows them to play a more active and purposeful role in lessons.
 - The computer suite is used twice each week by every class and detailed planning ensures that these sessions are used to develop pupils' ICT skills directly.
 - Teachers' increased confidence is demonstrated in the good use of ICT in other lessons where pupils use it to find, organise and present information in a variety of ways.
 - The effectiveness of this improved provision is evaluated through an annual assessment of each pupil's learning of the key skills.
 - Pupils also make their own assessment of their learning each half term.

This systematic development of the subject has been successful because it has reviewed and improved all aspects of its provision, realising that a weakness in one will affect the other aspects.

103. Pupils use computers with confidence and skill. They find and load programs, save and retrieve files, and search the internet with apparent ease. Pupils use word processors to produce text that is combined with pictures in a number of activities, such as work on the Olympic Games, healthy eating and creating a plan of their bedroom. In Year 6 they use these skills to create multimedia pages with information about their school. They create databases that they use to produce graphs and tables, which they interpret correctly. The Internet and CD-ROMs are searched skilfully. Pupils gain good experience of control technology, writing the procedures necessary to draw shapes and letters. In Year 6 they produce a printout of a graph using a monitoring program that shows changes in light and temperature.
104. Teaching is very good and has enabled pupils to make very good progress in a short time. Most teachers are confident in their use of ICT and give clear demonstrations of new techniques. They plan lessons well that include clear objectives and tasks contain varying levels of difficulty that take account of the range of ability in the class. This allows pupils to understand what they are expected to do in the lesson and to maintain concentration on their task because it is matched to their learning needs. Consequently, pupils apply themselves well in lessons, with the more knowledgeable pupils helping those in need of assistance. The carefully prepared resources, brisk pace to the lesson and the good management of the pupils contribute to the positive attitudes that they demonstrate and the general productivity of the lesson. Teaching

assistants are confident in their roles and provide good support for the pupils with whom they work. Pupils are asked to consider the strategies and procedures they use to create their work and they are often written on it.

105. There are two or three computers in each classroom and teachers are sufficiently confident in the use of ICT to incorporate it into other lessons. On one afternoon during the inspection pupils were using ICT to extend their learning in four of five classrooms visited. This is commendable and not only extends pupils' ICT skills but also enhances their learning of other subjects. For example, in one lesson in Year 6, pupils were using the Internet to research Sikhism. They made skilful use of hyperlinks to find information that added to what they had learned from the teacher. They used the copy and paste functions to combine text and images well and attractively. In a science lesson in the only classroom without an Internet connection, the teacher of a Year 5 class had prepared a CD-ROM that allowed pupils to research healthy and unhealthy foods. A Year 3 class had been considering contrasting environments and were fascinated by Tenby as most of the pupils had never visited the seaside. A boy and a girl were using the Internet to find Tenby's web page and pondered what functions might take place at a 'Fisherman's Church'. Having found out about Tenby Museum, they told me, "They're having a 125th anniversary." I therefore asked them how long the museum had been there. They thought for a moment before the girl offered, "A long time." "So what's an anniversary?" I helpfully asked. The girl immediately told me, "That's when you've been married a long time." The enthusiasm, friendliness and diligence of the pupils are matched by the delight in working with them. In another lesson in Year 6 pupils used a drawing package to design illuminated letters that they were working on in an art lesson. They used this program well and considered the occasions when ICT was a better tool for the task. Some pupils thought that it was easier to do at the computer, whilst others disagreed, with one boy commenting that it is harder to control a mouse than a pencil to draw curved lines carefully.

MUSIC

106. Standards in music have improved since the last inspection, when they were unsatisfactory, and are now in line with those expected nationally for pupils aged 11. Teaching has also improved significantly and is good overall. The school provides a broad and balanced music curriculum through the successful implementation of its scheme of work. Further developments have been identified and reflect the school's commitment to providing high-quality learning experiences for all pupils. Extra-curricular music activities and specialist teachers provide valuable opportunities that enrich the music curriculum for many pupils, including learning to play an instrument.
107. Pupils in Year 3 confidently explore the use of pitch in music, using their own voices and a range of percussion instruments. They demonstrate a secure understanding of the vocabulary used to describe pitch, and record what they hear using simple graphic notation. By Year 4, pupils recognise, use and create rhythmic ostinati. They develop an understanding of pentatonic notes and use them in their compositions. They demonstrate an increasing understanding of subject specific vocabulary, including the names of musical notes. Pupils in Year 6 have a secure knowledge and understanding of musical terms. For example, they know that a chromatic instrument is one that has keys. They know and use the names of musical notes and are developing an understanding of the term 'interval' as used to describe the spaces between notes. Pupils know the main elements of music such as tempo, timbre and dynamics. All pupils enjoy singing. They have ample opportunity to sing in assemblies and in extra-curricular activities, in addition to the opportunities provided in lessons. Lessons

regularly require pupils to use a variety of musical instruments. They play these correctly and with care. Pupils are able generate and reproduce a range of rhythms and maintain a steady beat. They listen to music from other cultures such as China. They have well-developed listening skills and make thoughtful contributions when discussing music they have listened to.

108. Pupils enjoy music lessons. They behave well, respond enthusiastically and work hard, even when they find some aspects of the work difficult. Pupils have the confidence to ask for help when they need it and respond very well to the support given by teachers and teaching assistants.
109. Teaching is good with some very good features. Lessons are well planned with specific learning objectives that are clearly communicated to pupils. Musical knowledge and skills are taught in a systematic way, which allows all pupils to achieve well. The organisation and management of lessons are good and provide opportunities for pupils to work as a whole class, in small groups and as individuals. Resources are used effectively to support pupils' learning, and links with literacy and numeracy are productive. Pupils' knowledge and understanding of other cultures are fostered as they listen to music from around the world. Information and communication technology is used to support learning in music. Teachers' planning indicates an increased emphasis on recording pupils' own compositions. These recordings enable pupils to evaluate their own work. Through skilful questioning and evaluation of pupils' performances, teachers make regular assessments of their knowledge, understanding and skills. However, assessment is in the early stages of development and does not ensure that the work planned is always accurately matched to the different learning needs of all pupils.
110. The subject leader is knowledgeable, provides effective support for teachers and has a clear vision for the future development of the subject. Resources are good and used effectively in lessons. Since the last inspection, the school has introduced a scheme of work that offers good support for teachers.

PHYSICAL EDUCATION

111. During the inspection all classes focused on games activities and in this aspect of the subject pupils' attainment clearly meets national expectations at the end of Year 6. Some pupils demonstrate a high level of attainment. It is not possible to make a secure judgement on pupils' attainment in other aspects of the subject, although at play times, where a range of equipment is made readily available for their use, they demonstrate skills that meet the expected standards. However, standards in swimming are unsatisfactory as about half of the pupils cannot swim the nationally expected 25 metres by Year 6. This is similar to the standards reported at the time of the last inspection.
112. Pupils have a good understanding of the effects of exercise on their bodies. They develop good ball skills systematically. The younger pupils improve their technique of throwing and catching from increasing distances. Both boys and girls practise cricket skills in Year 5, playing small games and learning to bowl underarm, whilst pupils in Year 6 bowl overarm with considerable skill. These modified versions of the game allow pupils to appreciate the importance of tactics and learn to use different strategies more effectively. They are very co-operative and this enables all to participate in organising and playing the game.

113. Teaching is good and ensures that pupils make good progress in their development of skills as well as their understanding of the importance of physical activity. In all lessons teachers and pupils wear appropriate clothing. Lessons, which begin with a warm-up activity and end with an opportunity to cool down, are prepared very well. Equipment is readily available and its efficient use enables lessons to maintain a brisk pace. The management of pupils is very good and they respond very co-operatively. Teachers plan lessons well and have a clear idea of what they want the pupils to learn in the lesson. This enables them to give clear explanations of what pupils are expected to do and also to demonstrate skills and techniques to help them improve.
114. The new subject leader is enthusiastic about the subject and has been responsible for improvements in the quality of teaching. This enables many pupils to achieve high standards, as demonstrated in the success of the school in inter-school competitions for which it enters teams including boys and girls. There has also been an improvement in the quality and range of resources, which are now good for many aspects of the subject. However, there is no fixed, large climbing apparatus in the hall and this must be erected by teachers before lessons that require it. There is limited time allocated to swimming and pupils have about 15 lessons during Year 5. This is insufficient for many of them to develop their swimming skills to the expected standard.

RELIGIOUS EDUCATION

115. Pupils' attainment meets the expectations of the locally agreed syllabus. Standards are higher than they were at the time of the last inspection, when they were judged to be below expectations. This improvement is largely due to the good, sometimes inspirational, quality of teaching.
116. The work in pupils' books shows that teachers are encouraging them to explore fundamental questions, such as 'Who or what is God?' and they have written some thoughtful explorations of this key question. They also explore how people of different faiths give different answers to these questions. They are developing a good understanding of the importance of key figures in religious traditions such as the Sikh Guru Nanak and modern religious leaders such as Martin Luther King. Good displays around the school reinforce their learning. For example, in a Year 6 class a display on Sikhism reminds them of the meaning of the 'Five K's' symbols that show a person is a Sikh. Another display in a Year 5 class gives examples of sacred texts associated with different religions.
117. Teaching is good. In a lesson in Year 3 that built on a recent visit to the local church, pupils learned about the significance of Easter Sunday. Because of the excellent range of strategies employed by the teacher, pupils asked some searching questions about the Resurrection and its meaning for Christians. They interviewed another pupil acting in the role of Jesus and showed that they knew a good deal about His life and teachings. They discussed the meaning of the Resurrection in some depth. With help from the teaching assistant, lower-attaining pupils participated fully. In Year 4 the Hindu ceremony of 'Puja' was beautifully recreated to help pupils understand its rituals, symbols and their meaning. The teacher had set up a Hindu shrine in the classroom and gave a confident explanation of the meaning and purpose of items on the Puja tray, after inviting pupils to consider how each object appeals to a different sense. Because of this very good explanation and interesting display, pupils developed a sound understanding of this aspect of Hindu worship.

118. Although the subject leader has only been in post for one year, she has made a very good start to raising the profile of the subject and improving the scheme of work for religious education so that topics are studied in greater depth. She has also liased with her counterpart in the infant school to ensure continuity and progression in pupils' experiences when they enter the junior school.