

INSPECTION REPORT

BROADMEAD LOWER SCHOOL

Stewartby, Bedfordshire

LEA area: Bedfordshire

Unique reference number: 109483

Headteacher: Mrs B Caborn

Reporting inspector: Mr R Fry
OIN 21073

Dates of inspection: 4 – 6 June 2001

Inspection number: 196933

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 – 9 years
Gender of pupils:	Mixed
School address:	Park Crescent Stewartby Bedfordshire
Postcode:	MK43 9NN
Telephone number:	01234 768318
Appropriate authority:	Governing body
Name of chair of governors:	Mr J Tait
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21073	Roger Fry	Registered inspector	English as an additional language Mathematics Science Geography History	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11439	Jillian Moore	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22058	Christine Richardson	Team inspector	Equal opportunities Special educational needs English Music Physical education Religious education	How good are the curricular and other opportunities offered to pupils?
24031	Iris Idle	Team inspector	Foundation stage curriculum Information technology Art Design and technology	Pupils' attitudes, values and personal development.

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GLOSSARY of terms

Foundation Stage – young children up to the age of 5+

Key Stage 1 – pupils 6 to 7 years olds

Key Stage 2 – pupils 7 to 11 years old

Curriculum – everything the school teaches pupils in and out of class, such as English, science and health education

Scheme of work – courses of lessons in eg. English for teachers to use when planning lessons

ICT – information and communication technology

Baseline assessment – tests for young children when they join the school or in their first year

Co-ordinator – teacher in charge of organising a subject, such as physical education

School development plan – set of plans that show how the school will improve over the coming year or longer, what its priorities for action are and how it will spend its money

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Broadmead Lower School is a small sized school for boys and girls aged between four and nine years. The school serves Stewartby and the surrounding area and has steadily grown in size. It has 110 pupils on roll including the youngest children who attend the reception class part-time. The school has a moderate turnover of pupils. Children's attainment on entry to the school is below what is typical of children nationally. Fourteen per cent of pupils are eligible for free school meals, which is an average figure. Twenty eight per cent of pupils have special educational needs, which is above average. Several pupils from Indian and other backgrounds do not have English as their first language. All pupils speak English. Several pupils have Traveller backgrounds.

HOW GOOD THE SCHOOL IS

Broadmead Lower is an effective and caring school. It makes good provision for pupils from all backgrounds, including those with special educational needs. Pupils have made satisfactory progress in the past. All staff work well together and they have successfully improved the standards of pupils' work this year at the end of Year 2. The teaching is consistently good and the work that pupils are set is often demanding. The cost of educating pupils is well above average but similar to other schools of this size nationally. The school provides good value for money.

What the school does well

- Pupils have made consistently satisfactory progress in the past and standards have improved this year in Year 2.
- Pupils' standards in history are above those expected for their ages.
- The curriculum is good and pupils acquire a wide range of skills, knowledge and understanding.
- Teaching and learning are good across the school.
- The headteacher, governors and senior staff manage the school effectively.
- The chair of governors gives particularly strong support to the school.

What could be improved

- The school's behaviour policy is not always effective in lessons with some boys.
- On occasions, higher attaining pupils are not given hard enough work.

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 February 1997 and received a good report. The school had five key issues to address. The school has made effective improvements since then. Over the last four years the school has developed or adopted policies and schemes of work for all subjects. The playground has been resurfaced but the outdoor play provision for the under fives has not been built. The school has worked hard to achieve this extra space for the under fives but has so far been unsuccessful. There is a good extra play area adjacent to the playground that includes a variety of climbing frames. The school has put into action the points for action recommended in the auditor's report in 1997. The school monitors and evaluates much of its work, including pupils' standards of work. Co-ordinators have action plans that outline their duties and targets clearly.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	Broadmead compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	B	C	E	E	well above average A above average B average C below average D well below average E
writing	A	B	E	E	
mathematics	A	C	E	E	

Young children's attainment on entry to the school is below the standards typically found in schools nationally. At five years old they attain similar standards to those of children nationally and make good progress in most 'Areas of Learning' they study. At the end of Year 2 last year (2000), pupils' National Curriculum test results were well below average in reading, mathematics and writing compared with all schools and similar schools. Results were lower because half the class had a wide range of special educational needs. Test results in reading, writing and mathematics over the last three years show that pupils made the progress expected in Years 1 and 2. Wide variations in results are often found between small year groups and at Broadmead pupils' standards have varied from year to year. **Results in 2001 show a significant improvement** and pupils met their targets.

Inspection findings confirm that most pupils work at the nationally expected levels for their age. It is likely that standards in mathematics will be above average when compared with schools nationally. The improvement in results has occurred because, for example, pupils are set work that is usually well matched to the varying capabilities of year groups and the National Literacy and Numeracy Strategies have been put into action effectively. Test results in 2001 show that about two thirds of nine year old pupils have gained the expected levels in English, mathematics and science.

Across the school, an above average proportion of pupils have special educational needs. This factor has only a limited negative effect on the school's results because the good teaching raises their standards of work. All pupils with special educational needs succeed with their individual work targets. Pupils attain the standards expected in information and communication technology and religious education. Standards of pupils' work in history are above those expected in schools nationally. Boys and girls achieve similar standards of work by the time they are seven and nine years old. Pupils with English as an additional language make good progress. Pupils with Traveller backgrounds also make good progress, for example because they receive good extra adult help for several hours each week. Overall, pupils achieve what is expected of them nationally and achievement is improving.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils show a keen interest in school life and make the most of lessons, special events and clubs. Most pupils listen attentively to teachers and each other during lessons.
Behaviour, in and out of classrooms	Good. Pupils mostly behave well in lessons and at playtimes. Movement around the school is also good. Pupils are generally reliable and helpful.
Personal development and relationships	Satisfactory. Girls and most boys progress well in lessons because they make friends easily. Some boys do not always co-operate fully with classmates or teachers.
Attendance	Above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Good	Good	Good

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

The teaching is consistently good across the school. The teaching observed ranged from satisfactory to very good. In 67 per cent of lessons the teaching was good, and in 11 per cent it was very good. English and mathematics are effectively taught. The good organisation of work set in literacy and numeracy lessons has led to pupils' better progress and an improvement in results in Year 2 this year.

There is a purposeful atmosphere in classrooms. Most pupils enjoy working hard and receiving praise for what they have done. However, at times teachers do not have strong enough guidance from the behaviour policy to help them deal effectively with the interruptions of a few boys. Young children under six years old and older pupils are taught progressively more difficult ideas in a logical order. Most pupils show much interest in their work and their powers of concentration are good. All pupils, for example, learn to read and write successfully, to find out things in science and to work with numbers in mathematics. Pupils with special educational needs, pupils from Traveller backgrounds and those who have English as an additional language make good progress and teachers meet all their needs effectively.

Teachers have a wide spread of knowledge and skills. They explain ideas clearly, teach pupils important new skills, and often use well-chosen questions to check what pupils have learned. In the Reception class, the teacher's attention to young children's individual needs is good. Support staff throughout the school make a valuable contribution to pupils' learning, for example, by working with small groups of pupils on their individual targets. Pupils' capacity to learn is extended and teachers meet the needs of all pupils in many lessons. However, on occasions higher attaining pupils are not set work that is hard enough. Teachers keep good records of pupils' progress in some subjects, for example, in English and mathematics, but only limited records in some other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects of the National Curriculum are taught consistently. High priority is given to teaching the basic skills of literacy and numeracy. Lessons in history and in design and technology are particularly good.
Provision for pupils with special educational needs	Good. The provision is well managed. Pupils make good progress towards the targets in their individual education plans. Teachers and support staff help pupils effectively in lessons and in small groups. Pupils with statements of their special educational needs are well integrated into all lessons.
Provision for pupils with English as an additional language	Good. All pupils are well integrated and have no difficulties with English. Teachers ensure that pupils receive extra attention when they need it.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils' moral and cultural development is good. Their social and spiritual development is satisfactory. All pupils have the opportunity to take part in everything that the school does. Good displays of pupils' work enhance classrooms and many parts of the school.
How well the school cares for its pupils	Good. Procedures for assessing and recording what pupils know, understand and can do are good in, for example, English and mathematics. The provision made for pupils from Traveller backgrounds is good. Procedures for promoting good behaviour are satisfactory but are not always successful in promoting consistently good behaviour amongst some boys.

The school has an effective partnership with most parents, including Traveller parents who regularly attend school functions.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a strong positive influence on the school. The school has made several successful appointments. All teachers manage their responsibilities for subjects effectively. Improvements to the building have been made. The school has gained the 'Basic Skills Quality Mark.'
How well the governors fulfil their responsibilities	Good. The chair of governors is very effective in helping to manage the school. Many governors are closely involved with the school and they understand its strengths and what still needs to be done.
The school's evaluation of its performance	Good. Since the last inspection the school has evaluated its successes and areas for development and followed its good plans for improvement closely. The school development plan identifies what the school feels it needs to do clearly.
The strategic use of resources	Good. The school has made good use of the money available to it and makes sure it gets the 'best value' for all major purchases. The office is efficiently managed.

The school is generously staffed and the accommodation and learning resources are 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"> • Children like going to school and make good progress with their work. • Behaviour is good. • The teaching is good. • Parents feel comfortable when they approach the school with a question or problem. • The school has high expectations of children. • The school is well managed and led. • The school helps children to mature and become responsible. 	<ul style="list-style-type: none"> • Some parents feel there are too few extra-curricular activities. • Some parents also feel that the school does not work closely enough with them.

The inspection team agrees with parents' positive views. The school has good relationships with most parents. There is a satisfactory range of lunchtime and after school activities.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the last inspection, pupils have continued to make satisfactory progress in Years 1 to 4 and most have achieved what is expected nationally. Pupils' attainment on entry to the school is below what is typical of young children nationally. However, pupils leave the school with the expected standards of attainment in reading, writing, mathematics and science. Pupils' standards in speaking and listening are above those expected nationally. Pupils with special educational needs and from Traveller backgrounds make good progress towards their targets and achieve well. Some of the main reasons for pupils' steady progress are the consistently good teaching and the good start pupils make in the Reception class. The National Literacy and Numeracy Strategies have been well implemented and are having a positive effect on standards as well.
2. By the time children are ready to enter Year 1, many attain the standards expected in language development, mathematical understanding, knowledge and understanding of the world and creative, physical and social development. All children make good progress because the curriculum is well organised, there are enough adults to give children individual time and the staff understand the needs of young children.
3. At five years old, most children work independently and they respond well in lessons. They listen to stories with interest and contribute their own ideas. Higher attainers write simple sentences, for example, about their holidays. Lower attainers still need help to write a sentence. Most children read one or two sentences with prompting. Children recognise numbers and match them to spots on dominoes. Children's achievement is good because lessons are interesting and, for example, the teacher uses number rhymes to help reinforce understanding. Children have a good working knowledge of people who help us, such as the doctor and fire-fighter. Many have stories to tell of incidents they have experienced or seen and the teacher ensures children are heard.
4. National Curriculum test results of seven year olds have varied between 1998 and 2000. Pupils' results in 2000 compared with all schools and with similar schools in England were well below average in reading, writing and mathematics. However, this year results have improved and it is likely that mathematics standards will be above average and results will be at least average in English and science. Two reasons for the improvement in standards are that the school continues to organise itself better and it now has a settled teaching staff. The progress of a small number of boys is compromised by their lack of attention at times. Boys and girls overall attain similar standards of work. Pupils' standards of work at the end of Year 4 are in line with national expectations in English, mathematics and science. Pupils' speaking and listening standards are above those expected.
5. The school places great emphasis on the good teaching of basic skills. The success of teachers' work is reflected in pupils' improving achievement this year. At the age of seven pupils read their own work competently. They know how to use the index and glossary of books and understand alphabetical order. At nine, many pupils read fluently and accurately and select books by a wide range of authors. At the age of seven, pupils' standards of writing benefit from teachers' additional emphasis on writing skills. They express themselves clearly in, for example, book reviews and they write clear evaluations in design and technology. Pupils in Year 3 recognise alliteration and write creditable poems of their own. Most pupils have good listening and speaking skills because teachers work hard to ensure that pupils concentrate and learn the necessary skills. Pupils speak confidently when they are asked questions at seven. By the time they are nine, pupils begin to use language

persuasively to make a case, for example, to save rainforests. Pupils achieve what they do because teachers are, for example, very familiar with the national strategies for literacy and numeracy. In mathematics, Year 2 pupils work successfully with numbers up to 100. They know the names of six familiar shapes and have used bar graphs to help them understand sets of information. At the age of nine, pupils accurately compare fractions, understand time and subtract 77 from 96 successfully.

6. In science, there are some strengths in pupils' observation and investigative skills. With help, seven year olds plan an investigation about where best to grow seeds. Nine year olds develop this investigation further and consider in more detail whether their tests are fair. Lessons are well planned and there is a proper amount of time for science teaching. The good management of the school by the headteacher and teachers has been an important factor in bringing about a consistency of approach. Schemes of work in subjects are clear and help teachers plan lessons. Pupils' standards are enhanced by the good organisation of the curriculum.
7. The school is effective in teaching skills that are relevant for many subjects. This has a positive effect on standards of pupils' work. Pupils' reading skills are used well in many subjects. For example, pupils find things out from non-fiction books to help them in history and geography. In design and technology in Year 3, pupils accurately record evaluations of their findings. In science lessons pupils record several sentences in, for example, conclusions to experiments. Teachers ensure that numeracy skills are developed in other subjects. In science, pupils measure the growth of plants in centimetres and measure forces. In ICT lessons, pupils practice basic skills. They complete graphs on computers and display their results attractively. In design and technology pupils begin to measure what dimensions of materials they need to make things. Early understanding of dates in history and religious education help pupils to understand four digit numbers.
8. At the age of seven and nine, pupils' standards of work in information and communication technology are those expected nationally. Pupils punctuate their writing successfully with capital letters and full stops. They use computers to interpret tables of information by drawing bar graphs, such as about the amount of noise in different parts of the school. Pupils reach the standards expected in the locally agreed syllabus for religious education. Year 2 pupils know stories in the old and new Testaments. At nine, pupils have a good understanding of other religions. The headteacher ensures all pupils learn what they should by teaching all classes.
9. In art, pupils work at the expected standard. There is a strength in the development of pupils' understanding of great artists, such as Turner. The school has a growing collection of reproduced paintings that it uses to stimulate pupils. Standards in other subjects match those expected at seven and nine nationally. Pupils' standards of work in history exceed expectations. In history lessons, pupils analyse changes that have occurred over time with good understanding. Pupils' research skills develop well. As a result of the skilled teaching, pupils use a range of sources, such as textbooks and artefacts, to find evidence about times past.
10. Teachers give an appropriate amount of time and attention to all subjects, which is reflected in the standards achieved. In design and technology, pupils have designed, made and evaluated a range of projects. In geography, teachers make good use of the local area to enliven the subject. Pupils, for example, understand some of the issues about recycling rubbish. Pupils have a growing knowledge of

how to record music. In physical education, pupils know how to bat and bowl accurately. Older pupils practice further after school at the cricket club.

11. Pupils effectively gain skills and develop their knowledge and understanding in all subjects because of the good teaching and pupils' mostly positive attitudes to work. In literacy and numeracy lessons, pupils are often placed in groups within their class with others of similar capability. Teachers challenge most pupils with work at an appropriate level. Often in literacy lessons and on occasions in other subjects, higher attainers are challenged with tasks that allow them to take their thinking forward faster. However, teachers do not always extend higher attainers fully with the work they have. Teachers mark pupils' work thoroughly and they are clearly aware of the progress all pupils make towards the ideas they need to learn, particularly in English, mathematics and science. Overall, most pupils reach the predictions made by the school when they are seven and nine years old.
12. Pupils with special educational needs make good progress towards the targets recorded in their individual educational plans. They develop self-esteem and confidence, because of the good teaching they receive and the suitability of their targets. Teachers make good use of assessment information to help them set targets for individual pupils and for groups of pupils. The result is that pupils who need additional support are identified as soon as possible. Pupils with special educational needs frequently attain well for their abilities in National Tests.
13. The school ensures pupils have equal opportunities and that all pupils are included in every activity. The needs of Traveller children are assessed effectively by the Traveller Support Service and the school and this information is used to ensure that pupils' work matches their capabilities. They receive good support. Pupils who have English as a second language achieve as well as other pupils although at present no pupils have additional needs. No significant differences were observed between the progress of boys and girls.

Pupils' attitudes, values and personal development

14. There is a happy atmosphere in the school, which contributes well to pupils' attitudes to school life and to their learning. In the main, standards have been maintained since the last inspection, but relationships between a few boys are not as good as they were. Children under six years are well settled into the routines of school and behave well. Nearly all parents feel that the standard of behaviour in the school is good and that the school helps their children to mature and be responsible. They feel that the manners and behaviour promoted in school are those expected of children at home. Pupils' attendance is good. There has been one temporary exclusion from the school since the last inspection and during this inspection no bullying was observed or any other form of harassment.
15. Pupils have good attitudes to school and most are keen to do well, including pupils with special educational needs. They come willingly to school and are keen to take part in the activities prepared for them. Where the teaching is good or very good, pupils are quick to respond to the challenges set. They demonstrate a positive attitude to their work both in the classroom and around the school. For example, in an information and communication technology lesson in Year 3, pupils quickly responded to the teacher when asked a question. They listened carefully, put up their hands to answer and gave thoughtful responses. There were many other

examples of pupils who displayed positive responses to teachers' instructions. In a design and technology lesson, pupils responded very well to the challenge of making a moving monster using a syringe, plastic pipes and compressed air to make the monster move. They were very keen to demonstrate their model and explain how it worked.

16. Most pupils behave well in school and in lessons. They work hard and have good levels of personal motivation to improve their work. This quality makes a good contribution to the progress that they make. Most pupils listen well and are happy to offer suggestions. They settle well to their work and are interested and happy to discuss what they are doing. There are occasions when a few boys do not apply themselves well to their work. They have poor concentration skills and are easily distracted, particularly when teachers are making important points orally to the class. This affects both the quality and quantity of the work they produce. During collective worship, some pupils take a while to settle and begin to listen. Around the school, pupils are clear about the expected standards of behaviour and move sensibly around the building. There is a behaviour policy in place but it is not comprehensive enough. There are too few rewards and sanctions to capture the mind of every pupil. Teachers do not always consistently follow their own class rules. Sometimes a teacher will accept an answer that has been called out and at other times not.
17. The day-to-day relationships between pupils and teachers and between pupils are satisfactory. Many pupils respond well to their teachers. A few boys in most classes seek attention through unhelpful competitive behaviour, inattention and calling out answers. However, most pupils work well in collaboration with each other. In a technology lesson, they worked very well together in pairs as they made their models, sharing equipment and tasks well. The school provides many opportunities for pupils to develop social skills through speaking, listening, working together in practical sessions and in the range of out of school sports activities.
18. Attendance in school is good and the level of unauthorised absence is low. The school keeps a close watch on all pupils' attendance and any concerns are followed up. The attendance is above average, for example, because teachers are vigilant and school is an interesting place to be.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The teaching is good throughout the school. The teaching observed ranged from satisfactory to very good. In 67 per cent of lessons the teaching was good, and in 11 per cent it was very good. The school has maintained teaching standards since the last inspection in 1997, in spite of several staff changes. The good quality of teaching has a positive effect on the learning that takes place and has raised standards of pupils' work this year. Throughout the school, there are particular strengths in the teaching of basic skills. In all subjects, such as English, mathematics, science and history, a practical approach, good use of resources and the enthusiasm and expertise of teachers have positive effects on pupils' interest and motivation.
20. Teaching and learning are good in the Reception class. The standards and good progress seen during the last inspection have been maintained. The present staff work well together. All children work effectively in small groups with the teacher or another adult. Day-to-day assessment is undertaken in, for example, language and

mathematical work. Planning is satisfactory and is well linked to the 'Areas of Learning' for children at the Foundation Stage of their education. In a good lesson for the youngest children under five, pupils learnt to speak clearly and with confidence. Pupils learnt to recognise letters of the alphabet and their confidence was improved because of the warmth in the teacher's voice. The range of activities offered and the way in which they are presented take account of the needs of children of differing ages. There is a lack of outdoor play facilities to extend children's physical and personal development.

21. Teachers throughout the school are competent in teaching basic skills in English and mathematics. They have effectively implemented the national strategies for literacy and numeracy. Pupils gain new skills and build on their previous learning well. For example, in literacy lessons for younger pupils, teachers use practical approaches to help pupils learn the sounds of letters. In a very good lesson in Year 3, pupils learned to recognise alliteration. The teacher gave a clear and simple introduction that was well paced for pupils. Pupils quickly identified words in sentences that began with the same sound. In a good lesson in Year 4, the teacher introduced the idea of writing persuasively to secure an argument. The teacher introduced the lesson well and pupils were quickly interested in the tasks. Pupils initially had difficulty but the teacher improved their understanding because she was patient and guided them helpfully.
22. In a very good numeracy lesson, the Year 2 teacher skilfully used questioning to help pupils become quicker with mental calculations. The teacher's very good understanding of number work meant she held pupils' attention very well. The class knew exactly what they were trying to do because the target for the lesson was written clearly for all to see. Pupils learned, for example, to halve and double numbers. They learned at a very good pace because the teacher asked many varied questions in a short space of time. Pupils gained confidences in their understanding of number, which all transferred to their written practice work that followed.
23. On occasions, pupils of different ages have lessons together. For example, some Year 1 pupils joined Year 2 for science. Younger children worked successfully with the student teacher and everyone made good progress in the lesson. Year 2 pupils wrote sentences about where plants might or might not grow well. Year 1 had some sentences written for them and put a smiling or a sad face to show whether they agreed or not with the statements. Pupils' learning was good because the work was well matched to their needs and adults in the room made sure everyone concentrated on the task.
24. Teachers have a good knowledge and understanding of the subjects they teach, and they plan lessons effectively. For example, the teaching of science is good throughout the school. Teachers have a clear understanding of the principles of fair testing, and crucially, how to put this quite difficult idea over to pupils in a way that they can understand. Pupils make good progress with learning how to investigate an experiment with ideas. The school has put in place courses of lessons (schemes of work) that are used effectively by teachers as a support for their lesson planning. The schemes are particularly effective in supporting less experienced staff. However, teachers do not always plan for higher attainers to work consistently at a higher level than most pupils do.
25. Teachers use resources very well. Adults and volunteers are well briefed and they make a valuable contribution to lessons and pupils' learning. Other resources are

also well used. For example, Year 1 pupils were studying poems around the world. The teacher provided many interesting resources for pupils to read. Pupils were interested, wanted to be involved in the lesson, and therefore made good progress with learning about the sounds of letters. Teachers use time well. Their careful planning and organisation mean that lessons are well balanced and pupils usually achieve what the teachers plan they should. A good pace to lessons keeps pupils involved. For example, no time is wasted in lessons at changeover times. Most pupils are keen to get on with their work and this reflects in their progress.

26. Teachers' management of pupils is satisfactory. There is a purposeful working atmosphere in classrooms in which pupils can concentrate and learn. Pupils mostly respond well to teachers and adults and concentrate well. Teachers have high expectations of the kinds of behaviour to be accepted but are sometimes inconsistent in their approach to the inappropriate behaviour of some boys. There is not enough guidance in the school behaviour policy to help teachers. There were several instances where the good lesson preparation that teachers had made was hindered by a few boys who called out or who were restless. In these lessons, pupils' progress was reduced from good to satisfactory.
27. Homework is used to reinforce ideas learned at school. Parents are mostly in favour of the type and amount of homework that the school gives pupils. Reading diaries are used as a means of communicating between teacher and parent. The diaries motivate pupils and help them make progress in their reading. Teachers mark pupils' work in a way that helps pupils. Good day-to-day assessment procedures are in place and they are used well. Teachers know their pupils well and they make accurate assessments of their attainments, particularly in English, mathematics and science. Careful records are kept and information from assessments is used for grouping pupils. However, higher attaining pupils do not have as many opportunities to start lessons with work that is harder than that set for the average pupils. Consequently, some pupils do not always progress as fast as they might.
28. Teachers and support staff take good account of the targets for pupils with special educational needs in their lesson planning. Targets in pupils' individual education plans are clear and pupils can achieve them. Pupils are grouped according to their prior attainment and particular needs in numeracy and literacy. This ensures that tasks are matched well to pupils' capabilities. Pupils have skilled support from experienced and committed teachers and support staff, either individually or in small groups. Pupils also receive additional care and attention whilst working with the rest of their class. Staff maintain good records of pupils' progress and there is regular sharing of information between all staff who work effectively together as a team. Where there is a high percentage of pupils with special educational needs and additional needs in the class, the school provides full time additional adult support in lessons.
29. Additional support for Traveller children is good and it is focused on assisting pupils' with their work in groups, such as in science lessons in Year 3. Pupils often work with the Traveller support adult with other children who need a similar level of work. The supporting adult, for example, effectively questions pupils and keeps them on task. Pupils make good progress with their work and Traveller children's social and work needs are met effectively.

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

30. The curriculum for pupils aged six to nine years reflects the school's aims well and makes a valuable contribution to the learning of all its pupils. The school provides good opportunities for pupils to achieve well in a stimulating and interesting way. Teachers make good use of nationally recommended guidelines for all subjects, which ensure that each aspect of the curriculum is taught in appropriate depth and detail and pupils develop their knowledge and understanding in a systematic way. Teachers plan purposeful links between subjects, such as writing and history, which enable pupils to make progress in all subjects. The curriculum for design and technology and music are two examples that reflect the hard work of teachers. The curriculum allows non-specialists to teach good lessons. Since the last inspection the national strategies for teaching literacy and numeracy have been implemented and developed effectively and there are now suitable policies and guidelines for all subjects. All statutory requirements concerning the National Curriculum and religious education are met in full.
31. The curriculum for children in the Foundation Stage is satisfactory and is linked to the 'Areas of Learning' intended for children of this age. The range of activities offered and the way in which they are presented, take account of the needs of children. There is no separate outdoor play space for children in the Foundation Stage (reception class) to extend their social and physical development. There is no climbing equipment especially for the younger children and no area where they can ride wheeled toys or engage in imaginative play. However, young children have good opportunities to extend their skills and awareness of space in physical education lessons. The school has been aware that the provision needs to be extended for some time, but for reasons beyond their control, plans have not been realised.
32. The curriculum for pupils with special educational needs is good because of its relevance for all pupils with additional needs. Pupils are included in all lessons and in the life of the school. Pupils receive specific help in literacy and numeracy lessons, and carefully planned programmes support pupils with emotional and behavioural or physical needs well. Teachers and support staff are involved in the preparation and review of individual educational plans. There are currently five pupils with statements in the school.
33. The school provides well for pupils' equal opportunities. There is also good provision for Traveller children. There is no additional programme for pupils who have English as additional language because all pupils speak English. Boys and girls have equal access to clubs and additional activities. All Year 4 pupils play recorders and those who are higher attainers have the opportunity to play in a lunchtime club. The peripatetic music teacher tests Year 3 pupils if they express a wish to play the violin, but only those with a good potential for learning the instrument are selected. Lessons take place in break times and during the school day. Musical opportunities continue, with other instruments, in the Middle School.
34. The school makes satisfactory provision for activities such as clubs for pupils and good use of visits and visitors into school to enrich pupils' learning. Some of these events take place in school and the school hopes to arrange a brief residential trip for the older pupils to support their social and physical development next year. The content and organisation of the curriculum ensures that pupils have equal

opportunities for learning and participation in activities. There are good arrangements both for the induction of young children into the school and at the times when they transfer from each year group to the next. Links with other lower schools, and the middle school, are good. Pupils and staff benefit from these contacts, which have a positive impact on pupils' learning. Teachers, for example, ensure that topics in history and geography are not repeated unnecessarily. Pupils take some of this term's work in English, mathematics and science to their new school. This helps to make the transition from one school to another easier and gives pupils more confidence. Links with the community are good. The school has governors from local industries and has visits from representatives of several churches in the area.

35. Good provision is made for pupils' personal, social and health needs, including drugs awareness, based on a scheme used throughout the school. The scheme is well supported by the imaginative and skilled presentations for all ages during the annual visit of the Bedfordshire Life Education caravan. This visit is sponsored by a local firm and makes a good contribution to pupils' learning in science and personal, social and health education. The school does not give lessons in sex education, but teachers answer pupils' questions when they arise.
36. Pupils' spiritual development is satisfactory. During collective worship, pupils are encouraged, for example, to think about their friends and how they behave towards them. Prayers and hymns link to themes. Each week a group from local churches visits the school and takes an act of collective worship. They share Bible stories with pupils and use drama to illustrate these. Pupils celebrate birthdays each week. In religious education, pupils learn about the beliefs, festivals and rituals of other religions. For example, a parent visited the school to talk to pupils about a Sikh wedding and to show them the clothes and the jewellery that is worn. Pupils compared Christian and Sikh weddings. Pupils in Years 3 and 4 visited the local church when they studied places of worship.
37. Pupils' moral development is good. Year 4 pupils have opportunities to think of ways in which they can improve playtimes and make rules to help others. The school has a clear moral code based on the understanding that it is a community; there is a need to respect each other and to care for people and the school environment. Children in the Reception class learn how the caretaker works, in the topic, "People who help us." The behaviour policy in school encourages pupils to treat others as they wish to be treated. If any pupil hurts another, either physically or verbally, the incident is recorded as "being unkind." If pupils' names are not in this book, they receive a good behaviour sticker periodically.
38. Pupils' social development is satisfactory. All adults encourage positive social attitudes amongst pupils. There is a sense of caring in the school and staff handle the emotional and behavioural problems of some pupils sensitively to make sure that they are included fully in the 'school' family. Pupils' achievements are celebrated in a weekly school assembly where their work is shared with the rest of the school. Pupils learn to work collaboratively and help each other in a well-ordered community. However, in some lessons, some boys do not always co-operate fully with classmates or teachers and they have not developed the social skills of many girls and boys. Pupils with special educational needs are well integrated into the life of the school. They take part in all school activities and are treated with respect and consideration.

39. Pupils' cultural development is good. In support of their studies, pupils visit local places of interest. Pupils in Years 1 and 2 visited the local museum to study settlements and an old house. In Years 3 and 4, pupils went to the museum to study the Romans. The school benefits from occasional visits from theatre groups and from individuals with special knowledge or expertise including a sculptor. Pupils gain knowledge of other religions through religious education lessons. There are planned opportunities also in geography to study and understand other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The overall level of care for pupils is good. The procedures for child protection are good, as are those for pupils' personal development and their attendance at school. These features all have a positive impact on pupils' learning and personal development.
41. Effective child protection procedures are in place. The school staff are well supported by a range of external educational and welfare support agencies, such as the local education authority's Sensory Impairment and Communication Disorder support unit. They provide a good level of welfare support to individual pupils. The support given to Traveller pupils is of good quality. The use of students in training within classes is good and children benefit from the extra attention. Staff know pupils well and have good relationships with most pupils. The standard of attention to health and safety matters is good. The school is currently checking that it has all the correct paperwork in place to satisfy the local education authority's requirements. The playground surface is now safe, but there is still no separate outdoor play area for the under fives.
42. The school has a satisfactory behaviour policy but the rewards and sanctions are limited. Whilst behaviour is mostly good, some boys' relationships with each other can lead to boisterousness and minor disruptions in lessons, which are not fully addressed by the policy and its implementation. Teachers do not have enough guidance about how to deal effectively with inappropriate behaviour.
43. Teachers and support staff know pupils well. Assessments of pupils with special educational needs are carried out thoughtfully and staff are aware of pupils' targets and programmes they need to follow. The support for pupils with additional needs is good. Relationships between these pupils and staff are good and learning takes place in a purposeful and inclusive atmosphere. Staff work well together to ensure that any information about pupils' work and progress is shared effectively. The school complies fully with the Code of Practice. The good relationships between the school and the Traveller Support Service ensure that there is good support for the Traveller children.
44. Assessment procedures have developed since the last inspection and the school now has good systems and procedures for the assessment and tracking of pupils' work in subjects. In English and mathematics, there is good assessment of key skills and progress is tracked as pupils move from Reception to Year 4. The systems are used consistently throughout the school. Teachers make use of the information from assessments to identify needs and adjust lesson planning. For example, the school identified the need to provide more opportunities for pupils to complete an extended piece of writing each week and altered its planning for English and other subjects accordingly. Assessment and recording of pupils' progress in other subjects, such as

history and geography, include adequate reviews of pupils' progress on teachers' weekly planning documents and summary sheets.

45. The progress reports to parents are very detailed and thorough and contain areas for personal development for pupils to attain. Parents are happy with these and they are given ample occasions during the year to meet staff and to discuss their children's work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents' views of the school are mostly positive, and the links with parents are satisfactory. The school has maintained the positive links with the community since the last inspection. Parents willingly support trips and visits. The parent-teacher association offers much needed financial help to the school and provides good social occasions for pupils and the wider community. There is little parental help within classrooms to support pupils' learning. The school has been unable to develop a good working partnership with every parent and this on occasions limits a few pupils' chances of participating fully in the life of the school. The school intends to address this matter again. Twenty three per cent of parents who replied to the questionnaire felt that the school did not work closely with them and several felt that the school is not well managed. However, no clarification of their concerns was forthcoming at the Parents' Meeting. There are good opportunities for parents to meet staff. Some parents felt that there are not enough extra-curricular activities. The inspection team disagrees; the school has a satisfactory range of extra-curricular activities.
47. Information that is sent home to parents is informative and clear. The school does welcome parents and most feel it is quick to address problems and listen to their concerns. Parents are reminded in the homework policy that teachers are willing to discuss worries at the end of the school day so that any concerns can be quickly addressed. Parents of pupils with special educational needs are kept fully informed and have good opportunities to discuss their child's targets and reviews with the school, which they appreciate. There is no school newsletter to parents and no designated area within school where parents can catch up on information sent home, for example, dates of forthcoming events. Some parents do not feel well informed.
48. Parents play an important part in their children's education when they help them at home with, for example, reading activities. There is a good interchange of information in the children's reading record books. Ninety six per cent of parents who returned the questionnaire say that their children like schooling and make good progress.
49. All parents have been asked to complete the school's home-school agreement. Parents have three teacher-consultation evenings each year when they can meet the staff and discuss their children's work. Parents are happy with the annual progress reports, which are detailed and thorough and help parents to recognise areas for improvement in their children's work and personal development. Every effort is made to work with and support Traveller parents. The Traveller support adult effectively supports the school and parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. When the school was last inspected, Broadmead provided sound value for money. Since then, it has made a number of improvements. Pupil's standards of work have been maintained since the last inspection and have improved this year in Year 2. The plans for the school's development are better than they were. The 'school development plan' now has clearer targets and time-scales for action. Some items have costs included, which allow the school's progress to be reviewed more easily. Subject co-ordinators now evaluate the quality of work in their subjects with the headteacher. Each teacher has an action plan for the subjects for which they are responsible. The main key issues have been completed with the exception of a safe play area for the youngest children. The school now gives good value for money.
51. The governing body has effectively overseen the necessary changes since the last inspection. Their contribution and particularly that of the chair of governors has led, in part, to the improvement. The governing body makes a good contribution to the smooth and effective running of the school. It fulfils statutory responsibilities effectively, though governors have not checked recently whether the school complies fully with all county procedures on health and safety matters. A named governor, for example, checks the register for pupils with special educational needs regularly. The governors record their checks on the school's work in writing so that all governors are kept informed. The chair of governors has a very clear view of the school's strengths and weaknesses and of the many influences on the school. He provides very good support and direction for the school and knows it very well. The headteacher receives good support from the committees in virtually all areas of the school's work, such as in making financial decisions. The contents of the school's prospectus and annual report to parents meet statutory requirements.
52. The school is strongly led by the headteacher. Together, the headteacher, governors and senior staff have provided the drive and good ideas to improve the school over the last four years. The school has undergone many staff changes. New staff have been appointed and they are effective in their work. The good teaching reported previously has been sustained. The headteacher has provided a very clear sense of direction in dealing with the key issues from the last inspection. The headteacher promotes a supportive working atmosphere that has allowed the improvements in school performance to occur, based on good relationships in school, close team-work amongst new and existing staff and clear expectations of what needs to be done. The school is keen to improve further and the staff shares the vision for the school. Areas for improvement, such as in pupils' behaviour, have been identified briefly in the school development plan. There is a positive general commitment in the school to improving the progress of pupils further.
53. The school has the Basic Skills Agency 'Quality Mark.' This is an external check on the quality of the school's literacy and numeracy work. The Agency found, for example, that the school has a strategy to improve children's reading, writing and number work. It noted that the school sets targets for improving pupils' basic skills and provides training for staff so that they can teach English and Mathematics better. The inspection team confirms these findings. The school monitors whether they are becoming better at teaching the basic skills. Pupils have benefited in several ways from the 'Quality mark.' Teachers emphasise more the consolidation of basic skills that most pupils need and the curriculum builds well on what pupils already know.
54. Teachers have good opportunities to develop the school's quality of work. Teachers who are responsible for subjects watch colleagues at work in classrooms when their subject is the focus for review. They know what is happening and know what needs

to be done next to improve how subjects are taught and what will improve standards. The headteacher and teachers in charge of subjects are responsible for many checking activities, for example, of teachers' lesson planning. Teachers receive helpful comments. The school recognises that higher attainers need to be challenged further. Strengths and weaknesses in the school's results and in teachers' assessments are carefully evaluated in, for example, English, mathematics and science. The school is less able to carry out this activity in some subjects, pupils' progress is less well known.

55. A named governor oversees the special educational needs policy. He is knowledgeable and in regular contact with the special needs co-ordinator, who manages the provision well and ensures that special educational needs matters are discussed at governing body meetings. Any additional funding for special needs is spent prudently and the school uses money from the general budget to supplement the costs of extra adult help in classes. Money has been well spent on a team of skilled support staff to work alongside the teachers and on good quality resources. Pupils from Traveller backgrounds are well managed. The school works closely with the member of staff from the Traveller Service. She works for several hours each week in classes with Traveller pupils and to good effect. She joins in with lessons and works with teachers and pupils in whatever they are doing. In this way, she monitors their progress closely.
56. The school's long-term financial planning and search for 'best value' for money are good. The school development plan is good and it takes several forms. There is a series of targets, which include who is responsible for what and how the school will know when it has achieved particular goals. Other sections include helpful paragraphs about, for example, future issues. The plan contributes positively to the raising of standards and pupils' progress.
57. Educational priorities are well supported through the school's financial planning and there is a general focus on raising standards further and minimising the effects of, for example, the below average attainment of children on entry. The school has a small under-spend. Funds are allocated to ensure that the school maintains its good provision. The headteacher and finance committee are fully aware of the school's likely future costs and any implications that might require action. The use of resources, including funds for teachers' courses, is effective. The school follows the principles of 'best value' effectively. The efficient administrator, for example, checks the value for money that contracts for services provide. Pupils benefit from the care and attention given to financial efficiency and proper use is made of new technology to save time.
58. The accommodation is good. The school has a good hall, sufficient classrooms and a large field. Resources are good and the small library is easily accessible. The school has good plans to develop the library and play area for under five children. The match of teachers and support staff to the demands of the curriculum is good. There are sufficient well-qualified and well-inducted teachers to meet the demands of the National Curriculum and the school is generously funded. All these features have a positive effect on pupils' work. The school is an effective provider of initial teacher training. The school conducts its business with a good level of effectiveness.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The governing body, headteacher and staff should:

- Improve the behaviour of a small number of boys by revising the behaviour policy so that it provides better rewards and sanctions for teachers to use in lessons. Ensure the policy is used consistently.

(Paragraphs 26, 42, 83, 91, 101, 145)

- Challenge higher attaining pupils more often by providing them with work that is more difficult.

(Paragraphs 27, 54, 88, 99)

The governing body should strongly consider including the following minor issues in the action plan:

- Check that the school complies with all health and safety procedures expected by the county.

(Paragraph 41, 51)

- Continue to work to improve the accommodation for the library and for under five physical development.

(Paragraph 58, 72, 85)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

36

Number of discussions with staff, governors, other adults and pupils

29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	67	22	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	110
Number of full-time pupils known to be eligible for free school meals	15
Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	28
English as an additional language	No of pupils
Number of pupils with English as an additional language	5
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	10	14	24

National Curriculum Test/Task Results	Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9
	Girls	11	12

	Total	18	19	21
Percentage of pupils at NC level 2 or above	School	75 (84)	79 (84)	88 (79)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	8
	Girls	11	12	11
	Total	19	21	19
Percentage of pupils at NC level 2 or above	School	79 (84)	88 (79)	79 (84)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	3

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0

Pakistani	0
Bangladeshi	0
Chinese	0
White	75
Other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	6.0
Number of pupils per qualified teacher	18.3
Average class size	21

Education support staff: YR – Y4

Total number of education support staff	7
Total aggregate hours worked per week	132

Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000 / 2001
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	£
Total income	255433
Total expenditure	262800
Expenditure per pupil	2326
Balance brought forward from previous year	16000
Balance carried forward to next year	8633

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	101
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	0	4	0
My child is making good progress in school.	51	44	5	0	0
Behaviour in the school is good.	37	47	9	0	7
My child gets the right amount of work to do at home.	35	40	14	2	9
The teaching is good.	47	44	2	2	5
I am kept well informed about how my child is getting on.	30	51	9	7	3
I would feel comfortable about approaching the school with questions or a problem.	42	44	7	7	0
The school expects my child to work hard and achieve his or her best.	51	37	5	5	2
The school works closely with parents.	23	51	16	7	3
The school is well led and managed.	37	44	7	9	3
The school is helping my child become mature and responsible.	40	37	7	7	9
The school provides an interesting range of activities outside lessons.	21	37	9	19	14

Other issues raised by parents

At the parents' meeting, those who came had many positive things to say about the school. They particularly approved of the general atmosphere in the school. Parents made mention of football, gymnastics, cricket, and net ball clubs for their children. They also referred to the recorder and violin groups and the quality of the Christmas concerts.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. Twenty-three older children attend the Reception class on a full-time basis and twelve younger children of nursery age attend on a part time basis during afternoons. Children enter the Reception class after their fourth birthday and transfer to the Year 1 class in the September after their fifth birthday. At the time of the inspection, nine older children moved each afternoon into Year 1 to prepare for their work in Key Stage 1. This arrangement allows younger children to attend the Reception class on a part-time basis. The attainment of most children on entry to the school is below what is typical for children of this age, particularly in the areas of language and communication, mathematical and creative development. Boys and girls, including children with special educational needs, make good progress across most of the 'Areas of Learning' recommended for reception age children. Children achieve well in relation to their prior attainment. By the time children leave the Foundation Stage, most achieve the expected levels of attainment in all six 'Areas of Learning.'
61. Teaching and learning are good. The standards and good progress seen in the 'Areas of Learning' in the Reception class during the last inspection have been maintained. There have been some changes to staffing this year. The present staff work well together. All children work effectively in small groups with the teacher or another adult. Day-to-day assessment is undertaken in, for example, language and mathematical work. Planning is satisfactory and is linked to the 'Areas of Learning' for the children at the Foundation Stage of their education. The range of activities offered and the way in which they are presented take account of the needs of children of differing ages. There is a lack of outdoor play facilities to extend children's physical and personal development. During the inspection, parents were not involved greatly in their children's learning in the classroom.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

62. By the time children leave the Foundation Stage, they have reached the expected standard in personal, social and emotional development because of the good teaching they receive. On entry into the reception class many of the younger children require constant support to enable them to take part in the activities planned by the staff, because they often prefer to work alone. Children soon form good relationships with each other and with their teacher and other adults working with them. The teacher and support staff know the children very well. The older children learn to work well in pairs, for example, when completing a jigsaw and when they work on the computer and take turns to use the mouse.
63. Some older children find it difficult to work for a time on a self-selected activity and respond better when working with an adult. Many confidently speak and offer answers when they work as a group on the carpet but some forget to put their hands up to answer and need reminders not to call out. They show excitement when talking about their holidays, whether they have been to Wales or have ridden their bicycles round the nearby lake with their family. They show awareness that family groups may differ and accept these differences. They listen well to stories and contribute their own ideas about the objects in the pictures. For example, one child identified the strip of fluorescent cloth on the fire-fighter's coat and told the others that "it shines when it's dark." When the teaching is interesting to them, they are

attentive, concentrate, sit quietly and all listen well. Children work well in small groups when working with the teacher or another adult but only a small number of children work well independently.

COMMUNICATION, LANGUAGE AND LITERACY

64. Children make good progress in their learning because the teaching of basic skills in the reception class is good and most children attain the expected standard by the time they leave the Foundation Stage. Many younger children enter the reception class with poor language and communication skills. Initially, many younger children have a small vocabulary and limited confidence when describing things. On many occasions adults need to use prompts to develop a simple conversation. The imaginary 'doctor's reception area' develops skills of speaking and listening and early reading and writing very well when there is adult involvement. In a language lesson for the youngest children, most recognised their name and higher attainers wrote their name legibly. Average attainers attempted to write their names. The children responded well in the lesson. Questions are used skilfully by the teacher to help all children to understand stories and the older children confidently respond and extend their language skills. They talk happily about their holidays and describe what they did in detail when prompted by well focused questions.
65. Teachers pass on useful assessments of children's progress to the Year 1 teacher so that future learning builds on the skills already developed in the Reception class. Higher attaining older children write and read their own simple sentences, others read one or two-word sentences with prompting. Many lower attaining children still need support to offer a sentence although they show an interest in books and a desire to read. Reading skills are developed also in their mathematical work. For example, children had to identify the difference between the word "and" and "add" when working with numbers in a mathematics lesson. The teacher takes every opportunity to reinforce their learning of letter sounds. For example, when the children left the carpet at the end of the session she said, "If you have a "t" in your name, please go and wash your hands."
66. During the inspection, older children learned the sounds and letters that make "sh" and "ch." This learning was linked well to their 'big book' story that children really enjoyed. Action songs were used to reinforce their understanding and included "shoulders" and "chop" to show the sounds in context. Many children demonstrate perseverance and interest in reading and writing because of the good support they receive in group work from the teacher and support staff. Their writing activities are clearly planned to meet the needs of individual children. Some higher attaining children write a number of simple sentences about their holidays whilst others write a sentence with help or 'over write' words after giving the teacher the sentence verbally. Some parents actively help their children at home, by helping them to learn key words or listening to them read.

MATHEMATICAL DEVELOPMENT

67. By the end of the Foundation Stage, most children attain the expected standard for their age. Children achieve well because of the good teaching they receive. The teacher and support staff plan carefully and make accurate assessments of early mathematical understanding. In the Reception class most younger children's mathematical language and understanding is very limited when they come into school and the teacher makes sure that every other 'Area of Learning' provides opportunities for mathematical vocabulary to be used. For example, children made

shapes of numbers when playing with the play-doh. Activities reinforced counting, shape and colour. For example, adults worked alongside children to check their counting and knowledge of “one more than” and “one less than” when building towers using plastic blocks. They used number cards and magnetic numbers to order numbers from 1 to 10, 10 to 20 and to show an understanding of counting in tens when ordering cards from 10. Some good role-play was seen during this activity when a child took over the role of teacher and asked another child to put the number cards in order to twenty. Children recognise numbers and match these to spots on dominoes.

68. Teaching and learning in the reception class are good because the teacher plans effectively and runs well organised and managed numeracy lessons. Staff are confident and knowledgeable about teaching basic numeracy skills. They make good use of appropriate mathematical language and provide tasks that are matched well to the children's prior understanding. The teacher uses focused questions effectively to assess children's understanding during lessons and good records are kept in order to assess their progress before they move into Year 1. Songs and number rhymes are used well to reinforce children's understanding of their number work. For example, they sing “Ten in the Bed” to develop their learning about “one less than” in number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

69. Children's achievement is good in relation to their attainment on entry into the Reception class and many children achieve the expected standard by the time they enter Year 1. The theme during the inspection was ‘People who help us,’ and younger children learned about the fire-fighter. Good use was made of the ‘big book’ about fire-fighters and children listened carefully and commented on the pictures they saw. One child had visited the fire station and was very keen to talk about climbing into the fire engine with his Granny. Another child linked this work to his ABC book and told the others that, “In my book the engine has a name, it's called Jupiter.” The children's previous work on this theme is displayed in the classroom, showing drawings of the caretaker and words describing what she does to help the children in school. Good links have been made in the children's creative work where they have made box models of a doctor's surgery, hospitals and schools. Planning includes the opportunity for children to meet a train and bus driver as they go to visit another school.
70. Children use the computer without adult support and click the mouse to change or add to pictures on the screen. They use the mouse well to match six balls to six bats and to extend their skills of adding numbers together. Children ‘pick’ and ‘drag’ when moving the objects beginning with the letter ‘f’ into a central box on the computer screen. The idea of time is developed through the routines of the day and week; children order the days of the week successfully.

CREATIVE DEVELOPMENT

71. Children make good progress and reach the expected standard by the time they leave the Foundation Stage. The teacher plans a range of activities and the teaching is satisfactory. Children make interesting collages with a variety of textures and shapes, using glue purposefully and efficiently. For example, children are making a large collage of a fire-fighter using a variety of fabrics to create his uniform. Older children use scissors to cut paper, though the younger children still need help.

They create a picture of a fire-fighter by cutting and pasting parts of the figure in the correct place when closely supervised by the teacher. Good box models of hospitals, doctors' surgeries and schools are displayed and the children have painted their models. A display near the school entrance shows the children's work in mixing colours to create a butterfly. However, there are limited opportunities for children to explore ideas independently with a range of art materials on a regular basis. Children sing a range of action songs and rhymes, which they enjoy and they are good at remembering the words. The songs are selected carefully to support their learning in communication, language and literacy and numeracy.

PHYSICAL DEVELOPMENT

72. Children reach the expected standard by the time they enter Year 1 and their progress is satisfactory. The teacher plans interesting activities and maximises the use of the time in the hall. The teaching is good within the space available. In the Reception class, there are no facilities to provide children with regular opportunities for physical development in outdoor activities. There is no safe outdoor play area and no equipment to enable this to take place. Children have two sessions in the hall each week and they develop their skills well in these sessions.
73. Younger children changed correctly for their physical education lessons. The teacher gave them the responsibility to choose a piece of small apparatus, either a quoit, ball or beanbag. The children bounced, caught or rolled balls, threw beanbags up in the air and caught them or balanced the quoit on their heads. Children were happy to demonstrate how they could balance a quoit on their foot and successfully catch beanbags. They threw a ball to a partner two metres away and, if it was at the right height, they successfully caught it. Children rolled a ball around their bodies and under and over a leg whilst balancing on one leg. Children used the space in the hall satisfactorily and knew that they needed personal space for some activities. They followed the teacher's clear rule of 'no kicking' and responded well to her request to stop. Children behaved well in the hall because they were aware of the teacher's expectations and they were interested in the lesson. Children were offered a good choice of activities, which calmed them because they needed to concentrate to achieve success.
74. From the time they enter the reception class, children learn to use tools to work with paint, play-doh and other materials. They use these with increasing dexterity and demonstrate sound levels of co-ordination when emptying and filling containers. Children use a wide range of construction equipment to build and make objects and this enables them to develop their manipulative skills effectively.

ENGLISH

75. Since 1997, pupils' attainment in English has been close to national averages. Pupils' standards observed during the inspection are typical of pupils nationally at the age of seven and nine in reading and writing. Most pupils achieve what is expected of them nationally. Speaking and listening standards are above those expected at seven years old. National Curriculum Test results for 2001 indicate that standards at the age of seven are likely to be at least in line with national averages. However, there are currently no figures with which they can be compared. The results are likely to be a significant improvement since 2000, when results were well below national averages. Pupils attained their targets in 2001. The low results were largely due to the significant proportion of pupils with special educational needs in Year 2 last year. Standards have fluctuated over the past three years. This has been caused firstly by the small size of year groups and secondly by the fact that some year groups have had more pupils with special educational needs in them. The school identified the need to provide more opportunities for extended writing and this has contributed to the improvement in 2001. Results have already been carefully analysed this year and this has enabled the school to set in place other strategies to improve pupils' standards in writing further.
76. Boys and girls of all capabilities, including those with special educational needs, achieve well in speaking and listening. Traveller children also achieve well, in part, because of the support they receive which encourages them to engage closely with tasks, such as by asking questions when they are unsure. Standards are above those expected of pupils aged seven and most pupils develop good listening skills because teachers work hard to ensure pupils' full concentration at the start of lessons, speak very clearly to pupils and listen to all that they say very carefully. However, a few pupils do not listen sufficiently carefully. This causes them to miss part of the instructions and sometimes prevents them making as much progress on the task as they might with better concentration. Teachers work hard to encourage pupils to respond to questions appropriately and they extend pupils' simple answers skilfully. They structure questions carefully and help those who are not very confident speakers by asking them questions which they know they will be able to answer correctly. The good relationships and supportive atmosphere in classrooms enable pupils to make good progress in lessons and to develop their confidence. Some lessons are planned very carefully to provide specific opportunities for pupils to listen to each other and ask specific questions which pupils answer thoughtfully.
77. Pupils mostly listen well to the teachers' clear instructions and they are involved regularly in writing on the board or reading out their work. In Year 1, pupils showed that they had learned a new skill, that is talking with a partner about the words they had selected from a book. Pupils' listening skills are developing well in group work, especially reading groups, because staff use interesting books and activities matched well to pupils' capabilities. Pupils enjoy learning new words and retain much of the technical vocabulary they are taught in other lessons. Confidence grows as pupils perform to an audience and answer questions clearly and expressively.
78. Teachers of pupils aged seven to nine build on the progress pupils have made earlier in the development of language skills. They ask good questions that produce some relevant and correct deductions about the texts that they are reading. They use technical and specific language confidently, for example, in design and

technology and science. Pupils are keen to volunteer to read out their work at the end of the lesson. Pupils in Year 4 listened carefully to letters about the destruction of the rain forest. They gave their opinion of each other's work, each beginning with positive comments such as, "It persuaded me because of the connectives he used to explain.... he used consequently," or "I like him telling you the right thing to do about it."

79. Attainment in reading is typical of that expected of pupils aged seven and nine years and most pupils achieve appropriately. Teachers' skilled teaching of letter sounds and patterns of letters in words enables pupils to read simple texts by themselves, so that they make the expected progress with their reading skills. Pupils in Year 1 smiled with pleasure when they saw the 'mail bag' and proudly placed one of the postcards in the correct group of 'ay' or 'ai' words. They looked for rhymes and similarities between words and took notes of details on the cover of a book or in the contents list. Year 2 pupils constructed sentences and tried to work out which questions would produce the answer they needed. Higher attaining pupils read a non-fiction book about fossils, searching the headings and brief paragraphs for facts and questions they could ask. They know how to use the index and glossary and use alphabetical order accurately to find spellings and meanings in wordbooks and dictionaries. The careful labelling of displays and the use of written questions around the room gives pupils additional opportunities to practise their reading and formulate answers to questions.
80. The number of pupils aged nine working at above the expected standard for their ages is rising because of the good teaching of basic reading skills. Many pupils read fluently, accurately and expressively. They select books by a wide range of authors. Many read regularly at home and enjoy discussing and comparing what they have read. Pupils know how to find information from books in the library and from the Internet. Most pupils have a good attitude towards books and reading.
81. At seven and nine years, pupils' standards in writing are in line with what is expected nationally and most pupils achieve what is expected nationally. Standards across the school are improving because of the additional time given to all aspects of written work and teachers' imaginative planning. Many pupils learn a joined handwriting script during Year 2 so that, by the time they leave the school, most have a good, legible style of handwriting. They enjoy using speech, question and exclamation marks in their writing and appreciate any opportunity to use capital letters for emphasis. Pupils look for words that are more interesting and use examples in their writing. They write a range of letters, stories, poems, book reviews, and instructions and use these skills well in other subjects. For example, they write evaluations in design and technology or write about other faiths in religious education. Pupils in Year 3 learn to recognise alliteration in a nonsense poem and, because the teacher structures the introduction so well, all pupils are enthusiastic about completing their own poem. Very good support from the adults in the class ensures that all pupils are fully involved in the task and have some interesting or amusing line to offer at the end of the lesson.
82. The use of group and individual work targets, and the consistent teaching of spelling and letter formation, help pupils to develop confidence in their own ability to spell correctly. Good planning allows teachers to build on previous learning, so that learning is always consolidated. Pupils with special educational needs are fully involved in the writing activities. Teachers ensure that pupils have tasks that they can do that build on pupils' strengths, with the guidance of the support staff.

Activities are interesting and enjoyable and reinforce many writing and reading skills. Teachers mark work promptly and reinforce their expectations of pupils. Pupils find out how well they are doing against their targets very effectively in this way. Teachers maintain very good reading and spelling records. A valuable dialogue is maintained between home and school through pupils' reading cards, which also provide parents with information about their child's reading targets.

83. Pupils' attitudes, behaviour and personal development in English are good. Most pupils take care over the presentation of their work and concentrate on their individual reading and writing tasks because they know what is expected of them. They move quietly and sensibly from the carpet areas in rooms to their groups and settle to work very quickly. Sometimes, small groups of pupils are slower to settle, but in most cases, they eventually get on with their work without any adult intervention. Pupils progress from simple reading tasks to reading selectively and with good understanding of what they have done. As they grow older, they begin to make an honest appraisal of their efforts and how their work could be improved.
84. The quality of teaching is good. The good relationships between adults and most pupils create a pleasant atmosphere for pupils to grow in confidence and develop their skills and understanding. Pupils with special educational needs and Traveller children benefit from the skilled and focused help from teaching and support staff. Much care goes into the grouping of pupils and the purposeful deployment of staff in English lessons. This has a significant good impact on pupils' learning. Teachers have a good understanding of the literacy strategy and this ensures that pupils are clear about what they are expected to learn in lessons. They use an imaginative range of resources very effectively to motivate and interest pupils.
85. The school has implemented the National Literacy Strategy well and the new arrangements for developing pupils' writing skills effectively. There has been good improvement since the last inspection in what the school provides. Care is taken to ensure that literacy is extended into other subjects. ICT is included in the planning for some lessons where it is appropriate. Pupils' reading skills are used well in many subjects. For example, pupils find things out from non-fiction books to help them in history and geography. In design and technology in Year 3, pupils accurately record evaluations of their findings. In science lessons pupils record several sentences in, for example, conclusions to experiments. The management of the subject is good. The teacher in charge has worked very hard to improve standards by, for example, checking teachers' lesson plans and pupils' standards of work. Pupils use the small library regularly and confidently. The school has good plans to extend the library into one larger inviting area.

MATHEMATICS

86. Although results have varied since 1998, the school has maintained the average standards reported during the last inspection. Pupils have achieved what is expected nationally in mathematics throughout the school. The main reason why results have varied is that there are small numbers of pupils in each year and wide variations in the capabilities of each year group are likely. Most pupils in Year 2 and two thirds in Year 4 this year (2001) are attaining the standards expected nationally. A significant number of pupils have attained standards above those expected this year at seven. Pupils attained their targets set by teachers; however, there are currently no figures with which results can be compared to confirm the trend. It is

likely that results are a significant improvement since 2000, when results were well below the national average.

87. Boys and girls achieve similarly. Pupils with special educational needs achieve well because they receive work that is challenging for them but they can do, and have good adult help in many lessons. Adults are sensitive to their needs. Traveller children also achieve well. Adults encourage them to concentrate hard on tasks they have to do. The factors that have raised standards include:
- The tracking of pupils' progress through the school.
 - The quality of teaching and learning in many lessons is good.
 - The effective use of the National Numeracy Strategy.
88. Higher attaining pupils have responded well to National Tests this year. Teachers have made sure that pupils receive work that is more challenging in Years 2 and 4. However, teachers in some years do not take all opportunities to set higher attainers fundamentally harder work at the start of lessons.
89. Pupils in Year 2 consolidate their understanding of number effectively. Average pupils share 10 between 2 and 38 between 2 correctly. Higher attaining pupils share three digit numbers correctly. Pupils learn to use a method that breaks numbers down into their components so that they can carry out calculations in their heads successfully. Higher attaining pupils and average pupils often record similar work. Pupils know the names of six familiar shapes, know how to complete bar graphs and have an increasing understanding of time. Lower attainers count in fours successfully and subtract 5 from 48. With help, they complete some of the work given to average and higher attainers too.
90. Year 4 pupils accurately compare fractions, such as a half and four eighths. Pupils know that a quarter is the same as two eighths or four sixteenths. Higher attaining pupils work with numbers up to 10,000 and answer sentence problems successfully. They subtract 149 from 534 and draw lines of symmetry in shapes. Pupils clearly interpret graphs and their work is of a good standard. Average pupils understand time and subtract 77 from 96 successfully. They draw block graphs and answer basic number of problems correctly. Lower attaining pupils are still unsure of time. They add 4, 3 and 2 correctly and by the end of the year subtract 59 from 86. Higher attainers work at a significantly higher level than the average attainers and are well extended by their work.
91. Pupils' attitudes to mathematics are good. They mostly listen carefully to their teachers, respond confidently in mental number sessions and many get on independently with tasks. Pupils enjoy mathematics, which has a positive effect on their learning. They try hard to complete the work they have been given to do. Pupils mostly work co-operatively, for example, sharing materials and when solving problems. Pupils are not afraid to 'have a go' and they learn positively from their mistakes. Teachers generally deal effectively with minor interruptions from some boys. Boys concentrate best when they have tasks to do.
92. The teaching of mathematics is good and it has led to better standards this year. Teachers provide a secure atmosphere that supports pupils, so that they are not afraid to make mistakes. Teachers encourage children to find different ways of solving problems and they value any contributions made by individuals. Teachers plan work carefully and take account of the different needs of lower attaining pupils.

There is a good emphasis on the application of skills, which has a positive effect on pupils' ability to think mathematically. Teachers keep good records of what pupils know, understand and can do, which help them to plan subsequent lessons.

93. The teaching leads to good learning. In Year 1, the teacher introduced pupils to edges, corners and faces of shapes. Pupils learned to count them and identify which shape was which by its number of features. The teacher asked evaluative questions of pupils to ensure they had learned everything expected. In another good mathematics lesson in Year 3, the teacher used the idea of a balance to demonstrate to pupils that all equations have to be equal on both sides. Pupils learned, for example that $13+7$ balances with $12+8$.
94. Other subjects help pupils develop their mathematical skills. For example, in science pupils measure the growth of tomato plants in centimetres. In ICT lessons, pupils practice basic skills. For example, they draw graphs on computers and display their results attractively. The school is aware that it needs to develop this aspect of its work by providing a greater range of relevant programs for pupils to use. In design and technology pupils measure what dimensions of materials they need to make things. Early understanding of dates in history and religious education help pupils to understand four digit numbers. Pupils find places using co-ordinates in geography.
95. The teacher responsible for mathematics works hard to support colleagues and organises the subject well, showing a strong commitment to improvement. The National Numeracy Strategy has been implemented effectively and standards of pupils' work are evaluated regularly. The school tracks the progress of individual pupils, sets targets and recognises weaknesses. There has been regular monitoring of teaching and learning that has brought about improved teaching.

SCIENCE

96. The school has maintained the average standards reported during the last inspection overall. Most pupils achieve what is expected nationally in science throughout the school. Nearly all pupils in Year 2 and two thirds in Year 4 this year (2001) are attaining the standards expected nationally. Boys and girls achieve similarly. Pupils with special educational needs achieve well because they receive work that is challenging for them but they can do, and have good adult help in many lessons. Traveller children also achieve well. Adults encourage them to engage closely with, for example, finding where insects live on a visit to the grounds. Teacher assessments in 2000 showed that seven-year-olds' standards of work were well below average. However, there are small numbers of pupils in each year and wide variations in the capabilities of each year group are normal. Last year there were many pupils with special educational needs in Year 2.
97. Seven year olds' work over the year shows they have an appropriate knowledge and understanding of all aspects of science. Pupils study the work of Edison and develop an understanding of basic electric circuits. Pupils make clear conclusions, such as 'Torch X is the brightest because it has a new battery.' Pupils know many facts about how snails live. With help, most pupils begin to plan their own investigations. They use important headings given by the teacher such as, 'What we want to find out about,' and 'What we need.' Pupils draw clear diagrams that show various places where seeds have been left to grow in order to find out which conditions allow seeds to grow best.

98. Nine year olds make further progress with electrical circuits. They study the difference between parallel circuits and those in series. Pupils have investigated whether lights travels through substances such as cotton and leather, and to what extent this happens. There is clear evidence of a coherent curriculum in place as pupils revisit ideas they met in earlier years. All pupils have investigated whether sugar, sand, flour and salt dissolve or not. Average and higher attaining pupils have tested ideas fairly to a similar standard.
99. All pupils study the same range of information. Pupils with special educational needs and lower attaining pupils benefit from the practical approaches to work, in which they can be involved alongside their peers. They receive good adult support. Higher attaining pupils have similar work and then extra work that is more difficult when they finish on occasions. Higher attainers do not have enough opportunities to start work at a higher level in lessons.
100. The teaching throughout the school is good and it has a positive effect on pupils' learning. Teachers have clear targets for each lesson, which pupils understand. Planning is organised so that what pupils are taught builds on what they have already learnt. Consequently, pupils gain new knowledge and skills and make steady progress. Pupils have good opportunities to use their writing skills to express their ideas and findings. Teachers record what pupils know, understand and can do effectively. Pupils' listening, speaking and numeracy skills are put to good use. They learn new technical terms and to count accurately. They learn enquiry skills as they ask questions about, for example, in which conditions plants grow best. Teachers question pupils to improve their thinking and give good attention to the revision of ideas in all lessons and at the end of topics. In Year 1, for example, pupils have learned that animals eat grass for energy and that there are various sources of light, some natural and others made by humans. They learn that some materials conduct electricity and others do not. In a good lesson in the same year, the teacher taught pupils to put pictures about seeds and how they grow in order. She also reminded pupils that they needed to be patient because seeds do not grow straight away.
101. To support their planning, teachers use a wide range of resources effectively. Teachers routinely prepare investigative and experimental work. Pupils learn more as they grow older about how to test fairly and to develop ideas for investigating ideas. Pupils learn to record information and to make simple measurements, such as when Year 3 counted and identified insects and other creatures in the grounds. Teachers prepare all lessons with care. For example, teachers form groups of pupils that work well together. However, if some boys do not work with the effective support staff in small groups, they tend to call out and disrupt the flow of what teachers are trying to say. Interruptions slow the progress of some lessons.
102. The teacher who manages science has a developing influence on the subject. The checks on teaching and learning made by the headteacher and the teacher in charge of science have helped the school maintain science standards. Resources are good and pupils have sufficient equipment to use during small group work. Many good displays reinforce pupils' understanding of scientific ideas. For example, pupils have produced an animal 'key' which allows different types of animal to be identified, using ICT. There are displays about the conditions for growth that plants need, labelled parts of plants and their flowers and a very interesting picture of a pond based on a recent visit to a conservation area near the school.

ART and DESIGN

103. Boys and girls in Years 2 and 4 attain the nationally expected standards of work and make satisfactory progress. Pupils with special educational needs achieve similarly because they receive work that is not too hard for them and have good adult help in many lessons. Travellers' children also achieve the expected standards, partly because of the adult support they receive which encourages them to engage closely with tasks. Standards have been maintained since the last inspection. There is a particular strength in the development of painting following observation of the work of great artists. Pupils use a variety of media and techniques. There is good evidence to show that pupils develop a wide range of basic skills, which make it possible for all pupils, including those with special educational needs, to achieve what is expected nationally.
104. Pupils' work, and that of other artists, is displayed very effectively around the school and classes have good displays of two and three-dimensional work that stimulate interest and assist learning in many subjects. Pupils make successful use of information and communication technology to produce pictures, patterns and designs linking their art and design work to other subjects. Pupils learn new artistic techniques through, for example, the visit of a sculptor. He talked about sculptures exhibited locally and pupils designed direction arrows to lead visitors to the display of sculptures.
105. Pupils enter Year 1 with creative abilities typical of those expected of children of their age. They look carefully at the painting of "The Water Lilies" by Monet. They explore mixing paint to create the variety of shades of pink and create their own picture using carefully selected colours to match those used by the artist. Pupils look closely at the shape of the water lilies' petals. They observe the variation of colour and make their own flower using layers of tissue paper of different shades. They extend their understanding of shades, texture and tone by creating attractive colour boards using paint and a range of fabrics.
106. At seven years, pupils use paint, collage, crayons and pencils to create a good range of imaginative and illustrative work. For example, pupils produce realistic and detailed pencil sketches of the view through a viewfinder showing hills, buildings, pathways and people playing on the beach. They create designs for weaving using card and paper strips as well as fur, velvet and a range of fabrics. Good use is made of sketchbooks for pupils to explore colour mixing, develop their observation skills and to plan a new piece of work. For example, they sketched in pencil their ideas for the wedding of Cinderella and the Prince and then used wool, cellophane, gold foil and other fabrics to make a collage of the wedding. Pupils develop their sewing skills and their understanding of two-dimensional work by creating a fabric collage of living things such as a fish, rabbit or a spider.
107. By the end of Year 4, pupils have studied the paintings of seascapes by Turner. They explored in paint the variety of shades, tones and textures using blue, white and black paint. They used their paintbrushes in different ways to create a calm or rough sea. When they had developed these skills they successfully created a picture of a seascape as painted by Turner or they used shades of yellow, orange and red to make a tropical seascape. Pupils produce good pencil drawings of a boat and seashells showing much detail in their drawings. Their sketchbooks are used

well to develop their drawing skills. For example, figure sketches show people running and jumping. There are good close observational drawings of flowers with all the parts labelled.

108. The subject makes an important contribution to pupils' personal development. Pupils learn to appreciate the wonder of the natural world through their close observations of natural objects and the work of landscape artists. Displays of work enhance the school environment, and develop pupils' aesthetic appreciation and pride in their work. The displays draw attention to the progress pupils make in their drawing and painting techniques and in their observational skills.
109. The subject is effectively managed. The teacher in charge of the subject has good general records of examples of work done across the school and a comprehensive file of ideas and working documents for staff to use. Teachers keep a record of the work achieved in art and design on their weekly planning sheet and this is seen by the co-ordinator. The co-ordinator has not had any opportunities to extend her knowledge and understanding of this curriculum area by attending in-service training. The school uses the planning framework provided by the government as well as units from their former planning which they felt worked well. The planning for art and design identifies clearly the range of skills and this is seen in the work produced throughout the school. Resources for art and design are good and the school has decided to start their own collection of pictures to use in their teaching rather than use the local loan service. A local supermarket has also donated pictures to the school's collection. There are very few books to support art and design in the school library but the county library service is used well to support the subject.

DESIGN AND TECHNOLOGY

110. Boys and girls in Years 2 and 4 attain the nationally expected standards of work and achieve satisfactorily. Pupils with special educational needs achieve well because they have good adult help in many lessons. Travellers' children also achieve similarly, particularly when they work in groups helped by adults. Standards have improved since the last inspection because the subject is lead by a specialist design and technology teacher and the staff have gained in confidence.
111. In Year 1, pupils have used a good planning sheet to identify which animal they were going to make in their textile work. They draw a design of the animal, list the materials they need and the books to help them with their work. They make a paper pattern to help them cut out the shape in fabric, practise their stitches before sewing the two pieces of fabric together and then complete their animal. Pupils describe how they make their animal, what they use to decorate it and what they like best about their finished work. Their comments in their sketchbooks show that they clearly understand the design, make and evaluate process.
112. Year 2 pupils have designed and evaluated the moving pictures they have made. Pupils have made good designs for their pictures which use either a slide or lever mechanism to make them work. All the examples on display worked. There is evidence in the pupils' sketchbooks that they have looked at a variety of ready-made candleholders and have evaluated these to select one they wished to make. Pupils have designed and made candle holders using clay. They have used thick paint and their own choice of colours to decorate them. Pupils have written simple evaluations of how easy or hard it has been to make them. Teachers encourage pupils to plan

first, make and then evaluate their successes. For example, one comment was, "I will make it more straight because it was bending down."

113. Pupils in Years 3 and 4 have investigated how a torch works. They understand how a simple electric circuit can make the bulb light and how the light can be switched on and off by breaking the circuit using a switch. This work is carefully recorded in their sketchbooks so that they can refer to it when designing and making their own torch. Pupils' work in history has been used to develop their technological skills. They made either a Roman chariot or a Roman villa using square section wood to make a frame for their models. Pupils added axles and wheels to the chariot frame using a straw to hold the axle so that it would turn and the wheels also. Card was used to make the seat of the chariot and the sides of the villa. Corrugated card made a most effective tiled roof.
114. During the inspection pupils learned how a pneumatic system can be used to make things move. They evaluated balloon pumps, bicycle pumps, party blowers and syringes. Pupils recorded how these mechanisms worked in detail in their sketchbooks. Pupils made a "Moving Monster" using collectable materials such as cardboard boxes and tubes, with masking tape to fix pieces together. They used balloons and syringes with plastic tubing to make parts of the model move. Many pupils achieved a moving model. All pupils clearly understood how to make things move but some needed a little more time to complete the task.
115. In the Year 3 lesson observed, the teaching was good and pupils made good progress. The teacher placed correct emphasis on encouraging pupils to think carefully and to sketch their ideas before starting to make their models. The work in sketchbooks is carefully marked and includes very specific questions to extend pupils' thinking about their ideas. For example, one comment was "Are you going to strengthen the joins?" Good use was made of adult support staff to encourage and help those pupils who had difficulties and to support pupils with special educational needs. All pupils worked hard and most successfully made a working model by the end of the lesson. They described how they made their models and how the mechanism worked. Good evidence is available to show that pupils use the planning, making and evaluation process during lessons. The school ensures, for example, that pupils study manufactured products before they start to design and make their own models.
116. The teacher responsible for design and technology has only had this responsibility for one year but he has very good subject knowledge and shares this expertise with all members of staff including support staff. The headteacher checks teachers' termly and weekly plans. Although there are no formal assessment sheets for design and technology, pupils' work is assessed at the end of each term. The work is assessed well at two stages; the design stage and when the product is completed. Photographs are also used. The storage of equipment for food technology has improved since the last inspection and the ingredients used are carefully stored in large, sealed plastic containers. More construction kits have been bought to improve pupils' learning using manufactured kits.

GEOGRAPHY

117. Pupils' attainment is in line with national expectations at both seven and nine years of age. Since the last inspection, standards have been maintained. As they move through the school, all pupils gain a sound knowledge and understanding of

geography. Boys and girls achieve what is expected nationally for their ages. Pupils with special educational needs achieve well because they receive work that is sufficiently challenging for them and have good adult help in many lessons. Travellers' children also achieve well, for example, because of the adult support they receive which encourages them to engage closely with reading and writing tasks.

118. At seven, pupils know the four countries of the United Kingdom and the continents of the world. Pupils evaluate which qualities of Stewartby they like. Pupils have surveyed where they have been for holidays and use maps to find places they learn about. All pupils write sentences that convey clear information. Pupils learn how to use co-ordinates. The teacher made a very good map to help pupils understand the idea. In Year 3, pupils study recycling of rubbish. All pupils produced a graph with reasonable accuracy that showed the differing amounts of rubbish collected each day in class.
119. At nine, pupils have made further progress with understanding the similarities and differences between places. Pupils study and compare other countries with their own. Pupils have completed some interesting graphs about noise in the school and give imaginative views about improving the environment. Average and higher attaining pupils keep up well with activities, but below average pupils have not always been able to finish their work.
120. Pupils' research skills develop well and they use a range of sources, such as textbooks and library books to find evidence about specific topics. The main strengths of the teaching are the understanding teachers have of the subject and the relevant practical work that pupils are given. The teacher responsible for geography has a positive impact on the subject. For example, she has ensured that the subject is well resourced. The range of visits makes a positive contribution to pupils' cultural development.
121. Teachers record assessments of what pupils have learned, for example, in the form of diary entries on planning sheets. Pupils have adequate opportunities to use and extend their information technology skills.

HISTORY

122. Inspection evidence from two lessons observed and pupils' work shows that pupils' attainment is above national expectations at both seven and nine years of age. As they move through the school, all pupils gain a good knowledge and understanding of change over time. Boys and girls achieve more than is expected nationally for their ages. Pupils with special educational needs achieve well and have good adult help in many lessons. Travellers' children also achieve well and they receive good extra adult support. For example, adults repeat questions and reinforce important points so that they are learned. The good provision reported during the last inspection has been maintained. Strengths of the school's work are both the breadth and depth that history is taught.
123. At seven, pupils have a good sense of when some events happened and understand that places and people change over time. They learn about the lives of some famous people, such as Grace Darling, and how they affected the present day. Teachers focus on children's lives now and in the past. Pupils study aspects of Victorian life, such as how streets were lit and what happened when the Victorians

went to the seaside. During the inspection, pupils were introduced to the Great Fire of London. Pupils learned through the very well presented lesson that the Fire of London was huge and that one way we know so much about it is because of the diaries written by Samuel Pepys. Pupils worked on a 'time-line' to help them understand when things happened. They effectively answered questions about the past using good information books. Pupils knew, for example, that they would find the Fire of London under 'F' in the indexes of books.

124. At nine, pupils know about different periods, events and important people in the history of the ancient world. For example, they learn about some of the aspects of the culture and lifestyle of the Romans. In Year 4, pupils wrote some interesting accounts about what it would be like to grow up and go to school in Roman times. The teacher has displayed some interesting copies of Roman objects, such as remains of pots, to interest pupils. They know important facts about periods in the history of the United Kingdom such as the Viking period, how life was different for people and about some of the important events that shaped the modern world. Pupils' research skills develop well. They use a range of sources, such as textbooks and artefacts, to find evidence about specific topics. Pupils use their understanding of number to help them understand the sequence of history.
125. The teaching of history is good. The main strengths of the teaching are teachers' knowledge and interest for the subject. Explanations and instructions for pupils to follow are clear, so pupils understand what is expected of them and what they have to do. Teachers expect pupils to remember and use knowledge from previous lessons. In the introductions to lessons, teachers ask probing, open-ended questions, often directed to individuals, so that all pupils are fully involved in discussions and need to use their previous knowledge to answer. Consequently, pupils make good progress in developing their skills, knowledge and understanding.
126. The teaching has a good impact upon pupils' behaviour and attitudes to lessons. Most pupils are enthusiastic, interested in lessons and behave well. However, a minority of boys finds concentration difficult when teachers are talking. Some interrupt or distract each other. Teachers' assessments of what pupils have remembered in lessons through questioning and discussion is good. The quality of marking of pupils' work gives pupils sufficient information about how they can improve their work. Higher attaining pupils benefit from the questions teachers ask because they are often at a higher level.
127. The teacher responsible for history has a very good influence on the subject. For example, she ensures that the school works to national guidelines. The school makes good use of the local library service to enhance the resources for history. History has a high status in the school. Teachers record assessments of what pupils have learned as diary entries on planning and summary sheets. Pupils have adequate opportunities to use and extend their information technology skills.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

128. At the end of Years 2 and 4, pupils' standards of work meet those expected nationally and pupils make satisfactory progress. Boys and girls achieve what is expected nationally for their ages. Pupils with special educational needs achieve well. Traveller children also achieve well. There have been good improvements since the last inspection. The school has improved what it has to offer pupils

because it has spent much money on equipment. There are more computers in school and teachers are receiving further training in ICT skills so that they will become even more effective in their work.

129. Pupils in Year 1 learn to give instructions to make things happen. They use the keyboard and the mouse successfully to collect and move the correct clothes to dress the on-screen teddy. A small number of pupils with poor hand-eye co-ordination find this difficult as they have to understand the instructions 'left' and 'right.' They attained the desired result with good adult support. Whilst pupils waited for their turn to use the computers, they practised their understanding of directions on a worksheet. They followed instructions to get to another flower or house printed on the sheet. This work will enable them soon to give instructions to the floor robot that the school has bought recently.
130. Pupils' work in Year 2 is closely linked to learning in their numeracy lessons. They use computers to store information about the pets they have at home and load and save their work on computers successfully with some help. Pupils draw a picture of their pet on paper and add their picture to the correct group on a tally chart on the blackboard. They use this information to tell the teacher how many pupils in the class have a pet and which is the most popular. Pupils add their information into a simple database on the computer using numbers and words when helped with the spellings. They identify that the result displayed on the computer screen is a bar graph. Most recognise that "It is a vertical bar chart and the opposite is a horizontal one." Higher attainers describe how to open an information programme and find facts about minibeasts. They understand clearly how to find information about a particular creature and print it. All pupils use a drawing programme to design a face with features. They select the appropriate colour for their hair and particularly like to use the spray gun.
131. Year 3 pupils learn how to communicate over distances. They link their work to their learning in history by reminding the teacher that "the Vikings lit fires to send messages to the next village." They understand messages in Morse code and can decipher the word "Hello" and write their own word using the code for a partner to decipher. Pupils thought that using Morse code to send messages would be difficult as, "Both people would have to know the code." Most pupils know what 'e-mail' is, how it is used and can give the advantages of using this method to send messages. During the next few weeks, pupils will share messages with pupils in another class in a nearby town by using e-mail.
132. Year 4 pupils enter their own personal information into a database to, eventually, create a database of all the pupils in school. They need to collect information such as the colour of their eyes and hair, their sex and their favourite food. All pupils quickly entered their information on a duplicated sheet. This small amount of information was used to quickly identify boys and girls and represent these findings on a graph. They use their word processing skills to write for different audiences. For example, they write stories and correct their spellings and punctuation accurately before printing out their work. Pupils use drawing and painting packages to create a symmetrical pattern and can fill, spray, reduce and increase the pattern size.
133. Work in some other subjects helps improve pupils' ICT skills. Work completed in mathematics and science, such as handling survey information, develops pupils' understanding of how computers can help them understand results more quickly. Work in English, such as drafting and editing sentences using some of the many

features of word processing programmes also supports the development of pupils' skills.

134. The teaching of ICT is good. Teachers use whole class lessons to develop pupils' skills at a standard that meets the needs of all pupils. Pupils' attitudes consequently are good. The support staff ensure that pupils who find the work more difficult are able to achieve success with additional help. Lessons progress at a good pace and teachers have a clear view of what they want to achieve. Good questioning challenges pupils. They learn what is intended as teachers adapt their questions to explore what pupils know. Teachers have good subject knowledge and interact effectively with pupils to extend learning. For example, Year 4 pupils learn to write newspaper articles, formatting their writing into columns, changing the size of the fonts and using bold text for important statements and headlines.
135. Pupils all make good progress in ICT lessons, they enjoy their work with computers and concentrate hard to achieve the tasks set. ICT is timetabled for all classes and good use is made of the time allocated for the teaching of the subject. Teachers use computers appropriately to meet the targets they have for lessons in other subjects.
136. The teacher responsible for managing ICT is effective. For example, good assessment sheets are in place to help teachers record what pupils have learned. Senior staff have strongly supported the subject's development. The computers in Years 3 and 4 are available every day at lunchtime for pupils, on a rota basis, to extend their learning, complete tasks begun in lessons and to support a small group of pupils who struggle with spellings. There is little material in the library for pupils to read about ICT.

MUSIC

137. Pupils in Years 2 and 4 attain the standards expected for their ages and enjoy their music making activities, especially singing. Boys and girls, including those with special educational needs, achieve the standards expected in relation to their prior attainments. Traveller children also achieve similarly.
138. During acts of collective worship, pupils sing a range of songs pleasantly. Their diction is clear and they listen carefully to the music between lines and verses. Pupils concentrate well, sing tunefully and learn melodies and words quickly. The older pupils make a good contribution to the singing and this helps younger pupils learn the songs more quickly.
139. Year 1 pupils have built up a good repertoire of songs and have learned to switch from listening to singing and clapping to 'Old Macdonald,' because the teacher breaks up the lines of the song very skilfully. Pupils listened very well to the recording of the noises animals make and copied these very effectively, stopping when the teacher signalled to them. They selected instruments very enthusiastically and thoughtfully and played them appropriately whilst the rest of the class sang. Pupils knew how their instrument should be played and kept to the beat well. They enjoyed the activity so much that they did not stop for the singers to have their turn, but the teacher is aware this is an area for future work.
140. Pupils in Year 4 read the poem 'Mice' before listening to a recording of the poem. They realised very quickly that the poem is read at a faster pace, as one pupil

suggested, "To match the fast movements of the mice." Pupils increased their speed, added intonation and expression, before reading it louder and more quietly at times. They were pleased to hear the variation in the reading. Pupils read musical notation very accurately and clapped rhythms to match the rhyme very effectively. When playing recorders, pupils showed good skills in reading notes. Every pupil had a recorder and attempted to play the tune, and, although this led to some variation in skills in fingering and breathing correctly, it was a very good example of the level of inclusion in the class. It also gave every pupil the opportunity to practise skills in reading music.

141. Pupils enjoy making music. They work sensibly together and know that it takes effort to achieve good results. Levels of concentration are good when pupils sing in class, acts of collective worship or hymn-practices because the teaching and learning of music is good. Teachers consider practical issues carefully, ensure that everyone is settled, has enough space, and can see any words or music. Teachers plan lessons effectively to include appropriate practice and extension of what pupils know and can do. Since the last inspection there has been an improvement in that there is now a published scheme that is used through the school and there are useful guidelines for teachers to follow. This gives teachers confidence in their teaching of the subject.
142. There are opportunities for pupils to learn to play the violin with a teacher who visits the school each week. For pupils who are more skilled in the playing of the recorder there is a lunchtime club. Visiting groups and musicians come to the school to share their expertise with pupils and these occasions contribute very positively to pupils' learning. Music plays a very important part in the concert each Christmas. Pupils and staff work hard to produce a performance of a high standard. Parents confirm how good the shows are. The teacher in charge of music leads the subject well and provides good support for other colleagues. The curriculum has been developed so that all elements are taught effectively over the year and the published scheme provides an effective basis for all lessons. Music makes a good contribution to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

143. Pupils reach the nationally expected standards at the ages of seven and nine. All pupils, including those with special educational needs, make satisfactory progress and standards have been maintained since the last inspection. Traveller children also achieve satisfactorily.
144. At seven, pupils reach the expected levels of knowledge and skill in dance and games. All understand the importance of safety in movement, healthy exercise and how it affects their bodies. In a Year 1 and 2 games lesson, younger pupils improved their hand-eye co-ordination by, for example, guiding balls of different sizes along the ground with a racket. The teacher working with Year 2 showed pupils how to roll a hoop by launching it straight and pupils kept them moving for several metres. Pupils worked well together and their good behaviour enabled them to enjoy the lesson and achieve well. Year 1 pupils showed an interesting range of imaginative movements as they travelled around the hall, building up a dance effectively as they altered their body shapes and speed as the music changed. The teacher ensured that everyone listened to instructions by asking pupils to sit down whilst she told them what was to happen next. When working with partners pupils tried hard to

mirror each other's movements, although most found this a very challenging activity because of the intense concentration required.

145. Seven to nine-year-olds work equally hard and learn effectively. They respond very well to quiet and firm guidance from teachers and are very enthusiastic. Year 4 pupils worked well in groups of four, bowling accurately and hitting the ball with a bat very firmly. They took turns, knew what the maximum number of runs was before they changed over and worked out the best way to get people out in a game of non-stop rounders. Boys and girls struck the ball well and pupils discussed sensibly how they could have improved their game at the end of the lesson. All Year 3 pupils worked very hard in the 'warm up' at the start of their lesson. But some boys found it difficult to stand still and listen to instructions or control their throwing and passing to each other as they learned to throw and pass a ball or bean bag a long distance. They showed a lack of awareness of the need to share the space with others. However, very sensitive support from a learning support assistant and another pupil enabled a pupil with special educational needs to be included in the lesson in a safe and caring way.
146. The teaching and learning in lessons is good. Teachers are confident. They make good use of the skills they have learned and plan carefully, following the guidelines of the very comprehensive scheme used in the school. Pupils start their work with appropriate activities to warm up their muscles before strenuous exercise and there is a corresponding relaxation of muscles at the end of lesson. Pupils enjoy the lessons and the activities that give them opportunities to learn and practise new skills. Pupils learn, for example, to co-ordinate their actions better and to play fairly because of the good teaching.
147. The subject is led well by the teacher in charge. At different times of the year pupils enjoy gymnastics, athletics, cricket, football and netball clubs. These enjoyable activities provide additional opportunities for pupils to learn new skills under the supervision of teachers and parents. It is not possible for the school to take children swimming because of the time, expense and distance involved, but the school is hoping to arrange a short residential visit where the emphasis will be on outdoor activities.

RELIGIOUS EDUCATION

148. Pupils, including those with special educational needs, achieve satisfactorily in relation to their prior attainments, and by the ages of seven and nine, most pupils attain the standards expected in the local education authority's agreed syllabus. Traveller children also achieve satisfactorily.
149. Pupils aged seven become aware of the important characters and stories in the Old and New Testaments. They learn that other people have different beliefs through a study of Sikhism, Judaism and Hinduism. They gain an increased understanding of the features of places of worship and religious artefacts, such as the prayer mat and the Qur'an, which they know has to be handled with respect. Year 1 pupils listened carefully to the story of Moses in the bulrushes, showed concern that anyone should consider killing all the baby boys, but were pleased that Moses was saved. Pupils in Years 1 and 2 learned that the birth of a baby is very special for everyone and that for Christian parents the baptism of their child is a very special occasion. They saw a

video of a Sikh wedding and showed a lively interest in the jewellery and special clothes worn at the wedding when a visitor brought these in to share with pupils.

150. At nine, pupils' knowledge of the Bible increases and pupils deepen their knowledge of other world religions, significant leaders and teachers. Pupils in Year 4 took careful note of the details in the teacher's clear presentation of the problems of life in Tanzania where people are short of water. They understood well why the girl in the story should say, "Water is my life," and compared the girl's life with their own. Pupils showed an awareness of what is happening in the world around them and a concern for the problems other experience. They drafted thoughtful letters to their member of parliament to ask for help to be given to countries where there is a need for pumps and wells to improve access to water.
151. Teaching and learning are satisfactory and pupils' learning is enhanced by interesting activities linked to a variety of religions. Pupils build consistently on their previous learning and recall events and people well. Teachers promote literacy effectively through stories and the study of a range of religious writing. Pupils are encouraged to write independently and practise the skills taught in the literacy hour. There are good links with music in acts of collective worship. In art, pupils extend their knowledge as they see how artists have represented religious stories. Pupils also use their own artistic skills effectively to illustrate their writing in religious education. Pupils discuss and express their own views. They work well when given written tasks because these are always matched well to pupils' abilities and, whenever possible, additional adult support is available for some groups.
152. The teacher in charge of religious education, who teaches the subject throughout the school, ensures that the planning corresponds well to the local syllabus. A strength of the curriculum is the emphasis placed on faiths other than Christianity, so pupils have consistent opportunities to learn about and understand the customs and beliefs of other faith groups and cultures. Religious education makes a good contribution to acts of collective worship, which are supported well by the regular visits of people from a local group of churches. Contributions from visitors have a positive effect on pupils' learning in religious education.