

INSPECTION REPORT

BROADCLYST PRIMARY SCHOOL

Broadclyst

LEA area: Devon

Unique reference number: 113062

Headteacher: Mr Peter Hicks

Lead inspector: Mr M S Burghart

Dates of inspection: 8th – 10th June 204

Inspection number: 255616

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:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	345
School address:	School Lane Broadclyst Devon
Postcode:	EX5 3JG
Telephone number:	01392 461288
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Peter Hill
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

This is a larger than average size primary school. It has an above average proportion of pupils with special educational needs (SEN) including a well above average number of statements of educational need and a significant number of pupils who have been excluded from schools elsewhere. The school was intended for 210 pupils but now is oversubscribed with 345 on roll. New buildings housing classes from reception to Year 2 and one Year 4 class were opened in 2001. Four classes are located in temporary buildings whilst Year 6 pupils are taught in the listed 1810 original school. There are 11 classes each with only one age group of pupils, except for one mixed Years 1 and 2 class. Some classes are larger than the recommended size of 30 but are supported with full time teaching assistance. In an innovative approach the 50 Year 6 pupils are taught as part of the same class by 2 teachers and 3 teaching assistants. Each Year 6 pupil has a personal computer on their desk. No pupil requires extra help for having English as an additional language, but the school has places for up to 40 traveller children. During the inspection seven such children attended. The proportion of pupils joining or leaving at times other than in reception or from Year 6 is well above average with many more joining. Three teachers are in their first year of teaching. The attainment of children on entry to reception is about average, but for a significant proportion, principally those with SEN, well below average. The school received an achievement award from the DfES in 2002 and became an Investor in People in 2003. The school is the feature of a variety of studies by

universities and businesses both for its work in integrating excluded pupils and its approach to information and communication technology.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20865	Mr M S Burghart	Lead inspector	Areas of learning for children in the Foundation Stage, Information and communication technology, Physical education, Personal, social and health education.
13911	Mrs J Gallichan	Lay inspector	
22578	Mr D G Jones	Team inspector	Science, Design and technology, Religious education.
24342	Mrs D Franklin	Team inspector	English, Art and design, Special educational needs.
32296	Mr W James	Team inspector	Mathematics, Music.
13307	Mr I Hancock	Team inspector	Geography, History.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school which achieves high standards, often through innovative means. Pupils and staff get on very well together in a partnership built very securely on mutual trust. Strong leadership and management ensure that there is a very good, and still improving, learning environment. The school now gives very good value for money.

The school's main strengths and weaknesses are:

- Standards are high, notably at the end of Years 2 and 6.
- Provision in information and communication technology (ICT) is excellent.
- An innovative approach to the curriculum successfully encourages very good personal development as well as maintaining standards.
- Provision for a wide range of special needs is excellent.
- Teaching is good and frequently better.
- The school takes very good care of pupils.
- Provision in physical education is unsatisfactory.
- Provision for the Foundation Stage (reception) is good, but outdoor provision does not fully support all recommended aspects of the curriculum.

Since the last inspection in 1998 the school has made very good progress. Standards are up because of better planning, teaching and assessment. Accommodation has been significantly improved as a result of better management and strategic planning. Provision for the Foundation Stage now better meets expectations. The use and application of ICT continue to be strengths and are now enhanced by excellent resources. Library provision has been improved to very good.

STANDARDS ACHIEVED

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

*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.*

The table shows that the school was in the top 5 per cent of all schools in science and that standards were high in English and maths. This represents improvement since 1998 as did results for Year 2, which showed reading to be above average, with writing and maths well above. Results for 2004 are likely to be at least as good. Standards are well above average in all three subjects. Most pupils achieve well. There are real strengths in independent work and in experimental and investigative opportunities. Children in reception are doing better than in 1998 with most achieving the early learning goals before joining Year 1. Standards are well above expectations in ICT (used most effectively as a tool for learning), very good in art, good in design and technology and music. Pupils' attainment is satisfactory in geography, history and religious education. In physical education standards are broadly in line with expectations,

but achievement is restricted by the lack of swimming, an inadequate hall and weaknesses in teaching. Pupils' personal development is very good. Lots of opportunities to show initiative and independence have very good effects on moral and social development. Spiritual and cultural development are good. Pupils' attitudes, behaviour and relationships are very good. All pupils are fully included and attendance is good.

QUALITY OF EDUCATION

The quality of education provided is good. A broad and relevant curriculum is supported with appropriate planning and good assessment. An innovative commitment to developing plans which support pupils as individuals and makes full use of ICT works very well, notably in Year 6 where fifty pupils are managed as part of one 'class' by two teachers and three assistants. Extracurricular activities are very good. Teaching is good overall with strong features in Years 6 and 2 and in reception. Strengths are in pupil management, questioning and relationships. Areas for further development are in physical education, marking and pace in some lessons. Teaching assistants make a strong contribution especially in large classes. Provision for the large proportion of pupils with special needs is excellent, and for traveller children very good. Links with the community are very good.

LEADERSHIP AND MANAGEMENT

The excellent vision of head and deputy underpins all that the school does. Together they give strong support to staff and pupils and ensure that personal and academic development are given equal status. The management of behaviour, based very securely on trust and without recourse to layers of hard and fast rules, is a major success. Governors are very supportive and the quality of their governance is good especially in terms of building and finance. Curriculum leadership is good in English, mathematics, science and ICT. Notwithstanding that some teachers are new to responsibility, monitoring of teaching and learning needs further development in some other subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have positive views and the school is significantly oversubscribed. A minority of parents have concerns over information about progress, homework and how the school takes on board parents' views. Inspectors judge that links with parents are good, but that some elements of communication could still be improved. Pupils are very proud of their school. They especially like being listened to and making use of computers.

IMPROVEMENTS NEEDED

In this very good school most issues such as re-instating swimming are already being taken care of. The most important things the school should do to improve are to:

- Further develop the monitoring roles of subject managers.
- Improve further outdoor facilities for reception.
- Improve communications through the annual governors' report, the prospectus, and information about progress in some pupils' reports.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

All pupils, including those who find learning or conforming difficult, achieve very well at Broadclyst. Most children in the Foundation Stage achieve the early learning goals by the end of the reception year. By the end of Year 2 standards are above average in English, mathematics and science and by the end of Year 6 standards are well above average in these subjects.

Main strengths and weaknesses

- By the end of Year 2 more pupils than usual are attaining the nationally expected levels in English, mathematics, science, information and communication technology, art and music.
- By the end of Year 6 pupils' attainment is well above average in English, mathematics, science, information and communication technology, art and personal, social and health education.
- A substantial number of pupils achieve very well in several areas of the curriculum.

Commentary

1. Most children start school with the levels of attainment expected for their age. They make good progress and most achieve the early learning goals by the time they enter Year 1. This is better than expected. In 2003, pupils aged seven attained above average National Curriculum test results in reading, and well above average in writing and mathematics. Teacher assessments in science were very high with 100 per cent attaining the expected National Curriculum levels. Test results were well above the national average in English and mathematics, and very high in science at age 11. Results have been improving at a rate above the national trend.

2. The achievement of pupils who find learning or conforming difficult, and those who are members of travelling families, is very good. This is because very detailed specific assessments highlight any difficulties very effectively and systems are immediately put in place to enable these pupils to succeed. Individual learning plans enable these pupils to work at appropriate levels and pace to meet their individual needs whilst challenging them very effectively. The school is keen to ensure that all pupils reach their full potential and is very successful in doing this, particularly for pupils who have experienced behavioural difficulties in the past elsewhere.

3. Inspection evidence confirms that attainments in English, mathematics and science are above average at the end of Year 2 and well above average at the end of Year 6. Pupils achieve particularly well in using and applying mathematics and in scientific enquiry. This is because the philosophy of the school is strongly based on providing pupils with extensive open-ended activities matched to their individual needs. Planning for English, mathematics and science is structured well and the individual learning plans ensure that all pupils achieve very well. Standards have improved since the last inspection, most significantly in English where attainment was below the expected levels in reading by the end of Year 2 and writing at the end of Years 2 and 6.

4. Pupils achieve very well in ICT which is not taught as a discrete subject but as an integral part of learning across the curriculum. Consequently by the time they leave the school pupils' attainment is well above average. This is an improvement since the last inspection because very good achievement is no longer confined to the older pupils but is consistent across the whole school.

5. In other subjects pupils' achievement is varied. Much of the art work seen around the school is of very high quality compared with that seen in many schools. Attainment in music is better than expected of pupils by the end of Year 6. Attainment in both these subjects has improved since the last inspection because of much improved provision, and pupils' achievement is very good. In history, geography and religious education standards are in line with national expectations and achievement is satisfactory. This is because there are limited guidelines to ensure skills development as well as factual knowledge in these subjects. Attainment in physical education is broadly satisfactory. Pupils mainly achieve satisfactorily in this subject because of the extensive range of extracurricular activities provided for them. In lessons provision is often unsatisfactory and currently pupils are unable to have swimming lessons in school time. This is having a detrimental effect on the overall standards in physical education.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.6 (15.6)	15.7 (15.8)
Writing	16.9 (15.5)	14.6 (14.4)
Mathematics	18.3 (16.9)	16.3 (16.5)

There were 47 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.8 (28.1)	26.8 (27.0)
Mathematics	29.4 (28.1)	26.8 (26.7)
Science	31.5 (30.1)	28.6 (28.3)

There were 40 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and behaviour are very good. Pupils love being at this school and are rarely late. Spiritual, moral, social and cultural development is an integral part of pupils' learning, resulting in very good personal development. There have been no exclusions.

Main strengths and weaknesses

- Pupils are extremely polite and well mannered.
- Stimulating and interesting activities mean pupils have no desire to misbehave. Consequently behaviour is very good across the school.
- Independence and opportunities for expression of their own views and opinions give pupils the skills to learn from experience and others.

Commentary

6. Adults have created an atmosphere at this school where the highest level of courtesy and respect is the norm. Pupils follow the lead of adults and greet each other and visitors politely. They always remember to say please and thank you. Pupils have great confidence and want to share and talk about their work and features of the school.

7. High standards of personal development are achieved right at the beginning of pupils' time at this school. A reception child moving her chair alerted others by saying, "Excuse me, excuse me!" as she moved around her friends. Pupils are kind to others, again in the reception class when a child noticed another left out of a game he quickly suggested that they needed a princess in their castle as well as a queen – she then joined in happily. By Year 6 pupils are independent, are trusted to work on their own, and enjoy the use of their classrooms throughout the school day.

8. Pupils are very keen to begin learning and many arrive in school very early. Teachers trust them to come into their classes and get on with their work as they wish. There is a smooth, prompt start to the school day. Pupils give teachers their full attention during introductions and discussions. They know staff will have something interesting to say. Pupils concentrate well, listen to their teachers and each other, and move to independent work calmly and sensibly. They work well even when not directly supervised. Parents should not be concerned about the possible negative impact of pupils excluded from other schools. Behaviour observed during the inspection was very good. Pupils respond positively to the very high expectations of adults; they are far too busy and involved in their work to misbehave.

9. Provision for pupils' personal development is very good and an integral part of the school day. There is a real sense of community and pupils enjoy the company of others. Extracurricular activities enable all year groups to work and play together. Pupils successfully work in pairs and groups in lessons, learning the skills of negotiation and compromise. Pupils are encouraged to think about the impact of their actions on the world around them and this has resulted in pupils initiating a recycling programme. Pupils reflect on the joy and fascination of the world they live in, for example stopping to look at photographs of the movement of Venus across the sun. Spiritual development criticised as unsatisfactory at the last inspection is now good. Younger children had the opportunity to appreciate the talents of their Year 5 friends during the drumming performance assembly. There is good provision for pupils' cultural development, supported by books and artefacts displayed around the school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good.

Teaching and learning

Teaching is good, with very good features in the effects on pupils' learning and achievement. This represents improvement since the last report. Assessment procedures are effective and are used well to track pupils' attainment, achievement and progress, especially in English, mathematics and science.

Main strengths and weaknesses

- Teaching is notably strong (but not exclusively so) in Years 2 and 6.
- All lessons seen were satisfactory or better.
- Literacy and numeracy are well taught.
- Teaching and support for the Foundation Stage is consistently good.
- Special educational needs teaching is very good.
- Support staff make a positive contribution to the quality of teaching.
- Physical education teaching needs improving.
- Assessment procedures are very thorough in English, mathematics and science and are used well to ensure all pupils achieve well.
- Marking is inconsistent and consequently pupils have limited knowledge of how they can improve.

Commentary

Summary of teaching observed during the inspection in 65 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12 (18.5%)	31 (47.7%)	22 (33.8%)	0	0	0

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

10. All teachers were observed unannounced and on a variety of occasions by a combination of different inspectors. Unlike the last inspection no sessions were less than satisfactory and the vast majority of staff had good lessons. Seven teachers accounted for the 12 very good lessons. There are clear strengths in Year 6 and Year 2 where pupils are well challenged and the school's innovative approach to encourage independent learning is at its best. The outcomes in terms of pupils' personal development are very good, and to the school's credit this is achieved in addition to standards being maintained at well above average levels.

11. Positive features of teaching are:

- Very good management of pupils and behaviour without recourse to pedantic sanctions;
- Creating many opportunities for pupils to work independently which in particular has positive effects on standards of experimental and investigational work in maths and science;
- The use of open ended questions which challenge and prompt pupils to reflect on evidence before answering;

- Very good consideration of pupils' individual needs which not only supports pupils with special educational needs very well, but hones in on what will challenge average and more able pupils;
- The very obvious and successful contribution of teaching assistants who give support to pupils and staff. This most effectively enhances learning and personal development;
- Very good relationships which foster an atmosphere of trust and make it possible for pupils to learn from their mistakes;
- Good assessment (especially in English, maths and science) which is used well to make improvements and gauge progress;
- Good planning which particularly in literacy and numeracy supports pupils regardless of their experience and helps them to achieve well;
- Very good use of ICT to support work across the curriculum and to support learning at home;
- Excellent consideration of how all pupils will be fully included in all activities: for example fully integrating pupils from traveller families.

12. In a very good improvement since 1998 teaching in reception is now good having been at best satisfactory. Work is well planned against the recommendations of the Foundation Stage curriculum and provides a good balance between more formal activities leading to literacy and numeracy work in Year 1 and structured play opportunities.

13. Pupils, who find learning or conforming difficult, are very well supported in lessons to ensure that they make the same progress as the rest of their peers. The special educational needs co-ordinator (SENCO) makes very detailed assessments, which are shared with the class teacher. These, together with the teacher's own assessments, are used very effectively to identify individual pupils' needs and are linked together to form part of pupils' individual education and learning plans. The school provides these pupils with the opportunity to work at their own level and pace. The school is very effective at identifying what pupils are good at and using this information to encourage them to succeed in other areas, particularly where they have felt failures before.

14. Aspects that could still be improved even in this good profile of teaching are in:

- Physical education, where staff lack knowledge and understanding of how to teach the subject: for example inadequate warm ups and providing too little challenge for pupils who remain inactive for long periods of lessons;
- Marking which was negatively reported in 1998 and in some classes, notwithstanding intentions to talk to pupils about their work, still too often does not identify how to make improvements.

15. Assessment procedures have been significantly improved since the last inspection, where they were identified as a key issue for action. Procedures are good overall and very good in English, mathematics and science through extensive use of data analysis. As a result teachers quickly develop an understanding of the achievements and learning needs of their pupils and set work at a level that enables them to make good progress. Each pupil has an individual learning plan in English, mathematics and science where teachers gather information about their pupils' achievements and use this well for planning tasks and for grouping those of similar ability. This has a significant impact on the high standards achieved in these subjects. Assessment procedures in other subjects are less well developed and often informal. The issue raised in the last inspection regarding marking has not been addressed. Although most pupils' work is marked regularly, the quality of teachers' marking is inconsistent,

and evaluative comments or targets to help pupils improve are rarely identified. This has a negative impact on their learning.

The curriculum

A broad and relevant curriculum is supported with appropriate planning and good assessment.

Main strengths and weaknesses

- Provision for the curriculum is good and has improved since the previous inspection.
- Provision of literacy and numeracy across the curriculum is very good.
- Provision in ICT is excellent with very effective use across the school.
- Provision for SEN pupils is excellent.
- The equality of access and opportunity for all pupils is excellent.
- There is a need to improve the school's accommodation as the hall is inadequate.
- Some aspects of the curriculum for physical education need improving including the allocation of time for swimming.

Commentary

16. The school provides a good curriculum that is broad, balanced and dynamic. Teachers have a commitment to an integrated curriculum that makes links between subjects. As a result pupils' understanding in lessons is well developed and enhanced, allowing skills learned in one area to be applied in another. The provision of literacy and numeracy across the curriculum is a strong feature throughout the school and this is reflected in the very good results the school achieves in national tests. In addition the opportunities for pupils to use and apply their skills in problem solving and investigative tasks are very good. There were many examples throughout the inspection when this approach was used in a variety of curriculum areas. As a consequence, pupils were confident, enthusiastic and made good, and often very good, progress during lessons. Pupils were able to generate their own questions and test out their hypotheses and could do this either independently or when working co-operatively. The approach the school takes to the curriculum has a significant impact on pupils' behaviour and their ability to learn.

17. The curriculum is well planned and well delivered by teachers using pupils' individual needs as the starting point. As a result pupils are motivated to achieve and are stimulated during most lessons. The use of ICT as a tool to aid learning is a key feature of the school and this together with staff commitment encourages pupils to integrate ICT into all curriculum areas. With the exception of PE there were examples of its use in all other subjects. This represents good innovation in the curriculum and leads to many opportunities for enhancement.

18. Provision for SEN pupils is excellent. Teachers have a very good understanding of pupils' needs and the effective use of learning support assistants has a significant impact on pupils' achievement, progress and learning. This leads to an inclusive curriculum where all pupils are valued and have equal access to learning. The school's approach to the curriculum allows for flexibility with an emphasis on success for all ability levels.

19. The head and SENCO know pupils extremely well and ensure that they are encouraged to reach their full potential whatever their needs maybe. Consequently all pupils, whatever their specific needs, usually achieve very well in relation to their prior attainment.

20. Provision for curriculum enhancement is very good. This includes an impressive array of extracurricular activities where two thirds of pupils regularly attend one or more of the after school or break time clubs. There is a good range of activities for both older pupils and younger children which includes the provision of two foreign language clubs.

21. Evidence from the inspection illustrates that homework is satisfactory, although some parents disagree, feeling that there is too little support. Pupils can access the school's learning zone from their homes if they wish via a computer.

22. The school has an excellent new library which makes the most of ICT links. Facilities and resources are generally good, including an art workshop and a recording studio. Overall accommodation is judged good. However, the school hall is simply inadequate to teach gymnastics to older pupils.

23. The absence of swimming (a statutory element of the physical education curriculum) has been identified on the school's development plan and this element will be addressed in September 2004.

Care, guidance and support

Pupils are very well cared for. They receive good advice, support and guidance as a result of careful monitoring of their academic and personal needs. The involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- Strong, trusting relationships result in mutual respect between pupils and the adults who teach and care for them.
- Pupils are treated as unique individuals and teachers strive to meet their personal and academic needs in the most appropriate ways.
- Staff and governors ensure pupils work in a safe and stimulating environment.
- Pupils' views are valued and their ideas influence the work of the school.

Commentary

24. The clear majority of pupils say how happy they are at this school and are confident to approach any adult if they have a problem with their work or other concern. It is most evident how much pupils, teachers and teaching assistants enjoy working and learning together.

25. Pupils' progress is carefully recorded and tracked, particularly in English, mathematics and science to enable teachers to plan the required next steps in learning. The SENCO makes regular assessments of pupils which are used to identify pupils' particular learning styles. The school has excellent links with all support services involved in the care and welfare of pupils with special educational needs. Regular visits from members of the support services such as a speech and language therapist, clinical psychologist, the hearing-impaired support service, and the travellers' children's service, ensure that the needs of pupils with learning, emotional, behavioural and physical disabilities are met. Teaching assistants are trained by members of the support services to deliver specific programmes for individuals and these are regularly monitored. All representatives of the support services, interviewed during the inspection, spoke very highly of the level of support sought and acted upon by the school in order that the individual needs of all pupils are met.

26. The learning environment has been improved particularly for the infant pupils with the completion of new, permanent buildings. Governors and staff, including the site manager, monitor the premises regularly to ensure they are safe for pupils and adults. Pupils are looked after well if they are unwell in school. There are a number of qualified first aiders and more staff will be attending courses soon. Child protection procedures are well known by staff, and teachers taking responsibility for this area, are well trained.

27. Pupils are confident to bring their views and opinions to the adults who teach and care for them. They know that their views are valued and, if appropriate, action will be taken. For example, three girls in Year 6 became conscious of the amount of waste paper and plastic bottles that were being thrown away each day. After approaching their teacher, re-cycling across the whole school was introduced during the inspection following a multimedia presentation during an assembly.

Partnership with parents, other schools and the community

Links with parents are good. Very good links with other schools and the community enhance opportunities for learning.

Main strengths and weaknesses

- The vast majority of parents appreciate the open nature of the school and the approachability of teachers.
- The innovative approach to home/school learning means parents can be involved closely in their child's learning at home.
- The school is not making the most of its written communications with parents.
- Pupils' learning is enhanced by the school's productive links with the local community and beyond.

Commentary

28. The vast majority of parents interviewed during the inspection and those expressing their views through the Ofsted questionnaire and at the meeting stated how happy they were with the quality of education provided by the school. Parents feel teaching is good, their children make good progress and are treated fairly. Most are happy with the level of communication they receive about school events, their children's work and progress. It is commendable how many meetings are held by staff to either discuss progress or inform parents about class or school activities. However, written information for parents is lacking in several respects. Not all the statutorily required information is included in the prospectus and governors annual report. Pupils' annual written reports do not meet requirements as progress and achievement are not reported on in all subjects. Parents should be able to retain a copy of their child's report each year.

29. Questionnaires are now being used to seek the views of parents and to identify and address any concerns. Although consultations with parents have taken place over such issues as class organisation, there are occasions when parents could be provided with more information before the school makes changes or introduces new procedures. The school has a comprehensive complaints procedure but this is not published in the school prospectus or available on the school website. As a result some parents are unaware of the procedures they should follow, or the response they can expect, if they do wish to make a formal complaint.

30. The extensive use of ICT extends to the school's efforts to involve parents in their child's learning at home. Home/school learning means children can access their school work from a home computer and continue or extend the work they have already started during the school day if they so wish. Resources and supporting material are available at their fingertips. Parents can see what their child has been doing at school on a daily basis. The school has begun some training sessions to help parents with their own computer skills so parents can take advantage of being involved in their child's learning through the school's learning channel.

31. Pupils' learning is enhanced by the numerous and varied links the school has established with people working in the community as well as large organisations which support ICT development. Close links with the local secondary school ensure pupils make a smooth transition to their next stage of education. Plenty of opportunities to visit, such as for technology days or sports tournaments, means pupils are very familiar with the school and its staff before they join.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management of the headteacher is very good and is very well supported by members of the senior management team. Governors provide good support for the school.

Main strengths and weaknesses

- The head and deputy have an excellent vision of the needs of the school.
- All staff, especially the senior management team, share the head's vision and work in a thoroughly collegiate way.
- Through good recruitment, the school has been able to build very good teams of teachers and support staff, providing each with very good opportunities to show initiative.
- Inclusivity is at the heart of all the school's work.
- The school is very inventive in its use of resources.

Commentary

32. The leadership of the headteacher is dedicated to the highest standards of achievement in virtually all areas of the school's work. This has been a major factor in consistently raising levels of achievement in the school since the last inspection, when leadership was judged as satisfactory. The school has received awards for its achievements and has been recognised nationally as a very forward looking school.

33. The senior management team share implicitly the vision of the headteacher and strive to put it into effect through their hard work. As a result, standards are high and achievement of almost all pupils is very good. The very good overall management inspires a sense of true commitment, and an atmosphere of purpose and calm throughout the school. Detailed planning, monitoring and assessment in English, mathematics and science and for those pupils with special educational needs, means that all pupils are very well provided for. The school is a thoroughly inclusive place, with all pupils having complete access to the full curriculum. Pupils with special needs receive excellent provision and as a result those who in the past did not respond well to school, or who have learning difficulties, make very good progress in their work.

34. The staff have a reflective approach to their work and are open to innovation and change. Whilst the subject leaders of English, mathematics, science and ICT are providing very good leadership for their subjects, leaders of other subject areas still have some way to go to reach this level.

35. The leadership and management of provision for pupils with special educational needs are very good. The SENCO has very good subject knowledge and a clear understanding of the complex needs of many pupils, particularly those with specific needs who have come from other schools for various reasons. The headteacher, who is genuinely keen for the pupils to succeed at Broadclyst, supports the SENCO extremely well.

36. Governors take their roles very seriously and provide good challenging support for the headteacher. They are aware of the school's strengths and weaknesses and are very supportive of the school's bid for further development of the building and needs of the pupils. There are some omissions in some of the school's communications to parents of school information.

37. There is an effective school improvement plan, which gives in detail the priorities for the school's development and shows the continuing vision for the school. It is linked well to aspects of finance and enables the school to prioritise its needs. The very wide range of computer equipment throughout the school, in itself, illustrates very well the success of the school's financial management. The school takes very good care to compare its work with national data and at the same time it seeks always to get best value for its purchase of resources. For average spending per child the school gives very good value for money.

38. The school has a very good reputation within the county and a growing reputation nationally. It is well deserved.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	813003
Total expenditure	749435
Expenditure per pupil	2441

Balances (£)	
Balance from previous year	63567
Balance carried forward to the next	33364

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school now makes **good provision** for children in the Foundation Stage (reception). This is a big improvement from the judgement made in 1998 and is the result of much better planning and consistently good teaching based on the Foundation Stage curriculum. Staff seek to find the right balance between more formal lessons like introductions to literacy and numeracy, and helping children to learn through structured play activities. Children generally enter reception with about average levels of attainment and all, regardless of their ability, achieve well to make good progress and reach the expected early learning goals before they join Year 1. An area for further improvement is to make the well planned Foundation Stage curriculum more obvious to parents.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **excellent**.

Main strengths and weaknesses

- Standards of behaviour are excellent and children, having been given an excellent induction to school, respond very well to adults.
- Children quickly learn how they affect others and discover how to share, take turns and show consideration.

Commentary

39. Children soon become confident with the daily routines of the school. They respond very well to staff and to school in general. This is because work is stimulating and the learning environment is good. Staff know children well and have high expectations. There are opportunities for children to make choices and show initiative. Children work and play very well with others.

40. Relationships are excellent and there is a high degree of trust between children and staff. Children know staff will listen to them. Staff give children time and show them consideration. Staff take excellent care of children and lay a very good foundation to the school's very good ethos.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children are successfully encouraged to make good use of speaking and listening skills and are provided with activities which will enable them to emerge as readers and writers.

Commentary

41. Staff put considerable emphasis on encouraging children to explain what they do and describe and discuss their feelings. Teachers in both classes skilfully create opportunities where children will talk and listen to each other. For example in the start of the day news time and in role play, staff continually show that they are prepared to listen to children and, because they appreciate the very caring and trusting relationship, children respond very well and achieve well in this aspect. Children, some of whom have special needs, make good progress and grow in confidence. Children's consideration of what others have to say plays a significant part in their personal development as well as their capacity to communicate.

42. Because teaching is consistently good children are beginning to emerge as readers and writers. Phonic strategies (sounding out) are introduced at an early stage and all children's efforts to 'write' by making marks on paper to 'record' stories, thoughts and ideas, are clearly valued. There is a good partnership with parents to promote and practise reading skills at home. Many children can read and write simple sentences before they leave reception. More proficient children are reading familiar stories fluently and demonstrating strategies to make sense of new words which are consistent with what is expected in Year 1.

43. Skilled questioning by staff prompts children to explain what they see and feel, and involves all children regardless of ability in all activities. Teaching assistants make a strong contribution in a very good partnership with teachers.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Numeracy skills are taught effectively.

Commentary

44. Good teaching gives children lots of practical maths activities to foster their understanding. Matching, sorting and counting games, rhymes, and the use of comparative terms such as longer and shorter than, persuade children to explore numbers, shapes and measures. In a good lesson children learnt not only how to find which object was longer, but more able children began to create their own non standard units, matching size to parts of their bodies as reference points.

45. Before they leave reception most children can count confidently to 30 and some beyond. They have a good knowledge of simple number facts up to ten and have (through games such as 'What's missing?') a good grounding in understanding how to add and subtract.

46. Staff plan and manage activities carefully to ensure that all children gain essential experience. There is good consideration of the stepping stones of the maths Foundation Stage curriculum. As a result children make good progress in learning and achieve well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children are successfully encouraged to find out about, and reflect upon, the world around them.

Commentary

47. Children respond very well to opportunities to explore and find out. They make good progress even being introduced at this young age to what computers can do and to simple research from books. They achieve well in learning about the world because teaching is good. Staff give children valuable experience in using their senses and developing skills to explore and respond to the world around them. For example children were observed looking at, and evaluating, different animal habitats. Higher attainers were able to make the link between characteristics and the kind of environment favourable to different types of creatures and this had a very positive impact on communication, language and literacy skills as well as knowledge and understanding. .

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is an appropriate range of activities to encourage children to control their bodies and appreciate what they can do.
- The lack of a separate, defined area outside for the Foundation Stage is a restriction to children's development in this aspect.

Commentary

48. There are good opportunities for children to use tools, scissors, writing equipment, paint brushes and construction toys, and this has positive effects on physical control skills.

49. Good use is made of the hall to introduce children to physical education and the use of large apparatus. In a good lesson in the playground children made good use of space and showed good awareness of what their bodies could do in throwing and catching large balls, and riding and balancing on trikes and bikes. However, there is a lack of a secure space where equipment such as climbing frames and large construction sets could be permanently arranged for children to choose outside as part of spontaneous structured play. This does limit physical and social development.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory with good features**.

Main strengths and weaknesses

- Role play is used very effectively to encourage children to be creative with actions and language.

Commentary

50. Children have the chance to draw, paint, make and respond to different stimuli. There is an appropriate mix of creative activities. Although some activities are too adult directed, children do benefit from making choices and working together to good effect. For example, there are good features in creating and decorating 'ice creams', making collages of life under the sea, and painting portraits of children themselves and their friends. Children sing and learn nursery rhymes and join in enthusiastically. They treat materials and equipment with care and are beginning to express opinions about their own efforts, and to appreciate the efforts of others.

51. Themed areas are used satisfactorily to encourage role play, but because these are in the corridor rather than the classroom this does tend to isolate them somewhat. However, children and staff were observed exploring the language appropriate to different situations such as the seaside, and this has very positive effects on personal and communication skills as well as enhancing understanding of the world.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in English are above the national average at the end of Year 2 and well above the national average at the end of Year 6.
- The language curriculum is very well structured.
- Teaching is good, particularly assessment and the use of assessment information.
- The subject is well led and managed, although there are very few opportunities for the subject manager to monitor the quality of teaching of English.
- Resources, particularly the library, have been improved significantly since the last inspection.

Commentary

52. Standards in English have improved since the last inspection and are well above average by the end of Year 6 in reading and writing. Standards in speaking and listening are above average but not yet at the very high level of the other areas of English. The school has identified these areas for development and is looking at strategies to provide pupils of all ages with more opportunities to develop their speaking and listening skills. The school has made good progress in raising standards in reading and writing by the end of Year 2, and in writing at the end of Year 6. Standards in English are above the national average by the end of Year 2. All pupils are achieving very well.

53. The language curriculum is very well structured to provide pupils with a very wide range of interesting and stimulating opportunities to develop their skills. There are often clear purposes for writing linked to other areas of the curriculum. For example, pupils in Year 2 were writing a set of instructions on how to make a cup and ball game. Later in the day they used these instructions to make the game during a design and technology lesson. The pupils produced written instructions of above average standards. Older pupils in Year 5 write about what they know and would like to find out about the world. Research skills are well developed through using glossaries to find definitions and from the use of non fiction books for information. In Year 6, pupils use ICT very well to create cartoon strips based on work in personal, social and health education about saying no in a number of difficult situations. Once the cartoons are completed, pupils will prepare to make them into animation using a specific computer program. In all classes work is of a high standard and clearly displayed to show pupils' experiences of the use of language for different purposes. Language to debate, instruct, describe, compare and deduce are just a few examples and the interesting range of activities enabling pupils of different abilities to achieve very well.

54. Consistently good teaching enables pupils to achieve very well. Lessons are well planned and activities are well targeted to meet the needs of pupils. Teaching assistants are well deployed, in lessons and support pupils effectively, particularly those who find learning or conforming difficult. This is very effective in Year 6 where several support staff work alongside teachers. Teaching in Years 2 and 6, by members of the senior management team, is very good and this is having a positive impact on the standards achieved by pupils. Relationships in many classes are often very good. Teachers manage pupils, particularly those who find learning or conforming difficult, extremely well. Assessment in English is very good and teachers use the information very well to plan activities to meet the needs of all pupils.

However, marking is inconsistent and pupils do not always know what they need to do to improve their work.

55. English is well led and managed. The subject manager has recently completed the annual audit of the subject by looking at samples of pupils' work, talking to both pupils and teachers, and working alongside teachers in lessons. Together with detailed data analysis of assessment information, this enables the subject manager to have an overview of the subject and to plan the next stage of development for English. However, currently she has very few opportunities to make focused lesson observations to support further development of the quality of teaching in English.

56. Resources are much improved since the last inspection, when the quality of books available was criticised. A wide range of schemes, general fiction and non fiction books are available for pupils. The library is open all day for borrowing books and researching. It is available to adults in the village. Daily newspapers are available as well as magazines and comics and particularly good use is made of ICT. The librarian organises resources very well and is available to provide support for both pupils and teachers. This is a very good resource for the school and benefits all parties very effectively.

Language and literacy across the curriculum

57. There are very well planned opportunities for pupils to use their language and literacy skills well in other subjects. This has already been identified in the above section as one of the key strengths of the language curriculum.

MATHEMATICS

Provision for mathematics is **very good** and this has improved since the previous inspection.

Main strengths and weaknesses

- Standards by the end of Year 2 are good.
- Standards by the end of Year 6 are very good.
- The achievement of pupils (including those with SEN and travellers) is very good.
- Opportunities for pupils to investigate and use problem solving are very good.
- The subject is co-ordinated by a new manager who needs further professional development.
- The monitoring of the subject needs further development.
- Marking could still be improved.

Commentary

58. Standards achieved by pupils at the end of Year 2 are good and by the end of Year 6 are very good. This is as the result of very good overall provision in mathematics throughout the school. Pupils are provided with plenty of opportunities to experience open ended tasks that both challenge and engage them. As a result they are motivated to achieve, are stimulated by well planned activities, and have very positive attitudes to mathematics.

59. Mathematics teaching is judged to be good throughout the school, with teachers adopting effective strategies, with high expectations and a focus on encouragement and engagement of

pupils. As a result achievement is very good and by the end of Year 6 a high percentage of pupils are attaining the higher level 5.

60. By the end of Year 2, pupils develop a good understanding of the number system as a result of focused numeracy teaching in a variety of mathematical contexts. This enables pupils to have a good mental recall of number facts and number bonds with an emphasis on practical problem solving. In one observed lesson pupils were investigating the numbers of different coloured smarties in a tube. During the activity they had to add, record, hypothesise, use a spreadsheet and record their results in a block graph. This was typical of the integrated approach used by the school. Pupils' achievement was very good due to the context of the activity, the very good use of resources, and pupils' understanding of how to apply their skills and knowledge.

61. By the end of Year 6 pupils are very flexible in their mathematical thinking and have very good approaches to problem solving and investigations. Teachers are the facilitators of the activities, providing pupils with direction and structure, but allowing them to experiment, hypothesise and record their work in the most appropriate ways. Problem solving is a key feature in the mathematics curriculum and because of this pupils are confident and achieve well during lessons. Teachers offer open ended questioning that both challenges and motivates pupils to improve and adapt their mathematical skills.

62. The planning of the mathematics curriculum is good and well matched to different ability levels. Teaching assistants have a very positive impact on the learning of pupils with special needs and the whole approach to mathematics is inclusive.

63. Assessment procedures are good, with pupils having individual learning plans. The feedback pupils receive through marked work requires improvement so that all pupils understand what they have to do to improve and what should be their next steps.

64. The mathematics manager is relatively new to the post and has highlighted further professional development as an area for improvement. This will help with the overall understanding of his role and allow him to monitor the subject more effectively. The resources for mathematics are good and are well used by teachers and teaching assistants.

Mathematics across the curriculum

65. There were many instances of mathematics being used very effectively across the curriculum during the course of the inspection. This is a feature of the approach used in the school. The provision of mathematics across the curriculum is consequently judged as very good.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in science are good by the end of Year 2 and very good by the end of Year 6.
- Pupils achieve well, with many achieving very well.
- Teaching is good overall.
- Achievement by all pupils is good and very good for some.

- The leadership and management of the subject are both very good in spite of teaching and learning in Years 2 and 6 not being monitored to the extent of other year groups.

Commentary

66. Standards seen in Year 2 were in line with expectations, but scrutiny of previously completed work showed that work is of a higher standard and generally above national expectations. Pupils were making good progress in their work and achieving well. In Year 6, standards seen in lessons were above expectations, but previous work was often well above expectations. This illustrates that pupils in Year 6 achieve very well, making significant improvements from their standards in Year 2. This was borne out by the results of the 2003 National Curriculum tests, in which almost every pupil reached the nationally expected level, with over three quarters of pupils achieving at a higher level. The implication of this was that pupils with special needs were achieving very well by reaching the nationally expected levels. These overall standards show significant improvements since the last inspection.

67. These very good scores were the result of consistently good teaching in Year 6 and in other classes across the school. In spite of this, there were pockets of satisfactory teaching which will need monitoring and developing over time. The good teaching showed that teachers had good subject knowledge and were able to use this well to pose questions and set challenging work for pupils. In turn, pupils responded well to the challenges, making very good use of their ICT skills, and often took on extension activities and research. There was no unsatisfactory teaching, as there was at the last inspection.

68. Year 6 pupils build upon the good work in respect of investigational science, which is used throughout the school as the vehicle for promoting work in the various aspects of the subject. As pupils move through the different year groups their skills improve as do their gains in knowledge and understanding. Their literacy skills are used well in writing about their investigations, with some pupils making very good use of writing frames to ensure they follow a prescribed method for their write-ups.

69. Good links are made between science and other subjects in the curriculum. For example, many design and technology lessons have strong links with science. This is noted in the 'Eggy challenge' in Year 6. Links to music are established during a topic on sound, whilst mathematics forms a strong link with investigational science, as pupils are required to take measurements, create charts and graphs for much of their work.

70. Although the subject manager has only been in post for a comparatively short time, he has built well upon the work of the previous subject leader. The good assessment programme has been further developed and now gives teachers very good opportunities not only to gather data on pupils, but equally to point to where pupils need to move to next in their learning. What is not so evident is marking of work in order to point to how pupils might improve. The manager knows the strengths and weaknesses of the subject and has carried out a good 'health check'. However, this check does not necessarily include observations in Years 2 and 6. As a result, there are minor weaknesses in this summary of the school's work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **excellent**.

Main strengths and weaknesses

- Standards are above expectations at the end of Year 2 and well above at the end of Year 6.
- Pupils' achievement is excellent.
- Resources are excellent.

Commentary

71. The school has deliberately chosen not to teach ICT as a discrete subject. Instead the decision was taken to concentrate on its use as a tool to support other curriculum areas. This is extremely successful not only in providing relevant opportunities which enhance work in nearly all subjects, but in giving pupils ICT experiences that lead to excellent achievement.

72. Skills and understanding of children in reception and pupils in Years 1 and 2 are above what is expected nationally for these age groups. By the end of Year 2 pupils are more than capable of organising, classifying and presenting findings, and controlling equipment to support work in subjects across the curriculum.

73. Pupils of all abilities achieve well with higher attainers showing good levels of independence in using programs and interrogating data.

74. Pupils make rapid progress throughout Years 3 to 6. For example all Year 3 pupils are able to download attachments from e-mail. There is notable success in Year 6 where the school's innovative approach to ICT underpins the entire academic curriculum. Pupils have access to an excellent range and number of resources. With over 200 computers in the school and 50 available to Year 6, all eleven year olds have one on their desks. Every opportunity is taken to make use of ICT: for example generating, processing and interpreting information to test and record pupils' own theories; and displaying ideas in multimedia presentations which are well above expectations.

75. One of the highlights of work observed was pupils using animation to illustrate literacy and personal, social and health education (PSHE) studies of bullying where pupils' achievement was excellent.

76. No direct class teaching of ICT skills was seen, but by inference from the outcomes in pupils' performance it is possible to judge teaching as at least good. By the same token teaching is excellent in Year 6 where the subject manager is the year leader and where a team of staff support pupils in their independent working. The school has been the feature of several studies by industry and universities to take advantage of its methods using ICT.

77. The school sets an excellent example in the use of ICT in planning, record keeping and communications. This extends to support for parents and in the field of home/school access to learning via the Internet. Whilst a few parents would prefer not to take part, the overwhelming majority are supportive of the school's aim to create an ICT literate society.

Information and communication technology across the curriculum

78. The use of ICT across the school to support other subjects is very good, with excellent features particularly in Year 6.

HUMANITIES

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils reach the standards expected by the locally agreed syllabus.
- There is good coverage of multi-faith issues, which supports pupils' multicultural development.
- The teaching of religious education is good overall.
- Resources are good and their use motivates pupils.
- Pupils do not always record their work in religious education. This often fails to support their literacy skills.
- The school has made few contacts with different faiths in order to present their current views alongside the visitors from the Christian faith.

Commentary

79. Standards of work seen at the end of Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus. This is similar to the situation noted at the last inspection and shows that standards and pupils' achievement levels have been maintained. This has happened, predominantly, as a result of well focused good quality teaching. In the three lessons observed, teaching was good in two and very good in one. In all lessons, the work was well planned, challenging to the wide range of pupils and very well supported by teaching assistants. Very effective was the insistence on high standards of behaviour, which gave good support to pupils' progress. Particularly successful was a lesson in Year 6 during which pupils gave presentations of their research into different faiths. The work here was well researched and very well presented with pupils having a very good knowledge of their chosen faiths. This type of work gives very good support to pupils' multicultural development.

80. In a Year 2 class, good links are made between religious education and a range of other subjects including geography, history, science and design and technology. This was noted in work on Buddhism, which saw pupils studying Japan, designing temples, building them, then creating electrical circuits in order to light them.

81. A further feature of this work and of other work in the school is the quality of resources. The school subscribes to a county resource base and as a result pupils are given very good opportunities to handle artefacts, posters, books and pictures relating to the various faiths. This has a motivating effect on pupils, who then use their ICT skills to research further using the Internet, putting their presentations together making good use of their literacy skills.

82. In other topics and in other parts of the school pupils do not always get opportunities to record their knowledge, understanding or thoughts about a range of topics in religious education. As a result the balance of the subject is too weighted towards discussion. The subject manager has noted this and would seek to redress this balance in the future.

83. Equally, whilst resources are sometimes very good, there are few opportunities for pupils to see places of worship, or to meet people of different faith groups. Once again, through her observations, the subject manager is aware of this, but finds it difficult to make these contacts locally.

GEOGRAPHY

During the inspection it was only possible to see two geography lessons and there was only a limited amount of work in pupils' books and on class websites. Discussions with the subject manager and Year 6 pupils, together with classroom displays, indicate that provision in geography is **satisfactory**, which is the same situation as at the last report.

Main strengths and weaknesses

- Good cross curricular links are made in ICT and literacy.
- Teachers need to plan their work to ensure there is progression in pupils' skills, knowledge and understanding in geography.
- The role of the subject manager needs to be further developed to improve provision and the quality of teaching.
- The lack of a formal system of assessing and recording pupils' progress, and inconsistent marking, restricts achievement.

Commentary

84. Standards in geography are in line with national expectations throughout the school and pupils achieve satisfactorily. Teaching is satisfactory where good use is made of information and communication technology to support pupils' learning effectively. Geography is taught through a series of topics where good cross-curricular links are often made, particularly in literacy. However, the schemes of the work need reviewing thoroughly to ensure continuity and progression in the teaching so that all the recommended learning objectives are appropriately completed. Marking is inconsistent and does not contain sufficient information to show pupils how they can improve. Some good quality displays including artefacts, such as on the Japanese topic, provide additional high quality stimulus material and a record of work undertaken. Fieldwork as part of the residential trip to Heavitree Activity Centre is a motivating factor and enhances pupils' learning by giving first hand experiences.

85. The subject manager is enthusiastic and has been given time to talk to pupils and teachers to identify main strengths and weaknesses. However, she has no opportunity to monitor teaching and learning across the school to support colleagues and raise standards in the subject. She acknowledges that assessment procedures are underdeveloped and are not yet used effectively to plan future work.

HISTORY

During the inspection it was only possible to see one history lesson. Discussions with the subject manager and Year 6 pupils, together with a scrutiny of work and displays, indicate that provision in history is **satisfactory**, which is the same judgement as in the last report.

Main strengths and weaknesses

- Good use is made of role play and visits to support pupils' learning.

- A more consistent approach in planning is required to ensure progress in pupils' skills, knowledge and understanding.
- The presentation of work and teachers' marking is inconsistent which has a negative impact on achievement.
- The subject manager's role needs to be further developed to improve provision and the quality of teaching.

Commentary

86. Standards are in line with national expectations throughout the school and pupils achieve satisfactorily. Teaching is satisfactory where good use is made of visits and role play such as to Coldharbour Mill to support pupils' learning effectively. Teachers often make the subject interesting by introducing provocative statements to encourage debates such as 'all great people in history are male'. However, the recommended programmes of study and learning objectives are not always covered in sufficient depth to ensure progression in pupils' skills, knowledge and understanding in history. The quality of written work is variable and teachers' marking is inconsistent and does not contain sufficient information to show pupils how they can improve. By contrast displays are of high quality and there are good cross-curricular links especially with ICT and literacy to support pupils' learning.

87. The new subject manager is enthusiastic and has been given time to talk to pupils and teachers to identify main strengths and weaknesses. However, she has no opportunity to monitor teaching and learning across the school to raise standards and the quality of teaching. She acknowledges that assessment procedures have not yet been developed sufficiently to plan future work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision in art is **very good**.

Main strengths and weaknesses

- The analysis of pupils' work shows some very good examples of work in art.
- The art studio assistant provides very good support for colleagues.
- Pupils' work is really valued and displayed very well around the school.

Commentary

88. Attainment in art and design is well above the level expected of pupils by the end of Year 6 and above expectations at the end of Year 2. Pupils are achieving very well. This is a significant improvement since the last inspection when standards were generally appropriate. Examples of pupils' work include using a range of media to create camouflage in a Years 1 and 2 class. In Year 4 a group of pupils worked in the style of Eileen Agar. In their pictures of birds they demonstrated good use of colour and techniques and good interpretation. Year 6 pupils have created tapestry work based on a picture by Alfred Sisley called 'Village by the Seine'. They used interesting yarns stitched on rug canvas to make a high quality picture. Information and communication technology is used very well to support pupils' learning both for research purposes and the use of specific computer programs to generate art work.

89. Since the last inspection the school has employed an art studio assistant, who has very effectively raised the profile of art in the school. She provides pupils with very good opportunities to work in small groups, in an art studio, with an adult who has considerable expertise in art. She provides very good support to teachers and other support staff, which impacts very well on the standards achieved by many pupils.

90. Several teachers share an interest and enthusiasm for teaching art, and overall the quality of teaching and learning is good. Only two lessons were observed during the inspection but evidence from looking at samples of pupils' work indicates secure subject knowledge and some very good teaching of specific techniques. Teaching is usually well focused and ensures a high level of challenge. However, in an observed lesson, although satisfactory, there was insufficient challenge, lack of pace and few opportunities to develop new skills. Consequently attainment was not as good as seen elsewhere in the school.

91. Pupils' artwork is very well displayed around the school, using good quality picture frames. This indicates that pupils' work is really valued and encourages pupils to take a pride in their work. Consequently pupils are encouraged to express their ideas, whilst developing skills and techniques to a high standard. This impacts very well on the standards achieved by all pupils. A recent art exhibition of pupils' work, organised by the art studio assistant, provided a very good opportunity for pupils and parents to celebrate the work of the school.

92. Leadership and management are satisfactory. The subject manager is fairly new to the post and is well supported by the art studio assistant. She has effectively checked the subject by looking at samples of pupils' work and talking to pupils and colleagues. She has collected samples of pupils' work to indicate standards expected, but these do not indicate the year group or the context of the lessons. Therefore they are currently of little value to colleagues to support the assessment of other pupils' work. However, she has a clear view of how the school wants to further develop art to provide more opportunities for the pupils and to raise standards even higher. Resources are good and support learning well.

DESIGN AND TECHNOLOGY

Provision in design and technology is **satisfactory**, with some good features.

Main strengths and weaknesses

- Standards have improved in the junior classes since the last inspection.
- Planning now takes more account of the development of skills.
- Design and make projects have very good practical implications for pupils.
- Good cross-curricular links are noted with other subjects.
- The monitoring of the subject by the subject manager does not include close scrutiny of teaching and learning in Years 2 and 6.

Commentary

93. Standards of work seen in Years 2 and 6 were in line with national expectations. However, a wider scrutiny of previously completed work indicates that standards in Year 6 were above those expected nationally. This shows a rise in standards since the last inspection.

94. There is now a much closer link between the development of skills and the planning of projects in the subject. Most teachers have a good subject knowledge and are able to develop

pupils' design and making skills through well chosen topics. In the main, these topics are still often closely connected with science, as they were at the last inspection. However, these cross-curricular links are useful so that pupils do not see design and technology in isolation but see how art, science and mathematics, for example, all have their place in the subject. In Year 3, pupils needed a sloped board to use in a science investigation about friction. They set about designing and making a board which could have its elevation changed and which would be strong enough to be used in their investigations. They used a range of tools and materials and were not afraid to change their designs in the light of testing.

95. In Year 6 pupils tie and dye material, before designing a shirt, cutting out from their own pattern then sewing both by hand and by machine to finish the task. More exciting still is the annual 'Eggy challenge' in which this year pupils were required to design a powered vehicle which would travel a specified distance. Pupils worked very well in teams, sharing the tasks well and using ICT to help with their designs and to present their work on CD ROM. Pupils carefully measured using their mathematical skills, they used a range of sources of power, from elastic bands to pneumatic power.

96. Teaching overall is good with some very good features. Planning and cross-curricular links were good in all lessons. Lessons were very well managed and pupils' responses were very positive. As a result progress was good in all lessons and pupils achieved well because of the strength of teaching and pupils' attitudes.

97. The subject manager leads the subject well and has a good understanding of the development of design and technology. However, although he carries out an annual check on the subject, this does not include monitoring teaching and learning in Years 2 and 6 which could have a negative effect.

MUSIC

Provision in music is **good** and has improved since the previous inspection.

Main strengths and weaknesses

- Achievement by the end of Year 2 is good.
- Achievement by the end of Year 6 is good.
- Pupils' attitudes to music are very good.
- Music is effectively co-ordinated by the subject manager.
- The monitoring of the subject needs further development.
- Further professional development for some teachers is required to improve their skill levels and the delivery of the music curriculum.

Commentary

98. The provision for music in the school is good and has improved since the previous inspection. Pupils' standards are good and above national expectations. Pupils achieve well overall. During the inspection only three music lessons were observed but evidence provided by the headteacher, the subject manager and pupils' outcomes, suggest that teaching is good overall. However, there are some members of staff that require further professional development and this is highlighted on the school improvement and development plan.

99. The music curriculum is well planned and linked in with other curriculum areas. For example Year 6 pupils were composing a theme tune to accompany their storyboards in English with a citizenship focus. The planning of music is linked to other areas of the curriculum and as a result coverage meets statutory requirements. One area the subject manager has identified for further development is the integration of music into other topic areas in order to further enrich pupils' experiences, providing a greater variety of experience.

100. During the observed lessons pupils could follow the teachers' instructions and make changes in volume, pitch and tempo. Pupils were enthusiastic, uninhibited and worked together collaboratively. They handled musical instruments with care and played them correctly. Music is used productively in assemblies and children listen and participate well.

101. The manager provides good leadership for the subject and has clear ideas on its development and direction. She is a very good role model for other members of staff and provides some specialist teaching in Years 3 to 6. There are satisfactory procedures for assessment.

102. Peripatetic music teachers support the overall music curriculum including the teaching of keyboard, woodwind and guitar. The school boasts a choir and a very entertaining Samba band, and in addition has a recording studio that produces high quality CDs. These elements all add to the emphasis based on the creativity of the music curriculum on offer. As a result pupils' attitudes to music are very good as is the quality of opportunity. For example, music is enhanced by visits and visitors such as a drumming workshop as seen during the inspection. Pupils joined in enthusiastically and relished the experience.

103. The music curriculum encourages pupils and engages them to learn. Pupils are not afraid to experiment when composing. They are motivated and confident. Music is inclusive, provides appropriate challenge for differing ability levels, and promotes team work and co-operation.

104. Resources are good and efficiently used and the recording studio is a real bonus for the school. Recently all members of staff have received professional training in its use and this will further improve opportunities for curriculum development.

PHYSICAL EDUCATION (PE)

Provision in PE is **unsatisfactory**.

Main strengths and weaknesses

- Teaching and support in the wide range and number of extracurricular activities is good and often very good.
- The lack of a swimming programme means statutory requirements are not met.
- There are weaknesses in teaching in lessons resulting from gaps in teachers' knowledge and understanding of the subject.
- The school hall, although well used, is inadequate, especially to teach gymnastics to older pupils.
- Resources are good.
- The quality of provision in terms of teaching is not monitored rigorously enough.

Commentary

105. The most successful teaching and learning was observed in extracurricular activities. Staff freely give up their time to ensure that opportunities are very good. About a third of pupils are regularly involved in clubs at lunchtime and after school, many of which are PE based. However, the current lack of swimming (which is to be addressed with new arrangements from September 2004) and aspects of teaching which are barely satisfactory, negatively affect pupils' achievement. In nearly all lessons observed warm ups were not effective, the pace of learning was too slow and too often pupils were insufficiently active, waiting too long for their turn or during extended explanations. Good features were observed in Year 5 circuit training and in a Year 5 dance lesson. Dance has been identified by the school as an area for staff training.

106. The school is well aware that the hall restricts teaching. Its size and shape limit gymnastic opportunities particularly for older pupils, whilst the unavoidable storage of equipment at either end can present safety issues. Poor acoustics reported in the inspection of 1998 remain a hindrance.

107. There are examples which suggest that the subject's management has been good. Resources are good, as are links with other schools in participation in sport. However, following the departure of the subject manager last year PE has been temporarily 'minded' jointly by two teachers. Together they have reviewed satisfactorily the health of the subject, but because lessons and the quality of teaching have not been monitored, provision has suffered.

108. Despite the shortcomings described above, standards are broadly in line with what is expected for the primary age range. The real success of provision is in encouraging all pupils to appreciate what is essential in being part of a team, the benefits of persistence, and the need for keeping to rules.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Provision in PSHE is **very good**.

Main strengths and weaknesses

- Pupils' personal development is very well supported.

Commentary

109. The curriculum ensures that there is a good emphasis on pupils' personal development. PSHE is an integral part of school life and the school draws on the expertise of visitors to the school to enhance its programme. A careful audit of pupils' experiences has taken place to ensure appropriate age related activities are included to build on pupils' maturity and understanding. The very good PSHE programme gives due attention to aspects such as sex and drugs education.

110. Class characters, such as 'Oscar Owl', 'Clever Cleo' and 'Victor' are used effectively to pose questions for pupils to debate which encourage them to think about issues which effect them, others and the wider world. For example, Year 4 have considered whether school uniform should be scrapped, Year 6 have discussed fox hunting, and Year 3 have considered whether zoos are a good idea. Team building activities are organised for older pupils during their residential visit and Year 6 participate in a 'Life Skills' day. During the inspection Year 6 pupils learnt how they could help at the scene of an accident through a very informative session

led by local paramedics. This, and similar opportunities, help to prepare pupils to understand and practise the skills they need to become responsible and helpful citizens.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3

How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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