

INSPECTION REPORT

BROOMFIELD COMMUNITY PRIMARY SCHOOL

East Goscote, Leicester

LEA area: Leicestershire

Unique reference number: 119976

Headteacher: Mr A Nichol

Reporting inspector: Mr B H Cooper
10182

Dates of inspection: 14th – 18th February 2000

Inspection number: 196945

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Off Ploughman's Lea East Goscote Leicestershire
Postcode:	LE7 3ZQ
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Axon
Date of previous inspection:	18 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Barrie Cooper	Registered inspector	English Physical education	The school's results and achievements How well are pupils taught
Barbara Sinclair	Lay inspector	Equal Opportunities	Pupils' attitudes and values How well does the school work in partnership with parents
Bob Coupe	Team inspector	Mathematics Religious education Geography	How good are the curricular and other opportunities offered to pupils
Cic Deloughry	Team inspector	Special educational needs Under Fives Art Music History	How well does the school care for its pupils or students
David Fisher	Team inspector	Science Information technology Design and technology	How well is the school led and managed

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Broomfield Community Primary School has 235 pupils aged between 4 and 11 years. Pupils' attainment on entry represents the full ability range with most being around average. The school is located in East Goscote, which is a village about six miles from Leicester. The majority of parents work in Leicester or Nottingham. Most property in the village is low cost and privately owned. There is also some rented accommodation. Unemployment is low. The majority of pupils come from within the catchment area although around ten per cent come from outside. Seven per cent of pupils are known to be eligible for free school meals, which is below average. There are 45 pupils below the age of six. Of these 23 attend the 4+ class each morning and the remaining 22 attend the Reception class full-time. Almost all pupils are of white ethnicity, and whilst there are five pupils for whom English is a second language, none of these require extra language support. Two pupils have statements of special educational need and a further 25 are on the register for special educational needs.

HOW GOOD THE SCHOOL IS

Broomfield is an effective school in which pupils are well looked after and cared for. Pupils achieve satisfactory standards in response to satisfactory teaching that also has many good elements, particularly in the 4+ class and Key Stage 2. Pupils are keen to learn and they behave well. The Headteacher, governors and staff are working well together and continuing to identify areas that require improvement in the school. They are committed to raising standards. The school is giving satisfactory value for money.

What the school does well

- The majority of pupils reach national expectations in Key Stage 2 in English, mathematics and science.
- Good use is made of information technology across the curriculum.
- The provision for higher attaining pupils in Key Stage 2 is good.
- The 4+ unit provides pupils with a good foundation for the next stage of education.
- There is a positive ethos in which attitudes to learning, behaviour and relationships are all good.
- The quality of teaching and learning in the 4+ class and Key Stage 2 is good.
- The literacy and numeracy strategies have been successfully introduced.
- A wide range of extra-curricular activities enriches the curriculum in Key Stage 2.
- The provision for the spiritual, moral and social development of the pupils is good.
- A good standard of care is provided.
- Good links have been established with parents.
- There is efficient administration and financial management.

What could be improved

- Standards in religious education throughout the school
- The use of time within the school day
- The presentation of pupils' work
- The marking of pupils' work
- The monitoring of the quality of teaching
- The arrangements for teacher appraisal
- The arrangements for collective worship

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection, which took place in November 1996. The school has successfully tackled most of the key issues from the previous report, having introduced an effective assessment policy with a range of new procedures. The school has successfully reviewed the balance of the curriculum and lengthened the school day in Key Stage 2. Most subjects now have a scheme of work. However some outstanding aspects are still identified as areas that should be improved. The school is still not meeting statutory requirements in relation to collective worship and the monitoring of the quality of teaching and learning is not yet fully effective. The school is on course to exceed the targets set for the end of Key Stage 2 in English and mathematics for this year's standard assessment tests.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	D	C	C	well above average A above average B
mathematics	A	C	B	C	average C below average D
science	C	D	B	C	well below average E

Standards at the end of Key Stage 2 have varied over the last three years but this is not significant given the numbers of pupils taking the National Curriculum tests. In 1999, the number of pupils reaching level 5 in English and science was above the national averages. In mathematics, it was well above the national average. This level of performance reflects the opportunities offered by teachers for pupils to find things out for themselves and to extend their learning through good use of information technology. Pupils are achieving standards in line with similar schools in English, mathematics and science at the end of Key Stage 2 in 1999. There is no significant difference between the performance of boys and girls.

In the 1999 National Curriculum tests, at the end of Key Stage 1, pupils' attainment was average in reading and writing and below average in mathematics. There is evidence of a decline in standards in reading, writing and mathematics in Key Stage 1 over the past three years. Whilst the decline is not particularly significant, it highlights the lower achievement of high attaining pupils in mathematics, many of whom are not performing above national averages in the National Curriculum tests. In both writing and mathematics, higher than the average numbers of pupils are only just reaching the required standards.

The children are achieving the desirable outcomes in learning by the time they are five in all areas of the curriculum.

The school makes particularly good use of information technology across the whole curriculum. In Key Stage 2 pupils are able to use computers well and although overall, their standards are in line with what would be expected by pupils of their age, they have

particularly good ability in areas such as design and use of the Internet. Pupils throughout the school do not follow the full locally agreed syllabus in religious education. As a result they show limited understanding and knowledge of both Christianity and other faiths and their standards are low. At the end of both key stages, pupils are achieving the standards expected at their age in all other subjects.

The school has set targets for the next three years based on information from tests given in school and the teachers' knowledge of the pupils. The target for 2000 may not be sufficiently challenging. However, the school has set more demanding targets for teachers and pupils to aim for in future years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school. They work hard and are keen to learn.
Behaviour, in and out of classrooms	The pupils' behaviour is good both in class and around the school.
Personal development and relationships	The pupils have good relationships with one other and with the adults in the school. Older pupils are keen to take responsibility as is shown when they help at lunchtime. Most pupils show a high level of self-discipline.
Attendance	Attendance is good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
53 Lessons seen overall	Good	Satisfactory	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 satisfactory overall with some good elements. During the inspection, 13 per cent of the teaching was very good or excellent, 34 per cent good, 47 per cent satisfactory and 6 per cent unsatisfactory. The quality of teaching has improved since the last inspection. The quality of teaching in the 4+ unit is good and helps children to achieve the desirable learning outcomes. Children under five in the Reception class receive satisfactory teaching but their work is not always planned to build sufficiently on what they have already learnt. The teaching of literacy and numeracy is at least satisfactory and sometimes good in Key Stage 1. Lessons are carefully planned and pupils are given appropriate work. There is some slippage of time in the parts of the day that are not so tightly planned. Literacy, numeracy and science are well taught in Key Stage 2. Pupils are encouraged to use their skills in other areas of the curriculum. Teachers make particularly good use of information technology in Key Stage 2. Teachers successfully plan lessons to meet the needs of pupils of different abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the children under five is very good. There is a broad curriculum in Key Stage 1, but teaching time is not always used efficiently. In Key Stage 2, the curriculum is broad and balanced but religious education is not taught in all classes. The school provides a good range of extra-curricular activities for Key Stage 2 pupils.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is satisfactory. They receive good support both in the classroom and when withdrawn. Pupils' individual Education Plans do not always include sufficient detailed guidance on targets to be met.
Provision for pupils with English as an additional language	There are five pupils who speak English as an additional language. They do not need to receive any extra provision. They are making similar progress to other pupils of the same age and ability.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and social development is good. Cultural development is satisfactory, but pupils have too little knowledge and understanding of other cultures.
How well the school cares for its pupils	Pupils are well looked after in the school. Their health, safety and welfare are always of the highest priority. All staff care about the pupils.
How well the school works in partnership with parents.	The school has a good relationship with parents, and has established a true 'open-door' policy. Parents are supportive of the school, and regularly raise money through an active parents' association. Most parents help their children by listening to them read at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher, senior staff and governors have developed their roles since the last inspection. The numeracy and literacy strategies have been successfully introduced. Whilst there has been some monitoring of teaching and learning, this area is still under-developed. The Governors and headteacher have not ensured that the statutory requirements relating to teacher appraisal, collective worship and the teaching of religious education have been met.
How well the governors fulfil their responsibilities	The Governing Body is very supportive and increasingly well informed about what is going on in the school. Governors are fully committed to further developing their role. Clear targets for improvement are now being set for the school.
The school's evaluation of its performance	Improved assessment procedures are making it easier for the school to monitor pupils' performance and progress. Governors are kept fully informed of standards. The school is becoming clearer about the value of monitoring other aspects of its performance.
The strategic use of resources	Teachers and support staff are effectively deployed. There is some loss of time in the school day particularly in Key Stage 1 and the Reception class. Good use is made of money allocated by the standards fund and for pupils with special educational needs. Day to day administration and financial management are good. The school successfully applied the principles of best value for money. This was well demonstrated when making provision for the 4+ children.
Staffing, accommodation and learning resources	There is an appropriate number of suitably qualified staff. The accommodation is spacious with good outdoor facilities, but there are some problems over noise in the open plan Year 1 and 2 area. The school is well maintained and cleaned. Learning resources in most subjects are adequate. However many reading and library books are worn and need replacing. The resources for religious education and art are inadequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like going to school • The children's behaviour is good • They feel comfortable about approaching the school with concerns or comments 	<ul style="list-style-type: none"> • Some parents felt that the school did not work closely enough with parents • Some parents feel that they are not kept well informed about how their child is getting on

The inspection team agreed with parents' positive views about the school. The team could find no evidence of either the school failing to work closely with parents or providing insufficient information about how children are getting on.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils achieve standards that are in line with national averages in English, mathematics and science at the end of both key stages. Higher attaining pupils do particularly well by the time they leave the school at the age of 11. The highest overall standards are achieved in mathematics. At the age of seven, whilst pupils are achieving standards in line with both national averages and similar schools, few pupils achieve above these standards in mathematics. These higher attaining pupils often do not receive sufficient challenge in class, and are not achieving the standards of which they are capable.
2. The children are achieving the desirable outcomes in learning by the time they are five in all areas of the curriculum. The school makes particularly good use of information technology across the whole curriculum. In Key Stage 2 pupils are able to use computers well and although overall, their standards are in line with what would be expected by pupils of their age, they have particularly good ability in areas such as design and use of the Internet. Pupils throughout the school do not follow the full locally agreed syllabus in religious education. As a result they show limited understanding and knowledge of both Christianity and other faiths and their standards are low. At the end of both key stages, pupils are achieving the standards expected at their age in all other subjects.
3. In the 1999 National Curriculum tests, at the end of Key Stage 1, pupils' attainment was average in reading and writing and below average in mathematics. There is evidence of a decline in standards in reading, writing and mathematics in Key Stage 1 over the past three years. Whilst the decline is not particularly significant, it highlights the lower achievement of high attaining pupils in mathematics, many of whom are not performing above national averages in the National Curriculum tests. In both writing and mathematics, higher than the average numbers of pupils are only just reaching the required standards.
4. Standards at the end of Key Stage 2 have varied over the last three years but this is not significant given the numbers of pupils taking the National Curriculum tests. Standards have remained close to national averages over the past three years and in 1999, the number reaching level 5 in English and science was above the national averages. In mathematics, it was well above the national average. This level of performance reflects the opportunities offered by teachers for pupils to find things out for themselves and to extend their learning through good use of information technology. Pupils are achieving standards in line with similar schools in English, mathematics and science at the end of Key Stage 2 in 1999. There is no significant difference between the performance of boys and girls.
5. The school has set targets for the next three years based on a range of assessment results including reading tests and standard assessment tests taken in Year 3, 4 and 5. On the basis of inspection findings, the target of 73 per cent in English, mathematics and science for 2000 is achievable and may not provide the school with a sufficiently challenging target. Higher figures of 75 per cent and 81 per cent have been set for the following two years, which indicate the school's commitment to improvement and raising of standards. Governors are committed to keeping targets constantly under review and will raise targets if this is realistic. In addition to school targets, individual

pupils are set their own targets in consultation with their teacher, parents or carers. This is proving an effective method of aiding the progress of pupils.

6. In literacy, pupils achieve satisfactory standards by the end of Key Stage 1 and 2. In Key Stage 1, they are eager to listen and most follow instructions. They are keen to make observations about the big books. Pupils display a satisfactory phonic knowledge but teachers do not always build sufficiently on what they have learnt in the 4+ class. Many talk about plot and character but the reading of higher attaining pupils is not always fully extended. In writing, much of the content of stories is satisfactory, but standards are spoilt by untidy presentation. Spelling is satisfactory and most misspelt words are still recognisable. The pupils use basic punctuation. By the end of Key Stage 2, speaking and listening skills are satisfactory. Pupils improvise well in drama lessons. They have limited opportunities to express their own opinions. In reading pupils have read widely from different types of books and discuss the different styles and approaches of authors. The superficial book reviews they are asked to write fail to challenge pupils to write fully about the books they have read. Pupils are not yet fully confident in the use of the school libraries although many have basic library skills. In writing, again much of the pupils' work is spoilt by low standards of presentation. Most pupils are unsuccessful in achieving their own handwriting style. Pupils write a wide variety of stories, poems and factual accounts. They plan and write some longer pieces of writing. Punctuation and spelling skills are satisfactory.
7. In numeracy, most pupils in Key Stage 1 work with numbers up to 100 and use money successfully. They recognise and name solid shapes and tell the time. They are less confident on estimation and working out problems. By the end of Key Stage 2, they know their tables to 10, and work quickly and accurately on mental arithmetic. They demonstrate an understanding of decimals. They are able to use and apply their skills both in mathematics and across the curriculum. They have a good knowledge of mathematical vocabulary.
8. Pupils use their literacy and numeracy skills in other lessons. In science in Key Stage 2, the good work on recording of plant growth required both literacy and numeracy skills. Topic work in Key Stage 1 links subjects, but gives too little emphasis to the acquisition of basic skills in science. In information technology, the school makes good use of the pupils' ability to word process. Many are confident in their keyboard skills. There is very little recording of work in religious education in either Key Stage 1 or 2. Geography and history lessons include opportunities for pupils to use literacy skills to find out and record information in Key Stage 2.
9. Pupils with special educational needs make satisfactory progress in the school in all subjects. They are given appropriate work to do and are well supported within class and in withdrawal groups. Governors have recently undertaken a complete review of special educational needs provision in the school and are now ensuring greater parent participation. Pupils make satisfactory progress as they move through the school. However higher attaining pupils make good progress in Years 5 and 6. Although pupils in the Reception class are not building sufficiently on their earlier work, the majority of pupils in the school are achieving the standards of which they are capable

Pupils' attitudes, values and personal development

10. Since the last report pupils have maintained their positive attitudes to learning and enjoy coming to school and contributing fully to all aspects of their daily routines. Pupils between the ages four and five are very keen to learn and contribute to lessons. They

listen attentively, follow instructions and respond well to the development of their self-esteem and social awareness.

11. At Key Stage 1 and Key Stage 2 pupils concentrate well and are well motivated across the different subjects of the curriculum. Most contribute confidently in discussions and are prepared to listen attentively to, and consider the views of others. Pupils' concentration is maintained well over time as demonstrated in their interest in the cross-curricular task of planting indoor bulbs and watching and recording their growth patterns. Pupils do not pay sufficient attention to neat presentation of their work. Parents felt that the attitudes and values the school promotes have a positive impact on their children. Emphasis is placed on the school's mission statement and Code of Conduct, which was created after consultation with pupils and their views have been reflected in its content.
12. Pupils demonstrate a good level of behaviour throughout the day, both in and out of their classrooms. They move around the school purposefully and treat buildings, grounds and possessions with care. At break and lunch times pupils play and converse well together. The older pupils assist younger pupils in a variety of ways and provide good role models particularly when helping at lunchtime. There have been no exclusions during the last twelve months. No incidents of unruly, boisterous or anti-social behaviour were observed during the inspection. Pupils feel confident that any rare incidents of bullying would be dealt with swiftly and fairly.
13. Pupils' personal development and relationships with one another and with adults are good throughout the school. Many pupils take responsibility for their own learning and contribute to the smooth running of the school by undertaking a range of tasks and responsibilities. Most pupils show a high level of self-discipline and are supportive of one another. A good system has been introduced whereby teachers, parents and pupils agree targets for improvement in areas of the curriculum, and progress is discussed at consultation evenings. This is valued and appreciated by both parents and pupils. Pupils are not made sufficiently aware of aspects of living in a multi-cultural society.
14. Attendance rates are good and above the national average. Unauthorised absences are below the national average. All registration periods are conducted in a pleasant and effective manner. Lessons start on time and pupils settle into registration routines well.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching in the school is satisfactory with 13 per cent of teaching very good or excellent, 34 per cent good, 47 per cent satisfactory and 6 per cent unsatisfactory.
16. The teaching of children under five in the school's 4+ plus unit is good with some very good elements present. The teacher and support staff organise and motivate the children in all areas of their work. The teacher has a good understanding of the requirements of the children in her class and plans work well to meet both individual and class needs. The children are provided with a good variety of activities within a well-structured morning. Suitable emphasis is placed on pre-reading and number skills in preparation for starting the literacy and numeracy lessons in the Reception class. Creative and physical aspects of their learning are also nurtured and the children are given opportunities to make choices. The under-fives in the Reception class receive overall satisfactory teaching but with some unsatisfactory elements. The teacher does not build sufficiently on the standards achieved in the 4+ class, and children are not moved on to the National Curriculum quickly enough. The children receive appropriate literacy and numeracy sessions but other activities are often not so clearly structured.

For example the reading time at the beginning of each afternoon is not used as effectively as it could be. The children spend time looking at books but this does not extend to other reading activities. The teacher has a quiet and pleasant approach when, for example, showing the children the very old teddy bears in their history session. However on occasions there is a lack of pace and challenge.

17. In Key Stage 1, teaching is satisfactory. Teachers maintain good standards of classroom organisation during lessons and give pupils clear instructions about the activities they should be doing. These lessons are planned successfully, particularly in literacy and numeracy. Lesson organisation is made more difficult by the accommodation for the Year 1 and 2 classes. The large shared area results in noise carrying between the classes and makes it harder for the teachers to be heard and for pupils to sustain concentration. The teachers have responded to this and have worked hard as a team to minimise the problem by carefully planning activities so as not to interfere with the other class. There are parts of each day when teaching is not carefully enough planned or sufficiently challenging. For example at the beginning of the day, the pace of the first short registration period is slow and the daily show and tell, and silent reading sessions are not properly focussed or planned. The afternoon group activities cover most of the curriculum aside from literacy and numeracy. Teachers organise these group activities successfully, but find it difficult to spend enough time with each group and this limits the amount of actual teaching which pupils receive. The teaching of religious education is limited to the telling of stories and pupils have little depth of understanding in the subject.
18. Good use is made of classroom assistants and they are clear about their role in lessons. These staff offer a good level of both individual and group support. The teachers mark most work, but do not always give sufficient information to individual pupils about how they could improve either the standard of their work or the quality of presentation. Most written work on the topic themes is kept on worksheets. This work is not always dated or stored carefully enough. This makes it difficult to establish the progress of pupils in these subject areas. Teachers give regular homework, mainly linked to reading. This is effective both in helping pupils to improve their reading and in involving parents in their children's learning.
19. In Key Stage 2, the quality of teaching is good. Teachers display a good understanding of the subjects they teach apart from religious education. Religious education is not taught in some classes and as a result pupils' knowledge of the subject is poor. Particularly good use is made of information technology across the whole curriculum both in research and word processing. Notably good practice takes place in science in Years 5 and 6 where pupils have the opportunity to experiment and research and in literacy in Years 3 and 4 where pupils benefit from their teachers' enthusiasm over poetry and language. All teachers show a good understanding of mathematics. They develop pupils' technical language well.
20. Teachers work together in their planning to offer pupils of the same age a similar curriculum. This is working more effectively in Years 3 and 4 than in Years 5 and 6 where there are greater differences in approach and provision. Individual lessons are successfully planned with sufficient variety of activities. The needs of pupils of different abilities are well met and enough challenging work is given to talented and gifted pupils. Pupils with special needs are well supported and those who have statements have very good provision within classrooms. Those with English as an additional language experience no extra difficulties and require no special planning.
21. Teachers place too little emphasis on ensuring a high standard of presentation of pupils' work particularly in Years 5 and 6. Some pupils take far too little care, often

using different colour inks for the same piece of work and producing untidy writing where the priority has been of completion of work at the expense of presentation. Teachers usually have satisfactory expectations of their pupils but sometimes these are higher than at other times. Teachers expect pupils to do well in mathematics and to use their mathematical skills in other areas of the curriculum. The production of the magazine on the computer to a tight deadline provides pupils in Years 5 and 6 with challenge. Pupils in Year 3 and 4 are expected to approach poetry in a mature and thoughtful manner and most achieve this. A wide variety of teaching methods are employed. Pupils are given opportunities to work independently as well as in small groups.

22. Teachers manage their classes well and keep most pupils on task. They make good use of the variety of work bays in the Key Stage 2 area. There are occasional periods of the day when time is wasted. The literacy and numeracy sessions are timetabled to fill most mornings, but the time in between is not used so purposefully or tightly enough planned. This time slippage is impacting on curriculum provision. Pupils are used to finding their own learning resources, but teachers tend to select their topic books from the school library. This has resulted in a reduction in the pupils' own library skills. Teachers make good use of support staff, deploying them well and preparing them thoroughly for their work with the pupils. The approach to marking work is inconsistent and does not always inform pupils how they could improve. On occasions poor work is praised. The plenary sessions of lessons are generally well used to identify what pupils have learnt. Good use is made of homework both to extend work started in school and to learn tables and spelling as well as reading.
23. The skills of literacy and numeracy are taught satisfactorily in Key Stage 1 and well in Key Stage 2. All teachers have taken on the spirit of both strategies and are making effective use of them in their teaching. They are successfully linking their weekly planning to long-term plans and these are securely based on the literacy and numeracy strategies. Most introductory sessions are appropriate and the big books are used well in Key Stage 1. In numeracy there is sufficient emphasis on mental arithmetic. Teachers question pupils well and match both these questions and follow-up work successfully to the ability of the pupils. Support assistants target pupils with specific problems under the guidance of the teacher. These staff and specialist teachers give appropriate extra help to pupils with special educational needs. Many opportunities are given by teachers to use literacy skills in Key Stage 2 in other subjects such as geography and history and numeracy skills in science and design and technology. This happens less in Key Stage 1 where there is a less structured approach to the teaching of foundation subjects.
24. The teaching of pupils in both key stages results in satisfactory progress in all subjects as they move through the school. The range of learning experiences given to them by teachers enables them to acquire sufficient knowledge and understanding of all subjects apart from Religious education where progress is unsatisfactory throughout the school. The more able pupils in Key Stage 2 are given some greater challenge in most subjects including reading. They are encouraged to think for themselves and to experiment and investigate. They make good use of the Internet.

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

25. The overall curricular provision in Key Stage 1 and in Key Stage 2 is satisfactory. However, in religious education, the school fails to meet the statutory requirements of

the locally agreed syllabus and in this aspect, the provision offered by the school is unsatisfactory.

26. Curricular provision covering all areas of learning for children in the four plus class is very good. The curriculum addresses their physical, intellectual, creative and social development. Along with other good experiences, the children are successfully led towards the attainment of the early learning goals and are prepared well for the programmes of study of the National Curriculum. Provision for children of a similar age in the Reception class, is satisfactory.
27. In the last inspection, four Key Issues were identified relating to the curriculum. The first relating to the Act of Collective Worship. The action taken by the school has not fully satisfied this issue. Consequently, collective worship fails to meet the statutory requirements of providing pupils with a daily opportunity to worship together. Although collective worship is held regularly, there are days when some classes, or small groups of pupils, do not have the opportunity to participate. Where collective worship was observed, its quality was good and sometimes very good.
28. The school has satisfied two further Key Issues, by increasing the length of the school day and allocating sufficient curriculum time to each subject. However, it does not use time effectively. Curriculum time allocated to religious education, particularly at the upper end of Key Stage 2, is included in reflection and collective worship, thereby reducing teaching opportunities, resulting in unsatisfactory provision of religious education. Further inefficient use of time is identified in Key Stage 1, where short sessions, such as "Show and Tell," are not clearly focused. Similarly, in Reception, the silent and paired reading provision is too long for young children. In general, there is a lack of rigour in ensuring sessions benefit from maximum use of time.
29. Since the last inspection the final curriculum Key Issue has also been met and the school has now produced appropriate schemes of work for all subjects. It has identified the need to supplement this action, by producing policy documents for art, music and for design and technology.
30. The National Literacy and Numeracy Strategies have been effectively implemented into the curriculum. Teachers use appropriate planning linked closely to the literacy and numeracy strategies when planning for English and mathematics. The application of these strategies is instrumental in helping to improve both standards and teaching. For example in mathematics, pupils are developing skills in computation, mental arithmetic and mathematical language, resulting in more pupils attaining at the higher level 5 than the national average. The school has taken steps to incorporate literacy and numeracy into the curriculum where possible, such as when studying coordinates in a Years 3 and 4 geography lesson. Curricular provision in information technology is good. This subject too, is useful in supporting other subjects and was used in a supporting role in about half the lessons observed during the inspection. It was well used in Years 5 and 6 to produce very good reports following local studies projects, and is regularly used to support mathematics and literacy throughout the school. Provision for all other subjects, except for religious education, is satisfactory.
31. The school makes good provision for pupils' personal, social and health education. It enables pupils to explore attitudes, values and responses, which impact upon the good relationships evident throughout the school. It also enables the pupils to be taught sex education sensitively and to raise their awareness of the dangers of the misuse of drugs.

32. There is good provision for the development of pupils' spiritual, moral and social education. The school has recently been investigating ways of incorporating aspects of spirituality into curriculum planning. Once completed this should formalise and extend the methods currently practised. The school's promotion of social and moral education is well planned. Assemblies and reflection time are well focused with carefully thought out themes, such as, friendship, trust, responsibility and more difficult themes, such as death, are dealt with in a thoughtful and sensitive manner. The school raises pupils' awareness of the needs of others through supporting national charities such as 'Children in Need'. The world-wide community is also supported. Harvest Festival gifts are sold and money raised is sent to India to support "Salt of the Earth." Pupils are made aware of acceptable behaviour through sensible rules. They learn of the effect of their actions upon others and can distinguish wrong from right. When opportunities arise, pupils accept responsibility well, but the school could provide further opportunities for pupils' involvement.
33. Cultural awareness is satisfactorily promoted across the curriculum, for example, in geography, religious education, and in assemblies. The school also has good links with schools in France and Poland, which enables pupils to communicate with them through the Internet by sending e-mail letters and exchanging information. However, the school's provision for multi-cultural education is unsatisfactory and the school does not appropriately prepare its pupils for life in a multicultural society.
34. There is a very wide range of extra-curricular activities offered to pupils throughout the school, but mainly concentrated in Key Stage 2. All staff are fully involved in supporting activities that include, football, netball, orienteering and music. The school has experienced several recent successes in sporting achievements during inter-school matches. All pupils take part in, and expressed their enjoyment of, residential visits that are offered to pupils from Year 2 onwards.
35. The school enjoys a supportive and close relationship with the local community including local churches. A regular feature, which is written and produced by the pupils, is included in the village magazine. Many local residents enjoy sharing their expertise and experiences to enhance and enrich the curriculum. The school is generous in its support for a range of charities such as Blue Peter Appeal, Children in Need and specific needs such as famine and earthquake relief.
36. There are good links with a range of secondary schools in the area and pupils are given opportunities to meet teachers from other schools, share sampled lessons and visit, which all contribute to a smooth transition to their next stage of education.
37. The school has maintained its links with Loughborough University and offers support and guidance in teacher training.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school offers a very good level of support and care for its pupils. Good arrangements are in place for child protection. The named teacher responsible undertakes the role in a dedicated and sensitive manner. All staff are aware of procedures. The school regards health and safety as a matter of great importance and regular audits and risk assessments are carried out. There are currently five members of staff who hold first aid qualifications. These are updated on a regular basis. Pupils with specific medical needs receive good, appropriate and consistent support. There are good procedures in place to contact parents and carers in the event of accidents or pupils becoming ill whilst at school. Pupils are made aware of safe practices in

classrooms and playgrounds, whilst using equipment and during their physical education lessons.

39. Procedures for monitoring attendance are thorough and very effective. Any problems over attendance are quickly followed up.
40. Careful assessments are made of the attainment of children under five, in relation to all the desirable learning outcomes soon after entry into the 4+ unit. The teacher makes good use of these assessments in planning the work, forming ability groups, and raising awareness of children who may require placement on the special educational needs register. Further assessments are made each term and maintained in a personal portfolio for each child.
41. Procedures for assessing pupils' attainment were identified as a key issue for improvement in the previous inspection. They are now good and are developing well. A range of assessment tests including reading and optional standard assessment tests are utilised to measure attainment. Staff analyse the statutory test results effectively, in order to identify areas of weakness. If necessary amendments are made to the planning. For example, a focus on teaching negative numbers has led to an improvement in the understanding of the concept by pupils in Year 4. The test results are effectively used, in conjunction with teacher assessments, to identify pupils for placement on the special educational needs register.
42. A useful personal portfolio for each child is maintained throughout the school that includes examples of their work. This effectively tracks their progress in the core subjects. Their personal development is also monitored and formally recorded annually.
43. The school is to be complimented on the implementation of a system of individual target setting involving teacher, parent, and pupil. This is very good practice that takes place annually for all pupils, and more frequently for pupils who have special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school works very well with parents. Parents are encouraged to assist in class whenever possible. They regularly assist with reading, spelling and number work at home and there is evidence that parents value and make effective use of the home/school diary.
45. From the response to the parents' questionnaire and comments from parents who were able to attend the pre-inspection meeting, it is evident that the great majority of parents are fully supportive of the school. They feel that they can approach the headteacher and staff at any time with concerns or comments and feel that they will be listened to and are reassured that any necessary or appropriate action will be taken promptly. Parents feel that the staff work hard and in a dedicated manner to provide a warm, secure and welcoming environment in which parents and visitors feel valued and appreciated.
46. Information is provided for parents on a regular basis and they are kept informed of topics and a wide range of events. There are good arrangements in place to consult the parents of children who have special educational needs. Parents are fully involved in setting targets for their children. Strong relationships have been established in the

4+ class where parents are welcomed and encouraged to participate in this early stage of their child's educational and social development.

47. Meetings with parents are held three times per year. The format of these meetings involves both parents and pupils being present so that targets can be set and reviewed and a close and genuine partnership between the school and home can be established. An annual report is provided in the summer term. The reports are clear and reveal the teachers' close and individual knowledge of pupils and their response to all areas of the curriculum.
48. There is an active 'Friends of Broomfield School' organisation, which works dedicatedly, and tirelessly to arrange a wide range of social and fund raising events. Parents have been unstinting in their support for the school and have raised funds, which have enabled the provision of a wide range of resources, including the provision of a mini-bus used to transport pupils to nearby swimming lessons as part of the provision for physical education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school are satisfactory. At the time of the last inspection the school had not established formal procedures for monitoring and evaluating standards of attainment and the quality of teaching in all national curriculum subjects and religious education. This issue has not yet been fully addressed.
50. The monitoring of attainment has been effectively developed. All results are analysed, weaknesses identified and action taken. For example it has been identified that the standard of writing, although in line with national averages, is lower than the standard of reading. The management team and curriculum leaders have taken positive steps to improve these areas. The literacy and numeracy lessons are well planned and indicate an improvement in writing and mathematics.
51. There are still weaknesses in the monitoring of the curriculum and teaching. The headteacher does not systematically monitor the curriculum and the quality of teaching. The deputy headteacher has effectively monitored the teaching of literacy in each class. Her analysis is detailed and informative with areas for development clearly defined. This is a good model, which could be further developed.
52. The headteacher has established a school that provides a safe and caring environment in which everyone is valued. He has the respect of staff, parents, governors and pupils. His day-to-day administration and financial management of the school are very good.
53. The deputy headteacher provides very good support to the headteacher in the leadership and management of the school. She is a talented teacher with clear vision and is able to inspire, motivate and influence staff.
54. Since the last inspection, the role of the curriculum co-ordinators has been developed. They monitor planning and prepare detailed actions plans as part of the school development plan. Release time has been planned to enable support to be given to colleagues. This has been effective in developing teachers' knowledge in information technology, science, mathematics and literacy. They have not, however, been involved in the formal monitoring of teaching and learning.

55. The school has clear aims, commitment to good relationships and ensures all pupils have equal opportunity. The headteacher and staff have a shared commitment to improvement and the capacity to succeed.
56. The school governors have effectively developed their role since the last inspection. Each governor has responsibility for a curriculum subject and regular visits are made to the school to monitor curriculum development and the quality of education provided. Written reports are presented to the full Governing Body following the visits. The finance committee is the only sub-committee and is very well informed on all income and expenditure. It considers value for money and expenditure in relation to the priorities identified in the school development plan. Since the last inspection a 4+ class has been established. This has been well resourced and proving to be a great asset for the school. Additional funds have been allocated to employing more classroom assistants who enhance the education provided. They provide very good support to pupils and teachers.
57. The Governing Body does not meet their statutory responsibility of ensuring that teacher appraisal is established, that there is a daily act of collective worship and that religious education is taught in accordance to the agreed syllabus. Relationships between the headteacher, staff and governors are very good and governors are invited to all school events, staff meetings and training days. The Chair of Governors has clear vision and recognises the need to appraise the work of the headteacher and set performance targets for him, particularly in relation to the formal monitoring of teaching.
58. The headteacher and senior management team effectively monitor and analyse standards. They share the results with staff and governors, identifying the action to be taken in the school development plan. The headteacher has established a collegiate approach to decision-making that is valued by all staff. The school development plan clearly states not only whole school priorities, but includes well thought out action plans for each subject. There is insufficient rigorous monitoring, evaluation and development of teaching to celebrate strengths and eradicate weaknesses.
59. The school makes the best strategic use of resources, including specific grants and additional funding. This ensures that spending decisions are effectively linked to educational priorities. The introduction of the National Literacy and Numeracy frameworks have been adequately resourced. The school has made effective use of funds received for the development of information technology, special educational needs and curriculum development. The last local authority audit report recognised the very good financial management of the school.
60. The governors, headteacher and staff consider the principles of best value in respect of standards and resources. All spending decisions are considered at staff and governor meetings. Alternative strategies are considered in the allocation of the budget with the main emphasis being on improving standards and the quality of education provided.
61. The school is appropriately staffed, has satisfactory accommodation and adequate resources to teach the National Curriculum. The staff understand their responsibilities well and carry out their duties conscientiously but the school has yet to establish the statutory requirements for staff appraisal. Teachers have secure subject knowledge but do not share their expertise effectively to enhance learning and raise standards.
62. The support staff in the school are suitably experienced and qualified. The administrative support is efficient. Visitors and parents are given a warm and friendly welcome to the school. The site manager and staff work hard and are dedicated to

providing a consistently clean, safe and tidy environment both within the building and the surrounding grounds.

63. The school's building and grounds, including the accommodation for the 4+ pupils, allows all aspects of the curriculum to be taught. The school hall is used effectively for a range of activities including some assemblies and lunchtime provision. Classrooms are adequate for the numbers on roll and the ages of the pupils, but the open plan formation of some classes on occasions inhibits an effective rapport between pupils and teachers. The school has regular access to the community library nearby, which combined with use made of the local environment supports teaching and learning.
64. Learning resources are generally satisfactory for the curriculum and range of pupils, with the exception of provision for religious education and art where resources are not easily accessible. The library has an adequate quantity of books but many are of poor quality.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to further improve the school, the Governing Body, headteacher and staff should:
- 1) Raise standards in religious education throughout the school by ensuring the subject is taught in all classes and that the curriculum follows the locally agreed syllabus.
(paras 2, 8, 17, 19, 25, 28, 49, 57, 167, 170, 171)
 - 2) Identify where in the school day, time is not being used effectively and make sure that that teachers plan to use these parts of the day more efficiently.
(paras 16, 22, 28)
 - 3) Improve the presentation of pupils' work.
(paras 6, 11, 21, 90, 98, 99)
 - 4) Make sure that pupils' work is marked consistently and that they are given sufficient information on how to improve.
(paras 18, 22, 92, 99)
 - 5) More effectively monitor the quality of teaching and learning and use the good practice that is in place for the evaluation of the literacy hour, to develop teacher appraisal arrangements that meet statutory requirements.
(paras 49, 50, 51, 54, 58, 112, 125, 132)
 - 6) Make sure that all pupils attend collective worship each day in order to meet statutory requirements.
(paras 27, 57)

Other issues which should be considered by the school:-

Find ways of giving pupils greater experience and understanding of other cultures and faiths

Place a high priority on replacing Key Stage 1 reading books and improving the provision of fiction and non-fiction books in the school library.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	11	34	47	6	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	Nursery	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	12.5	212
Number of full-time pupils eligible for free school meals	15	

FTE means full-time equivalent.

Special educational needs	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs		2
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	8
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.08
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	1999	17	17	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	15	16	14
	Total	30	31	31
Percentage of pupils at NC level 2 or above	School	88	91	91
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	16	15	14
	Total	31	32	31
Percentage of pupils at NC level 2 or above	School	91	94	97
	National	82	86	87

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	18	16	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	16
	Girls	11	10	12
	Total	24	23	28
Percentage of pupils at NC level 4 or above	School	71	68	82
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	10	11	13
	Total	23	25	28
Percentage of pupils at NC level 4 or above	School	68	74	82
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	5
Pakistani	
Bangladeshi	
Chinese	
White	200
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26.8
Average class size	30.6

Education support staff: YR – Y6

Total number of education support staff	5.4
Total aggregate hours worked per week	112

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.6
Number of pupils per qualified teacher	11.5

Total number of education support staff	0.6
Total aggregate hours worked per week	15

Number of pupils per FTE adult	5.75
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FTE means full-time equivalent.

Financial information

Financial year	1998/9
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	£
Total income	383789
Total expenditure	389838
Expenditure per pupil	1752
Balance brought forward from previous year	40217
Balance carried forward to next year	34168

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	147

Percentage of responses in each category

	Strongl y agree	Tend to agree	Tend to disagre e	Strongl y disagre e	Don't know
My child likes school.	56	41	3	0	0
My child is making good progress in school.	51	43	4	0	2
Behaviour in the school is good.	52	45	1	0	4
My child gets the right amount of work to do at home.	34	51	10	2	3
The teaching is good.	53	42	1	0	3
I am kept well informed about how my child is getting on.	41	40	14	3	1
I would feel comfortable about approaching the school with questions or a problem.	53	42	5	0	1
The school expects my child to work hard and achieve his or her best.	51	44	1	0	4
The school works closely with parents.	37	49	10	10	3
The school is well led and managed.	40	54	1	0	5
The school is helping my child become mature and responsible.	45	53	1	0	1
The school provides an interesting range of activities outside lessons.	40	32	7	1	21

Other issues raised by parents

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

66. Most of the children under five attend the special 4 + unit, for mornings only. The unit has been added to the school since the previous inspection and is proving to be very beneficial. In this class the activities are well planned to meet the desirable learning outcomes. The children move into full time education in the Reception class, at the beginning of the term they reach the age of five. In this class the work for the under-fives is not always carefully matched to their needs. The overall level of attainment, when children enter the school, is about average in all the areas of learning.

Personal and Social Development.

67. The children make good progress in their personal development and reach the desirable learning outcomes. They soon settle into school and become confident and secure in the classroom routines. They demonstrate a good degree of independence when tidying the classroom, dressing and in their personal hygiene. They seldom interrupt the teacher unnecessarily.
68. The children form good relationships with adults and one another. They participate in discussions and activities with enthusiasm and enjoyment. They often work together in small groups and are learning to collaborate, share and help each other, for example when playing in the home corner, or sharing a computer. A positive attitude to their work results in good levels of concentration.
69. Teaching is good. The teacher and support assistant successfully promote the children's personal and social development by providing warm and caring support and encouraging them to take responsibility and make appropriate decisions for themselves. They place great emphasis on good manners and thoughtfulness.

Language and Literacy.

70. When the children first enter school, many are reluctant to join in conversations, but, as they gradually gain confidence sound progress is made. They listen well to the teacher and to each other and enjoy the exchange of news and ideas in their whole group sessions.
71. By the time they reach the age of five most children have attained the basic skills for reading and writing. They handle books carefully and know that print conveys meaning. Most children begin to read books from the school reading schemes and know many of their letter sounds. A majority are able to form letters and some children are writing their names and other words independently.
72. The teaching in the 4 plus unit in this area is good, and satisfactory in the Reception class. The discussion periods are stimulating and move at a good pace, and the activities provided encourage the children to talk and widen their vocabulary. Appropriate emphasis is placed on the teaching of phonics and whole word recognition. Clear instruction is given on how to hold a pencil and form letters correctly. The teaching in the reception class does not build sufficiently on what has been learnt previously.
73. By the time they are five, most of the children are attaining the desirable learning outcomes.

Mathematics.

- 74. The children make satisfactory progress and achieve the desirable learning outcomes in mathematics. They confidently count objects to 20 and can count backwards from ten. They are familiar with the concept of addition and subtraction, for example when balloons are added or taken from a cluster. Most children can write numbers and recognise basic 2-dimensional shapes. They are able to compare, sort and order objects by size and enjoy applying these skills, for example, when making and serving porridge into bowls for the three bears.
- 75. Teaching in the unit is good. Suitable emphasis is placed on teaching the correct mathematical language. The teacher provides carefully structured play activities such as shopping, sand and water, which widen the children's experience and help develop their mathematical concepts.

Knowledge and Understanding of the World.

- 76. The children make satisfactory progress and have a good general knowledge of the world around them. Most achieve the desirable learning outcomes. They understand "then and now", and recognise the differences between "old" and "new" teddy bears. They dress teddy bears in different materials and describe how the various textures feel.
- 77. They are beginning to understand the importance of many of the local facilities in East Gosport from visits to such places as the post office, shops, garden centre and library. They visit a farm during lambing time and incubate their own chickens in school. Most children are very adept when using the computer, with the more competent assisting the less experienced.
- 78. The teaching, in this area is satisfactory, and often good. The teachers plan a range of appropriate opportunities for the pupils to gain scientific and historical understanding. They offer clear explanation of past events and successfully introduce the children to the local area. Teachers include opportunities for pupils to use the computer in most areas of the curriculum.

Physical Development.

- 79. The children are reaching the targets of the desirable learning outcomes by the time they are five. In class they use paintbrushes, pencils and scissors with good control and skill. They use construction materials skilfully and productively.
- 80. The children move confidently in physical education lessons and their balance and body control is good. There is an outdoor enclosed area for the children in the unit. They use a range of large toys such as trucks, tricycles slides and climbing equipment with appropriate skill and enjoyment. Their use of space is good.
- 81. The teaching is satisfactory. Teachers offer the children opportunities to develop their manipulative skills through a wide variety of activities. Time in the hall is spent on both movement activities and climbing on apparatus. Teachers make good use of the outdoor area.

Creative Development.

- 82. Children are making satisfactory progress in their creative development and, by the age of five, their level of attainment is in line with the expectations of the desirable

learning outcomes. They join in the singing of songs with much enjoyment. They are able to draw using pencils and crayons and use paint to create a variety of effects, for example, using finger prints, a bouncing ball or a wheel. They are secure and confident when they cut and stick and work collaboratively to make collages to illustrate stories. They respond well to role-play, making good use of the facilities in the home corner and shop to develop their imagination and language skills.

83. The teaching is good and children are given the opportunity to choose materials and evaluate their work. The teacher makes very good use of the classroom assistant and the many volunteer parents, in order to widen the variety of opportunities available to the children at any one time and to provide support, encouragement and challenge.

ENGLISH

84. At the end of Key Stage 1, the standard of pupils' work is in line with national expectations in all areas of the subject. This indicates a decline in standards since the last inspection in 1996 when attainment was considered to be above national averages. At the end of Key Stage 2, the school has maintained the overall standards in English that were identified in the last inspection report. The pupils' work remains in line with national averages in all areas of the subject.
85. Pupils achieve satisfactory standards in speaking and listening at the end of Key Stage 1. They are keen to listen to their teachers and are able to follow instructions. They listen well to the 'big book' sessions in the literacy hour and respond with suggestions and observations such as picking out speech in the stories of Cinderella and Little Red Riding Hood. Their regular 'show and tell' sessions offer good extra opportunities to develop their speaking and listening skills, but these are not as effective as they could be, as they are not sufficiently planned by the teachers. Pupils are usually attentive to their peers but do sometimes interrupt or not let them complete what they wish to say. The acquisition of listening skills is made more difficult in the shared Year 1 and 2 classrooms, as pupils are distracted by noise and activity in the other area.
86. By the end of Key Stage 2, pupils are also achieving satisfactory speaking and listening skills. They are keen to share their opinions about poetry and confidently answer questions posed during the introductory sessions of their literacy lessons. Whilst they are given some opportunities to express opinions on poetry and books, the ability of pupils to make observations about aspects of the school and the wider world have not been exploited. Year 6 pupils demonstrated, in discussion with inspectors, that they could talk about issues in a mature and appropriate way. Drama lessons are giving pupils a good opportunity to improvise and experiment with speech and language. In these lessons, they are keen to discuss plot and character and this is helping to raise standards in both speaking and listening.
87. By the end of Key Stage 1, pupils are achieving standards in line with national expectations in reading. Teachers place sufficient emphasis on the importance of phonic work, but do not always take full account of what children have learnt in the 4+ class. Pupils successfully learn sounds through a mixture of class activities and group work. They are encouraged to listen carefully to sounds but this is sometimes made more difficult by noise in the shared classroom. Pupils use their phonic knowledge when reading. In the 'big book' sessions, pupils happily read out sections and discuss both plot and character. They read from a variety of reading schemes that have been clearly levelled by the teachers. Individual readers are heard in school and this is helping to raise standards. Teachers, classroom assistants and parents all record helpful comments in the pupils' reading diaries. The majority of parents are happy to

hear their child read at home which gives them more reading practice. However weaknesses and difficulties in reading are not always successfully identified, and there is no clear individual pupil record of specific problems that they are experiencing. Whilst most pupils reach national averages in their reading, many of the best readers are not sufficiently challenged or expected to read at a higher level. Many of the reading books in school are old and worn. The new 'big books', recently purchased by the school, are not always stored carefully and some are already damaged. Whilst books are displayed in classrooms, book corners are not as attractive and lively as they could be. The daily class reading session lacks clear structure and is not used effectively. Activities are particularly inappropriate for pupils aged five in the reception class.

88. By the end of Key Stage 2, pupils achieve standards in reading that are in line with national averages. Pupils are aware of different genres and discuss and fully understand the difference between non-fiction and fiction. They read and discuss different types of poetry and talk about imagery, metaphor and simile. They record the books they have read in the form of book reviews. These reviews often include far too little information about plot and character consisting of superficial comments on the story and brief opinions about the quality of the book. The pupils benefit from using the public library, which is next to the school, and borrow books on a fortnightly basis. There is no consistent policy towards the choosing of books and pupils in one class choose inappropriate books suitable for older teenagers rather than selecting from the good range of fiction and non-fiction available for their age. Pupils are keen to talk about books they have read. The best readers talk enthusiastically about the books they have read. They mention some classics of English literature. The two school libraries are well organised but lack colour and vitality. As a result books are not sufficiently celebrated in school. Many of the library books are old and dated, and there have been few replacements in recent years.
89. Standards in writing are in line with national averages at the end of Key Stage 1. Pupils hold their pencils correctly and most can form their letter shapes, although they are often inconsistent in size. Pupils write more neatly in handwriting exercises than when writing for other purposes. Little emphasis is placed on joining up handwriting by the end of Key Stage 1, which is lowering standards. Writing is taught through a combination of copy writing and encouraging pupils to write freely. Spelling is normally accurate and most pupils use their phonic knowledge successfully to build up new words. Pupils are beginning to use full stops and know that they are usually followed by a capital letter. Pupils write news as well as a variety of stories based on literacy hour themes. Most are able to develop ideas. They understand how to extract speech from stories and put it into speech bubbles.
90. By the end of Key Stage 2, pupils produce a satisfactory standard in their writing. Their handwriting continues to be better in handwriting books than it is in their ordinary writing. Most pupils are joining their handwriting by the time they reach Year 5 but some are still printing. The school's intention that pupils should acquire their own handwriting style in Years 5 and 6 is not yet fully met. Poor presentation inhibits the writing of many of the pupils. There is a good range of writing much of which has interesting content. Pupils learn formal skills successfully and most use these in their story and poetry writing. Many use basic punctuation accurately and can write in paragraphs. Spelling is sound but often, careless mistakes are uncorrected. Pupils are encouraged to think about what changes they will make in their lives after the millennium. They use story frames successfully to help them write longer stories such as 'The Quest'.

91. The quality of teaching is satisfactory in Key Stage 1 with occasional lessons that are of a higher quality. Teachers use the literacy strategy successfully and this is helping the pupils to make satisfactory progress as they move through the key stage. Teachers plan their literacy lessons well and provide work that is appropriate for the pupils. However sometimes, expectations of the highest attainers are too low and this slows their progress. Pupils with special educational needs receive good support from their teachers and classroom support assistants. They are enabled to learn and to make satisfactory progress. Whilst teachers manage their classes well, little use is made of the quiet areas adjoining the Years 1 and 2 classrooms, which might help to overcome some of the noise problems. Teachers use 'big books' successfully and have a clear idea about what they are being used to illustrate. Lack of proper stands for these books makes their use more difficult.
92. The quality of teaching in Key Stage 2 is usually good. In the very best lessons, such as the poetry lesson in Years 3 and 4, the teaching results in a very high standard of learning. Pupils are keen to both read and write their own poetry. They respond to the challenge of writing a class poem and are keen to extend their work at home. Teachers make good use of information technology both in word processing and the use of the Internet in finding information and in contacting other schools. Most lessons are planned well and work is suitably matched to the ability of the pupils. Higher attainers often make good progress and are offered some challenge in most classes. They are encouraged to use their own initiative when finding out information either from the school library, computer programs or the Internet. Pupils with special educational needs are supported and given extra help by classroom assistants or when withdrawn from the class by specialist teachers. Their work is appropriately planned for them and they make satisfactory progress. In one class expectations are too low and pupils are prepared to produce work of a low standard that is poorly presented. Teachers' marking is not yet consistent and on occasions poor work is praised which is misleading for the pupils. There is too little emphasis in the marking on how work can be improved. Individual target setting agreed between teachers, pupils and parents is effective, however, and is having a positive impact on learning and progress.
93. Most pupils in both key stages enjoy all aspects of their literacy work and approach lessons enthusiastically. They behave well, respond to questioning and are happy to join in class discussions. Many enjoy reading and talk enthusiastically about the books they have read at school and at home. However, whilst some are keen to present their work neatly, others have a more careless approach, lacking pride in their work. Handwriting is inconsistent and pupils in Key Stage 2 often change ink colours in the middle of their work.
94. The school has been very successful in introducing the literacy hour. This is largely as a result of the hard work of the subject co-ordinator. She has encouraged staff to take on board the new approaches required and then monitored and evaluated their work through direct observation. This has been carried out in a sensitive and positive manner and both strengths and weaknesses have been shared with individual teachers. At the same time assessment of reading and analysis of standard assessment test results has helped teachers to focus on areas that require improvement. The co-ordinator has established a clear direction for the development of literacy in the school. The budget for literacy has been carefully spent on additional resources but older reading and library books are of poor quality.

MATHEMATICS

95. The last inspection indicated that standards at the end of Key Stage 1 were above the national average and by the end of Key Stage 2 they were average. Inspection findings show that at the end of both key stages, pupils' attainment is in line with the national average.
96. By the end of Key Stage 1 pupils know the names of several plane shapes such as triangles, circles and rectangles as well as a number of solid shapes such as spheres, cuboids and pyramids. On these they can indicate the number of surfaces, edges and corners. Most pupils can manipulate numbers to a satisfactory level, including the use of mental skills and recollection of number facts. They can double most numbers up to ten and can count in tens from four to 104. They are developing useful strategies in computation. For example, when adding three numbers together, such as $17+9+3$, they can explain their method of working and why it was easier to add the three to the 17 first. They can tell the time to within five minutes and handle money to 50 pence. However, they sometimes find it difficult to use their knowledge to solve small problems, and skills in estimation are not well developed.
97. By the end of Key Stage 2, although pupils' overall attainment at the expected Level 4 is average, the number of pupils attaining at the higher Level 5 is above the national average. Pupils have developed good numeracy skills and are becoming competent in mental arithmetic. Subsequently, they have a good grasp of tables to 10 and when required can recall these facts quickly, using them effectively in mental calculations. They can mentally multiply and divide decimals by 10 to two places and calculate their addition and subtraction. They can draw shapes before accurately measuring their angles. They have a sound knowledge of shape and can calculate the area of regular and irregular shapes. Pupils compile data and use it sensibly to create useful and informative graphs, often through the effective use of information technology. A good example of this was seen in Years 5 and 6 when pupils measured and recorded the weekly growth of bulbs on spreadsheets, to produce sufficient information for a good comparative study. As pupils progress through the key stage, they have developed a growing confidence in applying and using the skills they have learned, not only in mathematics lessons but also in other areas of the curriculum, such as in geography and science. Furthermore, their knowledge, application and use of mathematical language is consistently improving and is often used to good effect.
98. Pupils' behaviour and attitudes to learning are never less than satisfactory. They are sometimes good in Key Stage 1 and mostly very good in Key Stage 2. In the lessons where attitudes to learning are very good, pupils are enthusiastic learners and demonstrate this through their sustained concentration. They are eager to answer questions and become involved in class discussion. They respond willingly to the challenges offered by their teachers. Examples of this occurred in a number puzzle game in a Year 3/4 class, and later when they were asked not to give "easy answers," when working with numbers. The good relationships established amongst all adults and pupils lead to regular practice of good collaborative work. However, there are occasions when presentation of work is careless.
99. Overall the quality of teaching is good. Teaching in Key Stage 1 is mixed between satisfactory and good, but in Key Stage 2 it is never less than good, often very good and occasionally outstanding. Teaching is generally appropriately planned although for the very youngest pupils in KS1, there is sometimes a lack of clarity when defining the small steps through which pupils' learning is developed through the lesson. There is also an inclination by the teachers, throughout Key Stage 1, to provide only a gentle pace to lessons resulting in moderate expectations and sometimes, insufficient

challenge. In Key Stage 2, teaching is more focused. Teachers have good subject knowledge; high expectations for pupils and lessons are well paced. Careful planning, energetic teaching and a good range of activities, provide for the pupils challenging targets that stimulate their thought processes, sustain their concentration and hold their interest. Good examples of this were spread evenly throughout the key stage. For example, Years 3 and 4 were led successfully to developing algebraic skills when using Pascal's Triangle and magic squares. Pupils in Years 5 and 6 very effectively applied and extended their skills in estimation, measuring and recording in good, practical activities when learning about angles and exploring volume and capacity. Mathematical language is consistently developed in all classes through its regular and well-planned use. One general weakness, however, is the lack of rigour and consistency in marking pupils' work, resulting in a lack of developmental comments and sometimes, careless presentation. Teachers make good use of all learning resources, including information technology, in extending pupils' learning in lessons. Where available, good specialist support is provided for pupils with identified special educational needs.

100. The school has successfully implemented the National Numeracy Strategy. Planning is effectively discussed and shared between the teachers of the parallel classes. A good feature of planning is the way in which appropriate activities in lessons are usually matched to pupils' ability. However, evaluation of planning is inconsistent, identifying a weakness in matching future planning to further improve pupils' learning. The co-ordinator provides useful help and support to class teachers and some of this has been in the classrooms. However, the school has not yet managed to implement its intention of evaluating the quality of teaching, nor has it yet found a way of spreading and sharing the best teaching skills and techniques throughout the school. Useful information from a number of tests is analysed and is helpful in identifying areas of curriculum weakness. For example, action taken has resulted in improvement in mental arithmetic and the development of pupils' mathematical language. Teachers' methods of recording pupils' attainment are inconsistent and the school has identified this an area for development. Nevertheless teachers identify individual pupils' strengths and weaknesses and discuss targets for improvement with pupils and their parents. Numeracy is successfully developed throughout the curriculum, such as in information technology, when using graphs and spreadsheets, when using co-ordinates in geography and measuring in design and technology.
101. Generally learning resources are sufficient to support the teaching of the National Curriculum, although in the Reception class they are unsatisfactory due to the limited range and quantity available and their need for replacement.

SCIENCE

102. The school has maintained the standards achieved at the time of the last inspection. There has been a significant improvement in the number of 11 year olds who achieve higher standards. The quality of teaching has improved as a result of better planning linked to a detailed scheme of work.
103. Pupils, including those with special educational needs make satisfactory progress through Key Stage 1, but are not sufficiently challenged to achieve higher standards. They recognise that living things grow and reproduce. They describe how plants need a supply of food, water and air to survive and explain how the lack of any these factors will affect the growth of plants. Most pupils recognise and name the leaf, flower, stem and root of a flowering plant. They develop an understanding of a range of materials and their properties, describing how some can be changed, by stretching, twisting,

heating and cooling. They recognise that some changes are reversible and others are not. Most pupils explain how to make a simple electrical circuit and understand that a bulb will not light if there is a break in the circuit. Pupils record their decisions using simple tables.

104. All pupils make good progress through Key Stage 2. In Years 3 and 4 they develop their knowledge of the human body and describe how humans have skeletons and muscles to support their bodies and to help them move. They have a clear understanding of the functions of teeth and the importance of dental care. They name incisors, molars and canine teeth and describe their function. All pupils show knowledge of the importance of a balanced diet and record information of everything they have eaten during a week. They further develop their knowledge of plants and identify the parts of a plant. They recognise that the leaf makes food for the flower and that the flower attracts insects and birds. They can describe animals and their habitats and compare water and land animals.
105. In Years 5 and 6, pupils confidently record their observations and measurements using labels and graphs. They predict the results of their experiments and write conclusions. A good example was in an experiment with daffodil bulbs. Pupils watered and measured the height of the bulb each week making very effective use of a computer spreadsheet to record their results. In discussion, pupils show a clear understanding of the life cycle of humans. They can explain the circulatory and respiratory systems. They describe how the heart acts as a pump and the effect of exercise on pulse rate. They describe the detrimental effects of tobacco, alcohol and drugs on the human body.
106. Work on forces develops from a basic understanding of push and pull to a good understanding of balanced and unbalanced forces. Pupils recognise that the speed of movement of an object changes as a direct result of a force applied. Most pupils have a secure knowledge of magnetism. They explain magnetic and gravitational attraction. They describe how objects have weight because of the gravitational attraction between them and the Earth. In discussion, they explain how in previous lessons they did work on light and sound. They describe how light and sound travel from a source. They experiment with mirrors to see how light is reflected and understand the terms opaque, transparent and translucent.
107. No science lessons were taught in Key Stage 1 during the inspection week. However from looking at teachers' planning and pupils' work, the quality teaching in Key Stage 1 is judged as satisfactory
108. Teaching varies from satisfactory to good in Key Stage 2, and overall it is satisfactory. In the best lessons, teachers show secure subject knowledge and an enthusiasm for teaching this subject. They enhance their teaching by effectively encouraging pupils to research information from the Internet. In a lesson on forces, pupils were introduced to the concept of gravitation. They were stimulated to use their information technology skills to research information about Sir Isaac Newton. By the end of the lesson, they could remember many facts about Newton and his life.
109. In a good lesson in Year 3, the teacher skilfully questioned pupils' knowledge of previous lessons on health. She started the lesson by asking her pupils "Can I see some happy faces?" She then described the importance of dental care before asking the pupils to write a description of Mr. Happy Molar and Mr. Sad Molar. Pupils took great care with their drawings and identified the parts of a tooth.

110. Teachers ensure a balance of activities in lessons, combining discussion, practical and recording opportunities for pupils. When teaching is satisfactory, lessons are well planned and effective use is made of resources and support staff. No teaching was unsatisfactory.
111. In Key Stage 2, pupils show a very positive attitude towards learning. They show interest in their work and respond well to teachers' questioning. They enjoy working co-operatively and sustain their concentration. A good example in Years 5 and 6 was when pupils worked together to measure forces using Newton measures. Pupils show confidence when talking about previous work and are pleased to describe practical activities and experiments. Behaviour is good in all lessons and the way pupils work co-operatively has a positive influence on their social development.
112. The co-ordinator has clear vision and supports colleagues in their planning. He does not, however, effectively monitor teaching and learning. The curriculum is broad and balanced, but in Key Stage 1 is not sufficiently challenging to enable pupils to achieve higher standards.

ART

113. By the end of both key stages pupils' art work is in line that expected for their age, but the range of media, especially in Key Stage 2 is very limited. Only two lessons were observed during the inspection and judgements are based also on discussions with pupils and a scrutiny of the wall displays around the school.
114. The pupils in Key Stage 1 make satisfactory progress and are provided with good opportunities to use paint in a variety of ways. For example, they squeeze and blot paint to produce pictures of cars and design effective circular patterns by splattering paint using a spinner wheel. The pupils in the Reception class enjoy making pictures using sponges or rolling marbles covered in paint to create different patterns. They learn about the work of different artists by reproducing Andy Warhol pictures of Marilyn Monroe in various colours and sponge prints of Monet paintings.
115. Pupils in Key Stage 2 also make satisfactory progress. However there is too little emphasis on the development of skills as much of the work displayed in Key Stage 2 arises from the topics being studied. These include paint and paper collages of an Ancient Egyptian cat and sarcophagus and a large copy of a tomb painting. In one class the pupils paint self-portraits and in another they experiment with paint in order to produce different textures. Their studies of work by famous artists has led to paintings in the style of Kandinsky and Jackson Pollock.
116. The pupils enjoy their art lessons and are confident in using the tools and materials. They become involved in the task and the majority concentrate well. In Key Stage 1 art is taught as one activity in a mixed group session and, although most pupils organise their own materials independently, some are less efficient and require more support from the teacher, which is not always available, and time is wasted.
117. The teaching of art is satisfactory but the opportunities provided by the teachers for pupils to experiment with different media are very limited. The work is all very teacher directed and leaves little room for the pupils to use their imagination or experiment with their own ideas.
118. There is no scheme of work for art, although the need was highlighted in the previous inspection. This means that skills are not taught progressively through the school. For

example: the pupils in Key Stage 1 learn to mix paint, but, this skill is not sufficiently built on in Key Stage 2. There are too few art resources, which limits the range of work that the pupils can do.

DESIGN AND TECHNOLOGY

119. At the time of the last inspection, pupils in both key stages were judged to make sound progress and achieve standards expected of their age. They continue to do so. The school identified the need to develop a scheme of work that would enable teachers to plan the development of skills in design and making. This has been established and is now central to teachers' planning.
120. In Key Stage 1, pupils enjoy making puppets. They develop and communicate ideas by making freehand drawings that are clearly labelled to show the materials needed to make a puppet. They select materials, measure, mark out and shape a range of materials. They confidently use scissors and join the materials in a variety of ways. Most pupils show understanding of simple mechanisms and construct models using wheels and axles. All pupils are given opportunities to be involved in a progression of food projects. They make biscuits and apple-crumble by following a recipe. They can give a clear description of how they made their product. They all recognise the need to consider health and safety issues when working with food. They wash their hands, wear clean aprons and ensure they work with clean equipment.
121. In Key Stage 2, pupils develop knowledge and understanding of structures, mechanisms and control systems. In Years 3 and 4, pupils build stable structures and recognise what gives them stability, for example, the width of the base and the methods used to form the components. They understand that triangular shapes are strong and that changing their shape can strengthen materials. They design and make picture frames from balsa wood which are then carefully painted. They design and make textile pictures that show progress in cutting and shaping materials.
122. In Years 5 and 6, pupils design and make toys with moving parts that are linked with their science project on forces. They enjoy planning and making message machines that have moving parts. Their designs identify the materials required, the methods used in construction, descriptions of how the machine works and an evaluation of the final product. In a history project, pupils design and build a Tudor house. They are given a time-scale to complete the project and encouraged to involve their parents. They watch a video showing the construction of a Tudor house and discuss the methods used. Their individual plans are detailed, showing the list of materials required. Their final products are well made and attractively decorated. Pupils are motivated when making mummy cases as part of their Egyptian project. They demonstrate good techniques in following a set of instructions and show care in following each stage. Pupils are pleased to talk about their models and the involvement of their parents.
123. In all lessons, pupils show a positive attitude towards learning. They are well behaved, listen attentively and enjoy working co-operatively. They enjoy making things and take a pride in the final product. They show good levels of responsibility when tidying away. They are willing to take turns and share equipment and resources.
124. Teaching is satisfactory in both key stages. There is some good teaching in Key Stage 2. All teachers plan an interesting and broad range of activities, giving clear explanations and questioning pupils' understanding. Lessons are well organised with equipment and resources easily accessible. Good use is made of classroom assistants

to support pupils' learning in group work. In the best lessons, teachers show secure class management skills and their enthusiasm is picked up by the pupils. They establish good cross-curricular links, for example, pupils are encouraged to use a computer program to design symmetrical patterns while others used pasta to make Saxon jewellery, which is also symmetrical. The pupils are absorbed in these activities and pleased to talk about their task.

125. The role of the co-ordinator, however, has not been effectively developed to monitor teaching and learning.

GEOGRAPHY

126. At the last inspection, standards were judged to be in line with national expectations.
127. By the end of Key Stage 1, pupils achieve standards in line with those expected for their age following satisfactory progress. They have learnt about their environment by looking at maps and aerial photographs. They draw simple plans and talk about some of the routes on them. They identify features, such as traffic lights and level crossings. They learn about the weather and identify weather conditions on a daily basis. From this, pupils have an understanding of the way the climate affects the clothes they choose to wear. Incorporating their topic theme of "Toys," into geography, pupils know how "Teddy," requires a passport to travel from country to country. They record his travels and collect pictures of the different countries he has visited, such as Crete, and France and become aware of and contrast the differences between them and places nearer to home.
128. By the end of Key Stage 2, pupils achieve standards in line with those expected for their age following satisfactory progress. They can locate major world cities on a map by using longitude and latitude. They learn the names and positions of major oceans, deserts and mountain ranges, such as the Andes, Urals and Himalayas. Pupils in Years 3 and 4 can use four figure coordinates on a large-scale Ordnance Survey map. By using symbols they can also find a number of features and track a route from one place to another. As they move through the key stage, pupils learn how to compare East Goscote with a contrasting area in Wales. They learn about contrasting European countries including France and Poland and learn how lives and conditions and climates in Africa, are very different from their own in England. Pupils have learned to study how their own lives may be affected by changes to where they live. Some very good local studies have been produced. They include a feasibility study concerned with the re-opening of the local railway, the study of the amenities in a local park, and the collating of nearby residents' views on the proposed development of a local plant nursery into a housing estate. The evidence was well documented and forwarded to the local council for information.
129. Pupils' attitudes to geography are good. They rise to the challenge offered by their teachers by remaining on task and working closely in collaboration with a partner or in groups. They show interest in maps and pictures and treat their resources with respect. Their behaviour is good which has a positive effect upon the quality of their learning.
130. Although only two lessons were seen during the inspection, from the information gathered through discussion with teachers and pupils and by analysing samples of pupils' work, displays and teachers' planning, it is possible to judge that teaching overall is satisfactory. Some good teaching, however, was observed in both the lessons seen. Features of these were good teacher knowledge of the subject, good

pace to the lessons, well-crafted questions and good use of resources, such as a variety of maps and photographs.

131. Evidence of good teaching was observed in Years 5 and 6 in the organisation of the local studies projects. Very good use of information technology enabled information to be well presented in graphs and charts, providing clear and precise information.
132. Planning is based around a two-year cycle of topics, closely linked to history and science. The topics are appropriate, but in Key Stage 1 particularly, they inhibit focused teaching so that skills and knowledge are not well developed and prevent pupils making better progress over time. Although the school has recently introduced a new scheme of work, geography has a low profile on the School Development Plan and there has been no opportunity provided to evaluate the integration of the two-year topic cycle with its contents. The coordinator monitors teachers' planning, but there is no provision for monitoring the delivery of the curriculum in classes.
133. There is a satisfactory range of resources of good quality, which are easily accessible and well used to support teachers in the delivery of the curriculum. The school makes good use of visits, such as a residential comparative study in Wales, the local park and other similar venues, to provide interest and additional learning opportunities within the planned learning programme.

HISTORY

134. Pupils in both key stages, including those with special educational needs, make satisfactory progress in history, and attain standards that are appropriate to their age. Standards have been maintained since the previous inspection, but the school has not yet produced a scheme of work. An appropriate emphasis is placed on teaching historical concepts, skills and knowledge.
135. The pupils in Key Stage 1 make use of questionnaires to collect evidence from parents and grandparents about the toys they played with as children. They discuss and record their own growth from babyhood. These activities help them gain a good concept of "then" and "now". They examine toys and objects from the past and are able to make contrasts and decide which are "old" and "new". Their recent collection and interest in teddy bears has made a useful contribution to their understanding.
136. The pupils' historical concepts are developed in Key Stage 2, through the study of topics, such as, Ancient Egypt and Greece, and Invaders and Settlers in Britain. The pupils construct time-lines demonstrating a sequence of chronological events. They learn the importance of evidence and research to the historian, by scrutinising and evaluating contemporary documents when investigating events in the time of Boudicca. They understand the value placed on the study of Greek pottery to the archaeologist.
137. The pupils' attitudes to their history lessons are good. They listen well to their teachers, and are keen to join in the discussions. They behave well in lessons and even when there is high level of noise from an adjoining area, their concentration is good. They are interested and try hard when given individual tasks to complete.
138. The teaching of history is always at least satisfactory and in two out of the four lessons observed, it was good. Most teachers have a sound knowledge and understanding and lead the discussions well. The better lessons, move at a good pace, are stimulating and provide plenty of challenge for the more able pupils.

139. The previous inspection report questioned the time allocation for history in the school. This aspect has been satisfactorily addressed. The subject is still taught as part of a cross-curricular theme and the pupils' understanding is often enhanced by the use of the CD-ROM and the art, design and technology input. The curriculum is well supported by educational visits to museums and Tudor and Victorian days held in school.

INFORMATION TECHNOLOGY

140. Attainment in the last inspection was in line with national expectation at the end of Key Stage 1. Standards have been maintained and pupils, including those with special educational needs make satisfactory progress to achieve the standards expected of seven year-olds. Information technology was identified in the last report to be a strength of the school. It continues to be so. In 1996, attainment at the end of Key Stage 2 was judged to be above national expectation. Now, nearly all pupils achieve the national average, which is better than seen in many schools.
141. By the end of Key Stage 1, pupils are able to communicate ideas in different forms using text, tables and pictures. They develop a secure understanding of the keyboard and function keys. They show good control of the mouse. In a history lesson linked to their Teddy Bear project, pupils showed confidence in using the mouse to click and drag items of clothing across the screen to dress their bear. Most pupils describe how to use a paint programme to create a picture and print it. They enjoy using a program that allows them to produce coloured pictures of Humpty Dumpty. They describe how to improve a picture by changing colour and size. They have a good understanding of the use of information technology at home and in the community. They describe how to set a video recorder and the importance of computers in industry. They describe how to give a series of instructions to program a robot to move through a maze.
142. In Years 3 and 4, pupils confidently use their word processing skills to record their work in other subjects. They write poems and descriptions in literacy lessons showing confidence in changing font, size and colour. They begin the editing process by writing text, correcting, using the delete and backspace keys, before printing a final copy. They use a 'Draw' program to create a symmetrical pattern that is related to their work on Saxons and their jewellery.
143. In Years 5 and 6, pupils make very good progress and information technology skills are developed and used in many lessons. All pupils are confident in using computers for combining words with graphics. They take turns in producing the 'Broomfield Gossip'. This gives pupils the opportunity to work to a time-scale and produce a quality news-sheet for other classes. They show confidence in the use of data by setting up and using spreadsheets to analyse questionnaires and science experiments. They conduct local surveys on East Goscote and analyse the results. Their findings are illustrated by pie charts, the results of which are sent to the local council and much appreciated!
144. Since the last inspection the school has ensured pupils have access to the Internet and know how to use e-mail. Pupils make excellent use of this facility to enhance their work in science, history and geography. Older pupils have pen friends in Poland and France. They show confidence in using the e-mail facility. They have also liaised with a nearby school to compare the snacks eaten by pupils. They use the data to produce graphs in their mathematics lesson.

145. Pupils do not show confidence in describing how to write and test a sequence of commands in which outputs and inputs are used, for example, a burglar alarm or level crossing.
146. Throughout the school, all pupils show an interest and enjoyment in using information technology to support their learning. In all lessons they are well behaved and have a positive and responsible attitude towards learning. They show pride in their work and answer questions about what they have done. They enjoy working co-operatively and relate well to one another and their teachers and support staff. Over 50 Year 5 and 6 pupils belong to the computer club and spend lunch times developing their skills using a variety of programs and accessing the Internet.
147. During the inspection, no direct whole class teaching of information technology was planned. However, in over half of the total lessons observed, computers were used effectively to support pupils' learning and develop information technology skills.
148. The quality of teaching in these input sessions is good. Teachers ensure that pupils are given careful explanations and clear instructions. Pupils are expected to work independently but given assistance when needed. In a Year 1 and 2 lesson, the teacher recognised a pupil was having difficulty using the cursor and delete key. She gave the pupil individual support which ensured she could complete her task. In a science lesson, some pupils were accessing information about Sir Isaac Newton and had difficulty in printing. They informed the teacher that their laptop was 'buzzing'. The teacher explained to the pupils that although they had pressed 'Print', the printer would not respond until it was switched on!
149. The co-ordinator is an enthusiast and her enthusiasm is reflected to the pupils and in the growing confidence of all teachers and support staff. She has produced an excellent action plan and ensured that information technology has a high profile in the school. She has identified the strengths of the subject and areas that could be improved. She has clear vision and ensures that staff are effectively trained and supported by taking advantage of national initiatives and grants.

MUSIC

150. The pupils, in both key stages, including those with special educational needs, make satisfactory progress in music and achieve standards appropriate for their age. The positive aspects noted in the previous inspection have been maintained. The school, however, has not yet produced a progressive scheme of work.
151. Pupils in Key Stage 1, know the words of many songs by heart and most sing tunefully and in time. They use the percussion instruments with good control, stopping and starting at the correct times when following the story of the Bear Hunt, or making appropriate sounds to illustrate a walk and picnic in the woods. They make sensible suggestions regarding the choice of instruments to produce different effects.
152. At Key Stage 2 the pupils sing well, especially in the lunch-time singing club. They compose short pieces of music, using tuned percussion instruments and recorders, from the pentatonic scale. They use musical notation confidently and are able to clap and copy a variety of rhythms. The eldest pupils successfully compose tuneful melodies and add an appropriate percussion accompaniment.
153. Pupils' attitudes to their music lessons are good and the singing is robust and enthusiastic, with the younger ones particularly enjoying the action songs. They listen

well to music in assemblies. They are keen to play the instruments, concentrate well and try to play at the right time. The Key Stage 2 pupils collaborate very well in small groups, discussing their work, and practising conscientiously in order to improve their performance.

154. The teaching of music is, overall, satisfactory, with some strengths in Key Stage 2. Class management and control is good with a high expectation of behaviour. In Key Stage 2 the lessons are planned to build on previously learned skills and pupils are given time to experiment and practise. The tasks are suitably challenging, but clear instruction ensures the pupils know what is expected of them and they respond accordingly.
155. The music curriculum is enhanced by the provision of extra-curricular tuition in guitar and recorder playing, and the Key-Stage 2 singing club. These activities are enthusiastically supported and enjoyed by many of the pupils.

PHYSICAL EDUCATION

156. Pupils attain standards in line with those expected in all aspects of physical education at the end of both key stages. This matches the findings of the last report in 1996. All physical education observed in this inspection took place in the school hall as outside physical education is not planned in the winter.
157. By the end of Key Stage 1, pupils have made satisfactory progress and are able to throw and catch balls in pairs and groups. They follow simple rhythms in their dance lesson and can change their movement to match the speed of the music. This was well demonstrated when they went on a 'bear hunt'. They are able to work together well in groups and pairs.
158. By the end of Key Stage 2, pupils have continued to make satisfactory progress. They use the large apparatus in the school hall to demonstrate their individual balance and climbing abilities. Most can also jump on to a box and have learnt to jump off it correctly ending up in the correct position. They roll in different ways on a mat and build these movements up into a sequence. In dance, most pupils can pick up a rhythm and devise their own movement. There are limited opportunities for the most able pupils to extend their work. This was also mentioned in the last inspection. Pupils with special educational needs receive appropriate support as necessary and take part in the full range of activities.
159. In swimming, all pupils can swim 25 metres by the time they leave the school. The swimming programme is carefully worked out and pupils go swimming from Year 2. The organisation of swimming lessons has now been improved and pupils staying in school have clearly timetabled activities. Pupils in Key Stage 2 take part in orienteering and have participated successfully in competitions. The pupils experience a wide range of outdoor activities when away on their annual residential trips.
160. The quality of teaching and learning is satisfactory throughout the school. Teachers plan their lessons thoroughly and include a good variety of activities. However in Years 3 and 4, too many pieces of music were included in one lesson. This prevented pupils developing and honing their skills and resulted in superficial coverage. Appropriate activities are not always offered to the more talented pupils who, as a result work well within their capabilities. Teachers are enthusiastic about physical education and are happy to join in with the pupils in their warm-up exercises. They are encouraging and pick out and praise good work.

161. Pupils enjoy physical education and are good at listening to instructions and responding to them. They participate sensibly in lessons and are keen to do well. They work well in groups and appreciate being part of a team. They are well behaved and are aware of safety procedures.
162. There are a good variety of extra-curricular activities available for Key Stage 2 pupils including football, cross-country running and netball. Pupils take part in matches against other schools as well as local tournaments.
163. The school has a good-sized hall that is available for physical education for most of the day. Outside there is a large hard-surfaced playground and a field suitable for most sports. The school has good range of equipment, but the floor mats are old and will soon be in need of replacement. The fixed climbing apparatus is large and heavy for younger pupils.
164. The subject co-ordinator is very enthusiastic about the subject and spends much extra time giving pupils the opportunity to take part in orienteering and cross-country running. She looks at planning but has had only limited opportunities to observe teaching. The scheme followed by the school helps to ensure coverage but does not focus sufficiently on the development of skills.

RELIGIOUS EDUCATION

165. Information from the last inspection report showed that standards in relation to religious education were appropriate to the ages of the pupils and that they made sound progress.
166. During the course of this inspection it was possible to observe only very limited teaching of religious education. Judgements are based on evidence gathered through discussions with the coordinator, teachers, and pupils and by analysing teachers' planning, timetables and samples of pupils' work.
167. The school is not meeting the statutory requirements of the Locally Agreed Syllabus in the teaching of religious education.
168. Pupils' attainment in both key stages is below average and their progress is unsatisfactory. There is some evidence that pupils make satisfactory progress in those aspects of the programmes of study mainly concerned with feelings, experiences and relationships. However, by the end of Key Stage 2, whilst pupils can name the world's great faiths they know very little about them. They know about the beginnings of Christianity and that the Bible is a holy book, but their knowledge of parables and events in the life of Christ is very limited.
169. In the limited amount of teaching observed, pupils' response was satisfactory. They listened to the teacher and showed interest in the lesson content. The work seen in pupils' folders was appropriately presented.
170. Appropriate curriculum time is allocated for the teaching of religious education. However, this is not used for its designated purpose. Inspection findings show that classes at the upper end of Key Stage 2 join together for religious education lessons, but the activities in which they participate are more often opportunities for reflection and collective worship. The lack of evidence of pupils' work in these classes confirms that the opportunities for them to explore, investigate, discuss and record their work within religious education lessons are too few.

171. Religious education in the school has a low profile. No related displays were evident to celebrate pupils' achievements in class. There are few books about religion in the school library, which limits pupils' individual research opportunities. The absence of sufficient religious artefacts exacerbates the overall unsatisfactory range and quality of resources available to assist teachers in the effective delivery of the Locally Agreed Syllabus