

Inspection Report 31st March – 3rd April 2003

ERRATUM

Since the report was published, further information has come to the attention of the registered inspector that necessitates the following corrections to the published report.

Page 11, paragraph 1

Delete the sentence:

However, the school has produced convincing evidence that the current Year 6 was below average on entry to the school, and their progress over the last four years has been very good.

Page 11, paragraph 3

Delete the sentences:

Evidence shows that this group of pupils achieved standards that were below average in English and well below average in mathematics when they took the national tests at the end of Year 2. They have consequently made very good progress in their learning over the last four years and their levels of achievement are very good.

And replace them with:

Evidence shows that this group of pupils achieved above average standards in English and mathematics at the end of Year 2, with a substantial group achieving standards that were well above average. As a cohort, pupils have continued to make good progress over the last four years and their levels of achievement are generally very good.

INSPECTION REPORT

**BROOMFIELDS COMMUNITY JUNIOR
SCHOOL**

Warrington

LEA area: Warrington

Unique reference number: 111128

Head Teacher: Mr K I Greenwood

Reporting inspector: Mr Stephen Dennett
13712

Dates of inspection: 31st March – 3rd April 2003

Inspection number: 247083

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Bridge Lane Appleton Warrington
Postcode:	WA4 3AH
Telephone number:	01925 265297
Fax number:	01925 861734
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Rosemary Dossett
Date of previous inspection:	24/11/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1371 2	Mr Stephen Dennett	Registered inspector	Design and Technology and Information and Communication Technology Educational Inclusion	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1936 5	Mr Gordon Stockley	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
2032 6	Mr Peter Clark	Team inspector	Special educational needs	
2911	Mr Eric Steed	Team inspector	English Art and Design Pupils who do not speak English as their mother tongue	
1061 1	Mr Martin James	Team inspector	Science Geography	How good are the curricular and other opportunities?
3133 4	Mrs Barbara Atcheson	Team inspector	History Religious Education	Pupils' attitudes, behaviour and personal development
2557 7	Mr William Jefferson	Team inspector	Mathematics Music Physical Education	

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Broomfields Community Junior School provides full time education for 461 pupils, 230 boys and 231 girls, aged seven to 11. The school is larger than most schools and its roll is remaining steady. The majority of pupils come from a white United Kingdom background. Nearly six per cent of pupils come from other backgrounds, including white European, mixed race Caribbean, mixed race African, mixed race Asian, Indian Asian, Pakistani Asian, black African and Chinese. Thirteen pupils do not speak English as their mother tongue, which is a higher number than most schools. The main additional languages spoken are Punjabi, Hindi, Gujarati and German. Seventeen pupils are eligible for free school meals, which is well below the national average. Generally speaking, the social and economic circumstances of pupils attending the school are relatively advantaged. There are 69 pupils who have been identified as having special educational needs. The proportion of pupils with special educational needs is below average. Five pupils have statements of special educational needs, which also below average. Pupils' special needs include moderate learning difficulties, severe learning difficulties, emotional and behavioural difficulties and speech and communications difficulties. Overall, pupils' levels of attainment on entry to the school are above average, but have been rising over the last four years from below average in 1999.

HOW GOOD THE SCHOOL IS

This is a very effective school. Standards in the majority of subjects are above those expected by the end of Year 6. The quality of teaching and learning is very good and pupils are achieving very well in relation to their prior attainment. The head teacher and deputy head teacher provide excellent leadership and management of the school by governors and senior staff is very good. The school provides very good value for money.

What the school does well

- STANDARDS IN SCIENCE ARE WELL ABOVE AVERAGE AT THE END OF YEAR 6 AND STANDARDS ARE ABOVE AVERAGE IN ENGLISH AND MATHEMATICS. THEY ARE ABOVE EXPECTATIONS IN ART AND DESIGN, DESIGN AND TECHNOLOGY AND INFORMATION AND COMMUNICATION TECHNOLOGY AND WELL ABOVE EXPECTATION IN MUSIC.
- THE QUALITY OF TEACHING AND LEARNING IS VERY GOOD OVERALL AND A SIGNIFICANT PROPORTION OF EXCELLENT TEACHING WAS SEEN DURING THE INSPECTION.
- THE SCHOOL PROVIDES A VERY GOOD CURRICULUM, WHICH IS RICH IN THE ARTS AND PROVIDES PUPILS WITH A WIDE RANGE OF EDUCATIONAL EXPERIENCES.
- THE SCHOOL HAS EXCELLENT RELATIONSHIPS WITH PARTNER INSTITUTIONS AND THE COMMUNITY MAKES A VERY GOOD CONTRIBUTION TO PUPILS' LEARNING.
- THE SCHOOL MAKES VERY GOOD PROVISION FOR PUPILS' PERSONAL DEVELOPMENT OVERALL, AND THE PROVISION FOR THEIR SOCIAL DEVELOPMENT IS EXCELLENT. PROCEDURES FOR ENSURING PUPILS' HEALTH, WELFARE AND SAFETY ARE VERY GOOD.
- THE SCHOOL HAS A VERY GOOD PARTNERSHIP WITH PARENTS AND THE INFORMATION PROVIDED FOR PARENTS IS EXCELLENT.
- THE LEADERSHIP OF THE SCHOOL BY THE HEAD TEACHER AND DEPUTY HEAD TEACHER IS EXCELLENT. THE GOVERNING BODY HAS AN EXCELLENT ROLE IN SHAPING THE DIRECTION OF THE SCHOOL AND ITS OVERALL MANAGEMENT IS VERY GOOD.

What could be improved

- IN SOME LESSONS AND SUBJECTS, TEACHERS DO NOT ALWAYS PROVIDE PUPILS WITH TASKS WHICH ARE WELL MATCHED TO THEIR NEEDS.

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 very good improvement since its last inspection in November 1997. At that time, the school was required to implement its planned teaching and learning policy to ensure that teachers were sufficiently trained in information technology, design and technology, art and design and music. The school was also required to provide a multi-media library and raise teachers' expectations, especially in Year 3. These issues have been addressed very well. Standards in all four identified subjects are now above expectations; there is good library area with Internet access and all teachers have high expectations of pupils' achievement and behaviour. Another issue was the establishment of a senior management team. Excellent progress has been made in addressing this and there is now a very effective management team. The third key issue was to further develop curriculum planning by providing more detailed schemes of work, improving assessment and recording procedures and providing training for subject co-ordinators. This aspect has been addressed well, although there still needs to be further development of assessment in some subjects. The school has identified this as an area for development in its action plans. The report also identified the need to redeploy the reading support teacher to ensure better support of pupils and equality of access to the whole curriculum. This has been addressed very well and all pupils are now supported effectively and have equal access to the rich and varied curriculum provided by the school. The school was also required to meet statutory requirements for the teaching of information technology. This has been fully met. Finally, the school was required to review the level of non-teaching support provided for teachers. This has been done effectively.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	A	A	A
mathematics	C	A	A	A
science	B	A	A	B

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

The above table shows that standards in English in the 2002 national tests were well above average. In comparison to schools with a similar number of pupils eligible for free school meals, standards were also well above average. In mathematics, standards were also well above average in the 2002 tests, both compared nationally and in comparison with similar schools. Standards in science were well above the national average and above those found in similar schools. Standards in all three core subjects were well above average nationally and compared with similar schools. Overall, standards have been rising over the past three years at a rate slightly higher than the national trend. The school met its target in English of 90 per cent of pupils attaining at least the expected Level 4. In mathematics, it only missed its target of 90 per cent of pupils attaining Level 4 by 1 per cent. Observed standards are above average in English at the end of Year 6. In mathematics, standards are also above average at the end of Year 6. Standards in science are well above average at the end of Year 6. In both these subjects pupils' achievement is very good. Standards are above the expected level at the end of Year 6 in art and design, design and technology and information and communications technology. In these subjects, pupils' levels of achievement are good. Standards in geography and history are in line with expectations at the end of Year 6, but pupils' levels of achievement are good. In physical education, standards are in line with expectations at the end of Year 6 and pupils' achievement is satisfactory. Standards in religious education meet the requirements of the locally agreed syllabus, but pupils' achievement in the subject is good. In music, standards are well above

expectations at the end of Year 6 and their levels of achievement are very good, especially in singing. Pupils with special educational needs make good progress in relation to their prior attainment. Pupils who do not speak English as their mother tongue are making good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They are very enthusiastic and show interest and involvement in all their activities.
Behaviour, in and out of classrooms	Behaviour in classes and around the school is very good. There is a complete absence of bullying, sexism and racism and this is excellent. Pupils have a very good understanding of the impact of their actions on others and are very caring and supportive.
Personal development and relationships	Pupils' personal development is very good. They show respect for the feelings, values and beliefs of others. They are very good at taking initiative when necessary and are very responsible when carrying out duties around the school.
Attendance	Attendance is very good. Most pupils arrive punctually and levels of absence are very low.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Very Good

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

Teaching and learning are very good overall. The quality of teaching in English and mathematics is also very good. The teaching of literacy and numeracy skills is very good. Teachers have generally good subject knowledge and understanding, which is used very well to ensure that pupils make very good progress in their acquisition of skills, knowledge and understanding in the majority of curriculum subjects. Teachers' planning is good overall, although in some subjects and lessons, pupils are sometimes given work which is not sufficiently well matched to their needs. Teachers are good at explaining to pupils what they need to learn and as a result, most pupils have a good knowledge of their own learning. Teachers have high expectations and as a consequence, pupils put significant effort into their work. They concentrate very well and show great interest in what they are learning. Most have very well developed independent learning skills. Teachers use a wide range of teaching methods and these are generally effective. Teachers manage pupils very well and most lessons move at a brisk pace. Occasionally, some introductions are over-long, but pupils are well disciplined and behaviour is almost always very good. Most teachers have good systems for assessing pupils' work, but they do not always make the most effective use of the information gained to adjust their planning or set pupils targets for further improvement. Good use is made of homework to support pupils' learning and to prepare them for the next phase of their education. Pupils with special educational needs are generally supported well and they make good progress in their learning. Pupils who do not speak English as their mother tongue make similar progress to their classmates.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides pupils with a very good curriculum, which is broad, balanced and relevant to their needs. The school's strategies for literacy and numeracy are very effective. There is good provision for extra-curricular activities. All pupils have equal access to the curriculum. There is very good provision for their personal, social and health education. The community makes a very good contribution to pupils' learning and the school has excellent relationships with its partner institutions.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs overall. However, some individual education plans need further refinement to be fully effective. Also, in some lessons, the work given is too hard for these pupils to cope with.
Provision for pupils who do not speak English as their mother tongue	Pupils who do not speak English as their mother tongue are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision for pupils' personal development is very good. Provision for their spiritual development is good. Provision for their moral and cultural development is very good and for their social development, provision is excellent.
How well the school cares for its pupils	The school cares for its pupils very well. There are good procedures for monitoring their academic performance and personal development. The school also provides good personal support and guidance. Procedures for child protection are very good.

The school works very well in partnership with parents and the information provided for them is excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership of the school by the head teacher and deputy head teacher is excellent. Very good support is provided by other staff with management responsibilities. The overall management of the school is very good.
How well the governors fulfil their responsibilities	The governing body is very effective in fulfilling its statutory responsibilities. Governors play an excellent role in shaping the direction of the work of the school. They also have a very good grasp of the school's strengths and areas for further development.
The school's evaluation of its performance	The school is very effective in evaluating its performance. It has a very good system for performance management and effective systems for identifying and reaching relevant targets for improvement.
The strategic use of resources	Very good use is made of all strategic resources, including specific grants. Good use is made of technology by the school's management. The principles of best value are applied very well.

The school is well staffed and has a good range of resources to support pupils' learning. The accommodation is good and has recently been enhanced by the opening of a Year 6 block.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • THE SCHOOL ENCOURAGES THEIR CHILDREN TO DO THEIR BEST AND ACHIEVE HIGH STANDARDS. • PARENTS THINK THE SCHOOL PROMOTES POSITIVE ATTITUDES AND VALUES IN THEIR CHILDREN. • PARENTS FEEL THAT BEHAVIOUR AT THE SCHOOL IS VERY GOOD. • MOST PARENTS ARE PLEASED WITH THE AMOUNT OF WORK PUPILS ARE EXPECTED TO DO AT HOME. • THE SCHOOL IS VERY GOOD AT KEEPING PARENTS INFORMED AND LISTENS TO SUGGESTIONS AND CONCERNS WELL. ACTION IS USUALLY SWIFT AND EFFECTIVE. • PARENTS THINK THE SCHOOL HAS IMPROVED SIGNIFICANTLY IN RECENT YEARS. 	<ul style="list-style-type: none"> • PARENTS FEEL THERE ARE NOT ENOUGH SPORTS CLUBS FOR THEIR CHILDREN IN YEAR 3.

The inspection team fully agrees with all the positive points raised by parents. It also agrees that there could be greater emphasis on physical education in the school. However, the governing body has identified this as an area for development in working to improve provision overall and especially for the younger pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils currently enter the school with levels of attainment, which are above average. This represents a similar picture to that found by the last inspection. However, the school has produced convincing evidence that the current Year 6 was below average on entry to the school, and their progress over the last four years has been very good. Elsewhere in the school, pupils are making at least good progress in their learning overall.
2. In the 2002 national tests at the end of Year 6, pupils achieved standards, which were well above average in English. In comparison to schools with a similar number of pupils eligible for free school meals, standards were also well above average. In mathematics, standards were also well above average, both compared nationally and in comparison with similar schools. Standards in science were well above the national average and above those found in similar schools. Overall, in all three core subjects of English, mathematics and science, standards were well above the national average and compared to those found in similar schools. Standards in English have improved steadily since 1998, always above the national average. Standards in mathematics improved sharply between 2001 and 2002. They have been above the national average for the past five years. Standards in science were not quite as high in 2002 as they were in 2001, but have been maintained above the national average since 1998. Overall, standards in core subjects are improving at a faster rate than the national trend. In 2002, the school met its target of 90 per cent of pupils achieving at least Level 4 in English. It missed its target of 90 per cent of pupils achieving at least Level 4 by only one percentage point.
3. Observed standards are above average at the end of Year 6 in English and mathematics overall, with a significant minority of pupils achieving standards that are well above average. Evidence shows that this group of pupils achieved standards that were below average in English and well below average in mathematics when they took the national tests at the end of Year 2. They have consequently made very good progress in their learning over the last four years and their levels of achievement are very good. Standards in science are well above average at the end of Year 6 and pupils' levels of achievement are very good. In art and design, design and technology and information and communication technology standards are above those expected at the end of Year 6. In these subjects pupils' levels of achievement are good. Standards are in line with expectations at the end of Year 6 in geography, history, and physical education. In religious education, standards are in line with those expected by the locally agreed syllabus. Pupils' achievements in geography, history and religious education are good and they have made good progress over time. Pupils' achievement in physical education is satisfactory. Standards in music are well above expectations at the end of Year 6 and pupils' achievement is very good.
4. Pupils with special educational needs generally receive good support to meet their individual needs. As a result, pupils generally achieve standards, which are good in relation to their prior attainment. Very good support is given to pupils in lessons and in withdrawal sessions where they receive one to one adult support assisting them to achieve higher standards in their literacy skills, a focus of many of their individual education plans. These plans are generally written in a style that is easy to understand and follow, identifying individual or group needs. Nevertheless, the school is aware of the need to enhance the management of provision for these pupils by regular inclusion of pupils' specific needs in teachers' planning, and to further develop the writing of clear, small-step targets. This will enable the pupils to maintain consistent and at least good progress at all times and to allow accurate assessment of success in learning. The

school has just started to target the highest attaining pupils in a bid to lift standards even further. All teachers are working well to improve their own practice in the support of the highest attaining pupils in the school. For instance, in information and communication technology, pupils prepare multimedia presentations and contribute to the school website.

5. Pupils who do not speak English as their mother tongue are coping well with the work presented to them and they achieve good standards in their work. They are fully integrated into the academic and social life of the school. One pupil was at an early stage of language acquisition at the beginning of the school year. This pupil has made very good progress, owing to support from a specialist teacher provided by the local education authority, and because of the dedication of teachers in the school.

Pupils' attitudes, values and personal development

6. Pupils' attitudes, values and personal development are all very good. This is an improvement since the last inspection. Pupils are keen to come to school. They have very positive attitudes to learning and show good levels of interest. They quickly become involved in a wide range of activities. They behave very well in and around school and are polite and courteous to adults. Behaviour has improved since the last inspection and this is now very good overall.
7. There are numerous examples of very positive attitudes particularly where the quality of teaching encourages warm relationships and fosters the confidence of the pupils. In a class in Year 3, pupils are very interested and enthusiastic about their religious education lesson. They all set to work quickly and soon become absorbed in the task. There was no off task talk and pupils shared what they had done with each other, showing respect for each others' work. During a literacy lesson in Year 6, pupils concentrated securely on their own work. Very high levels of positive attitude to work were displayed and as a result behaviour was very good.
8. Pupils work co-operatively and constructively in groups. In a science lesson in Year 3, pupils were very well behaved and worked well in pairs and in small groups. In an English lesson in Year 6, pupils shared resources well and showed very good collaborative use of dictionaries when compiling glossaries. Pupils enjoy learning. When a class in Year 4 rose to the challenge of creating a 'Dream Catcher' dance the pupils really enjoyed their success. Very high standards of presentation seen in scrutiny of work show that pupils have pride in their work. In lessons pupils have a real sense of worth when they talk about what they have achieved.
9. Pupils are tolerant of each other. They play contentedly together despite the large numbers of pupils on the field or playground at any one time. They show a growing understanding of each other. A good example was seen when a pupil fell heavily and the whole class showed deep concern for her well-being. Pupils say that bullying is rare and if it does occur pupils know what to do and it is dealt with immediately.
10. Pupils are willing to undertake simple responsibilities such as taking the registers and acting as monitors. They organise themselves in a mature way, taking responsibility for tidying up for themselves, looking after their belongings and collecting resources for practical subjects. They show initiative pointing out when the register has not been taken to the office or letting a fellow pupil in to the class, without fuss, whilst the lesson continued. Three pupils undertook a project to provide the religious education bay with a display. This involved working over a weekend in order to produce high quality work for the display. There was much evidence to show that pupils have become independent learners. Opportunities to learn about citizenship are created for example through the school council and pupils develop a very mature approach as they move through the school. By the time they reach Year 6, pupils are thoughtful, helpful and willing to learn. Pupils with special educational needs generally have very good attitudes to learning and

thrive on the good support, which they receive from teachers and teaching assistants. As a result they have a very positive attitude and make similar progress to their peers.

11. Pupils with special educational needs enjoy coming to school. They have similar attitudes and behaviour to their peers. Most listen well and try to answer questions that have been set to meet their individual needs. Pupils' confidence is generally very good when their contributions to lessons are sought and valued, and when teachers and peers celebrate their successes. Pupils who have statements of special educational needs apply themselves very well and are highly responsive to the very good support they are being given, particularly in one to one situations to assist their personal as well as academic development.
12. Pupils' attendance is well above the national average and the school has successfully maintained the very good level of attendance noted at the time of the previous inspection. Registration is completed quickly and efficiently and pupils are usually reading or practising handwriting whilst this is taking place. Registers are marked accurately and lessons start on time. The fact that pupils miss so little schooling helps them to achieve so well.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching and learning is very good overall. This is a significant improvement since the last inspection, when teaching was found to be satisfactory overall. Out of 99 lessons seen, nine were judged to be excellent, 37 were judged to be very good, 40 to be good and 12 to be satisfactory. One lesson was not graded for teaching. No unsatisfactory teaching was observed. Teaching has been judged to be very good overall on the basis of the very good progress they are making in their learning.
14. The very good and excellent teaching is characterised by the very high expectations teachers have of pupils. As a result, all pupils, irrespective of their prior attainment are making very good progress in their acquisition of skills, knowledge and understanding as they progress through the school. Teachers also manage pupils very well and they, in return, respond by working very hard and showing very high levels of concentration. For example, in one science lesson in Year 3, pupils worked for nearly ten minutes without a sound as they wrote, concentrating hard on producing very well presented work. The teaching of basic skills is very good and as a consequence, standards are high throughout the school, especially in literacy and numeracy. Pupils also have well-developed information and communication skills.
15. Teachers' subject knowledge is good overall, although it is only satisfactory in physical education and religious education. Teachers' subject knowledge in English, mathematics, science and music is very good, and as a consequence the teaching of these subjects is very good. Planning for lessons is generally good, although in some classes and subjects, teachers do not plan tasks that are well matched to the needs of the different groups within the class, especially lower attaining pupils. Sometime, the only difference in outcome is the amount of work completed by different pupils. This is not always appropriate, as lower attaining pupils are quickly discouraged when they fail to accomplish as much work as higher attaining pupils. All lesson plans have clear learning objectives, which are shared with pupils. This has a positive impact on pupils' awareness of their own learning. Good use is made of time, support staff and resources and all lessons move at a brisk pace. Occasionally, however, some teachers' introductions are overlong and some pupils lose interest as a result. Teachers' assessments are generally good, but the use of assessment is variable. Some excellent practice was observed, where teachers used assessment information very effectively to adjust planning and to set pupils targets for further improvement. However, in other cases, marking was over effusive in its praise and left important errors uncorrected. Overall, good use is made of

homework to support pupils' learning and to prepare them for the next phase of their education.

16. Overall the quality of teaching for special educational needs pupils is good. However, in small group sessions, where they receive additional adult support, the quality of teaching is often very good and sometimes excellent, as observed during a literacy lesson in Year 4, involving the teacher and four very well focused supporting adults. Classroom assistants play an important part in ensuring pupils with special educational needs make at least good progress against prior learning targets. However, the school acknowledges that in a minority of lessons, planning does not always reflect the needs of lower attaining pupils or those with special educational needs sufficiently. Occasionally, the fast pace of the lesson outstrips understanding for the slower learning pupils with limited opportunity given to reaffirm and consolidate new learning.

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

17. The quality and range of opportunities for learning provided by the school are very good. Very significant improvements have been made since the time of the previous inspection. All statutory requirements are now met.
18. The curriculum is very appropriately broad and balanced, and a most suitable provision is made for all subjects. At the time of the last inspection there were considerable weaknesses in the curriculum, such as a lack of detailed planning, few schemes of work, limited opportunities for pupils to undertake writing activities in subjects other than English, and an overall lack of adequate coverage in subjects such as design and technology and information and communication technology. All of these issues have been most successfully addressed. The provision for many subjects now goes well beyond that expected, and a rich and varied curriculum is provided for the pupils. The provision for English, mathematics and science is particularly extensive and stimulating, as it is, for example, in art and design and music, and this is contributing significantly to the standards being achieved in these subjects. A further strength of the curriculum is the way in which subjects are used to complement each other where possible. For example, design and technology and science are often used to support each other, and in Year 5 the study of aspects of life in India contributes to both geography and religious education. Information and communication technology is used successfully to enhance the learning in all the subjects of the curriculum, and this in turn is contributing towards pupils' knowledge and understanding of the subject itself. The overall quality of the curriculum for older pupils is further enhanced through the provision of lessons in French. Time allocations for individual subjects are satisfactory.
19. Appropriate and relevant policies and schemes of work are now in place for all subjects, and they contain most detailed and extensive information to provide for a full coverage of these subjects. The plans ensure a steady and progressive development of each subject through the school. The school has adopted the National Literacy and Numeracy Strategies, with great success. Numeracy has been most effectively implemented, with an appropriate use of mental activities in lessons and a ready use of mathematics in other subjects of the curriculum, such as science and design and technology. The success of this implementation has helped to produce the high standards now being achieved. In literacy, many opportunities are provided for pupils to develop their reading, writing and speaking skills, both within English itself and across the range of curriculum subjects, such as history and geography. This has helped the school to maintain the standard of work in English at a high level.
20. Teachers produce an extensive range of good quality curriculum planning that generally helps to ensure the steady and effective development of pupils' knowledge and skills as they move through the school. Planning usually makes suitable allowance for the various needs of pupils, particularly higher attainers in the core subjects of English, mathematics and science. However, less allowance is sometimes made for lower attaining pupils. On occasions they are presented with the same activities and tasks as other pupils, and as a result they find the work difficult and are unable to complete it in the time allocated. The school makes very good provision for pupils' personal, social and health education, with aspects of sex and drugs education being fully covered within lessons when appropriate. Other aspects of pupils' personal development, such as worries and concerns they may have, are dealt with caringly and sympathetically as they arise. The importance of healthy eating is also emphasised to pupils in their work in science.
21. As at the time of the previous inspection, the school offers a good range of extra-curricular activities. In addition to several sporting activities each week, there is an art club, a French club, the choir and the orchestra. Around ninety pupils are learning to play an instrument after school each week. Pupils also have the opportunity to take part in

- three residential visits during their time at the school. The school is aware that the range of extra-curricular activities available for the younger pupils is in need of some improvement and this is a priority in the school development plan. It was one of the few minor concerns expressed by parents in their responses to the questionnaire.
22. All staff ensure that special educational needs pupils are fully integrated into the different groups within the classroom. For those who need individual or group support teaching in order to improve their basic skills, this is organised in such a way that it is least likely to cause disruption to learning and access to a full and rich curriculum. An issue from the previous inspection was to improve the access to a full curriculum for pupils with special educational needs. There has been very good action to address this problem, with withdrawal from lessons to undertake additional support for literacy and numeracy taking place at the same time as a similar lesson for their peers. Much of the work to support pupils with special educational needs is related to the curriculum for English.
23. The school's links with the community make a very good contribution to pupils' education. This is a good improvement since the time of the previous inspection when this aspect was judged to be satisfactory. Pupils are involved in a whole range of activities with the community, which add value to their educational experience. These include the 'Young Enterprise' scheme where pupils in Year 3 learn about a range of business-related matters with the help of volunteers from local firms. Local business people also teach pupils in Year 6 about import and export activities. The choir and orchestra take part in a number of local events that help to boost children's confidence, including entertaining at a local home for the elderly at Christmas. Coaches from local cricket and rugby clubs help to develop pupils' sporting skills. Pupils have also been very involved in the development of the Appleton Parish Trail and the Millennium Green. They have planted bulbs, designed leaflets and written poems and stories about these activities. Pupils visit the local church as part of a religious education project and a local Christian outreach worker runs a Bible Club for pupils in Year 6.
24. The school has excellent links with the partner infant school and the local secondary school, a major improvement from the position reported at the previous inspection. There are very effective liaison arrangements with the infant school, which include transfer of records, joint staff training sessions and some cross-phase teaching. Subject co-ordinators meet regularly and there is good communication about pupils with special educational needs. There are two significant strengths in the school's links with its partner secondary school. Firstly, the links are built into the planned annual work programme and are not merely implemented on an 'ad hoc' basis. Secondly, the head teacher is a governor of the secondary school and chair of the curriculum committee. There are very good links in subjects such as art and drama, and teachers from Broomfields have benefited from training delivered by staff of the secondary school. Some secondary school staff have supported the annual residential visit for Year 6 and Broomfields is supporting the secondary school in their current bid for the 'Artsmark' gold award. Pupils from the school use the secondary school's pool for swimming lessons and the secondary school hosts sporting functions for schools in the cluster group.
25. Pupils are very well prepared for their transfer to the secondary school. Staff from the high school, visit pupils from Year 6 in their classes and there is detailed discussion between the staff of the two schools. Care is taken to respect friendship groups wherever possible when allocating children to their new classes. Broomfields' pupils undertake special transition work in English, mathematics and science, which they start in the junior school and continue at the high school. They also write about their hopes and concerns surrounding their transfer to secondary education. Pupils spend two days at the high school during the summer term where they join with Year 6 pupils from other feeder schools in their new classes and work with their new teachers.
26. Provision for personal development is very good overall. This is an improvement on the last inspection.

27. Provision for spiritual development is good. As a result of consistently good teaching in religious education, pupils develop a good insight into Christianity, Judaism, Islam and Buddhism. The impressive display on Buddhism in the hall has a strong spiritual influence with prayer flags, flowers, Mandalas and footsteps of Buddha enhancing the three dimensional collages that represent stories from Buddhism. Religious education also gives pupils an insight into how religious belief impacts upon peoples' lives for example the influence of the Qu'ran on the religious behaviour and lifestyle of Muslims. Assemblies give pupils the opportunity for prayer in a secure, relaxed atmosphere and the opportunity to further pupils' respect for the values and beliefs of others. Music, dance and class discussions give pupils the opportunity to share emotion and displays such as the class 'Focus Boards' give pupils a very good sense of worth.
28. Provision for moral development is very good. This gives a very good moral ethos to the school. Members of staff are very good role models in the way they care for individuals and are seen to work hard and to be fair. The difference between right and wrong is made clear and any inappropriate behaviour is explained in a quiet, sensitive manner. All staff consistently implement the school's policies for behaviour and equal opportunities. Pupils are expected to respect the views of others and to listen to each other, and most do, in this very inclusive school. Pupils are taught how to recognise the moral codes of other cultures through their religious education as they study the Torah and the Ten Commandments. Drama provides a very good arena for pupils to explain how things might go wrong and how to avoid these things.
29. Provision for social development is excellent. The whole school ethos fosters a sense of community with common inclusive rules. Pupils are given excellent opportunities to work in pairs and in small, mixed gender groups and to share their work with the whole class. Circle time in a Year 4 class provided pupils with an opportunity to raise self-belief and esteem and to identify compromise through the medium of stories from other cultures. Very strong links to playtime and friendship issues made the experience very meaningful. School trips and the residential visits provide positive corporate experiences for pupils in Years 3, 5 and 6. This is further enhanced by their participation in music festivals that have lead to the national finals at the Royal Festival Hall. The school council provides opportunities for pupils to engage in the democratic process and to participate in community life. Pupils have taken an active part in the decision making that went into issues as varied as shaping the anti-bullying policy to the colour and pattern of the tiles for the new toilet blocks. Pupils also take part in deciding which charity they should support each year, giving presentations in assembly to help pupils vote for the most popular. Pupils organise events throughout the year to raise money for that charity ranging from a 'bring and buy' sale that raised £800 to hairdressing and counting the number of marbles in a jar. Pupils take part in national initiatives such as Young Enterprise and Keeping Healthy. These also provide pupils with positive and effective links with the 'world of work' and the wider community. The opportunities provided for pupils to exercise leadership and responsibility are many and varied and stretch from class responsibilities such as, taking the register, to litter picking, to the greater responsibilities of representing the class on the school council, being a House Captain or being a 'Buddy' to pupils in Year 3 as part of their induction to the school.
30. The school's provision for cultural development is very good. As part of their professional development, members of staff undertake visits to other countries, for example, two teachers recently visited Australia. They bring back with them a wealth of ideas from which the school as a whole profits. Pupils are given numerous opportunities to appreciate cultural diversity, particularly through the Arts. They take part in dances from other cultures, learning about customs traditions and stories. The school's cultural values are reinforced through displays, such as the one in the hall on the theme of Buddhism. Religious education provides an opportunity for pupils to extend their knowledge and use of cultural imagery and language. Pupils learn to write their names in Arabic and in history they learn to write their names in Greek. In one class the pupils answer the register in English French and Spanish. In geography pupils are given the opportunity to study the

cultural aspects of schools in India and Africa and this is reinforced with very good opportunities in drama and assembly. The school has many visits from people representing other cultures and the link with the Charmin school in India helps pupils to understand cultural diversity. The school provides pupils with numerous opportunities to explore their own cultural assumptions and values. Music extends the pupils' repertoire of songs linked to the British cultural heritage. Pupils take part in choir festivals and have twice got through to the national final in the Royal Festival Hall. In the local community, pupils have taken part in bulb and tree planting and take part in an appreciation of the use of the local environment as part of the local environment study in Year 3.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school is a very caring and supportive community. Pupils are safe and well looked after. There are very good procedures for ensuring pupils' welfare. There is an effective Internet safety policy and pupils are given clear instructions on the appropriate use of emails. All routine safety checks are in place and there are very good procedures for child protection, which ensure that all staff are aware of their responsibilities. The midday staff are capable, caring and well-briefed by a very experienced and competent supervisor. They also have regular meetings with the head teacher.
32. There are good arrangements for monitoring and improving attendance. A member of the office staff is responsible for reviewing attendance information weekly and drawing the head teacher's attention to any pupils whose attendance or punctuality gives cause for concern. The head teacher then raises the matter with the parent so that problems are nipped in the bud. The education welfare officer from the local education authority provides good support to the school on the rare occasions when it is needed.
33. Procedures for monitoring and promoting good behaviour are very good. There is a clear policy, which includes detailed guidelines for staff to follow. It emphasises the role that all staff, including support staff, have in ensuring that pupils behave well. It also gives guidance on dealing with a range of behaviour problems that might occur at different times of day. There are excellent procedures for monitoring and eliminating oppressive behaviour. Assemblies and class discussions are used well to help create an anti-bullying ethos and to help pupils to develop strategies to cope with being bullied. Guidance for such pupils is displayed clearly around the school. The school has an effective anti-racist policy, which is translated into practice well.
34. There is good monitoring of pupils' academic and personal development overall, though much relies on informal systems and the fact that staff know the pupils well and are responsive to their needs. The school keeps a careful track of the progress made by pupils with special educational needs, for example through regular reviews carried out by the teacher responsible for special educational needs. These regular reviews ensure changing needs are being met appropriately. The school has recently identified a group of higher attaining pupils, and is aware that a more unified approach to meeting their specific needs is required.
35. A key issue from the previous inspection was to improve the effectiveness and use of assessment systems and procedures. There has been speedy and very good action to address this problem. Procedures are now very good, with good use of assessment to inform teachers' planning. The senior managers of the school, supported very ably by the designated teacher responsible for assessment, use a very good, comprehensive range of screening tests as a benchmark to predict pupils' attainment, and subsequent tests are measured against these benchmarks. The range of testing predominately includes English, mathematics and science, with analysis showing the levels being achieved and progress being made by pupils. Detailed analysis also identifies trends between different year groups and gender differences. This is used to focus on areas for improvement in teaching and learning. A direct result of this detailed monitoring is the rising standards in English, particularly pupils' writing, and standards in science.
36. Data from the range of assessments is entered on the computer software system to aid tracking of progress and to facilitate the setting of future targets. This enables managers to have more precise information of when to set future targets. The school sees this as an area of continued development as all teaching embraces its full potential. The school is aware of the need to further develop a system of recording attainment and progress in other subjects with greater consistency and uniformity in order to raise standards even higher. The school has rightly given assessment the time and commitment necessary as

part of its agenda to raise standards in English, mathematics and science and can be proud of its achievements so far.

37. Pupils identified in need of additional special educational needs support, are initially assessed by the class teacher. After these assessments are discussed with senior managers, including the teacher responsible for special educational needs, parents are informed and, for those needing additional support, the class teacher writes individual or group individual education plans. The school is aware of the need to improve the management of special needs and review current policies to reflect the new Code of Practice, which indicates that pupils placed on the special educational needs register require additional support other than that found normally in literacy and numeracy lessons. Pupils with special educational needs are supported well in most lessons by additional adults who ensure provision is at least good. The school is aware of the need to develop still further pupils' active involvement in reviewing their own progress against agreed targets stated in their individual education plans. The teacher responsible for overseeing the provision of special educational needs has developed effective systems for storing and collecting information from a range of sources. However, she is aware that additional school clerical support would allow her to use time spent at present undertaking basic secretarial duties more effectively by the monitoring of individual education plans as they support designated pupils in the classroom. Good procedures monitor and support pupils' personal development. The procedures are mainly informal, assisted by teachers' very good knowledge of their pupils. For those pupils who need it, an individual behaviour plan is prepared. This sets out targets and the methods to be used, and progress is reviewed regularly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents are very satisfied with the school and the education that it provides for their children. Parents who attended the meeting with inspectors prior to the inspection and those who returned completed questionnaires were effusive in their praise for many aspects of school life. They felt that the teaching and behaviour were good, that the school was well led and managed, and that their children liked school and were making good progress. They were also pleased with the school's high expectations of their children. A small percentage did not agree that the school provided an interesting range of activities outside lessons. The inspection team agrees that there could be more physical education activities provided for younger children. However, the governing body has identified this as an area for development and is currently working to improve provision.
39. The school has very effective links with parents that have improved since the time of the previous inspection. The school encourages parents to get involved with their children's education and they respond very positively to this request. Between twenty and thirty parents help out in school on a regular basis, carrying out a range of tasks such as backing books, assisting in the library, as well as providing valuable support to teachers in lessons such as design and technology. A significant number of parents helped recently when the school moved into the new accommodation block.
40. The quality of information provided for parents is excellent. There is a very informative prospectus and governors' annual report to parents. The school produces a comprehensive newsletter at the start of each term. This contains around fourteen pages of valuable information including detailed curriculum information for each year group, as well as homework expectations and a calendar of events. The newsletters are enlivened by articles written by staff and pupils. The annual written reports are very good. They are

clear, detailed and informative. They include targets and show parents clearly their children's strengths and areas for development.

41. There are two formal opportunities each year for parents to meet their child's teacher. A third opportunity is available on request after the written report has been issued. Parents are encouraged to speak to staff at any time if they have any concerns, and the head teacher and deputy head are often around at the end of the school day when parents are collecting their children. The school puts on regular presentation evenings for parents to help them to understand what is being taught to their children. Parents at the meeting held before the inspection spoke in glowing terms about the quality of the science event that the school had provided. This event was very well supported by parents.
42. Parents make a very good contribution to their children's education both at school and at home. They hear their children read on a regular basis and make frequent comments in the home-school books. The home-school association provides a significant amount of additional money for the children's education as well as organising social events for staff and parents. Parents' involvement has a very good impact on the work of the school.
43. Parents are promptly informed if their child is identified, as needing to be placed on the special educational needs register, and if their child is to be moved to a different stage on the register. Individual education plans for pupils with special educational needs are discussed with parents at regular intervals; this includes a range of additional work to be completed at home. All parents receive a copy of their child's individual education plan. Parents' attendance at review meetings is generally good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership and management of the school by the head teacher, deputy head teacher and staff with management responsibilities is very good overall. This represents a good level of improvement since the last inspection, when this aspect of the school was found to be good. Excellent progress has been made in improving the senior management team, as this aspect was unsatisfactory at the time of the last inspection, and is now very good.
45. The head teacher and deputy head teacher provide excellent leadership for the school and ensure a very clear educational direction to all its work. The school aims of promoting high standards and providing pupils with a wide educational experience are met very well in practice. The head teacher and governors have been very successful in appointing highly effective teachers and ensuring that all staff received high quality support. This has resulted in a very good teaching team. The ethos of the school is very positive, which successfully achieves another of its important aims. The senior management team is very well supported by all staff and those with management responsibilities are very effective. The head teacher's very well-developed system of delegation results in teachers taking 'ownership' of their areas of responsibility, which leads to innovation and the effective sharing of expertise. All members of the team feel their work is valued and senior managers are very open to suggestions from all staff.
46. The governing body is very effective in meeting its responsibilities. There are a number of committees, which ensure that all statutory requirements are met. The management of the work of the governing body is carried out very effectively and a good number of governors are fully involved in the day-to-day work of the school as volunteer helpers or support assistants. The role of governors in shaping the educational direction of the school is excellent. They have been proactive in ensuring that the quality of teaching staff is of the highest quality and have been very thorough in their appointment procedures. Governors take an active part in the creation and monitoring of the school's development

plan and discuss progress towards targets on a regular basis. Performance management targets have also been effectively used by the governing body to drive up standards and improve the quality of education provided. All governors spoken to during the inspection had a very clear idea of the school's procedures and priorities. Governors have a very good grasp of the school's strengths and the high level of professional expertise on the governing body means that areas for development are identified and rectified very quickly.

47. The monitoring and evaluation of the school's performance is very good. Very effective action has been taken in meeting objectives and dealing with the key issues raised by the last report. There has been very good monitoring, evaluation and development of teaching by the head teacher and deputy head teacher. This has resulted in very effective teaching in core subjects. The deputy head teacher has developed very good systems for performance management, which is linked well to the school's development plan and teachers' individual career development. Over the past few years, the targets for improvement identified by the school have all been met. This includes the significant improvements made to the school's accommodation by the construction of the Year 6 block. Standards in information and communication technology have been raised and improvements have been made in the quality of pupils' writing, both of which were targets set in the development plan for last year. The school has amply demonstrated that it has a very good capacity for success and all staff have a shared commitment to improvement. The school currently has two newly qualified teachers and they are very well supported by the deputy head teacher, who acts as their mentor. There are very good systems for ensuring that new staff are inducted well, and the information supplied for temporary teachers is comprehensive. The school has good links with Chester College, and during the current school year several students have carried out teaching practices at the school. A parent is also currently doing her post graduate certificate of education with the school's assistance.
48. The school benefits from a well informed support teacher for pupils with special educational needs. She provides good leadership to support staff and is dedicated to providing good quality, caring support. She is aware of the need to review the present system by which pupils are placed on the special educational needs register, and for more precise details relating to a pupil's initial needs. There is also a need to more precisely target pupils' achievements through the link between teachers' planning and individual education plans. Alongside this there needs to be greater consistency in the quality of small, measurable steps identified in some individual education plans. Most adult support staff have very good, caring relationships with pupils on the special educational needs register. Most are suitably directed by the class teacher when the main body of the lesson is under way. However, on a few occasions, for example, during the initial introductory sessions, more effective use could be made of additional adults. For example, they could monitor and assess pupils' responses, especially speaking and listening, in whole class situations. The management of special educational needs requires additional provision that will enable the special educational needs support teacher to monitor more closely pupils' achievements in class alongside targets indicated in their individual education plans. Additional designated funding to support pupils' special educational needs is sufficiently well focused and used effectively.
49. The school has total control of all aspects of its budget. All persons involved in managing the school's financial processes have clear roles and responsibilities. This ensures there is no duplication of tasks and time is used very effectively, resulting in very good administration procedures relating to budget management. Available funds, including specific grants, for instance, to support pupils with special educational needs, are properly spent. The process of setting the budget is extremely well established and involves all appropriate personnel. This means the school's priorities are clearly detailed in its development plan and associated costs are carefully targeted, clearly agreed and understood by governors, senior staff and subject leaders. Funds are only allocated when the spending has been justified and it is known that spending money will have a

positive impact, for instance in raising standards of achievement. A very good example of this careful budget monitoring is the furnishing and equipping of the newly created computer suite. It's regular use having a meaningful effect on pupils' learning at well above age-related levels. The head teacher has very good systems for managing and monitoring the budget and, because of this, governors have an accurate picture of the school's financial resources and how they are being used to benefit all pupils. The school's income and expenditure is in line with the national average for each pupil. The school completed the last financial year with a carry forward significantly less than five per cent of the annual budget. This figure is not expected to rise dramatically. Financial planning is clearly defined over a three year period. The governors rightly consider that maintaining present staffing levels is a high priority. The most recent audit indicates no serious concerns. Appropriate procedures have been established for purchasing resources.

50. The school's application of the principles of 'best value' is very good. It is open to new ideas and it compares pupils' achievements with other schools very well. It challenges its own performance and implements changes to address areas of weakness. For example, the broadly average national test results in English achieved by pupils at the end of Year 6. The teaching of the subject was reviewed and changed with great emphasis on pupils' writing for a range of audiences. Subsequently, standards have now risen to well above national averages. The school aims to link performance management to its continual efforts to improve the quality of teaching and learning. The head teacher's own performance management procedures are very good, supported by a comprehensive, well focused policy. There is a governors' committee that sets clear, appropriate objectives for the head teacher for the year.
51. The match of teachers and support staff to the demands of the curriculum is good. This is an improvement since the last inspection. All staff work as a team and there is a good balance of experience. Teachers are appropriately qualified to support the needs of pupils, including those with special educational needs. Staff are well deployed with subject managers in place for all curriculum areas. Overall the accommodation is good. It has recently been enhanced by a new block containing four classrooms and a central work area which, although separate from the main building, provides a bright and spacious learning area for the older children. The school has dealt with the criticism in the previous report of the lack of an effective central library. The library area in the main entrance, although small, provides a useful resource to assist pupils' learning. The spacious outside areas have been improved by the creation of a log play area with an all-weather grass surface, which is popular with the children. Ramps have been provided to assist access by wheelchair users. The whole site is free from litter and graffiti and well looked after. The learning resources are good overall in range and quality. There are very good resources for English, art and science, especially those, which support pupils' practical work. No curriculum area is inadequately provided for, but more resources for history, geography and religious education would be beneficial. The school has put right the deficiencies in resources for English, mathematics and art noted in the previous inspection report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to raise standards and improve the quality of education, the governing body, head teacher and staff should:
- a. Make effective use of good practice already established to:
 - i. Ensure teachers' planning always provides all pupils with tasks which are well matched to their individual needs, especially lower attaining pupils;

- ii. Produce more precise individual education plans for pupils with special educational needs that set exact targets for progress and detail specific teaching strategies to be used.

[Paragraphs: 4, 15, 16, 20, 37, 48, 62, 66, 67, 86, 87]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	99
Number of discussions with staff, governors, other adults and pupils	52

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	37	40	12	0	0	0
Percentage	9	37	40	12	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	461
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs

	Y3 – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	69

English as an additional language

	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.0
National comparative data	5.4

School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	63	62	125

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	55	57	61
	Girls	58	54	58
	Total	113	111	119
Percentage of pupils at NC level 4 or above	School	90 (90)	89 (83)	95 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	54	55	59
	Girls	56	56	58
	Total	110	111	117
Percentage of pupils at NC level 4 or above	School	88 (87)	89 (86)	94 (96)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	434	0	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	1	0	0

Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

0	0	0
2	0	0
0	0	0
1	0	0
0	0	0
1	0	0
3	0	0
1	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	18.2
Number of pupils per qualified teacher	25.33
Average class size	28.81

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	119

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
----------------	-----------

	£
Total income	844,982
Total expenditure	862,963
Expenditure per pupil	1,824
Balance brought forward from previous year	31,079
Balance carried forward to next year	13,093

Recruitment of teachers

Number of teachers who left the school during the last two years	9.5
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0
---	---

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	466
Number of questionnaires returned	241

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	3	0	0
My child is making good progress in school.	48	49	2	1	1
Behaviour in the school is good.	43	54	2	0	1
My child gets the right amount of work to do at home.	24	60	16	1	0
The teaching is good.	51	47	2	0	0
I am kept well informed about how my child is getting on.	40	49	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	63	33	3	1	0
The school expects my child to work hard and achieve his or her best.	57	40	2	1	0
The school works closely with parents.	36	53	9	1	0
The school is well led and managed.	48	48	2	0	1
The school is helping my child become mature and responsible.	45	50	3	0	2
The school provides an interesting range of activities outside lessons.	30	48	19	2	1

Please note that normal 'rounding' procedures mean that totals do not always add up to 100 per cent.

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

ENGLISH

53. Standards at the end of Year 6 are above average. This was also the judgement made following the last inspection and shows that the school has maintained standards over time. The pupils currently in Year 6 entered the school with standards that were below average. Pupils have made very good progress in their learning during their time in the school. Pupils with special educational needs are catered for well and are also making good progress in accordance with their abilities.
54. As at the time of the last inspection, the speaking skills of the greater majority of pupils are above, and sometimes well above, national averages. Despite these high standards, the school recognises the need for pupils to have further opportunities to practise speaking skills and plan accordingly. Teachers help pupils to broaden their vocabulary, to speak in answer to questions or to offer their own comments. Single word answers are not accepted when a whole sentence is required. Assemblies, role-play and drama across the curriculum and school council meetings also provide good opportunities for pupils to develop their speaking skills. Teachers make good use of open-ended questions to give pupils the chance to answer at length and, where appropriate encourage debate and discussion. In Year 6, most pupils speak confidently during discussions and in conversations with visitors. Pupils make good use of dictionaries and thesauri during their writing and the words investigated in that context begin to be used in their speech. Pupils' listening skills develop rapidly and to good effect. They settle quickly at the beginning of lessons and listen attentively to their teachers. Consequently, teachers rarely have to repeat instructions and this enables lessons to begin promptly and to proceed smoothly with very little loss of productive time.
55. Pupils' reading standards are overall above average. All pupils are able to use a range of strategies to attempt to pronounce unfamiliar words. They read text accurately with generally good attention to expression. Pupils know the function of punctuation marks and they use this knowledge in reading to help them to pause or modulate their voice to add colour and meaning to the spoken words. Pupils learn to use reference skills from Year 3 onwards. They can find information through the content and index pages of non-fiction books. By Year 6, the majority of pupils are able to explain and demonstrate how to retrieve both fiction and non-fiction books from a library. They are able to gather information from the glossaries and index pages of a range of books. Pupils skim and scan for information well and, with help, are developing the ability to infer and deduce underlying meaning from the text. The pupils heard to read all stated their enthusiasm for reading. Older pupils are keen to talk about the books that they have read and have firm ideas about their favourite authors and genres. Pupils' love of reading is very well supported in their homes. Pupils report that they are heard to read regularly at home and are encouraged to read daily. Many pupils accompany their families to local public libraries and have personal collections of books. Reading at home is well supported through the 'Home and School Reading Diary'.
56. A significant improvement since the last inspection is that the school now has a functional, well-appointed and welcoming non-fiction library. The efficient library co-ordinator ensures that it is maintained to a high standard. Volunteer pupils in Year 5 are trained as pupil-librarians during the summer term in readiness to take over the duties being performed by current pupils in Year 6. In this manner pupils trained as helpers ensure that younger pupils can use the library efficiently and returned books are replaced correctly onto the shelves. There is good practice throughout the school in providing pupils with reading materials other than books in order to illustrate that writing can be used for different purposes.

57. A feature of pupils' writing is that it is usually presented to a high standard. Pupils are taught to form their letters accurately and to a uniform size from entry to the school and most quickly begin to form a neat, correctly joined cursive writing style by the end of Year 3. They take pride in producing good quality second drafts, whether in their own handwriting or through the use of a word processing program. Spelling is not as strong as other areas of English. Average and above average pupils can spell commonly used words accurately or have sufficient knowledge of phonics to make the meaning clear, but too often careless mistakes are left uncorrected until marked. The number of pupils whose vocabulary and knowledge of the structure of 'Standard English' is above average shows clearly in their writing. Better writing shows that pupils actively seek to use interesting words and descriptive phrases to interest the reader. The use of punctuation is often above that which is expected for pupils' ages. Good progress in learning continues throughout the junior years. At the end of Year 6 at least a national average number of pupils are attaining the higher Level 5. These pupils display good vocabulary, have a good sense of audience for their writing and try very hard to engage and sustain the readers' interest. Paragraphs are used to denote the beginning, middle and end of pieces of writing, new dialogue is placed on a new line and tenses are used correctly to denote shifts in time. Better writing uses strategies to raise or lower the pace. In the writing of this quality, punctuation and spelling is generally accurate and features the regular use of dictionaries and thesauri to investigate alternative words and to check spellings.
58. The quality of teaching seen throughout the school is very good overall and two lessons were outstanding. At the time of the last inspection there were worries expressed about the standard of teaching and learning in classes in Year 3. These worries no longer apply. In the lessons seen in Year 3, the quality of teaching was at least good and in two cases it was very good. Planning is undertaken jointly between the teachers in a year group. The plans produced for the lessons seen were thorough and presented the pupils with suitable challenges to maintain the good levels of learning that they achieve. The planning undertaken for writing within the sets reflected accurately, pupils' needs to consolidate their current work and to move forward. Teachers work hard to improve even further the vocabulary of pupils of all ages and abilities. Good opportunities are planned for pupils to read aloud in class and to take part in discussions. There is very good practice in ensuring that lower ability pupils are given equal chances to speak, a factor that is ensured through the active participation of the well informed classroom assistants who support pupils in class. Pupils, who could be reluctant to speak, do so confidently in the knowledge that all contributions are valued and that they will not be ridiculed for incorrect answers. The marking of work in the books presented for scrutiny was undertaken regularly and offered encouragement and praise for pupils of all abilities. The marking also gave advice and examples on how current work may be improved to help pupils to make very good progress. Pupils' attitudes to lessons are very good. Behaviour was very good or excellent in almost every lesson seen. They settle very quickly at the beginning of lessons and make themselves ready for work with a minimum loss of time. They listen carefully and politely to their teachers and to classroom assistants, maintaining very good relationships at all times. When opportunities arise they co-operate together to share materials and equipment and collaborate to undertake joint tasks. Excellent examples of these strengths were witnessed as pupils in Year 6 worked in pairs to change informal language phrases into 'Standard English' for use within a formal letter. They willingly shared ideas, made decisions about content and forms of words and amicably shared the recording of the decided texts.
59. The co-ordinator displays very good subject knowledge and understanding of what is needed in order that pupils' continue to make very good progress. Consequently, she provides excellent leadership and management for the subject. A good and pertinent example of this aspect of her work is that the use of English is being used to very good, relevant effect in all subjects of the curriculum. The school, under the guidance of the co-ordinator, is currently assessing the best manner in which to offer pupils' targets aimed

to help them to improve their work. All pupils receive short-term targets within lessons and are made aware of their teachers' high expectations for their completion. A good system is in place that predicts the likely writing attainment level for each pupil by the end of Year 6. Members of staff are given predicted attainment for pupils at staged periods throughout their time in school. These predictions are checked each half term as pupils produce a piece of writing from draft stage to finished product. This good practice is a causal reason for the steady rise in writing standards since the last inspection when standards were only average. The results are analysed with care and the findings used to focus attention on areas of weakness. Monitoring of content provision ensures that pupils receive good coverage of the programmes of study. There is a good quality policy document in place that is reviewed annually by the staff. Resources are good and used well.

MATHEMATICS

60. Standards are above average at the end of Year 6, with a large proportion of pupils working at a level that is well above average. Disparity between test results and inspection findings is because current pupils in Year 6 were well below average in national tests when they were seven years old. All pupils make very good progress from this low starting point. There has been a significant improvement in overall standards in mathematics since Year 2000. In the national tests in 2002, standards were well above national averages at the end of Year 6. They were above average when compared with similar schools. The proportion of pupils that achieved higher than expected was well above the national average, when compared with all schools and also with similar schools. There was no significant difference between the performance of boys and girls. At the time of the previous inspection overall standards were above average.
61. In Year 6, higher attaining pupils work well above expectations in all areas of mathematics. Mentally they work percentage parts of three digit totals. They then use elimination and trial/improvement strategies to solve word problems that involve the interpretation of up to four mathematical clues. Pupils check that their answers are sensible and can explain their conclusions. They construct and use formulae to solve simultaneous equations. Pupils understand the equivalences between fractions, decimals and percentages and can calculate using ratio. They work the area of kites, rhombus and triangles using formulae and confidently work in four quadrants to rotate and translate two-dimensional shapes. They use their knowledge of measures to work recipes to three decimal places. When constructing line graphs, pupils use formulae and work out the average speed from time and distance graphs. Lower attaining, but mathematically competent pupils, use step-by-step methods, involving four number operations, to solve word problems. They use their own ideas to search for a solution and have a well developed understanding of place value that enables them to round numbers to the nearest tens of thousands. Pupils have clear understanding of inverse operations related to multiplication and division. They draw and measure angles accurately and can visualise three-dimensional shapes from two-dimensional drawings. They can work the area and perimeter of irregular quadrilaterals. Boys and girls know the language associated with probability and can extract data from pie charts using their good understanding of fractions and percentages. Lower attaining pupils develop their own strategies, but cannot always carry through the problem-solving task by selecting suitable information. They can order large numbers associated with the surface areas of countries and also order to two places of decimals. Pupils recognise obtuse and acute angles and work the perimeter of irregular, straight-lined shapes. They construct tally and frequency charts. This supports their ability to graph both grouped and discrete data.
62. The overall quality of teaching is very good. This represents very good improvement compared to the last inspection when teaching was judged to be satisfactory. Major strengths in teaching are teachers' knowledge and understanding of the mathematical skills to be taught, in addition to their high expectations and management of pupils. The

use of daily assessment is very good and teachers adjust their weekly planning when they find that some pupils have insufficiently grasped the idea of a previous lesson. Classroom assistants and parent helpers provide good, inter-active support throughout lessons for the less confident pupil. Pupils are encouraged to record their work in books with no over-reliance on worksheets. The quality of marking is very good. All teachers make congratulatory comments and give award stickers, in addition to providing clear guidance to individual pupils as to how they might improve. Realistic targets are set to encourage improvement. For two lessons each week, all pupils are taught in ability sets. This allows teachers to plan challenging work. However, this leads to some teachers setting the same task for all pupils in the set, even though there are pupils of different abilities within those 'set' groups. The mental and oral starter that introduces numeracy lessons is generally very well taught and often with pupils using individual white boards. This very good practice enables the teacher to immediately assess pupils' understanding of the work being undertaken. Pupils are also taught very well in the main part of the lesson. Practical tasks are often undertaken. Such 'hands-on' experiences develop pupils' mathematical knowledge and, more importantly, their understanding. The final part of a lesson, the plenary session, is very well used, either to assess or re-enforce the learning that has taken place, or to identify how the day's learning is to be developed during the next lesson. From talking to pupils and looking at their workbooks, opportunities are not given to collect a mass of data. This could lead to discussion related to the most suitable graph type to represent the varied data collected and therefore consolidate pupils' understanding of data handling. Not all pupils learn the concept of probability through real-life situations. All pupils enjoy mathematics and are very keen to learn. They co-operate well when sharing resources and listen carefully to answers being given by their peers. Most respond to their teachers' demands by showing great pride in presenting work in an attractive, well spaced-out manner. They say that regular homework is valuable and helps prepare them for the next stage in their education.

63. The subject is well managed by a relatively recently appointed co-ordinator. She is eager to move the subject further forward but, as yet, has no opportunity to monitor teaching and learning within her area of responsibility. The overall quality of resources to support teaching mathematics is good, but the range and quality of CD-ROMs could be effectively developed to support pupils' progress in mathematics lessons. When the school was previously inspected, significant numbers of pupils in Year 3 underachieved due to a lack of continuity from the infant school. This weakness has been successfully addressed with many young pupils working at well above average levels. The planned use of information and communication technology to support numeracy skills is becoming established in most classes. For example, higher attaining pupils in Year 4 work in pairs to generate graphs during the class investigation of 'chance'. Not all 'set' groups experience this very good practice. Mathematics is well supported in other subjects such as design and technology, science and history.

SCIENCE

64. Standards at the end of Year 6 are well above average. Pupils are achieving very well. In the national tests at the end of Year 6 in 2002, the school's results were also well above average, and these high standards have been maintained. At the time of the school's previous inspection, standards were reported to be above average at the end of Year 6. Since that time significant improvements have been made.
65. At the end of Year 6, pupils successfully carry out a range of experiments where they identify their own ideas, select their own apparatus, organise their own experiment and make their own observations. They then compare their findings with their original hypothesis. Pupils in Year 6, for example, carry out investigations on gravity and air-resistance, and separating materials. Pupils in other years also carry out scientific investigations, such as the experiments on pulse rates in Year 5 and electricity in Year 4.

Pupils in all classes recognise the importance of fair-testing. By Year 6, pupils are confident in explaining many of the life-processes of humans, and they readily discuss, for example, the role of the heart in the circulation of the blood. Pupils can name the various parts of a flower and describe its functions, and they distinguish clearly, for instance, between the stigma and the stamen. Pupils clearly recognise the wide variety of living things, and they readily explain the food chain. Pupils successfully name a variety of materials, they describe their various properties, and they can explain the differences between solids, liquids and gases. Pupils know that materials can be made into mixtures, and they readily describe how materials can be separated through processes such as evaporation and filtration. Pupils carefully explain the difference between soluble and insoluble materials, and they understand how a solution becomes saturated. Pupils know that objects have weight because of the gravitational pull of the Earth, and they can explain that friction and air resistance are forces that slow moving objects. They know how to measure forces, and they can identify the directions in which they act. Pupils know that sound is caused by an object vibrating, and that the vibrations travel through air and various materials to reach our ears. Pupils are confident in explaining that shadows are caused by an object blocking the light.

66. The overall quality of teaching and learning is very good. Excellent practice was also observed during the inspection. This is a marked improvement since the previous inspection. Lessons are well planned, with teachers throughout the school making particularly good use of practical activities. This provision is helping pupils throughout the school to achieve high standards. The teachers are also particularly careful to use, and emphasise, the correct scientific terminology, which is also having a beneficial effect on the pupils' overall learning. Planning, however, does not always make appropriate allowance for the provision of work to suit the needs of all pupils. On most occasions, pupils are all presented with the same activities, and lower attaining pupils are sometimes unable to complete the tasks set. All teachers have very good subject knowledge, and provide clear instructions and helpful demonstrations of the work that is to be undertaken. The pupils show great interest in the subject, displaying consistently very good attitudes, and great confidence in practical work in particular. In such circumstances all pupils, including those with special educational needs and those who do not speak English as their mother tongue, make very good gains in their knowledge and understanding of the subject. Where teaching is excellent, subject knowledge is especially secure, expectations are very high, pupils are consistently challenged in their work and they are provided with much independence in carrying out their activities and so these pupils make outstanding progress. Teachers throughout the school are most enthusiastic, and the pupils are enthusiastic also. Pupils work hard, concentrate well and are keen to find answers to the problems set. The teachers and learning support assistants provide help and well directed support throughout. The pupils' behaviour is very good, and on occasions exemplary, they work very well with other pupils in carrying out activities, they are very aware of safety procedures and they produce their work neatly and carefully. The teachers mark pupils' work regularly and comments of support and advice are often added to help the pupils develop their work still further.
67. The leadership and management of the subject are very good. The school has an appropriate scheme of work, based on the national curriculum guide-lines, and most appropriate resources are readily provided to support the work. Careful planning ensures that all aspects of work are suitably covered, with the planning for practical activities now being extremely thorough. The co-ordinator is keen and enthusiastic, and she supports her colleagues well whenever necessary. She also has appropriate opportunities to observe the work being undertaken in the classrooms, to see for herself the standards being achieved. She is a very good practitioner, and she has worked hard to raise and maintain standards. She has contributed significantly to the improvements that have been made in the subject. Satisfactory arrangements are now made for assessing the pupils' work, with adequate evidence being kept to identify pupils' current attainment and the progress they have made. However, the information is not always used well enough to provide suitable future work for all pupils. The written work undertaken by the pupils,

especially that relating to reporting on practical activities, provides considerable support to the school's initiative in literacy. Counting and measuring activities, in many aspects of the subject, support the school's work in numeracy. Information and communication technology is now used well to enhance the work in science, such as when pupils in Year 5 recorded information on pulse rates, and pupils in Year 6 found information about the variety of living creatures. Pupils find the subject exciting, especially when carrying out experiments, and the excitement generated by the 'wonders of science' contributes well towards their spiritual development.

ART AND DESIGN

68. Standards are above expectations at the end of Year 6. This is an improvement since the time of the last inspection when standards were described as being average. Learning is now good across the school for all pupils. Overall, improvements made since the publication of the last report have been good. Teachers are now confident in the planning and teaching of art. Large three-dimensional work is now developed.
69. Basic art skills are developed effectively from Year 3 onwards, being built upon the good practices used in the infant school. Pupils are able to mix colours confidently and to produce shades and tones of the mixed colours. Good quality paintings in the style of Joan Miro, carried out by Year 4 pupils, show that by this age they are able to use textures well. Pencil drawings of a cityscape, following a fieldtrip to Liverpool, demonstrate pupils' developing awareness of the use of line quality, shading and perspective. In the same year pupils' raised-fabric montages of complementary coloured fabrics bear witness to thoughtful consideration of the visual and tactile effects of colour and textures. Colour washed drawings based on an Indian water carrier, produced by pupils in Year 5 are lively, full of movement and make above average use of decorative motifs and blended colour. By Year 6, pupils' understanding of the craftsmanship required to produce work of quality is well demonstrated in the standard of printing and use of colour in wall hangings. The drafting sketches and colour investigations in individual folders shows that pupils thought carefully before attempting the final prints. The whole school art display of illustrations of stories taken from a study of Buddhism, in the school's main hall is well above average. Every pupil contributed at least one piece of work to this display. It shows that teachers value pupils' work by the high standards that have been applied to the displays; equally, it makes clear to the pupils that their teachers appreciate their efforts. A very wide range of materials and techniques are included in the work, bearing further testimony to the improvements made since the school was last inspected.
70. Teaching and learning are good. Teachers have good subject knowledge and access to a range of good resources that contribute to the quality of the work produced. Pupils enjoy art because they state that lessons are interesting and challenging. In the lessons seen, pupils' attitudes and behaviour were very good. They listened carefully because what they heard was both interesting and thought provoking. For example, as a teacher explained and demonstrated the differing effects that may be obtained by tearing or cutting decorated paper. Pupils share materials and equipment amicably and, when opportunities are presented, collaborate or distribute materials with good grace. In lessons pupils are actively encouraged to make their own decisions when deciding on which materials to use and which techniques to apply. There is also good practice employed in drawing pupils' attention to innovative aspects of others' work and discussing the effects achieved. Pupils are afforded good opportunities to study the works of a variety of famous painters from a broadening range of times and cultures. There has been less attention paid in the past to the works of artists other than painters. This is now a rapidly developing area of study and is enabling art studies to contribute well to pupils' understanding of their own culture and of other cultures around the world. Recent artists-in-residence have included a printmaker and a worker in fabrics, whilst practical fieldwork studies have included a focus on the environmental works of Andy

Goldsworthy. These arrangements have broadened pupils' notion of what art means in practice. Gallery visits are sensibly arranged as cross-curricular activities. For example, to study Greek myths in association with English and history; a practice that enables pupils to begin to understand that art is not an isolated subject but has roots in a range of other disciplines.

71. The leadership and management of the subject are good. The co-ordinator has above average subject knowledge and this he shares willingly with his colleagues. He attends lesson-planning meetings and contributes ideas that enrich pupils' experiences. Under his guidance the range of books available for teachers to consult is wide and pertinent to planning needs. The last report stated that resources available for use were only adequate, but they are now very good in range, quantity, quality and relevance and contribute well to the promotion of pupils' learning. The school has an appropriate art policy but it has been in place for some years and does not now do justice to the work undertaken. The co-ordinator is aware of the need to review the policy and has plans to do so before the end of the school year. The scheme of work is based on that produced by the local education authority but has been sensibly added to and amended in order to offer useful information and techniques to aid teachers' planning. Assessment is a developing area. Whilst a sound procedure is in place to collect data for future planning purposes, the criteria upon which to base the collection is not yet in place. As a further aid to assessment a portfolio of pupils' exemplar work is being collected together. Once in place the co-ordinator intends to annotate the pieces in order to offer additional examples for assessment comparison purposes. Information and communication technology is used effectively both for gathering information about aspects of art and in the production of images using computer programs. Once the plans that have been laid are completed the school will be in a very sound position to improve current standards even further.

DESIGN AND TECHNOLOGY

72. Standards are above the expected level at the end of Year 6 and pupils' levels of achievement are good throughout the school. This is an improvement since the last inspection, when standards were in line with national expectations.
73. In Year 3, pupils generate a range of ideas and recognise that their designs must meet a range of criteria. They make realistic plans to achieve their designs. For example, in one lesson pupils were designing and making 'moving monsters'. They followed their designs and annotated their plans with notes, indicating how they could be improved. Their making skills were good. Pupils produce a good range of ideas, which they translate in to competent finished products. They identify ways in which they can improve their work and which features are effective. Pupils are developing a good grasp of how to use pneumatics and components to make their models work. Pupils in Year 4 carry out effective evaluations of products. For example, in one lesson pupils were evaluating purses as part of their 'money containers' project. They could identify the main fastenings and the construction materials. They expressed themselves well as they explained which features worked well, and which features were not so good. Pupils' good literacy skills enable them to make good progress in the recording of their work and expressing their views. Pupils in Year 4 generate ideas from a range of sources, including the Internet. They take users views into account when generating designs. For example, in their work on bread making, pupils surveyed their friends to find out which type of bread was most popular. This influenced which type of bread they finally made. Pupils are good at writing sequences of instructions, well illustrated with sketches and diagrams. The work of pupils in Year 6 is of a good standard. They evaluate products to help them in their own designs. For example, their designs of slippers were influenced by a careful examination of commercial designs. They took into account the kind of materials used and their suitability for the purpose intended. Pupils produce detailed design briefs and specifications, which they compare with work in progress and finished products. They apply their mathematical skills well when measuring and cutting out, as for example when investigating structures as part of their 'shelters' project. Pupils apply their scientific knowledge of materials well when discussing which were suitable for construction purposes.
74. Teaching and learning are good. Teachers have good subject knowledge, which they use well to ensure that pupils make good progress in their acquisition of skills, knowledge and understanding as they move through the school. Teachers plan interesting lessons and as a consequence, pupils have very positive attitudes towards the subject. All pupils make good progress, irrespective of their prior attainment and there is good provision for pupils who do not speak English as their mother tongue. Teachers' management of pupils is very good and as a result, behaviour in lessons is very good. Pupils handle potentially dangerous tools safely and work well on their own and in small groups. Good use is made of time and resources. Planning clearly identifies what pupils need to do to improve and as a result, pupils have a good self-knowledge of their learning. Teachers' assessments are satisfactory and provide them with sufficient information to ensure that pupils cover all aspects of the programme of study. Homework is used effectively to support pupils' learning. The subject makes a good contribution to pupils' personal development, by provided them with many opportunities for working collaboratively and for using their independent learning skills. The study of different design traditions makes a good contribution to their cultural development.
75. The leadership and management of the subject is good overall. The new co-ordinator is building well on the good foundation laid by her predecessor. There is a good scheme of work to support teachers in their planning and to ensure the full coverage of the programme of study. All pupils have equal access to the curriculum, which is rich and varied. The co-ordinator has not yet had any opportunities for monitoring teaching and learning, but her scrutiny of planning and pupils' work has enabled her to form an accurate picture of standards. Assessment procedures are satisfactory overall and

provide teachers with sufficient information to ensure full coverage of the curriculum. However, assessments are not linked to curriculum levels, which makes it difficult to measure pupils' progress against national criteria. Satisfactory use is made of information and communication technology in the subject overall, but this aspect needs further development to be fully effective. There are good resources for the teaching of the subject, which has a positive impact on the standards pupils achieve.

GEOGRAPHY

76. Standards by the end of Year 6 are in line with national expectations. Based on their prior attainment, pupils' achievement is good. At the time of the previous inspection standards were also reported to be broadly as expected by the end of Year 6, and standards have been maintained.
77. By the end of Year 6, most pupils are confident in identifying towns and countries on a map of the British Isles. For example, pupils in Year 3 readily name the various countries, and successfully place the correct location of Appleton on a map of England. Overall, pupils are less confident when identifying countries and cities on a map of the world. Pupils in Year 5 have studied a contrasting location, in Chembakolli, in India, and they readily compare features such as dress, housing and schools, with those found in England. Pupils in Year 4 confidently discuss weather patterns, and they successfully compare the local weather with the climate in other parts of the world. Pupils in Year 6 are confident in discussing different kinds of mountains and how they are formed, and they show some confidence in identifying mountain ranges around the world. They explain clearly the various effects that mountains have on the weather, especially temperature and rainfall. Pupils show a suitable concern for the environment, especially regarding the problems caused by litter, noise and pollution. Those in Year 4 are thoughtful in identifying ways in which such activities as re-cycling and repairing could help to protect the environment.
78. The quality of teaching and learning has improved since the previous inspection, and is now good. Teachers have good subject knowledge, and they generally provide an appropriate range of planning. Most suitable provision is usually made for the various topics covered. Overall, however, too little work is covered on the full range of maps to ensure pupils' recognition of different places. Geographical terminology is carefully emphasised, to help develop pupils' knowledge in this important area. Teachers also provide a most suitable range of strategies, such as the use of videos about India in Year 5, and the provision of a variety of items that can be re-cycled and re-used, for pupils to examine in Year 4. As a result, pupils find the subject interesting, they concentrate well on the tasks set and they are usually very well behaved. Occasionally, a minority of pupils are not fully involved through questioning, and are not able to add their contributions. On other occasions, however, pupils are confident enough to act as team leaders when group activities are being tackled. Teachers provide pupils with a variety of learning opportunities, including a number to undertake fieldwork, and this enables them all, including those with special educational needs and those who do not speak English as their mother tongue, to make good gains, overall, in their knowledge and skills. Pupils take considerable care with their work, and they make every effort to complete the tasks, for example drawing maps and plans neatly and carefully. They also work well in groups, when discussing various questions they have been asked. Teachers mark pupils' work regularly, and they often include written comments to add to the verbal advice they provide.
79. The leadership and management of the subject are satisfactory. The school uses the national curriculum guide-lines as the basis for its scheme of work, and this is an improvement since the previous inspection. The co-ordinator is enthusiastic, and she supports her colleagues well when necessary. However, she does not yet have any opportunity to observe lessons taking place, to see for herself the standards being

achieved. There are new assessment procedures being introduced, and some information is now available to judge pupils' current attainment and to check progress. The written work in geography is making a significant contribution towards the development of pupils' literacy skills, and the various measuring and counting activities contribute well towards improving their numeracy skills. The school is now making good use of information and communication technology to support the work in the subject, such as in Year 5 where pupils found information about India and in Year 6 where pupils found and recorded information about mountains. The study of a contrasting area successfully helps to develop the pupils' cultural understanding.

HISTORY

80. Pupils attain standards that are in line with those expected nationally by the end of Year 6. Standards are the same as they were at the time of the last inspection. Progress is good, as the present Year 6 entered the school with standards of attainment that were below those expected nationally.
81. Pupils gain a good understanding of chronology by the effective use of time lines both in the classrooms and in their books. Pupils in Year 6 have a time-line of the Victorians and of World War 2. These help pupils place people and events in the correct time period. Pupils in Year 3 use a time line of their own lives to gain an increasing understanding of chronology. Pupils gain a good understanding of events, people and changes in the past. Pupils in Year 3 know many facts about Romans and Celts and are beginning to interpret the differences between them. In Year 4, pupils demonstrate a good knowledge and understanding of for example the Ancient Greeks need to keep fit, they know how the government works and can use the term 'democracy' correctly. Pupils in Year 6 describe in detail the main changes that took place in World War 2 and select specific questions in order to produce structured work using a range of appropriate resources. Pupils are increasingly realising that the past can be interpreted in various ways. Pupils in Year 6 were fascinated by a visit from an older person who had talked very interestingly about his experiences as an evacuee during the Second World War. They have looked at ration books and shelter cards. They are beginning to organise their work and select information relevant to their inquiry. The self-evaluations, which some classes carry out every term, show an appreciation of the relevance of their learning. Pupils with special educational needs and those who come from a wide range of ethnic backgrounds make good progress. As a result of the good support that they receive from teachers and teaching assistants, they achieve in line with that of the rest of their classes. There is no discernable difference in the progress of girls to that of boys.
82. The quality of teaching and learning is good overall. The good teaching motivates pupils who are able to apply the knowledge and understanding learned in previous lessons in new activities. It results in pupils being interested in history and in pupils making good gains in their learning of historical facts and in developing important enquiry skills. Pupils' learning is supported by effective use of resources and displays in classrooms. Teachers have good subject knowledge and lessons are well planned and interesting. There is a very good coverage of the appropriate periods for study. However, work is not always appropriately matched to the learning needs of all pupils. Although pupils do have a very secure understanding of what they have learned, their recorded work does not reflect the quality of the lessons seen. This is because recording often takes the form of cloze procedure or work sheets. Pupils have the literacy skills to be able to record the facts in more interesting and varied ways that show a greater independence and in a way, which is appropriate to each pupil. Pupils' attitudes to the subject are very good and sometimes excellent. Pupils are keen and enthusiastic about the subject. They listen attentively and take an active part in their learning. With the teachers' very good guidance they are learning how to use the historical skills, knowledge and understanding that they have gained well.

83. The management of the subject is satisfactory overall. The subject co-ordinator has a clear rationale for the subject. She is aware of the need to promote new structures for more independent recording and to improve the use of information and communication technology in the subject. A new form of assessment has recently been introduced but this has yet to be embedded. This needs to be used by teachers to inform their planning and provide challenge for higher attaining pupils. The co-ordinator has had insufficient opportunity to monitor the quality of teaching and learning in order to raise standards further.

INFORMATION AND COMMUNICATION TECHNOLOGY

84. Standards are above those expected at the end of Year 6, and pupils' achievement is good. This represents a very good level of improvement since the last inspection, when standards were below expectations.
85. In Year 3, pupils are able to use the computer effectively to save information and to find information previously stored. They can, for example, find email addresses they had previously recorded in a database. Pupils exchange emails with each other and with pupils in other schools. They type clear messages and use a wide variety of fonts to make them interesting for the recipient. Pupils use sequences of instructions in a music programme, for example, to achieve a specific outcome; in this case a tune for a song. Higher attaining pupils enter information into a database and use this data to produce charts and graphs. Pupils understand well the need for care when framing questions when collecting information. Pupils in Year 4 also have a good grasp of database management. They interpret their findings accurately and recognise that 'rubbish in' results in 'rubbish out'. For example, in one lesson pupils were asked to produce 'pie' charts from a table in a spreadsheet recording the number of boys and girls in each class. They were able to produce information in a variety of forms, making good use of colour to emphasise their findings. In Year 5, pupils make good use of their computer skills to combine and manipulate text and graphics. They use geometric tools well to create a variety of objects and resize them with accuracy. Pupils use databases well to analyse information and ask complex questions, such as '*what if...*'. They know well the symbols for 'AND' 'OR', '=<' and '=>' when making searches. Pupils are good at analysing the information they extract for accuracy and plausibility. Pupils have made use of sensors to monitor the environment and take readings. Pupils in Year 6 have good basic computer skills. Some higher attaining pupils have very advanced skills and use these very effectively to help their classmates, and, occasionally, the teacher. Pupils produce very effective presentations using commercial packages. They carefully select the information they need and check it for accuracy. In a very good lesson, for example, pupils were creating presentations of their work in mathematics. They took great care to organise the information into a suitable form for presentation. They carefully considered the likely audience and chose suitable backgrounds for their slides. Pupils imported video clips, which they selected from a website. The quality of work was of a high order. Older pupils make good use of self-assessment to reflect critically on their work and discuss sensibly ways in which it could be improved. Lower attaining pupils have good basic skills, which they apply well to their work. All pupils achieve well in relation to their prior attainment.
86. Teaching and learning are good overall. Most teachers have good subject knowledge and apply it effectively to enable pupils to make good progress in their acquisition of skills, knowledge and understanding. Planning is good overall, although some teachers do not always effectively plan tasks that are suitable to lower attaining pupils. However, some excellent examples of planning were seen, where teachers provided different groups of pupils with tasks, which were well matched to their prior attainment. All teachers have high expectations, and as a result, pupils put considerable effort into their work. Levels of interest and concentration are high. Teachers' management of pupils is very good and behaviour in lessons is very good. Pupils are responsible and handle equipment with care. They have very good relationships with each other and their teachers. The caring attitude of pupils towards each other means that they are always willing to help a classmate and this has a positive impact on the progress made by some lower attaining pupils and those with special educational needs. Pupils who do not speak English as their mother tongue also make good progress, as their classmates give them willing assistance. Good support is also provided by teachers. Efficient use is made of the computer suite and effective time management means that a good pace is maintained in all lessons. Effective lesson introductions ensure that pupils have a good grasp of the tasks they need to undertake. In one excellent lesson, for example, pupils made rapid progress because the teacher took great pains to carefully explain what was required.

She made very effective use of the projector to demonstrate the steps of entering formulae into a spreadsheet. The lesson was further enhanced by the use of two computer literate pupils to run the demonstration.

87. The leadership and management of the subject are excellent. The co-ordinator has been very successful in raising standards across the school and provides excellent professional support for colleagues. All pupils have equal access to a broad, balanced and relevant curriculum, which covers all aspects of the subject well. Provision for pupils with special educational needs is good and they have a range of programs that are relevant to their needs. Pupils' personal development is supported well, as pupils are given many opportunities to work independently, or in small groups. The scheme of work, which makes effective use of national guidelines and commercial materials, provides teachers with very effective support for their planning. Assessment systems are good overall, although some teachers do not always make sufficient use of the information gathered to adjust their planning or set pupils targets for improvement. The co-ordinator is aware of this relative weakness and has comprehensive plans for improving assessment procedures and the use of assessment information. She is working very closely with her colleague in the feeder infants' school on this project. The monitoring of the subject is excellent, which has resulted in very appropriate priorities for development. The school has been very effective in improving standards in the subject and all targets have been met. There are good resources for learning, including a good range of relatively new computers and good-quality peripherals. In addition, the school has other equipment, such as music keyboards, CD players and tape recorders for pupils to use. All these resources have a positive impact on pupils' progress and the standards they achieve.

MUSIC

88. Standards in music are well above those expected for pupils in Year 6. Overall progress is very good. This represents very good improvement since the previous inspection when standards and progress were judged to be average. This positive development is because the subject co-ordinator provides very good leadership that is well supported by a number of very competent teachers and support staff. Together, they enthuse their pupils and provide excellent opportunities for pupils to develop skills and enjoy music making.
89. Pupils in Year 5 listen to Indian classical music. They discuss the instruments they hear that include 'sarod', 'tabla' and 'tampura'. Pupils identify that it is the latter that provides the continuous drone. They revise 'pentatonic' and 'ostinato' while investigating variety in the number of beats and differences of pitch. They then successfully explore how sounds from Western music can combine effectively in composing music. Lower attaining pupils sustain a drone sound on keyboards. Layered sounds are provided with pupils playing rhythmic patterns using bells, drums and tambourines. They evaluate a missing 'melody' accompaniment and two more able pupils compose and practise rhythmic phrases on glockenspiels. When performing, all involved maintain individual parts with clear awareness of the overall/combined effect. Pupils in Year 4 recognise a repeating tune when listening to '*Geordie's Lost His Penker Down The Cundy*'. They can repeat complicated hand-clapping patterns and develop knowledge and understanding of dynamics and tempo when singing along tunefully to the music. They successfully learn diminuendo and crescendo when speaking as a group. They understand the importance of vibration and timbre to changing sounds. Other pupils in Year 4 create musical timbre related to the hymn 'Lord of all Goodness'. Pupils understand pace and texture and learn language related to timbre in their musical evaluation. Pupils in Year 6 explore relationships between their enjoyment of holidays and an evaluation of the words of Cliff Richard' 1960 classic 'Summer Holiday'. A school choir comprises over 20 per cent of the large school population. In the summer of 2002 it was chosen to represent their region at a National Festival in London. Video evidence identifies a large group of very

talented pupils singing with enthusiasm and clear enjoyment whilst performing to a very high standard. A forty-strong orchestra gives public concerts on a regular basis. It comprises pupils from all age groups. Over a third of the pupil population receives instruction in playing a variety of musical instruments from a number of peripatetic tutors during after-school hours. These activities add significantly to overall high standards in music.

90. The overall quality of teaching and learning is very good with two lessons inspected judged to be excellent. This is very good improvement compared to the previous inspection when teaching was satisfactory. These lessons are very well planned and resourced. Music is taught confidently. Teachers have very good subject knowledge and also expect high standards from their pupils. Very well developed class management skills and excellent relationships support periods of purposeful, musical activity, linked to good opportunities for the investigation and practise of a variety of tone and duration using a wide variety of instruments. Pupils are encouraged to evaluate the work of others and to refine their own skills and techniques. Pupils' response to music is excellent. Year 6 pupils become very excited when they compose new lyrics for a song. When performing, pupils demonstrate total concentration, commitment, pride and enjoyment.
91. Leadership of the subject is very good. The co-ordinator is a dynamic and enthusiastic teacher. Her dance-specialist background is reflected strongly in pupils' public performances. The school uses a nationally approved scheme of work as a resource document to formulate a scheme of work that better supports teachers. The new scheme is to be evaluated, followed by a policy up-date. The co-ordinator is seeking to implement assessment procedures that will not impinge significantly on teachers' time. The Parents' Association supported music very well by raising funds to purchase a CD player for every classroom. Resources to support the teaching of music are good.

PHYSICAL EDUCATION

92. Standards in physical education are in line with those expected nationally by the end of Year 6. All pupils make satisfactory progress. When the school was previously inspected standards were judged to be above national expectations with pupils making good progress. Physical Education has suffered from a concentration on core subjects and there have been significant changes in overall subject responsibility. The school is aware of the situation. It is highlighted as an area for development in the school's improvement plan.
93. All pupils experience swimming lessons on an annual basis for a 10-week period. Scrutiny of well maintained swimming proficiency records indicates that almost every pupil in Year 6 can not only swim at least 25 metres, they can also proficiently perform water safety activities. Swimming provision and achievement is a particular strength in physical education. Pupils in Year 6 carry out gymnastic activities involving jumps, rolls and stretches on both floor and apparatus. They work within small groups to develop a short sequence of movements including balances. Some pupils show limited confidence when performing these activities. In games lessons, they link football skills of passing, control and dribbling satisfactorily when playing small-sided team games. Pupils comment on their skill levels and discuss strategies for winning relay games. They learn to modify skills to improve performance. Year 4 pupils perform with consistent control and quality of movement. They adopt precise starting positions before performing paired, mirror activities in fluent, controlled movements in response to music. They effectively change speed, height and direction of their movements. As a result of planned cross-curricular links with science, older pupils understand and explain the effect of exercise on their bodies and the importance of warming up and cooling down.
94. The quality of teaching is satisfactory overall. This is very good improvement compared with the previous inspection when one fifth of lessons were judged to be unsatisfactory.

In an excellent lesson in Year 4, the teacher's positive and enthusiastic attitude motivates pupils to respond to high expectations based on challenging activities. This results in pupils demonstrating above average quality movements in response to 'Rain Dance'. Satisfactory lessons always include very good class management, but expectations and encouragement to improve are not sufficiently demanding. Individual pupils, who show they can perform high quality movements and activities, are insufficiently used to demonstrate to their peers. This is an area for development to improve overall standards in gymnastics, dance and games. Pupils demonstrate a clear enjoyment of all activities. Behaviour is good. Pupils in Year 6 have good opportunity to attend a residential, outdoor and 'adventurous pursuits' centre over a four-day period. They experience professional instruction in abseiling, canoeing, archery, indoor wall climbing with ropes and team-building activities. This provision adds significantly to pupils' social development.

95. The management of the subject is satisfactory. The co-ordinator has only recently taken over responsibility for physical education. He has made a good start by working with the local authority subject specialist to develop a scheme of work that will best suit the needs of pupils. His short-term aspiration is to organise an inter-school, soccer tournament for the summer term. Resources for the teaching of physical education are good. Outdoor accommodation is very good. The physical education programme is supported by a variety of positive initiatives. Regular cross-country practices take place involving up to fifty pupils in Years 5 and 6, with similar numbers of the same age taking part in football training. An annual netball tournament is entered. However, boys and girls do not have opportunity to play regular competitive matches to further develop skills learned during lessons. Links with outside agencies give pupils opportunities to be involved in rugby and judo activities. These after school sessions are well attended but younger pupils have limited opportunities to be involved in extra-curricular activities.

RELIGIOUS EDUCATION

96. Pupils attain standards that are in line with those expected by the locally agreed syllabus by the end of Year 6. At the time of the previous inspection, standards were judged to be above those expected by the locally agreed syllabus. The present pupils in Year 6 entered the school with levels of attainment that were below the expected level. As a result the findings of the present inspection show that good progress has been made.
97. Pupils study the world faiths of Hinduism, Islam and Buddhism and alongside Christianity in line with the scheme of work as set out by the locally agreed syllabus. This gives pupils insights into the faith and beliefs of others and is a contributing factor to the tolerant and respectful attitudes pupils show to one another. In Year 3, pupils know the difference between a sign and a symbol and can name those that are frequently used in life today. A 'symbol and sign' game provides an excellent consolidation activity. They know that the symbol of the dove and the olive branch originates from the story of Noah's Ark and that it is also a symbol of peace. In a good example of pupils making a link to real life, one pupil suggested that it could be sent to Iraq. In Year 4, pupils are able to give an account of the events that took place in Holy Week. They use a copy of a children's Bible to find out how Pontius Pilate felt. Most pupils realised that the opinion of the crowd swayed his decision. By Year 5 pupils are beginning to understand what is involved in belonging to a faith community as they study Hindu 'puja'. Most pupils know when Hindus pray and the reason for this. In Year 6, pupils use information and communication technology to create a power-point presentation on how the design of a Mosque reflects belief and practice in Islam. They know that a Mosque is a place of worship, but also that a synagogue, Gurdwara and a church are places of worship. They successfully consider the implications for living of holding a religious view.
98. The quality of teaching and learning is good overall. Where teachers have a good knowledge and understanding of the subject the quality of the learning is good. Where teachers are less confident, pupils make less progress. The characteristic of very good

teaching is that the work is interesting and teachers expect high standards. The work is reinforced with meaningful activities related to the pupils' own lives. Good use of the plenary ensures that the very good progress the pupils have made in the lesson is secure. Where the pace of the lesson is fast and the teacher is enthusiastic, the quality of the teaching and learning is very good, pupils are keen to learn and make good links with real life. Scrutiny of work shows that the way that some of these lessons are recorded does not do the lesson justice. There is an over reliance on work sheets in some classes with no challenge for the higher attaining pupils. Pupils have the necessary literacy skills to be able to record their work at their own level in a more independent way. Pupils with special educational needs and those who come from a wide range of ethnic backgrounds make good progress. As a result of the good support that they receive from teachers and teaching assistants, they achieve in line with that of the rest of the pupils in their classes. There is no discernable difference in the progress of girls to that of boys. Pupils' attitudes to the subject are good. Pupils listen attentively and are enthusiastic when the learning is interesting. Most settle quickly and soon become absorbed in their task. In classes where a small minority of pupils have a lapse in concentration, teachers soon bring them back on task and as a result there is a settled learning environment in which good progress is made.

99. Leadership and management of the subject are both satisfactory. The co-ordinator has good knowledge and understanding of her subject but as yet has not had the opportunity to monitor the quality of teaching and learning in order to raise standards further. She realises the need for all teachers to feel confident, in the subject and that a greater emphasis on staff training would support this. She is aware of the need to promote new structures for more independent recording and to improve the use of information and communication technology in the subject. A new form of assessment has recently been introduced, but this has yet it is not effectively used by teachers, to inform their planning, and provide challenge for higher attaining pupils.