

INSPECTION REPORT

**BROAD TOWN CHURCH OF ENGLAND PRIMARY
SCHOOL**

Broad Town

LEA area: Wiltshire

Unique reference number: 126306

Headteacher: Mrs S Ellis

Lead inspector: Mrs J Cousins

Dates of inspection: 24th - 26th November 2003

Inspection number: 255615

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 59

School address: Broad Town
Nr Wootton Bassett
Swindon

Postcode: SN4 7RE

Telephone number: 01793 731395

Fax number: 01793 731395

Appropriate authority: Governing Body

Name of chair of governors: Rev M Flight

Date of previous inspection: 26th September 2001

CHARACTERISTICS OF THE SCHOOL

Broad Town is a small village school which serves rural Wiltshire near Swindon, and is a valued part of the community. In March 2000 the school was placed in the category of needing special measures, but in September 2001 it was taken out as a result of a follow-up inspection by Her Majesty's Inspectors. Most pupils live in privately owned homes and average numbers of them live in high social class households. Pupils come from a variety of social backgrounds. Pupils' attainment on entry is below average and an above average proportion (22 per cent) is identified as having special educational needs. None of the pupils has a statement of special educational needs. Pupils' special needs range from speech and communication to moderate learning. There is an above average (15 per cent) turnover of pupils. Nearly all these pupils are joining the school and many who join late in the year have special educational needs. An above average proportion of pupils (20 per cent) qualify for free school meals. Most pupils originate from England. No pupils are in the early stages of learning to speak English as an additional language. No pupils are refugees, come from travelling communities, or are in public care. The school has no problems filling teaching posts. During the inspection one teacher was absent due to illness and one was new to the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22942	J S Cousins	Lead inspector	Areas of learning for children in the Foundation Stage, Mathematics, Art, Design and technology, Geography, Music, Personal, social and health education, Religious education, English as an additional language.
9426	L Barley	Lay inspector	
21313	H Galley	Team inspector	English, History, Physical education, Information and communication technology, Special educational needs.

The inspection contractor was:

MSB Education Ltd

Broomhill
Wimborne
Dorset
BH21 7AR

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Broad Town Church of England Primary is an improving school which provides satisfactory value for money. Pupils make satisfactory progress and achieve satisfactorily in relation to their abilities. The school is led well and managed satisfactorily, with energy and very good vision by the headteacher. Teaching and learning are satisfactory overall. Teachers and teaching assistants are dedicated, and work hard for the benefit of all pupils.

The school's main strengths and weaknesses are:

- By the end of Year 6 pupils achieve average standards in mathematics, religious education, art, design and technology, history, geography and information and communication technology. By the end of Year 2 pupils attain above average standards in history. In the reception class children attain well above average standards in personal, social and emotional development.
- There is very effective leadership of the school by the headteacher and the good teamwork amongst all who work in it creates the warm, very caring ethos. Each individual is valued. Pupils' welfare and guidance are very well supported.
- Relationships are very good between staff and pupils and amongst all pupils because of the very good provision for pupils' personal, social and health education.
- Pupils have very good attitudes to learning and behave very well because of teachers' very good management skills.
- The school provides excellent opportunities for pupils to discuss their ideas which assists them to become mature members of the community.
- Throughout the school standards in writing are well below average; for reading in the reception class and Year 2 they are below average; and for science, in the reception class and Year 6 they are below average.
- Subject co-ordinators do not effectively monitor pupils' progress to ensure that pupils achieve well especially in English and science.
- Resources for play in outside areas could be better for children in the Foundation Stage.

The school has made good progress since the last Ofsted inspection. It has maintained its strengths and made satisfactory improvements in the two years since the last HMI inspection. In particular provision for, and standards in, history have improved and are now above average in Year 2. The key issues from the last inspection have been addressed well. Teaching uses more effective methods. Teachers plan more lessons that match the needs of less and more able pupils. The school's development plan sets out clear, appropriate priorities.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	D	D	C
Mathematics	E	E	C	B
Science	E*	D	E	C

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Extreme caution must be taken when comparing pupils' results with those nationally because of the small numbers in each year group in this school. Pupils' attainment on entry is below average overall, and **most pupils make satisfactory progress and achieve satisfactorily** in relation to their abilities. Children in the Foundation Stage attain standards that are below average overall although the majority reach the expected goals in mathematical, creative and physical development. Children's personal, social and emotional development is above average. In the Foundation Stage

children achieve satisfactorily and make satisfactory progress. The school has an above average proportion of pupils with special educational needs (SEN). Standards in Year 6 are below average overall. This is as a result of writing standards being well below average. In relation to pupils' prior attainment when pupils were in Year 2 they make satisfactory gains in English and science and good gains in mathematics by the end of Year 6. Standards in Year 2 are below average overall because standards in the key area of writing are well below average and below average in reading. Standards have risen in the last three years. In Year 2 standards have risen above the national trend. There is no significant difference between the performance of boys and girls. Pupils' personal development is very good as provision for pupils' spiritual, moral, social and cultural development is very good overall. The provision for living in a community is excellent. Pupils really enjoy coming to, and are proud of, their school. They have very good attitudes and behave very well. Pupils arrive punctually and attendance is above average.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching is satisfactory overall, and was good or better in half of lessons seen. No unsatisfactory teaching was seen. Teachers are adept at using effective methods which make lessons interesting. The quality of learning is satisfactory in all lessons. All teachers encourage pupils to do their best. Teachers set very high standards of behaviour and spend time engaging with pupils so that pupils behave very well in lessons and develop very good relationships with other children and adults. Teaching assistants provide valuable support, particularly for pupils with SEN during the practical part of lessons. However, teachers do not always tell pupils how they have been successful or what they could do to improve. The curriculum is satisfactory, broad and relevant, enriched by very good provision for personal development and a good range of extracurricular activities and visits. Care, support and guidance of pupils are very good and there are excellent methods to take account of pupils' views. Very good partnerships with parents and good links with the community and other schools make an invaluable contribution. The school works very well to seek and act on parents' views.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher leads with tremendous energy and very clear vision. All those who work in the school share the goal to create a happy school. The headteacher receives invaluable support from all members of staff. All staff with leadership responsibilities fulfil these effectively, managing change satisfactorily. Governors are supportive, take a keen interest in the school and fulfil responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have a very good opinion of the school. Parents are very supportive and pleased with all it does for their children. Some parents have concerns about the way pupils are settled in, and about bullying. Inspection evidence did not support these concerns and show that the staff are very effective at developing strong relationships with pupils from the first to the last day of their time in the school. Pupils are fiercely loyal and very proud of their school. Excellent, weekly, whole school personal target setting sessions enable pupils to voice their views and opinions.

IMPROVEMENTS NEEDED

The school has already identified these improvement items and the most important of these are to:

- Raise standards in writing throughout the school, reading in Year 2, and science in Year 6.
- Improve the effectiveness of co-ordinators' monitoring of pupils' progress in English and science.
- Develop resources for creative outside play activities for the Foundation Stage (reception).

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Throughout the school pupils achieve **satisfactorily**. In the reception class children attain **below average** standards because their writing skills and knowledge and understanding of the world are not well developed. By the end of Years 2 and 6 pupils achieve **below average** standards overall because pupils' writing skills and scientific knowledge and understanding are underdeveloped.

Main strengths and weaknesses

- Standards of personal, social and emotional development are well above average in the reception class.
- Pupils with special educational needs achieve well and make good progress against their personal targets.
- By the end of Year 6 standards in mathematics, art, design and technology, geography, history, information and communication technology (ICT) and religious education meet those expected nationally and are average.
- Standards by the end of Year 2 are above average in history and average in mathematics, religious education, art, design and technology, geography, history and ICT.
- In the reception class standards of writing and knowledge and understanding of the world are below average.
- Standards of writing are well below average in Years 2 and 6.
- Standards are below average in Year 2 for reading and in Year 6 for science.

Commentary

1. When children join the school at the age of four their attainment is below average overall. It is well below average in writing and in their knowledge and understanding of the world. Children make a sound start generally and settle into the routines of school well. However, evidence from previous years indicates that they do not meet the levels expected for their age in several key areas of learning by the end of their reception year. Writing remains a particular weakness. Currently, in their first term in school, children in reception are achieving satisfactorily. They are working at a below average level in language, literacy and communication, and knowledge and understanding of the world. Attainment in mathematical, creative and physical development is average, and personal and social development is well above average.

2. The school has small intakes of pupils each year. Because of this extreme caution must be used when comparing pupils' results in the national tests at the end of Years 2 and 6 with schools nationally. In the national tests in reading and writing at the end of Year 2, the school's performance was well below average in 2003. This was as a result of high numbers of pupils with special educational needs and the particularly low baseline of these children. Over the past few years, the results for this age group have improved faster than the national trend. In reading well below average numbers of pupils reached the expected Level 2 and higher Level 3. In writing below average numbers of pupils achieved Level 2 and well below average numbers attained the higher Level 3. The results in mathematics have been stronger and were well above average in 2003. Over half of the pupils achieved the higher Level 3 in mathematics. For mathematics and science the proportion of pupils who gained Level 2 was very high. Teachers' assessments for science were that average numbers of pupils attained the higher Level 3.

3. The school continues to place a suitably high priority on improving English, and maintaining the improvements in mathematics and science for this age group. Inspection findings are that standards are below average in Year 2. This is because there are above average proportions with special

educational needs in this year group. Most pupils make satisfactory progress and achieve satisfactorily in Years 1 and 2. Standards in Year 2 are average in art, design and technology, mathematics, geography, ICT, religious education, science and speaking and listening, but in reading standards are below average, and writing is well below nationally expected levels. There is a small improvement in standards of reading since last year, as there are fewer pupils with special educational needs in the year group. Standards of history are above average in Year 2 because of the school's effective use of resources which help to make learning memorable. There was insufficient evidence to judge standards in music and physical education.

4. Performance in National Curriculum tests for Year 6 has improved steadily over the last few years. There has been satisfactory improvement in standards since the last inspection. Standards in mathematics tests in 2003 were average which is a significant improvement since the last inspection when they were well below average. Standards of English are below average. This is because although an above average proportion attained Level 4 none gained the higher Level 5. These standards are affected by above average proportions of pupils with special educational needs and a significant percentage of pupils arriving at the school part way through the year. As each pupil is worth such a large percentage one pupil joining just before the national tests can make a considerable impact on standards. Science standards are well below average because again very few pupils attained the higher Level 5. Targets set for 2004 are challenging and the school is making satisfactory progress towards achieving them in English, and good progress in mathematics.

5. Inspection findings are that standards in Year 6 are below average because too few pupils are working at nationally expected levels and very few are working at above average levels in the important areas of writing and science. An analysis of pupils' assessments and work demonstrates that most pupils achieve satisfactorily between Years 3 and 6 in writing and science, and make good progress in reading and mathematics. Standards of reading, speaking and listening, mathematics, art, design and technology, geography, history, ICT and religious education are average. This is because of the practical way that these subjects are taught which means that pupils' writing skills do not hold them back. It was not possible to judge standards in music or physical education because there was too little evidence to determine them overall. Pupils with special educational needs make good progress against their targets, but few attain average standards in tests. There is no significant difference between the attainment of boys and girls. All pupils are satisfactorily integrated into lessons and more able pupils are satisfactorily challenged. Gifted and talented pupils are satisfactorily provided for. The school is knowledgeable about pupils' talents and is developing a register for the gifted and talented.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work, their values and personal development are **very good**. The provision for pupils' spiritual, moral, social and cultural development is **very good**. Attendance and punctuality are **above average**.

Strengths and weaknesses

- The provision for pupils' moral development is very good. Preparation for pupils' life in a community is excellent.
- Pupils show very good attitudes towards school and their willingness to take responsibility contributes positively towards their personal development.
- Pupils' conduct and politeness to all visitors is very good.
- Relationships across the school are very good. Pupils show respect for one another irrespective of background, gender or ability.
- The very good standards of behaviour and respect for school rules and routines make for a safe, happy and harmonious school community.
- The school's action to promote good attendance is very good and parents provide very good support.

Commentary

6. Children in the reception class settle happily into school and quickly learn essential routines and expectations of behaviour. They establish very good relationships with each other and the adults with whom they come into contact. They respond positively in work and play activities.

7. Pupils' attitudes to school are very positive. This is a good improvement since the last inspection when they were judged to be good. Pupils are keen to come to school, showing a real enthusiasm and eagerness to take responsibility and participate in all school activities. Pupils are proud of their school and enjoy school life. All the parents who completed Ofsted questionnaires agreed that their child likes school. Where the task is appropriate and gives sufficient challenge pupils show good levels of concentration and try hard. They contribute readily in class and their speaking and listening skills are developing positively. They follow instructions accurately. Pupils with special educational needs are integrated well and have positive attitudes to school. Pupils' behaviour is very good both in lessons and at breaktimes. This is an effective improvement since the last inspection when this aspect was judged good. There were no exclusions last year.

8. Relationships across the school are very good. During breaktimes pupils play well together across all the year groups. Pupils particularly value the friendships they have in school which are positively promoted by the active use of the 'buddy' system. Pupils put considerable effort into their buddy friendships with older or younger pupils which significantly contributes to their own personal development. There are high levels of mutual respect and all pupils, irrespective of background or ability, are gladly and fully accepted into the school community. Incidents of bullying are minimal although a few parents expressed concern. Pupils respect their teachers and have confidence in them. Boys and girls relate very well to each other and older pupils are very supportive of younger ones. All pupils from different backgrounds are well integrated into school life, listen to each other effectively and show consideration for other people's feelings and values. This is particularly promoted by group discussion sessions held regularly in all classes and in the whole school forum where pupils have the opportunity to reflect on what they do.

9. Provision for the spiritual development of pupils is good. Religious education and assemblies play a major part in this, but spiritual development is further fostered in many other curriculum areas. Teachers encourage pupils not only to express their own feelings, but to consider and respect those of others very well. Pupils are encouraged to reflect on their own lives and to develop self-knowledge and spiritual awareness. All pupils have the opportunities to learn about the traditions of major world religions. Year 6 pupils talk about Muslim daily rituals in depth. This equips them to have respect for people of different faiths and traditions.

10. The provision for pupils' moral development is very good. Pupils are very clearly taught the difference between right and wrong in a variety of ways including through stories, assemblies, and in discussions with teachers. For instance, moral messages were very thoughtfully emphasised by the Year 2 teacher when she read texts in the literacy hour. This happens as soon as pupils start school, and all members of staff expect pupils to behave responsibly and are kind and understanding in their dealings with each other. These expectations are reinforced by praise and the positive example from teachers and staff.

11. Provision for pupils' social development is very good. Relationships between staff and pupils are very good and promote caring attitudes, together with courtesy and mutual respect. This is a significant improvement since the last inspection. Social development is encouraged by the expectation that older pupils will take responsibility for younger ones and for everyone in the school. The school helps to develop a caring attitude towards others through its support for various charities. Teachers' effective organisation skills allow pupils to work together from different year groups. Visits and extracurricular activities mean that pupils learn to socialise with others outside the classroom.

Example of outstanding practice

Excellent provision is made to consider the views of pupils so that they are becoming very responsible members of the community.

An inspiring weekly session means that pupils learn to set whole school and personal targets. In a superb target setting session older pupils paired with younger ones. Paired discussion work was incredibly effectively used to consider pupils' targets from the previous week. The teacher engaged amazingly well with pupils when she asked them to share some of their successes with the whole group and so they developed their own self-awareness. The leader set high expectations of pupils when she asked pupils to set positive targets which started with "I can...." Music was used thoughtfully for a time of reflection which meant that pupils learnt to think deeply about their chosen objective. Sometimes whole school targets are suggested by pupils which are aimed at making the school a better place to work in. At other times pupils set more individual targets. A good reminder for pupils ensures that they remember to discuss their targets during the week with their partner in a breaktime.

12. The provision for pupils' cultural development is good. The school organises various educational visits and visitors to promote this. Within the curriculum, pupils gain an insight into their own cultural heritage in history, learn about other countries in geography, and explore other cultures in religious education, music and art. Opportunities exist for pupils to take part in various events, for example, Year 1 and 2 pupils learn about Paris when they pretend to visit a French café and drink hot chocolate while eating croissants. The school prepares pupils satisfactorily for life in a multicultural world. Religious education lessons teach pupils about a range of festivals from many different cultures. Visitors help to develop pupils' understanding of other faiths and cultures. For instance, a visitor from Africa showed pupils how to use drums to make music effectively.

13. The level of attendance for the academic year 2002 - 2003 was above average. The school actively promotes good attendance and punctuality. This is monitored by administrative staff and class teachers working closely together. Registers are accurately marked and promptly entered onto the school's computerised registration system. Pupil absences are followed up and there is regular liaison with the education welfare officer. Attendance levels are good because parents and carers provide good support.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background

No of pupils on roll
55
4

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory** mainly because pupils receive satisfactory teaching throughout the school. A significant strength is seen in the way teachers encourage pupils to work hard and insist on high standards of behaviour. This enables most pupils to

make satisfactory progress in their learning and achieve average standards in many subjects when they have started from a below average level of knowledge and understanding in many areas.

Teaching and learning

The quality of teaching is satisfactory overall, with half of lessons being judged good or better. One in seven lessons was very good and one lesson seen was excellent. Improvement since the last inspection in teaching includes the use of more effective teaching methods. Teaching in the reception class as well as in Years 1 and 2 is satisfactory with very good features. No unsatisfactory teaching took place during the inspection.

Main strengths and weaknesses

- Teachers encourage pupils with their very positive approach to teaching all subjects.
- Teachers insist on high standards of behaviour. This means that pupils behave very well.
- Teachers' planning is effective in setting clear learning objectives which are usually shared well with pupils.
- Effective teaching methods are used to bring learning to life and make it interesting.
- Pupils make good progress in their learning to work co-operatively and independently.
- Throughout the school pupils' progress is not effectively monitored in English and science.
- Teachers do not always give specific spoken feedback about what pupils have done well.
- Pupils do not understand specifically how they could improve their work so that they work at above average levels.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	3	10	14	0	0	0

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

Commentary

14. The teaching of children in their first year of schooling is satisfactory overall, even though one of the four teachers was away due to ill health and one had only just started teaching at the school a couple of weeks prior to the inspection. One very good lesson in reception was observed and it contained significant strengths. This lesson developed children's reading and personal development very well at the same time. For instance, the teacher set high expectations to be positive when she asked children to make encouraging comments about others' reading skills. Well planned lessons ensure that resources are used well. For instance, children learn to make careful observations when they study objects from the past. Effective teaching methods are used when children learn to use adventurous vocabulary and discuss their own ideas about a story in a book. The teacher's management skills and enthusiasm for learning mean that children behave, concentrate and co-operate very effectively. All children are satisfactorily integrated into sessions because of the good use of the teaching assistant. Assessment is utilised well to determine children's levels of understanding in all aspects when they enter the school. Throughout the year children are assessed and detailed record sheets are used to track their achievements.

15. Teaching is satisfactory from Years 1 to 6 for all subjects except for mathematics, art and design, history and religious education where it is good overall. Effective lesson planning allows teachers to concentrate well on what specific skills pupils should be learning. Often the learning objectives are well shared with pupils and displayed on the board so that pupils can refer to them throughout the lesson. Teachers usually note ways to assess most and more able pupils. Teaching assistants support pupils well in the main parts of lessons, but are not often used well to assess them on a formal basis at the beginning and end of sessions. This means that teachers do not receive extra information about which pupils are exceeding their expectations and which need further

support. Provision for more able pupils is satisfactory as teachers plan carefully for their needs, but some do not show as much knowledge of higher levels of the National Curriculum as they might. Consequently teachers are not able to challenge consistently these pupils in lessons especially in English and science. All pupils including those who are gifted and talented are satisfactorily integrated and included into lessons.

16. Teachers speak to pupils in encouraging ways so they feel confident and have very positive attitudes to their work. The constructive way that teachers handle pupils means that very good relationships are created amongst everyone in the school. Teachers' insistence on high standards of behaviour ensures that pupils behave very well.

17. Improvements in teaching include the use of more effective teaching methods. For instance, open ended questioning is often used to deepen pupils' understanding. Resources, objects, books, visits and ICT are incorporated well into lessons to make learning more interesting and unforgettable. Teachers use demonstrations well to explain to the whole class how to carry out complex activities. Pupils are satisfactorily integrated into lessons because teachers challenge pupils of all abilities appropriately. Most pupils make satisfactory progress in their learning. They make good progress in learning to work collaboratively and independently because of teachers' effective organisation skills.

18. Assessment procedures are satisfactory overall. Good sheets are used to assess pupils' attainment in every subject of the curriculum. The school has a good tracking system that could enable teachers to monitor all pupils' annual achievements, but these tracking sheets are not effectively shared with subject co-ordinators. The school's assessment arrangements for pupils with special educational needs are good and pupils' individual progress is carefully checked. Pupils' individual education plan targets are closely matched to their specific needs. As a result teachers are clear about what pupils need to learn to improve.

19. Although teachers give pupils positive specific feedback they do not consistently inform them of what they have achieved well in, or tell them how they could improve. This means that pupils feel good about their work, but do not know exactly what they did well, nor do they gain information about how they could make their work higher quality.

The curriculum

Curriculum provision is satisfactory. The school provides an interesting and relevant range of activities that meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The school is satisfactorily staffed by both teachers and teaching assistants. The accommodation and resources supporting the curriculum are satisfactory.

Main strengths and weaknesses

- Provision for pupils' personal, social and health education is very good.
- The school has developed an interesting, practical and relevant curriculum.
- There is a particularly rich curriculum provided for pupils in Years 1 and 2.
- Provision for pupils with special educational needs is good.
- There is a good range of activities outside the school day.
- Outside play resources for children in the Foundation Stage are less than satisfactory.

Commentary

20. The curriculum for children in their first year of school is satisfactory. Children spend mornings learning about literacy and mathematics which means that they develop a satisfactory understanding of these areas. Each aspect of learning is well planned and this ensures that available resources are used effectively. For pupils in Years 1 to 6, the school's curriculum is broad and balanced and covers all statutory requirements, including religious education, personal, social and health education with appropriate reference to drugs misuse and sex education.

21. A notable strength throughout the school is the consistently very good quality of personal, social and health education. The quality of provision in this key area of learning is underpinned by the very good relationships at all levels throughout the school community. All pupils feel they are valued. Religious education lessons and discussion sessions make a significant contribution to pupils' personal development across the school.

22. Provision for pupils with special educational needs is good. In this small school, all staff know pupils' differing needs well. Detailed individual education plans give a clear structure to pupils' work, especially in English and mathematics lessons. In question and answer sessions, teachers are skilful in the manner in which they involve all pupils in discussions.

23. English and mathematics planning follows the objectives and structure of the National Strategies for Literacy and Numeracy, but does not always identify sufficiently the activities for pupils of above average abilities. Teachers have developed effective links between different subjects, and literacy and numeracy skills are developed well in other subjects. Graphical representation, for example, is used to develop mathematical and ICT skills in science. ICT is used satisfactorily to support learning in other subjects. There are positive examples of pupils using the Internet and CD ROMs to research projects in history and geography, although some opportunities are missed to use ICT in lessons.

24. The school provides a good range of interesting activities outside the normal school day. These include football, netball, 'gymball' and art. Given the small size of the staff, this is a commendable level of support for the curriculum. The curriculum is enriched through a wide range of visits and visitors that bring learning to life. A compelling example of this during the inspection was the visit of a parent who is an archaeologist. He explained his job to pupils in a fascinating and relevant manner and led a fruitful discussion on primary sources in history. This was not the only example during the week of parents and grandparents visiting the school to share interesting and worthwhile experiences with pupils. The curriculum is significantly enhanced by such regular visits.

25. The school has made good progress since the last inspection. The headteacher has led the drive to develop a more interesting and relevant curriculum and has been especially successful in this respect. As a teacher in Years 1 and 2 it is not surprising that such innovations have, to date, had a greater impact on her class than the rest of the school. The wide ranging curriculum in Years 1 and 2 in science and history, for example, is not yet spread throughout the school. The school is now more aware of pupils who are gifted and talented in various ways. Teachers know their pupils very well and extend gifted and talented pupils satisfactorily in lessons and through extracurricular activities.

26. The school has a satisfactory range of teaching and non teaching staff that meets the needs of the National Curriculum. Class sizes are small and the largest contains twenty-one pupils. All adults work closely together as a team. The accommodation is satisfactory and much improved in the last year. The school now has a suitably sized hall for physical education lessons and to hold whole school assemblies. The two outside classrooms have been renovated and now offer good quality learning spaces. Outdoor play space for children in the reception class is unsatisfactory, although there is a spacious playground as well as grassed areas. There is no fenced area and the school has a rather limited range of outdoor play equipment for children in their first year of schooling. This means that children do not have rich opportunities to develop creative and physical skills in the open air. The school is aware of the need to develop outside play resources and it is a target in the school development plan. Resources throughout the school are satisfactory, with particularly good use being made of the loan service provided by the local education authority.

Care, guidance and support

Pupils work in a safe and secure environment. The school takes **very good** care of their welfare which provides **effective** support and guidance for pupils' personal development. Assessment procedures are **satisfactory** for pupils' academic progress. The school makes **excellent** efforts to ensure that all pupils are involved in its work and development.

Main strengths and weaknesses:

- The views of all pupils are highly valued and appropriate action is taken through regular meetings of the whole school forum.
- Parents rate very highly the care and welfare of their children whilst at the school.
- The school presents a friendly, safe and secure learning environment. All staff show high levels of concern for the welfare and safety of pupils.
- Teachers know pupils well and pupils with special educational needs are given very good support.
- All pupils value the trusting relationships they have with members of the school staff.

Commentary

27. The school has a strong ethos of care and pupils are very well supported in all aspects of school life. Parents are very pleased with the care their children receive and feel they are treated fairly. Pupils with special educational needs are very well cared for throughout the school and are fully integrated into all aspects of school life.

28. The school takes seriously its responsibilities for pupils and provides a well maintained, healthy, safe and secure learning environment. It has in place appropriate policies relating to health and safety as well as effective child protection procedures.

29. All staff know pupils well and are sensitive to changes in attitudes, behaviour and performance. Pupils settle quickly into school life and value the friendships they make. The active use of the 'buddy' system linking younger children with older pupils provides very good mutual support. Pupils value their trusting relationships with members of the school staff.

30. Teachers have a very good knowledge of pupils and monitor personal development informally. Pupils are involved in regular self evaluation, for example, through the effective use of the 'buddy' system for personal target setting, and through discussions with class teachers following completion of particular pieces of work. Pupils' progress in lessons and over time particularly in English, mathematics and science is satisfactory, but needs closer monitoring with the use of more specific target setting. There is an informal programme of personal, social and health education which alongside the use of group discussion sessions, provides very effective support towards personal development.

31. A considerable improvement since the last inspection is in the excellent way that the school seeks pupils' views. These views are highly valued by the school and regularly sought on all aspects of school life. The whole school forum is very effectively used to set and monitor whole school targets. Pupils are encouraged to take responsibility in the school community through, for example, the house system.

Partnership with parents, other schools and the community

The school has well established and **very effective** links with parents. Links with the community and with other schools are **good**.

Main strengths and weaknesses:

- The school involves parents very effectively through seeking their views and responding to their suggestions and concerns.
- Parents are involved at every level of school life and most are fully involved in their child's learning.
- Links with, and the involvement of, the community are good.

Commentary

32. The school places a high priority on the successful involvement of parents and carers in all aspects of their child's education. Teachers are on hand at the start and end of the school day and the headteacher operates an 'open door' policy for parents. The school carries out regular parent consultations and invites parents to celebration assemblies. Parents find the school approachable and feel their suggestions and concerns are taken seriously.

33. Parents receive regular information about school life and about their child's curriculum. Home/school books are in use as a method of daily contact with home. Parents feel well informed about their child's progress and find pupils' annual written reports clear and helpful. Parents meetings are well supported and enable parents to discuss progress and achievements. Parents of pupils with special educational needs are satisfactorily involved in their annual reviews and form an effective partnership with school.

34. Parents and carers are very supportive of their children's education both at home and at school. They are made to feel very welcome in the school and are actively encouraged to help in class, with school events or on educational visits. A good number enjoy doing this on a regular basis. The Broad Town School Association is very active in organising social and fundraising events. It has the full support and involvement of the school including the teaching staff. The association makes a worthwhile contribution towards school life particularly funding the purchase of resources.

35. Links with the community are effective. Many people from the local community come in and work with pupils to make topics more interesting. The local community feels welcome and has confidence in the work of the school. There are good links with local schools and the headteacher regularly meets with other colleagues to discuss ways to develop school provision.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is **very good** and clearly focused on developing a caring and happy school. **Satisfactory** management means that the school is self evaluating its effectiveness and improving its practices so that pupils can achieve higher standards. The governance of the school is knowledgeable about the strengths and development areas for the future and **effectively** contributes to the leadership and management of the school.

Main strengths and weaknesses

- The headteacher is a very good role model for pupils as well as new and inexperienced staff.
- The headteacher provides a very clear vision which is shared by all and underpins all aspects of the school.
- There is good leadership of English, mathematics, science, ICT, art and design, geography, history, religious education and special educational needs.
- A good school development plan drives improvement within the school.
- The governing body holds the school to account effectively.
- There are very good relationships between the governing body and school staff.
- The school is committed to removing any barriers to learning for all pupils and integrates all pupils well into school ensuring they achieve in line with their abilities.
- The English and science co-ordinators do not monitor pupils' progress to ensure that most achieve well throughout their time at the school.

Commentary

36. The headteacher sets a very good example to other staff by her high quality teaching. Her dedicated commitment to realising the school's aim, "To create a caring, stimulating and happy environment, in which all children are encouraged to realise their potential," is evident in every interaction she has with pupils, parents and staff. The headteacher inspires pupils to work together positively for everyone's benefit. The school often takes in pupils who have not settled well in other schools and integrates them effectively. The head has created a school where all pupils are happy and learn to relate very well with all in the school and local community. She has worked very hard in recent years to improve pupils' behaviour and attitudes. The school has a race equality policy and is committed to maintaining racial harmony.

37. The headteacher ensures good leadership in many areas of the curriculum by appropriately delegating core responsibilities so that staff are able to perform their leadership roles well. She effectively builds on the strengths of individuals, and enables staff to support each other in their management roles satisfactorily. However, co-ordinators are not monitoring pupils' progress effectively in most subjects and especially in English and science. This means that although most pupils make satisfactory progress few make good progress. The co-ordinators do not receive copies of pupil tracking sheets which means that they are not involved in the process of deciding how extra support could be used. Detailed observations of teachers are carried out on a regular basis. The headteacher perceptively identifies where further support and guidance is required for teachers. Governors effectively monitor subject teaching, for instance, in the last year all teachers have been observed in their delivery of numeracy lessons. Continuing professional development and induction of new staff is good and all staff appreciate this.

38. There have been good improvements in the leadership and management of the school as the headteacher now sets very effective role models for staff and pupils. A good school development plan has been created which sets out clear priorities for future improvements. The school is self evaluative and is always looking for ways to raise standards, but finds it hard with above average proportions of pupils with special educational needs. Performance management is well established. The management of the school has brought about satisfactory improvements in standards. Although standards in Year 2 are showing considerable improvement, standards in Year 6 only show significant developments in mathematics. The reception class is well led and managed. Children's achievements are carefully monitored and a broad and balanced curriculum is planned for them. The school has no problems recruiting and retaining staff.

39. The governing body operates efficiently through its system of committees and as a result the governance of the school is good. Governors regularly discuss standards achieved in Years 2 and 6 and hold the school to account for any less successful results. The headteacher and senior staff ensure that the governing body is well informed so that governors have a secure knowledge of how the school is performing. Governors have developed very effective links with subject co-ordinators and they work closely with staff to monitor and evaluate all aspects of the school.

40. Leadership and management of special educational needs are good. The co-ordinator demonstrates good knowledge and understanding of how these children learn best. Support staff are well managed and have access to a satisfactory range of training. The management of all procedures, including arrangements for reviews and annual reviews, and the paperwork, are up to date and effectively organised. The governing body is kept fully informed on matters relating to pupils with special educational needs through regular liaison with the headteacher and special educational needs co-ordinator.

41. The financial management of the school is satisfactory overall. Money for pupils with special educational needs is used carefully to support their progress. The school's finance officer keeps good records of spending and provides the governors and headteacher with high quality information to enable them to manage the school's budget. The school has a significant underspend, but this has been held to ensure that small class sizes can be maintained. The school plans to spend some of its underspend on developing an outside play area for children who are in their first year of schooling now that the building work has been completed. Best value for money is achieved satisfactorily through careful analysis of prices and estimates. The headteacher and subject co-

ordinators occasionally visit other schools and are beginning to share ideas effectively with regard to raising standards. The school provides satisfactory value for money.

Financial information for the year September 2002 to March 2003

Income and expenditure (£)	
Total income	194 453
Total expenditure	203 576
Expenditure per pupil	3 393

Balances (£)	
Balance from previous year	51 770
Balance carried forward to the next	42 647

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in all areas of learning for children who are in their first year of schooling is **satisfactory**. Overall children enter the school with below average levels of knowledge and understanding in most areas of learning. Children are carefully assessed when they start school and teachers and teaching assistants regularly note their achievements. Good record sheets track children's progress throughout the first year of schooling. An analysis of children's work demonstrates that children make satisfactory progress and achieve suitably in many areas of learning. By the time that children leave the reception class standards are still below average because a significant proportion of children have particularly weak speaking and writing skills, and knowledge and understanding of the world. Since the last inspection there have been satisfactory improvements in the provision for children in their first year of school. The curriculum has been enhanced by developing a more imaginative use of resources. This means that children have improved opportunities to explore areas of learning. Teaching contains very good aspects which allow children to make very good achievement in their personal, social and emotional development. ICT is used well to teach children many subjects as well as computer skills. There are no children who have been identified as having special educational needs in the reception class.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Teachers have very high expectations of children to behave well and mix with all age groups within the school.
- Teachers quickly establish very supportive relationships with children.

Commentary

42. Children attain well above average standards of personal, social and emotional development. Teaching in this area is very good. The children who have only been in school a few weeks are already fairly confident in speaking to adults and other children. In the playground and target setting sessions children mix very well with all pupils from Years 1 to 6. Teachers work very effectively to develop positive relationships with children so that they are confident to discuss their learning and any problems they have. Teachers' high expectations of pupils and effective organisation mean that children learn about emotions such as anger. Children learn to make angry faces and movements as well as painting angry pictures utilising bright colours. The majority of children show a good level of interest in their learning. For instance, a child was keen to take the role of the teacher and read the 'Big Book' whilst she pointed at the words. Children settle quickly to their tasks and concentrate very well for short periods of time. Most children behave very well because of teachers' very high standards of discipline and management skills.

LANGUAGE, LITERACY AND COMMUNICATION DEVELOPMENT

Provision in language, literacy and communication is **satisfactory**.

Main strengths and weaknesses

- Teachers introduce new vocabulary very effectively.
- The teaching assistant supports children well.
- Specific comments from teachers do not often tell children how they could improve their work or reading skills.

- Teachers do not remind children about ways they could practise their writing in play areas and activities.

Commentary

43. Standards of language, literacy and communication are below average. Children achieve satisfactorily and make appropriate progress in acquiring these skills because of satisfactory teaching. The teachers plan a wide range of opportunities for children to talk to adults and each other. Teachers take every opportunity to discuss moral issues such as being fair and sharing things. Very effective methods are used when the teacher discusses the meaning of words such as expression. This means that children learn to read observing punctuation marks effectively and begin to place extra emphasis on certain words. Teachers interest children with 'Big Books' so that they learn to listen and concentrate well on learning to read. Basic skills are well taught when children learn to recognise the letters and sounds of the alphabet. Teachers set satisfactory expectations of children which mean that they learn to write shopping lists. However, teachers do not often remind children about ways that they could improve their writing or use it in free play sessions.

MATHEMATICAL DEVELOPMENT

Provision in children's mathematical development is **satisfactory**.

Main strengths and weaknesses

- Practical methods are effectively used to develop children's understanding.

Commentary

44. Standards in mathematical development are average. Children achieve well in mathematics because of good teaching. The teachers plan lots of practical activities to promote children's mathematical development. For instance, children learn to take away one from a number by singing rhymes such as 'Six Currant Buns'. Every opportunity is taken by the teachers to reinforce children's counting skills and check their mathematical understanding through well directed questions and assessment activities. Teachers use effective methods when they ask challenging questions. For example, one teacher asked, "How do you know it's a two pence piece?" This type of questioning encourages children to learn to explain their reasoning. The teaching assistant is well used to teach children to count out the correct number of pennies to pay for an item they are buying in the play shop area.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in children's development of knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Very effective use of resources brings learning to life.

Commentary

45. Standards are below average in this area of learning because many children enter school with particularly low levels of experience of the world. Children's knowledge and understanding of the world is developing well because teaching in this area is good. Children learn about the properties of materials such as sand and paint by handling and working with them regularly. Children learn how to join materials together to make collages of faces as a result of their experiences with fabric, glue and paper. Resources are very effectively utilised when children learn to study photographs of the past and identify key features of the past. Basic skills are well taught when children learn about how long ago different people and creatures lived such as dinosaurs and Stone Age man. Good teacher

knowledge means that children learn to use the computer mouse and develop their understanding of the world when they learn about Paris using ICT.

PHYSICAL DEVELOPMENT

Provision in children's physical development is **satisfactory**.

Main strengths and weaknesses

- Teachers use the hall well to develop opportunities to enhance children's body control.
- More imaginative play resources and activities need to be developed for the outside play area.

Commentary

46. The majority of children develop physical body control satisfactorily and work at national expectations for their age due to satisfactory teaching. Children enjoy regular opportunities to be active in physical education lessons. Teachers set high expectations of children to dance in a line. This means that they learn to control their legs and arms satisfactorily and move to music. Children make satisfactory progress when they learn to dance because teachers use effective methods when they demonstrate good practice. Children have satisfactory opportunities for outdoor play because they use the small playground while other pupils are in lessons. However, there is no fenced area, the range of equipment is rather limited and teachers do not plan imaginative activities for outside play.

CREATIVE DEVELOPMENT

Provision in children's creative development is **satisfactory**.

Main strengths and weaknesses

- A good range of activities is planned which enables children to develop their observation and creative drawing skills well.

Commentary

47. Children's creative development is satisfactory. The majority of children are on line to reach nationally expected levels at the end of the Foundation Stage as a result of satisfactory teaching. Most children enjoy listening to music and learning songs. They confidently paint, draw and create images using a computer. For instance, children explored combining materials when they made a collage of a face in the style of the famous artist Giuseppe Arcimboldo. Children learn effectively how to paint portraits in the style of Paul Klee because of the teacher's good knowledge and understanding. Effective use of resources means that children learn to play percussion instruments with short and long sounds. Resources are used well when children listen to everyday sounds and determine whether they are long or short. Inside the classroom teachers ensure that a satisfactory range of activities are planned to develop children's creative development, but outside areas offer too few opportunities for children to play creatively.

SUBJECTS IN KEY STAGE 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are rising throughout the school.

- Pupils achieve well in reading and speaking and listening.
- Standards in writing are well below average in Year 2 and Year 6.
- Pupils have positive attitudes and try hard in lessons.
- Subject leadership is good.

Commentary

48. Overall standards in English have been consistently well below average for several years, although recent National Curriculum test results in Year 2 and Year 6 indicate that standards are rising in line with the national trend. There are significant differences in pupils' performance in the different aspects of the subject. From a below average starting point, pupils achieve well to reach average standards in reading and speaking and listening by the time they complete Year 6. However, standards in writing remain well below average throughout the school.

49. Pupils with special educational needs are well supported in all classes and they achieve well, working successfully towards the targets in their detailed individual education plans. In this small school, teaching and non teaching staff know all pupils very well and this knowledge is put to effective use in ensuring that pupils with special educational needs are presented with appropriate but challenging work.

50. Standards in speaking and listening are average in both Year 2 and Year 6. Pupils are presented with a good range of opportunities, both in lessons and in assemblies to practise their speaking and listening skills. By the end of Year 6 most pupils speak clearly and know how to vary their tone of voice when speaking in front of an audience. The calm and purposeful atmosphere in every lesson makes a significant contribution to the good progress pupils make in developing speaking and listening skills.

51. Pupils achieve well in reading. Attainment on entry to the school is below average and standards remain below average in Year 2. However, pupils in Years 1 and 2 receive a good grounding in their understanding of phonics and this positive start is built on successfully in Years 3 to 6. In Year 6, standards are average. There are good opportunities for pupils to engage in group, paired and silent reading. A significant factor in the good progress that pupils make is the positive support given by family members with regard to reading at home. The school expects every child to take home their reading book, diary and 'bookbag' every day and almost all do so with genuine commitment. This constant practice is the key to the rising standards in this important area of learning.

52. Provision for the development of writing skills is unsatisfactory and pupils do not make enough progress in this aspect of learning. The key weakness here is the lack of development in pupils' understanding of sentence structure and punctuation. By the end of Year 2, few pupils are yet ready to write competently in properly structured sentences. This weakness remains through Years 3 to 6. An unusual feature of writing in Years 5 and 6 is that pupils often use more sophisticated types of punctuation, such as apostrophes, question and exclamation marks accurately, but still do not use capital letters and full stops correctly. One impact of this shortcoming is that hardly any pupils are in a position to aspire to the higher Level 5 expected of more able pupils. In 2002 and 2003 no pupil reached this higher level in National Curriculum tests. Handwriting and presentation are good. Handwriting shows the development of a neat, joined script and pupils take pride and care in the way they present their work.

53. Teaching in English is satisfactory throughout the school. This judgement represents a balance between several significant strengths and one important weakness. Good aspects of teaching include:

- Paired discussion times are used effectively to develop pupils' speaking and listening skills.
- Teachers give a high priority to the teaching of reading.

Staff are providing a wide range of opportunities for pupils of all ages. For example, the wide range of texts read by pupils in Years 5 and 6 is impressive and pupils respond positively to reading novels, newspapers, poetry and information books as well as using the Internet and CD ROMs for finding information. Teachers work hard and effectively to encourage parents to support their children and the useful comments made by teachers in each child's reading diary are much appreciated by parents. However, one concern expressed by some parents is justified. Some felt that teachers' comments in the reading diaries were sometimes too bland, often with comments such as 'read well', and lacked critical analysis of the child's performance. Teachers' use of ICT to support learning is satisfactory and many pupils have developed sound word processing skills to support written work in a range of subjects. Pupils from different backgrounds are satisfactorily included and challenged in lessons because of teachers' expectations.

54. Teachers have made good use of the National Literacy Strategy and all lessons proceed at a lively pace with a good balance between class, group and individual work. In Years 3 to 6, however, teachers' knowledge of the levels expected of the National Curriculum in writing is too limited. As a result, pupils do not have a sufficiently clear idea in writing of what they need to do to move to a higher level. Teachers' marking of pupils' work is satisfactory. Comments are often personal and evaluative and encourage pupils, but they do not give enough guidance to pupils on what exactly is needed in order to improve further.

55. Subject leadership is good. The subject co-ordinator is a very good role model for all teaching and non teaching staff. She is a highly skilled practitioner with a clear view of what the school needs to do to improve further. Her subject knowledge is good and her enthusiasm and confidence are infectious. The school is well placed to take the next steps in raising pupils' achievements and is aware of the need to bring about the improvements in writing that have recently been achieved in speaking and listening and reading. Overall, the school has made satisfactory progress since the last inspection because of suitable management from the co-ordinator.

English across the curriculum

56. Pupils use their language and literacy skills effectively to support learning in other subjects. Lively question and answer sessions in subjects such as history and religious education give pupils the opportunity to develop their speaking and listening skills and written accounts in subjects such as science are often detailed and well presented.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- In 2003 National Curriculum tests Year 2 attained well above average standards.
- Inspection findings are that pupils make good progress and attain average standards in Years 2 and 6.
- Since the previous inspection pupils' problem solving skills have improved.
- Teaching and learning are good overall.
- Leadership and management are effective.
- The co-ordinator does not monitor pupils' progress effectively from year to year.
- Pupils do not have a clear understanding of what they have to do to improve their work.

Commentary

57. Standards in mathematics in Years 2 and 6 are average. Pupils who were in Year 2 last year achieved particularly well and they attained well above average standards. Over half the year group attained higher levels. In a school with such small numbers of pupils in each year group standards vary dramatically from year to year. Standards are average in the present Year 2 class. This is

because these pupils started school with below average levels of understanding in numeracy and so although they achieve well, standards are average in number, shape, space and measurement. For example, most Year 2 pupils measure length accurately in centimetres and recognise a wide variety of shapes. Overall the school does well for its pupils, with all groups making good progress and achieving well. Pupils with special educational needs make effective progress because they are well supported by teachers and teaching assistants. Boys and girls are currently making similar progress. All pupils are well integrated into all lessons.

58. Since the last inspection the school has worked hard to raise standards even higher in problem solving. Teachers carried out an assessment of pupils' problem solving abilities. This helped to raise teachers' expectations of pupils and their understanding of strategies that could be used to resolve problems. As a result pupils' skills in problem solving are well developed and a considerable number of them work at above average levels in Years 2 and 6. Some more able Year 2 pupils can solve word problems effectively and can make the number thirty in a wide variety of ways. In Year 6 average and above average pupils use ratio and proportion well to solve problems. They order information effectively to solve problems using numbers with two and three decimal places. The co-ordinator and headteacher levelled this work effectively and agreed that although they were pleased with results all teachers need to keep a high emphasis on this aspect of numeracy to raise standards even higher. Additional factors which would contribute to improvements are:

- Further use of investigations where pupils learn to draw conclusions.
- Teachers' oral and written comments informing pupils of the strengths and ways they can improve their work.

59. Overall teaching is good. Significant strengths found in teaching include the use of:

- Very good lesson planning.
- Good use of mental warm ups which mean pupils have quick recall of basic number facts.
- Teaching captures pupils' interest and means that pupils are enthusiastic about mathematics.
- Teachers' and teaching assistants' insistence on high standards of behaviour ensures pupils behave very well.

60. Teachers have improved their use of effective teaching methods. For example, a Year 6 teacher shared the learning objectives well with pupils and displayed them so that everyone was clear about the focus for the session. The teacher used assessment well when she asked pupils who got a particular number of sums correct so that she gained immediate information about anyone who was struggling with the topic. Effective use of open ended questioning means that pupils learn to give reasons for their answers. For instance, a Year 2 teacher asked, "How do you know it's a ten pence piece?"

61. The leadership and management of mathematics are good. The co-ordinator has been successful in bringing about satisfactory improvements in the two years since the school was inspected. Standards in tests in Year 6 have improved. The co-ordinator file is well developed and ensures that the new co-ordinator has been able to find out quickly how the subject has been effectively monitored and managed. The use of ICT has been introduced to draw graphs and find out about shape and space. However, the school does not have an effective method of tracking pupils' progress so that the co-ordinator can see who is making good progress and those who would benefit from further support.

Mathematics across the curriculum

62. Pupils' use of numeracy across the curriculum is satisfactory. Pupils often use mathematics in other subjects. For example, they use graphs and tables to record data in geography and science. Pupils often measure materials in design and technology projects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The school's results in 2003 National Curriculum tests were the best ever for Years 2 and 6.
- More able pupils are effectively challenged in Years 1 and 2.
- A very rich science curriculum is provided for pupils in Years 1 and 2.
- More able pupils are not challenged enough in Years 5 and 6.
- There are inconsistent features to provision. It is much better in Years 1 and 2 when compared to the rest of the school.

Commentary

63. At the time of the last inspection, standards were well below the national average in Years 2 and 6. Since then there has been a slow but consistent rise in standards, although there are still some weaknesses in pupils' achievements, especially in Years 3 to 6. Standards are average by the end of Year 2 but below average by the end of Year 6.

64. Provision in Years 1 and 2 is good. Pupils are provided with a rich variety of interesting, practical lessons covering all aspects of the science curriculum for this age group. As a result, they achieve well and standards have risen sharply. In 2003 National Curriculum assessments, for example, all pupils in Year 2, for the first time, attained the expected Level 2. In the previous year, almost half the pupils reached the higher Level 3. A significant strength of provision for this age range is the care pupils take when recording their work. Experiments are written up in an organised and scientific manner. This was an aspect of work specifically criticised in the last inspection report.

65. However, the good progress made in Years 1 and 2 is not sustained throughout Years 3 to 6, although progress for most of these pupils is satisfactory. In these year groups there is a decline in the range and quality of work undertaken. By the end of Year 6, the amount of recorded work is less than that normally seen in this year group. One impact of this is that the proportion of pupils reaching the higher Level 5 is consistently well below average. On a more positive note, the proportion of pupils reaching the expected Level 4 is now much higher than at the time of the last inspection.

66. Although teaching is satisfactory overall it is good in Years 1 and 2. Good features of teaching in the Year 1 and 2 class include:

- Teachers' thorough subject knowledge is put to effective use.
- Lessons are well organised, with clear detailed plans and there is a positive emphasis on first hand experience.
- In discussions pupils show a clear awareness of the effects of exercise on the body and can accurately name all the main body parts. Teaching is lively and interesting and teachers have high expectations of behaviour and effort.

67. Teaching in Years 3 to 6 is satisfactory. A significant strength of teaching in these classes is the effective use of literacy, numeracy and ICT to support pupils' knowledge and understanding in science. However, the pace of work and teachers' expectations about the amount and quality of work completed does decline as pupils move through the school.

68. Throughout the school, teachers make good provision for pupils with special educational needs. Teachers know their pupils' differing needs well and take considerable care to ensure such needs are met. Provision for more able pupils is much less well organised, and these pupils are not always fully stretched. As a result, hardly any pupils reach the higher Level 5.

69. The school has made satisfactory improvements since the last inspection. A new subject co-ordinator took on responsibility for science immediately prior to the inspection. An analysis of the co-ordinator's file reveals that the leadership is good and management is satisfactory overall. It is clear from recent improvements in the numbers of pupils attaining average grades and the higher Level 3 in Year 2 that there has been some effective leadership since the last inspection. However, the continuing low numbers of older pupils reaching the higher levels indicates some weaknesses in management too.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Standards have improved since the last inspection.
- ICT is used effectively to support learning in other subjects.
- Over the course of the school year pupils are presented with a wide range of experiences in this subject.
- More able pupils are not fully stretched and few reach above average standards by Year 6.

Commentary

70. By the time pupils start in Year 1 they have already developed a good range of skills, controlling the mouse with skill, and using computers with confidence. In Years 1 and 2 they build on this good start. They link pictures and text using a 'drag and drop' technique and use the 'flood and fill' tools to draw colourful and often life like portraits. Pupils' work is carefully and accurately annotated. In English, pupils use word processing to present a sound range of work and in mathematics they produce simple block graphs on the computer. In history, pupils benefit from useful links with ICT and English as they produce a 'newspaper' to tell the story of the 'Great Fire of London'. Levels of achievement in Years 1 and 2 are good and most pupils reach the expected standard in Year 2.

71. Provision is very similar in Years 3 to 6 with standards at the expected level by the end of Year 6. A detailed portfolio of pupils' work shows a good range of work in all year groups, covering all aspects of the programmes of study for ICT. By Year 6, pupils are able to create a multi-media presentation, using 'Power Point' to present projects. In Years 3 and 4, pupils make effective use of the Internet to research work on their project about the Tudors. Throughout the school, pupils with special educational needs are catered for well and participate fully in all activities.

72. Although no actual lessons were observed during the inspection, it is clear from a scrutiny of pupils' work and from discussions with pupils that teaching is at least satisfactory throughout the school. Lesson planning is less effective because it does not always identify learning objectives for more able pupils. Discussions with pupils reveal that ICT is a popular subject and most talk with confidence and pride about their work.

73. Resources are satisfactory with a reasonable range of modern computers, both in classrooms and in a small ICT suite. The school's portfolio shows that computers are put to satisfactory use over the course of the year, although during the inspection some opportunities to use ICT were not utilised.

74. Leadership of ICT is good and management is satisfactory. The subject co-ordinator was absent during the inspection, but it is clear from the overall range and quality of work that leadership has been effective for developing a good curriculum. The time spent on presenting a detailed portfolio was worthwhile.

Information and communication technology across the curriculum

75. A strength of teaching is the medium term planning which indicates how ICT will be used to support learning in subjects across the curriculum. A very well presented portfolio of pupils' work from every class bears testimony to the success of this strategy.

HUMANITIES

76. In humanities, work was sampled in history and geography, four lessons were observed with two lessons being seen out of the three classes in each subject and discussions were held with Year 6 pupils. Inspection evidence indicates that standards in Year 6 are average in geography and history. Standards in history are above average in Year 2 and average in geography.

77. Provision in **geography** is **satisfactory**. Pupils in Year 2 are taught basic skills well when they learn to recognise weather symbols. Good teacher knowledge and understanding means that pupils learn to draw pictures of structures such as the Eiffel Tower. Teaching is satisfactory overall. Teachers place effective emphasis on key vocabulary which means that pupils learn to use words such as 'estuary' and 'source'. Effective use of open-ended questioning allows pupils to learn to explain the differences between geographical features. Pupils in Year 6 achieve satisfactorily when they write about how rivers change from their 'source' to the 'mouth'. These pupils use their own initiative and are confident to share their knowledge gained from books. For example, one pupil shared his knowledge about 'ox bow' lakes effectively. The leadership of geography is good and the co-ordinator manages improvements satisfactorily.

78. Provision in **history** is **good** overall, with especially good work in Years 1 and 2. During the inspection, only two lessons were observed, but the school presented a detailed and thorough portfolio of work on which clear judgements can be made. Standards at the end of Year 2 are above national expectations and in line with expectations at the end of Year 6. A considerable strength of provision in Years 1 and 2 is the effective emphasis on developing pupils' knowledge and understanding of historical sources. When asked how we know that the Great Fire of London actually happened, pupils confidently refer to the diary of Samuel Pepys, citing it as an 'eye-witness account'. Others refer to several paintings of London completed before, during and after the Great Fire as first hand evidence as to what happened in 1666. A highlight during the inspection was the visit from a parent who talked to pupils about his work as an archaeologist, very successfully developing pupils' knowledge about how historical evidence is collected. This lesson was an outstanding experience for pupils.

79. In Years 3 to 6, pupils undertake a sound range of topics in considerable detail. Work in history is effectively developed through a good range of visits and visitors. Good use is made of the local village, looking for clues about the past.

80. Teaching is good. A significant strength of teaching is the effective emphasis on first-hand experience and the good links with other subjects. ICT is used well to support pupils' research skills and older pupils often produce lengthy written accounts about their history projects. History makes a good contribution to pupils' social and cultural development. The subject is well led and satisfactorily managed. There have been significant improvements since the last inspection.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils apply their learning in religious education very well to their everyday lives.
- Assessment procedures are good.
- There are few opportunities for pupils to use their skills to write at length.

- Teachers do not often tell pupils about the strengths in their work orally or in marking.

Commentary

81. Standards seen during the inspection meet the expectations of the locally agreed syllabus. Lessons were observed in two out of the three classes. Pupils' work was analysed in Years 2 and 6. Pupils in Year 6 write about mosques explaining well why certain rituals take place. They know that Muslims wash before they pray because they want to "...wash away their sins." Pupils in Year 6 discussed recent work which indicates that achievement is good. They compare the teaching of Mohammed to that of Jesus. Pupils know many stories from the Bible. For instance, they discuss the story of the 'Loaves and the Fishes' well. They know about Moses' life and the plagues that affected Egypt. It was evident from the way Year 6 pupils spoke that they valued Muslim stories as much as ones from the Bible. Pupils have been encouraged to care for everyone through their work in religious education and that has helped to create the very good relationships. Year 2 pupils use pictures and words satisfactorily to tell the story of Noah's Ark.

82. In the lessons seen teaching was good. Effective teacher knowledge and understanding means that pupils in Years 5 and 6 learn to extract information from written texts. Good methods are used when pupils plan and perform presentations about how England, Scotland, Wales and Ireland celebrate Christmas. Basic skills are well taught when pupils learn to discuss similarities between countries' customs. In Years 3 and 4 the teacher provided a good range of books to inspire an article for a newspaper about the birth of Jesus. However, most pieces of writing are rather short. The end of the lesson was used well to discuss the use of headlines and pictures in newspaper articles. Assessment sheets provide a useful record of pupils' attainment and progress. Most pupils achieve well and are well integrated into religious education lessons. Teaching assistants effectively support pupils with special educational needs who make good progress. Teachers do not spend much time explaining to pupils how they have been successful and do not show them how they could develop their work to higher levels.

83. The leadership of this subject is good and the management has brought about satisfactory improvement since the last inspection. Assessment procedures are well developed and mean that most pupils make effective progress. A co-ordinator file explains the school's policy and practice well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. Although only one lesson was seen in art and design, pupils were interviewed in Year 6 and work in sketchbooks and on display was analysed. This evidence indicates that provision is **satisfactory** in **art**. Two lessons were observed for **design and technology**, work was analysed and discussions with Year 6 pupils indicate that provision is **satisfactory**. Only four lessons were seen in the subjects of music and physical education and so it is not possible to make a firm judgement about provision.

85. It is evident from displays around the school and work in pupils' sketchbooks that teachers plan a good variety of activities. Standards of **art and design** meet national expectations because of good teaching. Sketchbooks in Years 5 and 6 show that pupils create good pieces of abstract art incorporating movement. Pupils blur pastels to produce the impression of movement from a variety of objects from people to rockets. In the one lesson seen teaching was good. Pupils' independence was well developed when pupils decided whether a certain material would be used or not. The teacher set high expectations of pupils when she reminded them she wanted a big drawing of a face that would fill the page. This meant that pupils learned to draw effectively. Resources were very well used when pupils glued and stuck fabric onto card to create a collage of a face in the style of Giuseppe Arcimboldo. The teacher's use of open-ended questioning means that pupils in Year 2 learn to explain their reasons. For example, the teacher asked, "Which glue do you think is the best to attach fabric?" Good teachers' plans state how average and more able pupils will be assessed. The subject is well led and satisfactorily managed.

86. In **design and technology**, discussions with pupils demonstrated that they are gaining experience of a range of materials and techniques. Pupils in Year 6 talk about the enjoyment they have had from making Mexican hats, baking cookies for the Summer Fair and using cams to make toys which pop up. An analysis of pupils' work shows that most drew labelled diagrams satisfactorily of their slippers. Pupils use their literacy skills well to record materials in lists and write very good step by step plans of how they will construct their slippers. Pupils write satisfactory evaluations of their work recording strengths, problems they had and ways they could improve their final product. Teaching is satisfactory and means that standards are average. In one lesson observed effective methods were used when pupils in Years 3 and 4 learnt to draw labelled diagrams of the picture frames they were planning to make. Very good use is made of pupils' work to show others how to create step by step plans using words and pictures. Literacy skills are well utilised when pupils write lists of resources and explain how their photo frames will be made. In Years 1 and 2, teachers use effective revision of previous work to encourage pupils to link their knowledge and understanding. Resources are used well when pupils learn how to incorporate them to create movement. Parents are used effectively to support a group of pupils which ensures that they learn to use split pins to make mechanisms. Leadership and management are satisfactory.

87. In **music**, pupils in Year 6 were able to talk about listening to famous composers such as Handel. They had composed tunes using drums and xylophones and had sung songs in the round such as 'London's Burning'. Standards of singing are average and teaching in this aspect is satisfactory. In Year 6 the teacher's encouragement and engagement with pupils is good and this means that they are keen to sing. Effective teaching of basic skills means pupils learn to recognise different parts of songs and the way they are sung. The teacher sets high expectations of pupils when she asks them to think of ways they could add percussion instruments to a song from 'The Lion King'. Good questioning from teachers ensures that pupils explain how they will use instruments before they start. In Years 1 and 2 pupils learn to create effective rhythms, using their names. Well planned lessons ensure that pupils learn to make long and short sounds using instruments such as a tambourine. Basic skills are well taught when pupils learn to recognise short and long notes in everyday sounds. Music appreciation and composition was not observed during the inspection and no evidence was presented for these aspects. Leadership and management in music are satisfactory overall.

88. In **physical education** pupils from Year 6 recalled the enjoyment they have from playing hockey and football in lessons. Older pupils learn to dance in the style of the Tudors because of effective use of music from this period of history. The school's scheme of work and teachers' planning indicate that all aspects of the subject are covered satisfactorily. Pupils from all classes have swimming sessions at a local pool and records show that, by the end of Year 6, standards in swimming are at the expected level. Provision in physical education is enhanced through a good range of after school activities which are well supported and much enjoyed. These include football, led by a visiting coach, netball and 'gymball'. In the two lessons observed, teaching was satisfactory and pupils reached the expected standards in this aspect of the subject. Accommodation and resources are satisfactory. The school has a small hall for physical education lessons but generous outdoor space, with large tarmac and grassed areas. Leadership and management of physical education are satisfactory overall.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education is **very good**.

Strengths and weaknesses

- Teaching is very effective in developing positive relationships between pupils, and between pupils and staff.
- Lessons develop pupils' citizenship skills and understanding of local issues.

Commentary

89. Standards are well above expectations because teachers use religious education and group discussion sessions very well. Weekly sessions are well established. Standards are above average in Year 6 due to good teaching. Teachers use open ended questioning effectively to develop pupils' understanding of good citizenship. They use effective methods when local issues are discussed.

90. Personal, social and health education is well led and managed. The co-ordinator has effectively established this subject as a very important aspect of the curriculum. All teachers have been given effective guidance on how to teach the subject and a good scheme of work ensures that pupils are suitably challenged from the youngest to oldest pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).