

INSPECTION REPORT

SOUTHBROOM INFANTS' SCHOOL

Devizes

LEA area: Wiltshire

Unique reference number: 126191

Headteacher: Mrs Jan Wilson

Lead inspector: Mrs Hazel Callaghan

Dates of inspection: 26th - 29th January 2004

Inspection number: 257517

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infants' school
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	179
School address:	The Green Devizes Wiltshire
Postcode:	SN10 5AA
Telephone number:	01380 723184
Fax number:	01380 723184
Appropriate authority:	The governing body
Name of chair of governors:	Mr S Botham
Date of previous inspection:	22 nd June 1998

CHARACTERISTICS OF THE SCHOOL

Southbroom Infants' School is a large school of its type with 179 pupils on roll. This is considerably smaller than at the previous inspection and is the result of a primary school being built nearby. When the new school opened almost two years ago most of the families that lived close to it chose to transfer their children. This resulted in a significant number of pupils leaving classes throughout Southbroom Infants' School. It also changed the balance in the socio-economic character of the families sending children to the Infants' school. The proportion of pupils eligible for free school meals is broadly average, but this is not a true indicator of the socio-economic context of the school as there is a high proportion of families on low incomes that are not eligible for free school meals. The number of pupils identified as having special educational needs is now much higher than that found nationally, with 31 per cent of pupils with special educational needs in Year 1 and 25 per cent in Year 2. There is only one pupil with a statement of special educational needs. The range of needs is considerably more complex than at the time of the last inspection and includes speech and language difficulty, autism, hearing impairment, emotional and behavioural difficulties and multi-sensory impairment. The school also has an above average number of pupils joining and leaving the school throughout the year. Ten per cent of pupils are from families that are based at local army bases who change their postings every two to three years. Pupils who are from traveller families regularly use the school while they are based in Devizes during the winter. A circus returns to the town each year and these pupils also join the school for the duration of their stay. Most children are of white British heritage but there is a small proportion of pupils from other ethnic groups and five children are in the early stages of learning English as an additional language. Changes in the school population have resulted in a different balance in children's attainment on entry to the reception classes. Overall, attainment is well below average on entry. There is a much higher proportion of children with attainment below that found nationally when they start school and there is a much smaller proportion of children with above average attainment. The school works closely with the local play groups and the nearby junior school to promote pupils' learning through the different phases.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22254	Hazel Callaghan	Lead inspector	Foundation Stage, science.
19361	Keith Ross	Lay inspector	
4099	Rod Braithwaite	Team inspector	Mathematics, information and communication technology, art and design, music, design and technology and physical education.
16930	Jeff Plumb	Team inspector	English, religious education, history and geography, English as an additional language, special educational needs.

The inspection contractor was:

Altecq Education Limited
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Southbroom Infants' School is an improving school that is recovering quickly from significant changes and challenges in the recent past. There has been a dramatic fall in pupil numbers following the opening of a new primary school nearby and a consequent loss of teaching staff. The headteacher inherited financial management problems in addition to new financial difficulties caused by the drop in the school budget. The balance of attainment across the school has also changed with a significant rise in the proportion of pupils with special educational needs. Overall attainment when children start school is well below that found nationally with only a small proportion of children with above average standards. This has resulted in a fall in standards in national tests. The proportion of pupils who are admitted and leave all classes through the year is greater than that found nationally. These difficulties are being overcome and standards are beginning to rise due to the strong leadership of the headteacher. Teaching is satisfactory overall and with good practice in many areas. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is good.
- Children make a good start to their education in the reception classes.
- Pupils achieve well in reading and standards are rising.
- Standards are not high enough in writing, mathematics and science.
- Systems for monitoring the impact of teaching on pupils' learning are not sufficiently rigorous.
- Analysis of assessment data is not yet sufficiently rigorous to ensure that underachievement is recognised.
- There is a strong inclusive ethos in the school.
- Children of traveller families, those with special educational needs and those learning English as an additional language are well supported and make good progress in their learning.
- Partnership with parents is very good.
- The pastoral care of pupils is very good and there are strong trusting relationships between children and the adults in school.

The school has changed significantly since the previous inspection, especially in the proportion of pupils with special educational needs, and direct comparisons of standards are not appropriate. The key issues from the previous report have been successfully addressed. The provision for the children in reception classes has improved and the school development plan now guides school improvement effectively.

STANDARDS ACHIEVED

Pupils' achievement overall is satisfactory. Achievement in the Foundation Stage (reception classes) is **good**. Pupils' achievement in reading throughout the school and in mathematics in Year 2 is **good**. Achievement in writing is **unsatisfactory**.

Children achieve well in the reception classes because of the well-planned curriculum and effective teaching they receive, but most do not attain the standards expected in the early learning goals by the time they enter Year 1. Most children enter the reception classes with standards that are below those found nationally and this has a significant impact on the standards they attain in Year 2. Standards in the most recent National Curriculum tests were well below the national average in reading, writing and mathematics. Standards are improving and currently they are average in reading, below average in mathematics and science, and well below average in writing. Standards and achievement in reading are rising because of the improved strategies for promoting children's learning. Pupils' achievement in mathematics is improving, especially in Year 2, but pupils' achievement in writing is unsatisfactory. There is not yet a consistent approach to support pupils in their writing across subjects and this is a weakness. Standards in science have risen this year but are still below those found nationally because fewer pupils attain the higher standards than is usual.

Children of traveller families, those with special educational needs and those learning English as an additional language are well supported and make good progress in their learning. Standards in religious education and information and communication technology are in line with those expected and pupils achieve well.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			Similar schools
	2001	2002	2003	2003
Reading	E	C	E	C
Writing	E	D	E	D
Mathematics	E	E	E	D

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those that have a similar proportion of pupils with free school meals.*

The **provision for pupils’ spiritual, moral, social and cultural education is good** overall with strengths in the provision for pupils’ moral and social development. Pupils’ **attitudes to their work and behaviour are good**. **Attendance is below that found nationally** mainly because of the movement of traveller families during the year and the usual childhood illnesses that are prevalent in the reception classes.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**. The provision for children in the Foundation Stage is **good**. The quality of **teaching is satisfactory** overall with mostly **good** teaching in the reception classes and **some very good teaching** in Year 2. No unsatisfactory lessons were observed. Teaching assistants play a significant part in the progress pupils make. There are **good** procedures for the induction of children into the school and **strong links** with the junior school that support pupils’ easy transition from one stage of learning to the next.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is **good** and has led to effective improvement in many aspects of the school. The staff work together as an effective team and have developed a strong inclusive ethos in the school. Management of the school is **satisfactory** overall. There are **satisfactory** procedures for monitoring teaching and pupils’ learning, but they are not yet sufficiently rigorous to ensure that teachers know how to raise pupils’ achievement. The governance of the school is **satisfactory**. Governors are very supportive of the school and financial planning is much improved.

PARENTS’ AND PUPILS’ VIEWS OF THE SCHOOL

The partnership with parents is very good and parents have confidence in the school. Pupils are happy; they feel valued and secure. They have very good relationships with adults in the school.

IMPROVEMENTS NEEDED

- Raise standards and pupils’ achievement in writing.
- Continue to raise standards in reading, mathematics and science.
- Develop more rigorous analysis of assessment data so underachievement is recognised quickly.
- Develop more consistent and thorough methods for monitoring the impact of teaching on pupils’ learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement through the school is **satisfactory** overall. It is **good** in the Foundation Stage and **often good** in Year 2. Standards are not high enough in English, mathematics and science but they are improving in reading.

Main strengths and weaknesses

- Children make a good start to their learning in the reception classes and achieve well.
- Standards in English, mathematics and science are well below average.
- Standards in reading are improving because of clear focus on developing pupils' skills.
- Achievement in writing is unsatisfactory throughout the school
- Achievement of pupils with special educational needs and those in the early stages of learning English as an additional language are good.
- Pupils from traveller families are well supported and enabled to achieve well.

Commentary

1. Changes in the school population in the last two years have resulted in a different balance in children's attainment on entry to the reception classes. Overall, attainment is now well below average. When they start school, there is a much higher proportion of children with standards of attainment that are below that found nationally and often well below average in the development of language skills. There is a much smaller proportion of children with above average attainment than is usually found. Many children show average ability in number skills, but their broader mathematical knowledge is well below that found nationally. Similarly, children's experiences of the world about them are often fairly narrow and so standards in this area of learning are also often well below those found nationally.
2. Children in both reception classes make a good start to their education and make good progress across all areas of learning. By the time they enter Year 1, however, standards are still below those expected because many of them start from such a low base.

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

Standards in:	School results	National results
Reading	13.7 (15.6)	15.7 (15.8)
Writing	12.3 (13.5)	14.6 (14.4)
Mathematics	14.5 (15.1)	16.3 (16.5)

There were 66 pupils in the year group. Figures in brackets are for the previous year.

3. Standards in the most recent National Curriculum tests show pupils' attainment to be well below that found nationally in reading, writing and mathematics. Standards in science are below the national average. In comparison with schools in areas with similar socio-economic characteristics, standards are average in reading and science, but below average in writing and mathematics. Standards are much lower than those judged at the previous inspection but this is due to the change in the school community. Most pupils now start the school with below average attainment and there is a higher proportion of pupils identified as having special educational needs in Years 1 and 2. Pupils achieve satisfactorily in most areas of learning. Pupils' achievement in Year 2 is often good due to the effective teaching.

4. Standards in reading have improved throughout the school. The school's assessment data shows a marked improvement in pupils' progress in Year 2, particularly in mathematics. The effective teaching provided in the Early Literacy Strategy sessions is also having a significant impact on raising pupils' self-esteem and enjoyment of reading and spelling. Achievement in writing is unsatisfactory throughout the school. This has been recognised by the staff and improvement in writing is a priority in the school improvement plan. Aspects that are hindering the pupils' achievement are the higher than normal movement of pupils in and out of the school in all classes through the year.
5. Standards in science have risen this year but are still below those found nationally because fewer pupils attain the higher standards than is usual. Standards in information and communication technology and in religious education are in line with those expected. Pupils achieve well in religious education because teaching is good. Pupils' work in the other subjects was sampled during the inspection and on the limited evidence gathered is judged as broadly in line with standards expected by the end of Year 2.
6. Pupils with special educational needs make good progress in reading. They receive one-to-one support from high quality teaching assistants which results in them beginning to develop the pre-reading skills so essential to enable them to access the curriculum. Achievement by pupils with special educational needs is good in English, mathematics and science. Pupils' self-esteem and confidence is built up in their one-to-one sessions and so they are prepared to take risks and as a result with support they often succeed at their tasks.
7. Children who are in the early stages of learning English as an additional language achieve well. In the reception classes, they are very well supported and their learning often progresses very well so they develop a satisfactory understanding of the language they hear and respond to instructions and questions correctly. Their vocabulary is developing well, giving them a secure foundation on which to develop knowledge and skills across all areas of learning. The spoken language of these children is still developing and they now have the confidence to respond in whole-class situations as well as quietly to the teacher or learning support assistant when in small groups.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and their personal qualities are **good**. Provision for pupils' spiritual, moral, social and cultural development is **good** overall, with particular strengths in their moral and social development. Attendance is **satisfactory** overall and punctuality is **good**.

Main strengths and weaknesses

- Children in the reception classes quickly settle into class routines
- The inclusive ethos of the school is strong.
- Pupils, including those with special educational needs and with English as an additional language, are keen to learn and enjoy coming to school.
- Most pupils behave well.
- The school promotes pupils' moral and social development effectively.

Commentary

8. Pupils of all ages like coming to school because it has a caring, happy and stable atmosphere for learning and playing. Relationships within the school are good and pupils' evident interest in their activities is continually encouraged by their teachers. As a result, the behaviour of pupils in classes, around the school and in the playground is nearly always good. They play well together, listen respectfully to adults and each other, and learn to take turns and share. Very occasionally a few pupils, nearly always boys, lose concentration, talk when they should not

and interrupt the learning of others. Those pupils with a lack of social skills who do not understand the impact of their behaviour on others are particularly well managed and fully included in lessons. A small number of pupils, in their questionnaires and in conversations with inspectors indicated their worries about bullying. However, they all report strongly that 'grown ups' always deal with this very quickly when they are told. No bullying or harassment was seen during the inspection and there have been no exclusions in the last academic year.

9. The inclusive ethos of the school is strong and children of all capabilities and backgrounds are welcomed into the school and get on well together. Pupils who spend only limited amounts of time in the school and travel with their parents at other times are well integrated into the school. They renew friendships easily and feel welcome in the school. Parents comment on how well they and other traveller children are fully accepted as part of the school's extended family. Similarly, children learning English as an additional language settle quickly and are socially well integrated into the school.
10. Because of the high quality support they receive, pupils with special educational needs make good gains in their confidence and self-esteem and in turn this contributes extremely well to their personal development. Relationships are good and these pupils are prepared to take risks in lessons and often surprise themselves with the improvements they make.
11. Pupils have good attitudes towards their learning. As they mature, especially in Year 2, they become increasingly confident and self-reliant. Pupils are always very enthusiastic to help their teachers with jobs in the classroom or around the school.
12. Pupils show respect for their surroundings and for each other. They are beginning to know about the feelings and emotions of themselves and others. Pupils are helped by the good provision throughout the school for their personal and social development. They are also progressing satisfactorily in their spiritual development. Pupils are beginning to understand the notion of living in a community, which is promoted in interesting assemblies, in religious education lessons and the much-enjoyed Golden Time. The provision for pupils' cultural development has improved since the previous inspection and is now satisfactory. Pupils learn about their own culture and those in other parts of the world, through provision in subjects such as art and design and music.
13. Attendance is below the national average. This is mainly due to the extended absence of traveller families. These children are supported by the Travellers' Education Service and so their learning is not affected. The attendance rates are also affected by the normal illnesses of young children and by a small but significant number of families taking holidays during term time. Pupils are punctual and arrive on time. The school is working with the education welfare officer to support families and encourage better attendance.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.1
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.5

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

Curricular provision is **satisfactory** overall. Teaching is **satisfactory** overall but it is **often good** or better. The curriculum is broad and well balanced with **strengths** in the provision for children in the Foundation Stage.

Teaching and learning

The quality of teaching is **satisfactory** overall. Within the Foundation Stage, teaching is **good**. In Year 2, teaching is **often good** and sometimes it is **very good**, occasionally **excellent**.

Main strengths and weaknesses

- Teaching in the Foundation Stage and Year 2 is good.
- Learning support assistants are well informed and often have good levels of expertise.
- Pupils with special educational needs are effectively identified and enabled to make good achievement.
- Pupils with English as an additional language and traveller pupils are given good levels of support.
- The procedures for assessing pupils' work are good but greater emphasis needs to be placed on monitoring pupils' progress.

Commentary

14. The quality of teaching in the reception classes is good and children of all abilities make good progress across all aspects of the Foundation Stage curriculum. This is because both teachers have worked very effectively together to develop a curriculum that is very well suited to the range of abilities in the class and to introduce children to a wide range of stimulating experiences that prompt their questions and curiosity. Teachers use the learning support assistants well to promote children's learning in group work and in children's individual free choice activities. The assistants are well prepared, consolidate children's language and learning through effective questions and model activities so children can explore new ideas and vocabulary confidently. There is sometimes insufficient expectation for the children to listen carefully to the teacher and to each other, which results in some children calling out noisily and interrupting the opportunities for other children to develop their ideas. The structure of the lessons overcomes these weaknesses as all children have the opportunity to explore and experience all activities in their own play as well as a class.
15. In Years 1 and 2, teaching is satisfactory overall and as a result pupils' learning is satisfactory. No unsatisfactory teaching was observed and there were several very good and one excellent lesson in Year 2. A strength of the teaching seen was the brisk pace that moved the learning on quickly so maintaining pupils' interest and attention. Teachers supported the pupils' learning well by modelling the activities and writing so they were clear about what they had to do. Pupils were provided with the vocabulary they needed to complete their tasks and there were regular reminders about important aspects, such as the use of capital letters and full stops. In the most effective mathematics lessons, teachers reinforced the skills pupils had already learned and helped them to understand new processes of working so they could use the knowledge in their own work. Although there were no unsatisfactory lessons, weaknesses were observed that reduced the effectiveness of some teaching. In these lessons, pupils were kept sitting on the carpet for too long and were not sufficiently enabled to participate in the whole-class session and so their attention and concentration waned. Pupils with emotional and behavioural difficulties are managed well. The procedures for managing inappropriate behaviour are effective and pupils are more readily able to focus on their work.
16. The quality of teaching for pupils with special educational needs is good. Teaching assistants plan flexibly to meet the needs of these pupils and make good use of the specific targets on

their individual educational plans (IEPs) to develop activities and monitor pupils' progress. They ensure that pupils are productive and make good progress in acquiring new skills. Teachers and learning support assistants operate as an effective team to ensure that pupils with special educational needs are fully included in lesson activities. However, on some occasions when pupils with special educational needs are included in whole class lessons without an experienced teaching assistant present, the teacher does not always refer to the targets on pupils' IEPs when setting them off on a writing task and this reduces the progress they make. The teaching of pupils with English as an additional language through the school is good overall. Pupils from traveller families achieve well in the school and continue to make good progress when on their travels because of the strong liaison between teachers in the school and the Traveller Education Service.

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	11	13	0	0	0

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

17. Procedures for assessment have improved since the previous inspection and are now good. They are more manageable and the information is now used satisfactorily to inform teachers' planning. In the reception classes, teachers and assistants observe children's work carefully and record individual development. These notes build to provide a clear picture of each child's progress towards the early learning goals and enable the teacher to develop activities that promote children's learning. Teachers have a good awareness of individual children's needs and their questions reflect this sensitive approach. Assessment procedures are also good in Years 1 and 2, especially in English, mathematics, science and information and communication technology. Teachers use the information satisfactorily to plan their lessons and higher attaining pupils are now more consistently challenged than at the previous inspection, but it is still inconsistent. In other subjects, teachers use ongoing assessment to monitor pupils' attainment, and records of this information are being satisfactorily developed. There are no formal procedures as yet for passing on information to the next teacher about pupils' skills development in each subject order to ensure effective progress is made from year to year. Teachers' marking is satisfactory. At its best, teachers provide a clear picture of what each pupil has done well and how it should improve but this practice is still inconsistent. Teachers discuss targets for improvement with pupils and their parents and this is helping pupils improve. In discussions, pupils said that teachers help them to get better at their work. Although the information from assessment is now used more effectively to support teachers' planning, the systems for tracking pupils' progress are still developing and need greater refinement so that all teachers are more aware of those pupils who are underachieving and action is taken to promote their progress.

The curriculum

The curriculum is **good** in the Foundation Stage and **satisfactory** throughout the rest of the school. There is a wide range of satisfactory opportunities to promote pupils' learning and curriculum planning is consistent throughout the school. Opportunities for enrichment are satisfactory with some good features. There is an inclusive ethos and all pupils have equality of access to the curriculum on offer. Accommodation and resources are **good**.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is good.
- The provision for pupils with special educational needs, those in the early stages of learning English as an additional language and for children of traveller families is good.
- The provision for personal, social and health education is good.

- Trips out of school are good and enrich pupils' learning.

Commentary

18. The curriculum in the Foundation Stage is good and stimulates children's interest and curiosity. The provision has improved since the previous inspection. Activities are effectively planned within the recommended six areas of learning for children of this age. There is a good balance of activities led by teachers, in which children meet new skills and knowledge, and their independent play through which children consolidate new learning, explore their ideas and develop understanding. The lessons are planned within an overall theme, which stimulates children's interest and curiosity. Resources are good and they are effectively used to promote children's learning across the curriculum.
19. Throughout the rest of the school, the curriculum is satisfactory as was the case at the time of the last inspection. Statutory requirements are met. Pupils receive their entitlement to the full National Curriculum and access a programme of religious education in accordance with the locally agreed syllabus. The school reviews its topic cycle each term and from its findings manages change well. Schemes of work have been systematically developed and improved since the last inspection. A successful topic approach ensures interesting and effective links between subjects are established. There is flexibility within the curriculum planning and this is a strong feature. The school has recognised a difficulty in the topic planning because of the mixed Years 1 and 2 class and have implemented strategies to address these concerns. The emphasis in the planning on a practical approach to delivering the curriculum is a strong feature as it successfully motivates pupils in their learning, particularly those with special educational needs.
20. The provision for pupils with special educational needs is good. Good curriculum planning ensures that they have full access to a broad and balanced curriculum. The specific support programme used by the school builds the confidence of pupils, especially those with more complex special educational needs whilst developing their fine motor skills. The provision for children with English as an additional language is good and is reflected in their good progress and standards achieved. Careful attention is paid to each individual's needs. Sensitive support enables these children to participate in all activities.
21. Children from traveller families are well integrated into the school and quickly resume their learning when they return after a long absence. The school has strong links with the Traveller Education Service, which maintains their links with the pupils wherever they go to ensure full access to the curriculum.
22. The curriculum is satisfactorily broad and well balanced. Pupils' learning is enhanced by an interesting range of trips and visitors to the school but there are no after-school clubs. Visitors are frequently invited to come into school to support the delivery of the curriculum. Exciting visitors such as a local fire fighter are used to support the personal, social and health education programme. Sport is enriched by opportunities to play tennis and to learn to swim. There are few opportunities for pupils to be involved in musical events.
23. As the number of pupils on roll has decreased more accommodation has become available for flexible use and the school uses it well for a range of activities. Some of the buildings are let to other users and provide additional income for the school. Resources are good and have recently been improved. New books, additional equipment for information and communication technology and resources for the reception classes are some of the most recent additions that are used effectively to promote pupils' learning.

Care, guidance and support

Procedures for ensuring pupils' welfare, health and safety are **good**. The support, advice and guidance the school gives to its pupils are also **good**. The involvement of pupils in sharing their views about the school is **satisfactory**.

Main strengths and weaknesses

- There are very effective induction arrangements for reception children.
- Each pupil has a good and trusting relationship with one or more adults in the school.
- Child protection procedures are in place and effective.
- The provision made for the care, guidance and support of those pupils with special educational needs, traveller children and those with English as an additional language is good.

Commentary

24. Teachers in the reception class have good links with the local play groups and good communications ensure that teachers have a good understanding of the personal and learning needs of children about to start school. There are very flexible arrangements for children's induction into the reception classes. Parents are fully involved in discussions about their child's readiness for full-time education and this ensures the child is happy and confident when they do.
25. Relationships between adults and the pupils are very good throughout the school. Pupils feel well cared for and secure. The pupils' questionnaire clearly indicates that every pupil knows at least one adult who they can go to if they are worried or hurt. This was confirmed when inspectors talked to the pupils. All adults in school have had training in child protection procedures and are aware of their responsibilities and duties if they feel a child is at risk. The procedures for health and safety are good and risk assessments are routinely made.
26. The support provided for pupils with special educational needs is good. They are included well in lessons and able to make good progress in their learning. There are very good links with external agencies such as the school's educational psychologist, the learning support team and the school nurse. The educational psychologist has been very helpful in supporting the school with the Reading Recovery Scheme, particularly in training teaching assistants in how to use the scheme when working with pupils with reading difficulties. The pastoral support of the children with English as an additional language is very good. The class teachers and the teaching assistants are very aware of their customs and religious beliefs which makes them sensitive to pupils' cultural differences. Children of traveller families are well supported at school and on their travels. The school has strong links with the Traveller Education Service, which maintains their links with the pupils wherever they go so they make good progress in their learning.

Partnership with parents, other schools and the community

There are **very good** links with parents who think very highly of the school. Links with the community and other schools are **good**.

Main strengths and weaknesses

- Parents have very positive views of the work of the school.
- There is a very active and supportive Parent Staff Association (PSA).
- Many visitors to the school enhance the curriculum.
- Overall information to parents is good.
- Parents of children with special educational needs are kept well informed and involved.
- Good community links benefit pupils' learning.
- Effective links with the junior school ensure pupils' smooth transition at the end of Year 2.

Commentary

27. The school works very effectively with all parents. They are very satisfied with what the school provides and they support their children's learning satisfactorily. However, the school recognises the need to develop ways to seek parents' views.
28. Parents feel welcome in the school and appreciate the approachability of the staff if they have any concerns or suggestions. Several parents help in lessons and, with the teachers' guidance, they provide an effective addition to the teaching support. The open-door policy for parents is particularly supportive for parents of children with special educational needs. Effective procedures are in place for the involvement of these parents in their child's regular reviews and the school encourages parents' input into the development of children's individual educational plans, in accordance with the Code of Practice.
29. The school is used well for a range of community activities. Visitors to the school from the community, and links with other schools add another important dimension to pupils' learning as well as enhancing their social and personal development. The school provides good information for parents about the school, the progress of their children and the activities taking place. However, pupils' written reports do not record the targets for the child's future improvement. A very active and supportive Parent Staff Association organises a mixture of fund-raising and social activities that benefit the school considerably both financially and socially. This valuable support is much appreciated by the school.
30. There is good communication with the junior school. Transfer procedures are well planned and this ensures that pupils are successfully supported from one stage of their education to the next.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The headteacher provides **good** leadership. Management is **satisfactory**, but some aspects require improvement. The governors fulfil their responsibilities **satisfactorily**. The school has a **good** ethos for learning, which is shared by the whole community.

Main strengths and weaknesses

- The leadership of the headteacher is good.
- The monitoring of teaching and its impact on pupils' learning is not sufficiently rigorous.
- Systems for monitoring pupils' standards are not sufficiently effective to ensure teachers identify pupils who are not achieving as well as they should.
- The governing body is well led and makes a satisfactory contribution to the management of the school.
- The headteacher and all staff have a strong sense of purpose, and work well as a team.
- The financial management of the school is much improved and is now good.

Commentary

31. The leadership of the headteacher is caring, creative and decisive. In the last few years she has been faced with a series of difficult problems which have had major effects on life in the school, and the standards reached by its pupils. These have included a dramatic fall in numbers following the opening of a new primary school nearby and the consequent loss of teaching staff. The headteacher has had to deal with inherited financial management problems in addition to new financial difficulties caused by the drop in the school budget. Most of all, she has had to lead the school through a time of falling standards, caused by significant changes in the overall attainment levels of pupils entering the school, the increased percentage of pupils

with special education needs and the higher than average number of pupils who leave or join the school during the Infants' stage. With the support of a determined chair of governors, she has dealt effectively with many of these problems, as well as improving considerably the buildings and environment of the school. She has also built a strong team of staff, who share her aspirations for improvement, particularly of the standards and achievement of the pupils. This improvement is already taking effect, and should gather pace under the clear-sighted leadership of the headteacher and her joint deputy headteachers.

32. The improvement in standards, identified as the main priority by the managers in the school, is at present most evident in reading, which has been a focus of the school in the last year. However, the monitoring of teaching and learning by the headteacher, senior staff and subject leaders has not been effective enough because of inconsistency in the monitoring. There has been too little attention paid to the learning outcomes of teaching. Teachers are not receiving enough direction in how to evaluate how well their pupils are learning and what their progress is over time. Subject leaders, especially in English and mathematics, now have large amounts of data about the attainment of their pupils, but not all class teachers use the data effectively to identify pupils who are not achieving as well as they should. In order to raise standards, teachers need to use this information on a regular basis to identify the progress of their pupils and to intervene when problems arise.
33. The governing body is strongly supportive of the school, especially in the successful drive to improve the buildings and internal environment of the school. Several governors have been connected with the school for many years. The governing body fulfils its statutory duties well, and is led by a knowledgeable and active chairman. Governors have a good knowledge of the pastoral strengths of the school and since the last inspection have been more active in their contributions to the school improvement plan. They also have a prudent and clearly prioritised approach to financial management. In their forward planning they are well aware of the continued budget implications of the fall in pupil numbers and are planning accordingly. They have a good understanding of the principles of 'best value', which they actively employ. They are less secure on their knowledge of weaker aspects of the school. In particular, they have not been sufficiently aware of the school's need to improve its standards in the main areas of the curriculum.
34. There is a strong team ethic amongst all the staff. They have great confidence in the leadership skills of the headteacher, and show a refreshing degree of openness and trust in their day-to-day relationships. The two deputy headteachers, who have had shared responsibilities since September, have made a good start to their management contributions in the school. They are motivating the staff to recover from past difficulties and maintain the improvements made recently in reading and mathematics. Good attention is paid to the effective professional development and training of all staff. The performance management in the school is at present satisfactory, but will be enhanced when clearer teaching and learning objectives become established through better monitoring.
35. After running a deficit budget a few years ago, the school has stabilised its finances and is making good use of the money it receives. This includes a significant proportion to help in the education of pupils with special educational needs, who are well provided for. Day-to-day financial management by the school administrators is very effective. The school management has shown innovation and imagination in its recent staffing decisions, but is well aware that this may need to continue until numbers increase and a financial buffer has been accumulated to protect current planning.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	537,771
Total expenditure	522,779
Expenditure per pupil	2,810

Balances (£)	
Balance from previous year	56,438
Balance carried forward to the next	71,430

36. Currently, Southbroom Infants' School provides satisfactory value for money. The school has an effective leader and dedicated staff. This leaves the school in a good position to continue the improvement noted in the last year.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

Main strengths and weaknesses

- The teaching is good overall.
- Teachers monitor children's learning and progress well.
- The curriculum is well balanced and provides a rich range of activities.
- Learning support assistants are well prepared and provide effective support and encouragement for children of all abilities.
- Children in the early stages of learning English as an additional language achieve very well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Flexibility in the starting of full-time education ensures children settle quickly and they feel happy and secure at school.
- Staff put considerable emphasis on developing children's self-esteem and confidence.
- Teachers have high expectations for children's independence and enable them to organise themselves through well-focused, free-choice activities.
- Children of all capabilities and ethnicity are integrated very effectively and relationships are very good.

Commentary

37. Many children attend a pre-school group and this prepares them well for school. Those children who do not have the benefit of attending a pre-school group enter the reception class unable to promote their own play and find difficulty in taking turns and in sharing their toys. Under the sensitive and caring support of the teachers and learning support assistants, all children settle well into school. Children enter the classrooms confidently, say goodbye to their parents happily and are very quickly completing daily tasks and choosing their first play activities. Children's confidence and self-esteem are further nurtured by the consistent positive response of all adults. Children are praised and encouraged in all aspects of their work and so develop positive attitudes to their tasks. Children work and play together collaboratively and show interest in each other's activities. Teachers have high expectations for children's independence in their free-choice activities and, consequently, they choose their own resources, organise their own activities and clear away when requested to do so. Children from other ethnic groups and those with English as an additional language also gain in confidence in this inclusive atmosphere. They are socially accepted by all the children and enabled to work and play with growing assurance in their own abilities. Teaching in this aspect of children's development is good and this enables all children to achieve well. Most children attain the expected standards in the early learning goals.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good.
- Teachers consistently promote children's vocabulary, language and literacy skills.
- Children's early reading and writing skills are effectively developed.
- Children in the early stages of learning English as an additional language achieve very well.
- Children with special educational needs are effectively identified and supported.

Commentary

38. Standards on entry to the reception class are overall well below those found nationally. Teaching in this aspect is good and children achieve well, but most do not attain the expected standards in the Early Learning Goals by the time they enter Year 1 because they come from a low base. There is a small proportion of children who have average language skills and these are on their way to attaining the Early Learning Goals. There are also a few higher attaining children who are well supported and encouraged to work at their own level. The school is very flexible in its provision and higher attaining children join a Year 1 class for literacy and numeracy to ensure that they are challenged and their learning is extended.
39. Children make good progress in the skills of communication, language and literacy because teachers are constantly finding ways to focus on increasing the children's vocabulary and understanding. Both classes provide a language-rich environment in which to learn. There are labels and meaningful sentences around the rooms and many opportunities for children to write and to enjoy books. Children have made a good start at developing early reading and writing skills so that they are beginning to employ strategies for using letter sounds when reading words and when attempting their own writing. Good teaching of reading has enabled children to develop a range of strategies to gain meaning from the text and pictures.
40. Children who are in the early stages of learning English as an additional language achieve very well in this aspect. These children had very little knowledge of English when they entered the school. They are very well supported and their learning progresses very well, so they develop a satisfactory understanding of the language they hear and respond to instructions and questions correctly. Their vocabulary is progressing effectively, giving them a secure foundation on which to develop knowledge and skills across all areas of learning. The spoken language of these children is still developing but they now have the confidence to respond in whole-class situations as well as quietly to the teacher or learning support assistant in small groups. Teachers use assessment of children's learning effectively to identify children who have special educational needs and develop strategies to successfully develop their learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and pupils achieve well.
- Teachers provided activities that consolidate and extend children's mathematical knowledge, skills and understanding.

Commentary

41. Many children enter the reception class able to recite numbers with satisfactory accuracy and to recognise a few written numbers, but in other aspects of early mathematical knowledge and skills they are well below average. Children make good progress in this aspect of their learning because of the effective teaching but most do not attain the expected standards in the Early Learning Goals by the time they enter Year 1. The provision of a mathematics area for free-choice activities attracts many children. This is an improvement since the previous inspection and much enjoyed by many children who use the telephone to dial numbers copied from the local telephone book and to play number games. In one session observed, for example, the teacher had arranged a car racing game so that the children practised using the terms 'first', 'second', 'third' and 'fourth'. Effective links are made with other areas of learning, for example children practised counting, estimating distance and direction when programming a floor robot to re-enact part of the story they had read. Pupils with special educational needs are well supported and make steady progress. Children with English as an additional language also make good progress in developing their understanding of mathematical language and number. In response to the teacher's question to the whole class about which number was greater, one child, still in the early stages of learning English, had no hesitation in answering and did so correctly.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers successfully introduce the children to aspects of science, history, geography and design and technology
- Effective links are made across the curriculum.

Commentary

42. Children's experiences of the world about them are often fairly narrow when they enter reception and so standards in this area of learning are often well below those found nationally. Good opportunities are provided to introduce the children to aspects of science, history, geography and design and technology through topics that develop children's interest and curiosity. Effective links are made across the curriculum so learning is made more meaningful. As part of their learning about winter, for example, children have explored how ice is made and why it disappears. They have discussed the kinds of clothes we wear when it gets cold, and where penguins live. They have explored how best to fasten card together if they want parts of their penguin models to move. The quality of teaching is good in this aspect. Activities are effectively planned and children achieve but most do not attain the expected standards in the Early Learning Goals by the time they enter Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Effective opportunities are provided for children to develop and practise their manipulative skills and co-ordination.

Commentary

43. When children start in the reception class their co-ordination and control of large toys are similar to that found nationally, but their manipulative skills using simple tools and writing implements are below average. The children develop these skills and they make satisfactory progress overall. Children's cutting skills as they made their paper penguins, for example, were varied but many still found difficulty in making the scissors work properly and in maintaining control of the cutting edge. Letter formation is developing satisfactorily, with the more capable children writing recognisable letters that are fairly even in size. Children's pictures, however, are still lacking definition and in some, colouring is still rather haphazard in its control and quality. Children in both classes regularly use the large toys at playtime and they participate in physical education lessons in the hall. They are developing satisfactory balance and control in their movements on the ground but are less secure when walking along a low beam. Most children are likely to attain most aspects of the early learning goals by the time they enter Year 1. The skills of letter and number formation are the weakest elements for a significant number.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers help children well to develop their imagination and creativity.

Commentary

44. Children are given good help to develop their imagination through stories and play in the role-play area that, during the inspection, had been made into an 'ice house'. Regular opportunities to play musical instruments with the teacher, and as a free-choice activity, promote children's understanding of how to play the instruments correctly as they enjoy making a range of loud and soft noises. They enjoy singing, especially when accompanying themselves with actions. Teachers effectively use musical sounds to stimulate children's movement and responses. Good opportunities for children to explore different materials and colours in art are evident from the bright and colourful displays around the classrooms. Most children attain the ELGs by the time they enter Year 1.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Achievement in reading is good.
- Pupils' achievement in writing is unsatisfactory.
- The provision for pupils with complex speech and language difficulties is good.
- There is some good and excellent teaching in Year 2.

Commentary

45. Pupils' attainment in reading and writing in the 2003 Year 2 tests was well below the national average. This reflects the high proportion of pupils with special educational needs in that year group. It is not appropriate to compare standards with the previous inspection because the number of pupils with special educational needs is now so very much higher than it was then.

46. Standards seen in writing in the current Year 2 remain well below average. Achievement in writing is unsatisfactory and the school recognises that it must improve writing by adopting a more effective and consistent strategy across the school. In reading, standards attained by Year 2 are now average and, given the prior attainment of the pupils in this year group, this represents good achievement. Speaking and listening skills by Year 2 are below average but achievement is at least satisfactory because of the pupils' low starting point. Pupils with complex speech and language difficulties make good progress because of the very good support they receive from high quality teaching assistants who work effectively with them on a one-to-one basis, enabling them to sound out their letters accurately and begin to read.
47. The good achievement in reading is the result of effective strategies that the school has put in place to improve standards. Pupils with special educational needs have responded well to the speed-reading programme. For the majority of pupils, the well-run group and guided reading sessions have had a positive influence on standards and the quiet reading sessions have enabled class teachers and teaching assistants to give focused support to individuals. The majority of pupils in Year 2 read with accuracy. They are able to predict what is going to happen next in the story and they greatly enjoy reading. The library has been developed in such a way that it is an enjoyable place to go.
48. Writing is a weakness. Far too many pupils, including the high attainers, are very inconsistent in their writing. It is not uncommon for a Year 2 pupil to start his/her first sentence with a capital letter and finish it with a full stop but then completely forget these basic and important rules in the very next sentence. In lessons where teachers use open questions, pupils' speaking and listening are developed well and this is having a positive impact on preparing pupils for their writing. In an excellent Year 2 lesson, a pupil was placed in the 'hot seat' and the other pupils in the class were challenged to ask her what it felt like to be the 'Ugly Duckling', which resulted in some lovely ideas which were effectively expressed.
49. The quality of teaching and learning is satisfactory overall. In Year 2, it is good and in one lesson observed it was excellent. In this lesson the teacher gathered ideas from the pupils and demonstrated a short piece of quality writing using their ideas and reinforcing important rules before setting them off on a writing task. Where teaching is less effective, the pupils are told to do some writing without being reminded of the important rules and, as a consequence, pupils are unsure what to do. Lower attainers are effectively helped to construct sentences as part of the Early Literacy Strategy programme delivered very well by a teaching assistant. They make good progress as a result. Pupils are given opportunities to write for a range of different and interesting purposes but sometimes lack of challenge or unrealistic expectations result in pupils producing poor writing. Where teaching in the lessons observed had shortcomings, there was a lack of high expectation and pupils were not presented with a good example of writing to get them started.
50. The leadership and management of the subject are satisfactory. Good planning has resulted in raised standards in reading. The literacy co-ordinators know that they need to be more rigorous in the monitoring of the teaching and learning of writing and, where necessary, feed back some hard messages to bring about improvement.

Language and literacy across the curriculum

51. Pupils satisfactorily develop their language and literacy skills in other subjects. The use of paired and small group discussions used through the school makes a valuable contribution to pupils' speaking and listening skills, as evidenced in science and religious education. They have rich opportunities to speak and listen in 'circle time' and Year 2 pupils speak in front of an audience in assembly. They are beginning to use their reading skills to find out information for their science work. They develop their writing skills by recording their ideas in many subjects. As a result a significant number of Year 2 pupils are beginning to see a purpose in their writing and so are starting to take pride in it. However, there is not yet a consistent approach to support pupils in their writing across subjects and this is a weakness.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 2 are below average.
- The achievement and progress of pupils is satisfactory overall but is good in Year 2.
- Teaching and learning are satisfactory overall, and are often good in Year 2.
- Pupils' attitudes to mathematics are good.
- Methods of assessment are good and the information provided by them is used satisfactorily.

Commentary

52. Standards are below expected levels for pupils by the end of Year 2. This is due to the fact that many pupils enter the school with standards in mathematics development well below those found nationally. There is also a higher than average number of pupils in the school with learning difficulties. Nevertheless, by the time pupils leave the school almost nine out of every ten are at least reaching the standard expected nationally. At present only about one in ten pupils is reaching a higher than average standard. This is due to teachers not using their abundant assessment data well enough to ensure that all pupils capable of higher attainment are sufficiently challenged from an early age. The achievement of pupils through the school is satisfactory, although there was evidence during the inspection that it is higher for a number of pupils in Year 2. No differences were observed between different ability groups or between boys and girls. The achievement of traveller pupils and those with English as an additional language is often good. Strategies are developed to successfully support them and promote their learning.
53. Teaching and learning are satisfactory throughout the school, and good teaching was observed during the inspection, especially in Year 2. Scrutiny of pupils' work confirms that, over time, teaching, learning and achievement are all satisfactory. Where the teaching and learning are good, teachers use mathematical language effectively and ensure that pupils understand the meaning of terms like 'equivalent', 'combination' and 'strategy'. Teachers encourage pupils to explain how they make their calculations. In the most effective lessons, pupils' work is well matched to their different needs and all pupils are sufficiently challenged by a variety of tasks. However, in some other lessons activities are directed mainly to middle or lower attainers in the class, and some tasks can be unrelated to the mathematical objectives of the lessons. Nearly all teachers set insufficiently demanding time targets for activities so that some prepared tasks are never attempted. In lessons where learning support assistants are present, they are mainly used effectively and often make notes about the progress of individual pupils. Teachers have good relationships with their pupils and offer them abundant praise and encouragement, which helps them to enjoy mathematics.
54. Pupils are enthusiastic about their learning. They are keen to answer questions, work well in their groups and happily share resources like coins without argument. Fewer pupils are able to work effectively on their own, and many take their time to settle to tasks. A few boys, particularly, need a firm hand if they are not to lose concentration and distract others. Their teachers use effective methods to deal with this behaviour and, as pupils become more mature in Year 2, they said in discussion, 'we ignore that behaviour'.
55. The leadership and management of mathematics are satisfactory. The co-ordinator has produced much good assessment data and is working with the headteacher in analysing closely the achievement of pupils over time. This information has yet to be applied successfully enough to improve standards but inspection evidence indicates improvement in the last year. Her monitoring of teaching and learning is also very thorough, but needs a more rigorous focus on the quality of pupils' learning and how teachers can improve. Information and communication technology is not used sufficiently to support learning in mathematics. In

addition, much time is spent on number work and problem solving, and there is less evidence of work in shape and space, where children have very little knowledge on their entry into the school.

Mathematics across the curriculum

56. Mathematics, through activities such as measuring, is sometimes used in design and technology and science. However, its use is very limited across the curriculum.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards have risen this year.
- There is a strong focus on developing pupils' knowledge through investigations and experiments.
- Pupils' poor literacy skills hinder their ability to explain what they know.
- Teachers promote a variety of methods for pupils' recording to help them express their ideas.
- Insufficient focus is given to consistently providing pupils with the scientific language and the key words necessary for their explanations.
- There is an insufficiently rigorous approach to monitoring pupils' learning.

Commentary

57. Achievement in science is satisfactory. Standards in the most recent national tests were below those found nationally. This was because fewer pupils attained the higher standard of Level 3. Currently, most pupils in Year 2 are working at the expected level but few are attaining the higher standard. Standards are lower than at the time of the previous inspection because the balance of attainment in the school has significantly changed. Children enter reception with a limited experience of the wider world and, although they make good progress in learning about science, few children enter Year 1 with the standards expected at this age. Achievement in Years 1 and 2 is satisfactory overall, but pupils find great difficulty in expressing their ideas because their impaired vocabulary and speaking skills hinder their progress.
58. The quality of teaching is satisfactory overall. A strength in the teaching is the use of simple investigations and experiments. In Year 2, for example, pupils were developing their understanding of friction and its impact on the speed of vehicles by exploring the distance toy cars will travel on different surfaces. A range of strategies is used to help pupils record their findings, such as drawings, simple diagrams and tables. They are encouraged to observe closely and to suggest ideas why things happen the way they do. The few more able pupils in the Year 2 lesson observed made thoughtful explanations about their findings. One boy said his car was slower on the very smooth surface because it was going so fast it kept hitting the barriers and this slowed it down. This complexity of explanation is rare as most pupils find great difficulty in accessing the correct language to express their ideas. The teachers are aware of the need for pupils to develop their ideas through discussion and, in the Year 2 lesson observed, pupils were given time to share ideas with their partners and in their groups before sharing them with the class. Teachers do not sufficiently help pupils put into words what they think will happen and to support their predictions and explanations.
59. A variety of satisfactory strategies is used to support pupils' writing in science. There are worksheets with key words for pupils to read and use in their work. A positive strategy is the use of a scribe to record the ideas of each person in the group. This is particularly supportive of pupils with special educational needs.

60. Mathematics is sometimes used in measuring the outcomes of pupils' tests but as pupils are inaccurate in their measuring this sometimes hinders their scientific understanding. Information and communication technology is not yet used to support pupils' learning in science.
61. Leadership and management of science are satisfactory. The co-ordinator monitors that the curriculum covers the required programmes of study and that teachers are developing more successful strategies for teaching science through investigations. She has identified the need to monitor the development of scientific vocabulary and to focus on the progression of knowledge and skills from one year to the next. Regular assessment of pupils' work has produced information on their standards, but progress and achievement have not been as closely monitored in the past as that in English and mathematics. A more rigorous approach to monitoring pupils' learning and how it needs to improve will help to raise standards further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The provision of both hardware and software has improved.
- Pupils are very enthusiastic about their work in ICT.
- ICT is not yet used sufficiently to support other subjects.

Commentary

62. Standards in ICT have been maintained since the last inspection and are in line with those expected nationally for pupils at the end of Year 2. The school has improved its provision of both hardware and software. Its provision of laptops has had a positive impact on pupils' access, and has particularly encouraged pupils' attitudes to learning in the subject. Both in discussion, and in lessons, pupils are eager to learn and develop their skills, several describing 'laptops' as their 'favourite' in school. As a result, the achievement of all pupils, whatever their background or ability, is satisfactory. Displays throughout the school, and in the two lessons observed, show pupils have learned the initial skills of word processing, use software to produce colourful pictures and brush, change size, print and save their work. The learning is guided by generally confident teaching. Through thorough training, nearly all teachers and some classroom assistants have at least satisfactory knowledge of ICT and this enables pupils to achieve objectives within a relatively short time. The curriculum for information and communication technology covers all the expected programmes of study but teachers, are occasionally over ambitious and attempt to promote too much in what are generally 35-minute lessons.
63. Leadership and management are satisfactory. The experienced co-ordinator has ensured that available funds have been spent well, and is now building up a range of relevant software for use across the curriculum. She has regular opportunities to monitor planning, scrutinise work and offer advice on teaching and standards. She has also introduced effective assessment procedures, which are identifying the progress of individual pupils.

Information and communication technology across the curriculum

64. Information and communication technology is being used across some areas of the curriculum such as in English, history and art and design. Pupils with special educational needs sometimes use computers for their recording and this encourages their greater effort. However, because of a past lack of suitable software, planned opportunities for pupils to use

ICT to support learning in other subjects have been limited. The co-ordinator knows this and is already taking steps to encourage wider use of ICT.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teachers are enthusiastic and have good subject knowledge.
- Lessons have good pace.
- The leadership and management of the subject are good.
- The subject makes a valuable contribution to pupils' spiritual development and also to raising their awareness of cultural diversity.
- ICT is not used sufficiently to support the teaching of the subject.

Commentary

65. By Year 2, pupils' attainment is in line with that expected in Wiltshire's locally agreed syllabus. Because attainment in religious education on entry to Year 1 is below average this represents good achievement. Standards achieved are better than at the time of the previous inspection. This is because planning and the quality of teaching are significantly better.
66. Because Year 2 pupils have hands-on experience of making an Easter garden, they know that Jesus died on a cross. Their grasp of what it means to be special is particularly good. They know stories from the Bible and can relate the teaching of Jesus, for example in the parable of the 'Good Samaritan', to how they should behave in the playground. However, because of their weak writing skills the vast majority have difficulty in recording their knowledge and understanding.
67. The quality of teaching and learning is good. In a Year 2 lesson, good subject knowledge, skilful behaviour management and very effective use of questions by the teacher resulted in good learning by the pupils. They were enabled to apply Jesus' teaching to their own lives. Pupils with special educational needs made good gains in their understanding because the teacher skilfully engaged their interest through exciting role-play. They came up with some good ideas as to how they could care for others, making a valuable contribution to their personal development. Teaching observed in a Year 1 lesson built in time for pupils to think deeply about the ideas discussed, and this made a valuable contribution to their spiritual development. There is a focus in the teaching on raising pupils' awareness of religious and cultural diversity and this results in pupils gaining a deeper respect for people who follow customs that are so very different from their own. All of this is achieved in a joyful atmosphere in lessons, created by a good balance of humour coupled with deep reflection on serious issues at the right level for children of this age. However, teachers do not support pupils with their writing enough. For example, having successfully gathered really good ideas from pupils in Year 2, the teacher sent them away to work independently without providing a model of good writing to follow or reinforcing the importance of correct punctuation.
68. Leadership is good and makes an extremely valuable contribution to pupils' learning. The co-ordinator inspires the staff and so their confidence in teaching is raised. Management is also good. The co-ordinator has produced a very good scheme of work and built up a bank of quality resources and recognises the need now to improve assessment and increase the use of information and communication technology. Overall, the provision for the subject is very significantly better than at the time of the previous inspection.

History and geography

69. The provision for history and geography was only sampled. Two lessons were observed in history but none took place in geography during the inspection. Pupils' work was analysed and discussions were held with pupils and the subject co-ordinators. It is not possible on the evidence available to form an overall judgement about the provision in these subjects. The indication from pupils' work is that standards are in line with expectations in history but there was insufficient clear evidence in geography. In history, pupils in Year 2 have a satisfactory knowledge of what life was like for soldiers fighting in the Crimean War. They have a satisfactory understanding of the life and work of Florence Nightingale. Because of skilful teaching observed in one lesson, delivered at a fast pace using very good resources, the pupils came up with some very good ideas about what it must have been like for Florence Nightingale working as a nurse in a hospital with bad smells and infested with rats.
70. Leadership in history is good. There is an effective scheme of work and the school has build up a good bank of artefacts to support the teaching of the subject. Assessment of pupils' attainment is satisfactory. The recording of pupils' knowledge and skills in **geography**, are not as strong as that in history. Through its own self-evaluation the school identified some concerns about a unit of work being taught and a more effective progression of pupils' knowledge and skills has been designed to address the problem. The leadership and management of geography are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. No lessons were seen in **music or design and technology** during the inspection. One lesson was seen in **art and design**, and three very short visits were made to dance, gymnastics and tennis lessons in **physical education**. In all of these subjects, a scrutiny of pupils' books, teachers' planning and displays was made, but not enough evidence was available to make overall judgements on provision, standards, teaching and achievement in any of the subjects.
72. The school has a number of colourful and interesting art displays, especially in the hall where winter scenes were well presented and showed use of pastel, chalk, charcoal and ink. The standards in the one lesson observed in Years 1 and 2 were average, and pupils greatly enjoyed the opportunity to create pictures by making 'points'. Pupils had also enjoyed their work designing and using materials to make very attractive Joseph 'dreamcoats' in their design and technology lessons. These also were widely displayed in the school, enhancing the environment. Pupils clearly enjoy singing, joining in with gusto during their assemblies. In physical education, the school is developing sport well. The pupils use the local swimming pool regularly, and during the inspection a qualified tennis coach visited the school to help develop pupils' tennis skills. Brief visits to dance and gymnastics lessons in Years 1 and 2 showed pupils attaining expected standards for their age in these lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Clear planning promotes pupils' good awareness of a range of issues.
- Circle time is used well to build up pupils' self-esteem.
- Pupils are involved in real decision- making about their class and the school.

Commentary

73. The curriculum for personal, social and health education is good. There is a good programme to raise awareness of the importance of healthy living, and the provision for raising awareness of the problems associated with the misuse of drugs is a strong feature. Circle time discussions are used effectively to promote pupils' discussions about issues important to them and to build up pupils' self-esteem. Visitors are frequently invited to come into school to support the delivery of the personal, social and health education curriculum. Exciting visitors include a local fire fighter.

74. Pupils are involved in real decision-making, for example about the proposed wild life area currently under development, but there is not yet a school council. The headteacher plans to visit a number of other schools that have introduced a school council with a view of developing one at Southbroom in the near future.

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	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
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	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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	4
The leadership of the headteacher	3
The leadership of other key staff	4
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).