

# INSPECTION REPORT

## **BROKE HALL COMMUNITY PRIMARY SCHOOL**

Ipswich, Suffolk

LEA area: Suffolk

Unique reference number: 124671

Headteacher: Mrs Monica Adlem

Lead inspector: Mrs Clare Lorenz

Dates of inspection: 13 – 16 October 2003

Inspection number: 260711

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	584
School address:	Chatsworth Drive Ipswich
Postcode:	IP4 5XD
Telephone number:	01473 729544
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs N Halton
Date of previous inspection:	5 October 1998

## **CHARACTERISTICS OF THE SCHOOL**

This is a large school with 584 pupils, 41 of whom have part-time places in the Nursery. It won a school achievement award in 2001 and 2002. Attainment on entry to the Nursery is average. Very few pupils have English as an additional language and none are at an early stage of acquiring English. Two per cent of pupils come from minority ethnic backgrounds. There is a low level of pupil mobility. Very few pupils are entitled to free school meals. The proportion is well below the national average. Seventy pupils, a figure below the national average, are on the special needs register, nine of whom have statements. This is broadly average. Their needs cover a wide range, including autism and delayed development.

## INFORMATION ABOUT THE INSPECTION TEAM

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a school that provides a satisfactory standard of education.** The leadership and management are good. The curriculum is good. The quality of teaching is satisfactory, overall, with half good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Very good teaching in the Nursery and reception gives children a very good start.
- Good teaching in Years 1 and 2 ensures that pupils learn well.
- Standards are good in reading, writing and mathematics throughout the school and in science in Year 2. Pupils with special educational needs are well supported and do well.
- Pupils' very good attitudes, behaviour and relationships help them to learn well.
- Information and communication technology is not used widely enough as a tool for learning in all subjects.
- Good leadership and management and very good governance ensure that the school continues to improve.
- Assessment systems and marking are not used well enough to help some average ability pupils in Years 3 to 6 and the group of highest achievers in Year 6 to work to the limit of their capabilities.
- Very good systems of care keep pupils safe and links with parents and other schools are strong.

There has been **good** improvement since the last inspection. Teaching quality has improved and, as a result, national test results in Years 2 and 6 in English and mathematics are higher. The curriculum has improved and is now good. The governors, parents and staff continue to work well together, management systems are thorough and leadership is good. There is a strong commitment to raising standards. As a result, the school is well placed to improve further.

### 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	A	C	C
mathematics	A	A	B	C
science	B	B	B	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.*

The 2003 national test results reflect a cohort of pupils containing a higher than usual number (20 per cent) of pupils with special educational needs. Achievement is satisfactory, overall. Children enter the Foundation Stage with standards that match those normally found. They achieve well and most children reach, and some exceed, the goals children are expected to reach by the end of reception. Attainment in all the areas of learning is satisfactory.

By the end of Year 2, standards are above average and achievement is good in reading, writing and mathematics. Standards are average and achievement satisfactory in other subjects. When compared with attainment at the end of reception achievement at the end of Year 2 is good.

**By the end of Year 6 achievement is satisfactory.** Standards are above average in English and mathematics and average in science and all other subjects. Pupils' achievement in English and mathematics is good and it is satisfactory in other subjects. Pupils with special educational needs

achieve very well in English and mathematics due to the good support they receive and as well as others in other subjects. Most high attaining pupils in Years 3 to 6 achieve well but some average ability pupils are insufficiently challenged in English and mathematics.

**The development of pupils' personal qualities is good, overall,** and they have very good attitudes to school. Provision for spiritual development is satisfactory. Provision for moral and social development is very good and provision for cultural development is good. Behaviour and attendance are very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.** The range of learning opportunities is good throughout the school. A good range of extra-curricular activities enriches the good curriculum.

**The quality of teaching is satisfactory, overall,** and as a result pupils learn satisfactorily. Teaching quality and pupils' learning are very good in communication, language and literacy, personal and social development and mathematics in the Nursery and reception. Teaching is good in Years 1 and 2 and pupils learn well. In Years 3 to 6 the quality of teaching and learning are satisfactory, overall, though they are good in English and mathematics because of the good teaching. The very good provision for pupils with special educational needs enables them to learn very well in English and mathematics. Some average ability pupils in Years 3 to 6 are not challenged sufficiently in some subjects so do not learn as well as they could. The group of highest-attaining pupils in Year 6 need yet further regular challenge. Children's learning is supported by the very good links with parents and other schools and the very good care which the school takes of its pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides good leadership and most areas of the school are well led and managed. Governors manage their responsibilities very well and have a very good understanding of the strengths and weaknesses of the school.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have very good views of the school. They are particularly pleased that pupils behave well and are expected to work hard. Most pupils like being at school, working hard and finding out new things. The pupils' questionnaire indicated that some believed that lessons were not interesting and a group felt that they were not trusted to do things on their own. These views were not supported when pupils were interviewed during the inspection.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Use the existing assessment systems to target and deliver challenging teaching that matches individual pupils' needs, particularly those of average ability pupils in Years 3 to 6 and offers yet further challenges to the Year 6 group of highest-attaining pupils.
- Increase the use of information and communication technology across subjects to extend pupils' independent learning.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

**Achievement, overall, is satisfactory.** It is good in the Foundation Stage and in Years 1 and 2 and is satisfactory in Years 3 to 6. **Standards are satisfactory, overall.** Standards in the core subjects (reading, writing and mathematics) in Year 2 are above average. Standards in Year 6 in English and mathematics are above average and are average in science. Standards in information communication technology and religious education are satisfactory. Boys and girl achieve equally well.

#### Main strengths and weaknesses

- Standards are above average and achievement is good in English and mathematics in Years 2 and 6 because of the good teaching.
- Standards are above average in science in Year 2 and achievement is good.
- Some just-above average ability pupils in Years 3 to 6 could achieve better if teaching challenged them more.
- The small group of already high attaining pupils in Year 6 does not always get regular sufficiently challenging work that helps them to achieve as well as possible.

#### Commentary

1. Attainment on entry to the Nursery is average. Attainment is also average compared with that expected at the start of compulsory schooling. None the less, children, some of whom will have been in school only one term by the time they enter Year 1, progress well in the Foundation Stage and achieve well in all areas of learning. As at the time of the last report, they achieve good personal skills, communication, language, literacy and mathematics.
2. The results of the 2003 national tests for pupils in Year 2 showed a significant improvement in standards since the last report. In 2003, standards in reading were above average and were well above average in writing and mathematics. This is due to the good teaching. None the less, when results are compared with similar schools in 2003, attainment slipped in all three subjects by a grade showing that some pupils did not do as well as they might.
3. The results of the 2003 national tests for pupils in Year 6 show that standards have risen since the last inspection and been maintained at a level well above the national average in English and mathematics until 2002. There was a higher percentage of pupils with special educational needs in Year 6 in 2003 and while they made as good progress as their contemporaries, a lower number of pupils achieved the higher levels. Standards in English slipped from well above average to average, and from well above average to above average in mathematics. In science, attainment remained above average. When compared with similar schools, results in all three subjects were average. This shows that some pupils did not do as well as they should in mathematics and science. The trend in school results is in line with the national trend.

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

Standards in:	School results	National results
English	28.1 (28.5)	27.0 (27.0)
mathematics	27.5 (29.3)	27.0 (26.7)
science	30.0 (29.2)	28.8 (28.3)

*There were 85 pupils in the year group. Figures in brackets are for the previous year.*



The tables below compare attainment and achievement now in Years 1 and 2 and Years 3 to 6 with that at the time of the last inspection in 1998.

### Attainment and achievement at 7 years

	<b>Attainment as reported in the last report in 1998</b>	<b>Inspection judgements 2003 on attainment</b>	<b>Achievement and progress in relation to prior attainment</b>	<b>Reasons for pupils progress and achievement</b>
Reading	Average	Above average	Pupils have made good progress and achievement compared with pupils' attainment when starting Year 1.	The strong emphasis on reading, good teaching and good library support high standards and good achievement. Half the pupils achieved the higher level (level 3) in 2003 tests.
Writing	Average	Above average	Progress and achievement are good compared with their attainment when starting Year 1.	Spelling and writing are well taught. Literacy across the curriculum is good.
Mathematics	Average	Above average	Progress is good and pupils' achievement good compared with their attainment when starting Year 1.	Teaching has improved and is now good Half the pupils achieved the higher level (level 3) in 2003 tests.
Science	Above the national average	Above average	Achievement is good as is progress.	Teaching is good and pupils are keen to learn.
Information and communication technology	Meets national expectations	In line with national expectations	Achievement and progress are satisfactory.	Teaching is satisfactory. Information and communication technology is ready to take off now that networked hardware and software is in place in most classrooms. Insufficient use is made of it in many subjects to extend pupils' learning.
Religious education	Attainment in line with the Suffolk agreed syllabus	Attainment in line with the Suffolk agreed syllabus	Pupils make satisfactory progress and achieve satisfactorily.	

## Attainment and achievement at 11 years

	Attainment in 1998 as measured in the previous report	Inspection judgements for 2003	Achievement and progress in relation to prior attainment	Reasons for pupils progress and achievement
English	Average	Above average	Pupils have made satisfactory progress since Year 2 and most achieve well due to the good teaching. Pupils with special educational needs achieve very well due to the good support they receive.	Some average pupils, despite the good teaching, overall, are not being sufficiently challenged. In Year 6 the group of high attaining pupils who work within the higher level (level 5) require regular further challenging work.
Mathematics	Average	Above average	Pupils have made good progress since Year 2 and most achieve well.	Some average ability pupils, despite the good teaching, overall, are not being sufficiently challenged.
Science	Above the national average	Average	Achievement is satisfactory.	Teaching is satisfactory. It lacks challenge in some classes and this has an impact on achievement.
Information and communication technology	Meets national expectations	Meets national expectations	Achievement is satisfactory. Pupils have progressed satisfactorily since Year 2.	The problems with hardware, internet access and software are now resolved. Teaching is satisfactory and pupils need to extend use of ICT across the curriculum to extend their independent learning and research skills.
Religious education	Attainment in line with the Suffolk agreed syllabus	Attainment in line with the Suffolk agreed syllabus	Achievement is good in Years 3 to 6 and most pupils make satisfactory progress.	Teaching is good and this has a positive impact on pupils' achievements.

4. Pupils literacy skills are good and this supports the standards that can be obtained in subjects such as history, geography and religious education. Pupils' writing and spelling were criticised at the last inspection and, although there are still inconsistencies, they have improved. Numeracy skills are good, and pupils use their mathematical knowledge appropriately in other subjects. Pupils' use of information communication technology to support their learning is being developed but is currently limited.

5. In all other subjects, where a secure judgement is possible, pupils' knowledge and understanding are in line with national expectations at seven and eleven. Standards, although satisfactory, are not higher because teaching, which directly affects levels of attainment and achievement, is satisfactory in subjects other than the core. Judgements in design and technology are based on samples of work seen, as are those for art and design and religious education in Years 1 and 2.
6. Pupils with special educational needs receive very good support and, as a result, they achieve very well in English and mathematics and well in science in relation to their prior attainment. In other subjects they, like their contemporaries, achieve satisfactorily.
7. Attainment and achievement in Years 1 and 2 in the core subjects are good as a result of good teaching and high expectations, thus pupils are given a good start when they enter Year 3. In Years 3 to 6 achievement in English or mathematics for two groups of pupils is insufficient. Some average ability pupils, particularly in science and mathematics, do not achieve as well as they should due to the fact that teaching in the parallel sets does not always challenge them enough. The group of higher-attaining pupils in Year 6 needs further challenges, particularly in English, to ensure that they as achieve well as they can.
8. Boys and girls achieve equally well. The very few pupils with English as an additional language or from ethnic minority backgrounds make as good progress as their contemporaries and their attainment levels and achievement are good.

### **Pupils' attitudes, values and other personal qualities**

**Pupils' attitudes to school and learning are very good and they behave very well.** Their level of attendance is well above average and the majority are punctual at the start of the school day. The provision for pupils' spiritual, moral, social and cultural development is good, overall.

### **Main strengths and weaknesses**

- Pupils are confident and proud of being part of the school community. The majority are very keen to come to school and learn. Attendance is well above the national average.
- Relationships between adults and children are very supportive.
- There is very little unacceptable behaviour and any known incidents are dealt with quickly and effectively. Pupils have a well-developed sense of right and wrong and the confidence to discuss moral issues.
- Subject planning does not routinely include opportunities to raise pupils' spiritual awareness.
- Displays from other cultures give pupils an experience of life in a multicultural society. There are limited opportunities for pupils to benefit from cultural visits.

### **Commentary**

#### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.0
National data	5.4	National data	0.5

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

9. The high level of attendance and pupils' very positive attitudes towards school are the background for the good progress that most pupils make. Most pupils, in the questionnaire, admit that they are expected to work hard and they are confident and willing to do so if the teaching interests them. A few admitted to finding the work too easy sometimes, others thought it "just right".

10. Each class discusses and agrees its own class rules so that pupils are aware of their effect on others and quickly develop self-discipline. Children's personal and social development is a strength of the Foundation Stage. Teachers develop pupils' sense of self worth well as, for example, in a Year 1 personal, social and health education (PSHE) lesson where the teacher led pupils into discussing the nature of friendship. In a Year 6 PSHE lesson pupils expressed their views openly about rights and wrongs guided by the teacher within a strong moral framework. Behaviour in and out of the classroom is very good. If things go wrong – as they very occasionally do - pupils are asked to discuss incidents and in doing so staff foster values of honesty, fairness and respect for others. Pupils support charities and collect money for others less fortunate than themselves. Collective worship meets statutory requirements and opportunities are planned for pupils to learn about other beliefs and faiths in assemblies and religious education lessons.
11. Pupils, including those with special educational needs, persevere and concentrate well. They are very keen to do their best. In some classes, where teaching is satisfactory rather than good, pupils are talked to by teachers for too long at the start of the lesson and not always given enough opportunities to express their own, often interesting, views.
12. The good leadership by staff, resulting in very good behaviour, means that here have been no exclusions from school as shown in the table below.
13. Spiritual development is satisfactory. Moral and social development are both very good. Cultural development is good.
14. There is a strong sense of community within the school. Pupils work well together in lessons. They co-operate on environmental issues, such as the siting of litter bins. Older pupils are ready to take responsibility for younger ones, for example, the Year 6 'buddies' who organise games for younger pupils at lunch-time. Pupils have a very well-developed sense of right and wrong, with the confidence to discuss moral issues. Under the guidance of teachers, pupils have drawn up sets of classroom rules. In the citizenship part of personal, social and health education lessons pupils show that they can discuss moral issues such as the factors which might influence their view of theft. The school has a co-ordinator for multicultural education and is conscious that in a homogenous area pupils may have scant experience of life in a multicultural society. The displays from differing cultures around the school are one result of this provision. However, there are limited opportunities for pupils to go and visit galleries to see examples of their own artistic heritage at first hand. Opportunities for spiritual development are not routinely part of planning in subjects. While pupils respect the views of others, they are not given enough opportunities to develop a sense of spiritual awareness in subjects apart from religious education. Assemblies have more of a moral and social focus than a spiritual one.

***Ethnic background of pupils***

***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	464	0	0
White – Irish	1	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	4	0	0

Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – African	3	0	0
Black or Black British – any other Black background	3	0	0
Chinese	5	0	0
Any other ethnic group	15	0	0
No ethnic group recorded	10	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The school provides a satisfactory quality of education.** Strengths include: the very good provision for pupils with special educational needs; the very good teaching and learning opportunities in the Foundation Stage; good teaching and learning in Years 1 and 2; the very good levels of care and welfare of all pupils; the contribution made by links with Copleston secondary school and the school's very good links with parents.

### Teaching and learning

**Teaching is satisfactory, overall, and leads to satisfactory learning.** Teaching and learning are very good in the Foundation Stage, good in Years 1 and 2 and satisfactory in Years 3 to 6. Assessment is satisfactory, overall. The procedures are not used well enough to identify underachievement in different groups of pupils or to direct them in what they need to do in order to improve.

### Main strengths and weaknesses

- Teachers' insistence on high standards of behaviour contributes to a productive learning atmosphere, helped by the very good relations between teachers and pupils.
- All pupils have equal opportunities: teachers promote inclusion very well.
- Teachers know how to encourage and interest pupils well and use the resources available effectively. Teaching assistants give pupils good support.
- Pupils are able to work well together in pairs and groups and independently on their own.
- In some lessons work is not sufficiently challenging for groups of pupils working at slightly above-average levels and sometimes teachers allow pupils too long to complete tasks which slows the pace of the lesson.
- Assessment procedures are good in English and mathematics and satisfactory in other subjects. Marking is inconsistent in Key Stage 2 and pupils are not always sure what they should do to improve their learning.
- General targets for English and mathematics do not focus on individuals' needs and some pupils fail to remember what their targets are.

### Commentary

#### **Summary of teaching observed during the inspection in 84 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13 (16 %)	34 (40 %)	36 (43 %)	1 (1 %)	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

15. Teaching and pupils' learning are satisfactory, overall. Hardly any teaching was unsatisfactory. Teaching has improved since the previous inspection, when eight per cent of lessons were considered unsatisfactory. This reflects the headteacher's determination to raise standards. Teaching is good in English, mathematics, and science in Years 1 and 2 and in English, mathematics and religious education in Years 3 to 6. Pupils can work well, collaboratively and independently in all year groups.
16. Teachers have very good relationships with their pupils. This is a major factor in the very good attitudes that pupils have towards their work and their behaviour. The best lessons are those in which teachers use these good relations and humour to attract and hold pupils' interest and to encourage them in their work. Teachers maintain very high standards of behaviour: pupils have taken part in writing their class rules and know what is expected of them. This very effective classroom management produces a purposeful working atmosphere in the school, which helps learning. Teachers use the resources available to them well. They plan their use constructively, to give pupils a greater understanding of new tasks. Pupils work happily together and share equipment sensibly and fairly. They concentrate well when working by themselves, which helps them to learn. Sometimes the work provided for children at different stages does not have a sufficiently sharp focus for those working at a slightly above-average level. It does not give them enough challenge throughout the whole lesson. Sometimes, too, there is a loss of momentum when teachers give pupils too much time to complete the tasks set. A significant proportion of the work presented to the children is directed by the teacher and despite good use of the library to support reading there are insufficient opportunities for the children to carry out their own research and take more responsibility for their own learning.
17. All pupils have equal opportunities: teachers promote inclusion very well. There is very good inclusion of pupils with special educational needs. Teaching assistants are used effectively in lessons, especially for literacy and numeracy, to support pupils with special education needs and this enables them to achieve well. However, in a few lessons when the teacher was leading a whole-class session, assistants were not directly involved with helping pupils understand the input that the teacher was providing. As a result, children did not contribute to the question-and-answer sessions.
18. There are satisfactory procedures, overall, for assessment and monitoring pupils' progress in the National Curriculum subjects. In numeracy and literacy the procedures are good, as they are in the Foundation Stage. There are systems in place for other subjects but some of these are recent and used less rigorously to identify pupils' individual learning needs. A particular example is in science, where the expectations are the same for all pupils in lessons, regardless of their individual ability. The quality of teachers' marking is inconsistent across subjects and often does not point out to pupils how their work can be improved.
19. Pupils take a wide range of tests to supplement National Curriculum test data at the end of Year 2. Analysis of the data enables the school to predict future attainment levels in English and mathematics. Some pupils achieve well and outperform the school's predictions. However, the 2003 results show that when the school's results are compared with similar schools there was some underachievement in mathematics and science. This is partly because assessment is not used well enough to drive pupils' learning forward on an individual basis. In Key Stage 2, use is not always made of assessment data to set individual targets in order that all pupils reach, or exceed, the predictions made for their progress.

## **The curriculum**

**The overall quality of the curriculum is good.** There are good opportunities for enrichment. The quality and range of resources (including staff) for teaching the curriculum is good and the accommodation is satisfactory

## **Main strengths and weaknesses**

- the strong emphasis on literacy and numeracy has paid dividends. Results have risen significantly since the last inspection.
- provision for pupils with special educational needs is very good. They receive very good support, which enables them to learn well.
- the curriculum is enriched by a good range of activities outside school hours, which enable pupils to develop new skills.
- there is very good inclusion for all groups of pupils in all aspects of school life.
- pupils are well prepared for transfer to secondary school.
- curricular provision for gifted and talented pupils is limited.

### **Commentary**

20. The curriculum in Nursery and reception classes is well managed and delivered. The co-ordinator has a good understanding of the six areas of learning for children of this age and monitors the curriculum and children's development well.
21. The curriculum in Key Stages 1 and 2 meets statutory requirements, including provision for religious education and collective worship. The quality and range of opportunities provided were satisfactory at the last inspection and are now good. The National Literacy Strategy has been implemented effectively and is a reason why standards in English have improved. The National Numeracy Strategy is implemented well and has had a good effect on the rise in standards in mathematics since the last inspection. The national schemes of work are used for most other subjects. At the time of the last inspection the required curriculum for information and communication technology was not fully in place. It now is. The curriculum is adapted from time to time to broaden children's experiences and to work for longer and at greater depth than usual. For example, "curriculum blocking" sessions have allowed pupils to develop "Great Fire of London" days when time is devoted to extend history into drama sessions. The cross-curricular links and depth of study, which this adaption of the weekly curriculum allows, fires pupils' imaginations.
22. A good range of additional opportunities enriches pupils' learning outside classes. Some take weekend football lessons at Copleston or sports training at school. Others have drama sessions or learn musical instruments. There are, however, no clubs run by the pupils themselves. The school ensures that all pupils, regardless of ability, gender or ethnicity have equal access to the opportunities it provides.
23. The provision for pupils with special educational needs is very good and it is very well co-ordinated and managed. Teaching assistants, using targets set out in individual education plans, provide good support in class which enables this group of pupils to make good progress. The pupil who entered the school speaking only a little English received good language support and has made good progress.
24. The school curriculum for both the highest-attaining pupils in Years 3 to 6 and those on the recently formed "gifted and talented" register is mixed. For gifted mathematicians there are occasional master-classes off-site. Other highly able pupils, particularly in Years 5 or 6, join similarly able pupils from other primary schools for occasional enrichment sessions. However, despite the setting arrangements for English and mathematics in Years 2 to 6, and periodic extension writing sessions for older pupils, there is no consistently planned curriculum provision for highly able or gifted pupils. A group of Year 6 pupils have shown that they are already working at Year 8 secondary level by working at level 5 in Year 5.
25. Provision for pupils' personal, social and health education and sex education is well planned and the summer term links for Year 6 pupils with Copleston are a good preparation for life at secondary school.
26. The accommodation, which is due to be extended in 2004, allows the curriculum to be taught satisfactorily. The buildings are very well maintained, and outdoor spaces delightful, but the

current size of one or two classrooms, while not limiting the curriculum, results in cramped teaching space. There is no Internet link to Year 4's outdoor classrooms.

27. Resources to support learning, including the number and match of staff to the curriculum, are good. The revamped library is well used and most pupils use it well to develop and continue a love of reading.

### **Care, guidance and support**

**The school has very good procedures to ensure pupils' welfare, health and safety.** Provision for support, advice and guidance is good. Arrangements to involve pupils in the school's work are satisfactory.

### **Main strengths and weaknesses**

- There are very good procedures for the care of pupils.
- Teachers know their pupils very well and have very good relations with them.
- Health and safety procedures are reviewed regularly and monitored thoroughly.
- Provision for guidance and support is good.

### **Commentary**

28. There are very good procedures for the care of pupils. Teachers know pupils well and use their knowledge of them to look after them. Daily routines are planned very well, with extra care for younger children. Child protection procedures are comprehensive. Health and safety procedures are very thorough and reviewed regularly. Any concerns are picked up promptly and remedied. Pupil involvement is satisfactory. Year 6 pupils are involved in some aspects of the school's work and development, but opportunities for other pupils to do this are limited. For example, there is little beyond class duties for pupils to be involved with on a regular basis. There is currently no school council nor do pupils organise clubs. Although some examples were seen, pupils are not routinely involved in assessing their own work.
29. There is no routine forum for consulting pupils across the school, at present, though they can be asked to contribute ideas. However, Year 6 pupils were successfully involved in the redevelopment of the playground. They suggested some of the markings and devised some possible games to play. Pupils were also consulted about where to place litter bins. Most pupils consider that teachers listen to their ideas.
30. Teachers know their pupils very well and have very good relations with them. This gives pupils a sense of belonging to a stable and secure community. There are clear daily routines to ensure that pupils are properly looked after at all times, with extra care given to younger children.
31. Pupils' personal and educational well-being is a priority of staff. There are very good links with parents when children join the Nursery and good care is taken to collect needed information when pupils join the school at other stages. The majority of pupils from Year 6 choose Copleston for their secondary education and there are extensive links with the school, which smooth pupils' path into secondary school. Each pupil's academic progress is tracked, though this information is not used well enough to ensure that all pupils do as well as they might.



## **Partnership with parents, other schools and the community**

**Partnership with parents and links with other schools are very good.** Links with the community are satisfactory.

### **Main strengths and weaknesses**

- Parents hold the school in very high regard.
- Links with the secondary school, Copleston, and the local playgroup are very good.
- Information for parents about their children's progress is good.
- The local community makes a satisfactory contribution to learning.

### **Commentary**

32. Parents indicate, as they did at the last inspection, that they are pleased with what the school provides and have great confidence in its ability to meet their children's needs. Information about the school is good, both for parents with children entering the Nursery and higher up the school. Annual reports are clearly written but do not report on the level achieved in National Curriculum subjects. The termly open evenings allow parents to check on children's progress and discuss what targets are set. Parents support the school in ensuring that the majority of pupils do the homework set. They also run an active Home-School Association, which has provided good financial and social support to the school and its pupils.
33. There are good links with the on-site, but privately run, playgroup. Children often move from it to the Nursery. Links with other primary schools allow staff to exchange information and discuss curricular issues but are rarely used for joint activities. The strongest and most effective link is with the main feeder secondary school, Copleston. Pupils from Broke Hall take advantage of its specialist sports college status, and have taken part in sports days there or joined Saturday sports sessions. Pupils from Copleston have run drama and dance sessions for Broke Hall pupils. In Year 6, the second half of the summer term is a gradual weaning on to the secondary school. Pupils use Copleston subject books in lessons and spend two days there familiarising themselves with secondary routines. By the time they join the school, they are at ease with its routines and Copleston staff know a good deal about their new intake's attainment levels.
34. The school has good links with the local community police who are in school enough to be known to pupils and are a good school-community link. There have, however, been limited other links with the community, such as theatrical visitors. For example, there is no artist regularly in school and pupils do not take residential trips, nor are there more than a few visits to local museums. That said, during inspection week Year 2 pupils were treated to a popular visit by a father and his toddler during their science lesson. They questioned him about toddlers' habits and then knowledgeably discussed the differences between toddlers and babies.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are good, overall. Governance is very good.**

Leadership by the headteacher is good and has caused standards in the core subjects to rise since the last inspection. Good management has helped this. The leadership of other key staff has improved since the last inspection and is now satisfactory, overall. In the Foundation Stage leadership and management are very good.

## **Main strengths and weaknesses**

- The headteacher's good leadership has motivated teachers.
- Phase leaders, subject leaders and other teachers are committed to raising standards, and the school carries out thorough evaluations of its provision and the standards that the pupils achieve. However, effective action is not always taken to ensure that standards rise.
- Staff development is given a high priority.
- Financial management is very good and specific funding is spent appropriately.
- The principles of best value are well established.
- Governors have a very good understanding of the school's strengths and weaknesses.

### **Commentary**

#### **Leadership**

35. At the time of the last inspection the headteacher was newly appointed and had just started to take firm action to improve standards. Leadership was very good. Since then the school has grown and a building plan is to start in January which will see the school complete its growth to three-form entry throughout. The headteacher has continued to provide clear, firm leadership and as a result standards have risen. She has a very clear sense of direction and high ambitions for the school – A\* grades is what the school is aiming for. She and her deputy have clearly defined but very different roles. The deputy head runs the effective programme of professional development of staff. The headteacher, amongst other duties, is responsible for the very good school development plan, which focuses on raising standards. She has an open and inclusive approach and parents, staff, pupils and governors are all asked to contribute.

#### **Management**

36. Management is good. The school carries out a very rigorous programme of self-evaluation to cover all subjects over a three-year period. The results of this evaluation provide the basis for the school's improvement plan, which includes any financial implications and implications for staff development. The procedures for the continued professional development of all staff are very good and include regular monitoring of teaching. Staff development opportunities are identified through the performance management process as well as those identified in the school improvement plan. There are good procedures to support newly qualified teachers and those new to the school and the school provides good support for student teachers.
37. The headteacher and key staff monitor and evaluate lessons and the information gained has helped them to determine how the curriculum should be developed to raise standards still further. However, in some areas there is still work to be done to ensure a consistent approach and high expectations across the school. Although it is usually planned for, not every teacher in Key Stage 2 provides work to match individual pupils' needs closely. More could be expected by some teachers of the slightly-above average ability pupils in the parallel sets, and of the highest-attaining pupils in Year 6, to raise their level of achievement.
38. Finances are managed well. Finance is very clearly linked to the school's priorities and incorporated into the school improvement plan. The finance committee monitors spending appropriately and is aware of the principles of best value, including the need to evaluate the effects of spending on standards, such as the planned evaluation of the recent high investment in ICT. Specific grants are used appropriately and the school takes every opportunity to bid for additional funding from a number of organisations.

## Governance

39. The governing body is very effective, has a clear committee structure, and meets regularly. It has a very good level of expertise and is most enthusiastic and supportive of the school and its staff. Minutes of the committees, as well as the full governing body meetings, are detailed and provide a clear picture of what is reported and discussed. Governors ensure that they are well-informed about all aspects of school life through receiving reports, visiting the school, analysing results, and, when possible, by being involved in working with the staff and children. The information gained from the various sources is used to help identify and confirm priorities within the school development plan. The governors have a very good grasp of the strengths and weaknesses of the school.
40. Governors have a very good working relationship with the headteacher and senior managers. As a result of this, and their policy of visiting classrooms and talking to and meeting staff, they are increasing their knowledge and understanding of the curriculum and their understanding of how pupils learn. The governors challenge requests made by the school. For example, information technology purchases were only approved after detailed questions had been answered. The governors meet all their statutory responsibilities. Governors are fully involved in setting and monitoring targets for the school and the staff and are now in the process of considering setting targets for their own development.

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	1,243,444	Balance from previous year	80,669
Total expenditure	1,243,078	Balance carried forward to the next	81,035
Expenditure per pupil	2,204		



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation stage is **very good**. This quality has been maintained since the previous inspection.

The nursery admits children at the beginning of each term. From there they progress to reception class the following September, so some children have a short time in the Foundation Stage. When they start Nursery their overall attainment is in line with the expectations for their age. They make good progress and achieve well so that by the end of the Foundation Stage almost all achieve the Early Learning Goals. Some children exceed those targets, especially in literacy and number skills. Younger children, who have least time in the Nursery do not always achieve the expected targets. Nevertheless, because of the quality of teaching they make rapid progress and achieve as well as expected for their age.

Very good support is provided for children who have special educational needs. As a result, they make very good progress.

Planning for the Foundation Stage is very good, as are the systems in place for assessing and recording children's progress. The resources are good, overall, and are used imaginatively to stimulate learning. Teachers are aware, none the less, that some development of outdoor resources is desirable. However, children's development is not unduly inhibited because of the good use made of the available space and equipment. Leadership and management of the Foundation Stage are very good.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children settle quickly to daily routines.
- Relationships are very good.
- Children are given opportunities to work independently and take responsibility.

#### **Commentary**

41. Children are welcomed into the Nursery and settle quickly into the daily routines. They take responsibility for registering themselves by sticking their name on a whiteboard near the entrance. Children show good independence when choosing which activity they want to try. Teachers encourage good listening skills, and encourage children to take turns. They expect children to change their own clothes for P.E. lessons. Expectations increase in the reception classes. Children help to write the class rules and 'daily helpers' take the register to the school office. Children take more responsibility for their own learning, by sharing targets with the teacher. In Nursery and reception, children behave well because it is expected of them. They are tolerant of others and share resources.
42. Teaching in this area of learning is very good. As a result, almost all children, including the youngest, make very good progress and achieve well by the end of the Foundation Stage. Teachers reinforce very good personal and social behaviour within all areas of learning. When in role-play, for example, children are reminded to wear 'sun hats' on the 'tropical island'. Teachers insist that all children help tidy up at the end of an activity.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Teaching focuses very well on the development of basic skills.
- Children achieve well.

### Commentary

43. Children's attainment is broadly average for their age when they enter the Nursery. Because of very good teaching they achieve well. Older children achieve the early learning goals and some exceed them. Younger children, having less time in the Foundation Stage, achieve well given their age and make rapid progress towards their expected levels in reading and writing.
44. Teaching in this area of learning is very good. Teachers and assistants are very skilled at engaging children in talk in order to build very well on early speaking skills. All activities are punctuated by questions from adults, which challenge children to think of a response. Children's speech is developed very well through role-play because adults interact with children to stimulate creative talk. Children transfer their skills to other activities, for example, when playing with animals in the sand tray a four year-old said, "Find me a crocodile and I'll put it in the jungle, but remember the small ones are alligators."
45. Teachers promote reading very well. Books are plentiful and accessible to the children. There is time to browse as well as to listen to stories. These are sometimes linked to other areas of learning, which makes them more meaningful. All children handle books carefully and take books home to share with adults. There is increased challenge in the reception class where children begin to link letter sounds to read and write simple words.
46. Teachers plan very good writing opportunities in both Nursery and reception and encourage children to attempt independent writing from an early age. Nursery children practised their writing on 'postcards' and writing 'messages in bottles' to be sent from the 'tropical island'. In the reception class, children practise writing 'weather reports' on the computers. By the end of the Foundation Stage, all can write their own name and begin to construct very simple sentences in recognisable handwriting.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- Teaching and learning are very good.
- Children achieve well because of the good range of activities.

### Commentary

47. When children first enter the Nursery attainment is average for their age. Almost all children achieve their early targets in mathematics by the end of the Foundation Stage. They make good progress from when they start in the Nursery because of the very thorough and well-planned teaching they receive. A few younger children are still a little short of achieving their targets because they have spent less time in the Foundation Stage, but overall they achieve well.

48. In Nursery and reception there is a very good focus on the teaching of early mathematical skills. Resources are used very effectively in the Nursery to encourage counting, sorting and matching objects. Children enjoy activities involving numbers and willingly become absorbed in these tasks. Teachers challenge children very well and set high expectations. When using the computers to learn directional language, a child was expected to recognise numbers estimate distances and direct a boat shown on screen around an island. Children enjoy singing nursery rhymes, and quickly learn to count on and back. In reception, children build very well on earlier knowledge.
49. Teachers use children's individual assessments very well to plan and structure their learning. Higher-attaining pupils begin to solve simple number problems, developing good understanding of 'more than' and 'less than'. When they leave the Foundation Stage most count reliably beyond ten and know the names of regular shapes.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- A good range of worthwhile experiences is planned.
- Teaching and learning are good.
- Teachers link activities meaningfully to other areas of learning.

### **Commentary**

50. Children achieve well from starting in the Nursery because of the good teaching they receive. All reach the standards expected of them by the end of the Foundation Stage. Some show higher levels of curiosity and ability to handle technical equipment and small tools than others.
51. Children have many exciting opportunities to examine the world around them through exploring materials, the environment, looking at non-fiction books and testing scientific ideas. Teachers' planning is very clear and purposeful and takes account very well of children's increasing skills as they progress through the Foundation Stage.
52. During the inspection, children learned about weather in different parts of the world. Teachers used books about Japan and tropical islands to stimulate role-play and link learning to music. Children in the Nursery listened to Caribbean music, while reception children used instruments to create the sounds of water.
53. Scientific curiosity is also developed well. For example, children look for colours in bubbles, make wind toys to test outside and investigate which materials might sink or float.
54. Teachers encourage the use of computers. Simple programs linked to specific activities are readily available for children to use. There are ample opportunities provided for children to handle small tools and equipment, such as hole-punches and scissors.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- Resources are used effectively.
- Teaching and learning are good and children achieve well.
- Teachers link activities effectively to personal development.

- There is some scope for development of the outside learning area.

### **Commentary**

55. Children achieve well from starting Nursery to reach the standards expected of them at the end of the Foundation Stage. A few show better-than-average co-ordination. All develop very good personal skills.
56. Teachers make good use of space and equipment to promote physical development. Outdoor activities are frequently linked to other learning areas. There are a few limitations, for example, for climbing and swinging, because of a lack of resources. However, this is compensated for by use of the spacious school hall and playing-field. During the inspection, children in reception improved their throwing and controlling a ball. They showed increasing confidence when working in pairs and following the 'rules'.
57. Children in the Nursery move without inhibition and can control movement by adjusting speed and direction. They show good awareness of others working around them. Teachers engage children well in groups and in individual activities. A particular favourite was the games of 'statues' where Nursery children demonstrated very well how they can keep still in these movements.
58. Children's finer motor skills are developed well when children learn to handle pencils, brushes, scissors and construction toys.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Teaching, overall, is very good. Teachers provide good choices for creative development.
- A wide range of resources is accessible to children.
- Role-play is used particularly well to help language development.

### **Commentary**

59. Standards, when children come into the Nursery, are in line with expectations for their age. There are very good opportunities for children to use their imaginations and work creatively. They achieve well by the end of the Foundation Stage and all meet their early learning goals.
60. Teachers encourage children to select their own materials and work independently. For example, a Nursery child showed very good independence when building a house from boxes and straws. Concentration was sustained, and the child managed scissors and glue without asking for help. Children learn to apply colour in different ways, such as collage or applying paint with fingers or a spatula. In reception, children work with increasing control. They learn to mix colour tones and observe things closely for painting and drawing. Painted portraits of friends and pastel drawings of fruits and vegetables show that children develop a good eye for detail.
61. In Nursery and reception, children build an increasing repertoire of songs. They listen to music tapes and investigate the sounds of percussion instruments. Singing is tuneful, especially when accompanied by the teacher on guitar.
62. Role-play areas provide a very good stimulus for imaginative play and there is a good range of small world toys, such as dolls, animals and a tea-set to encourage children. Teachers interact with children very well. This helps children sustain the concentration. In one activity children could be heard discussing what they should do 'after tea'. When they had decided



upon 'I Spy' the Nursery nurse quickly seized the opportunity to practise some initial letter sounds.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards are above average and achievement is good.
- By the time pupils leave the school they read and write well. They are articulate and speak confidently.
- The quality of teaching and learning in English is good, overall, and has improved.
- Pupils' attitudes to learning and relationships are very good.
- Provision of books and the use of the library are good and encourage reading.
- Day-to-day assessment is not used sharply enough to challenge all pupils.

#### Commentary

63. Pupils are set from Year 2 onwards into one higher-attaining set and two parallel sets.
64. Standards in reading are above average in Year 2 and Year 6. Pupils in Year 2 enjoy reading at home as well as at school and talk confidently about favourite books. Their achievement is good. They tackle unfamiliar words by sounding out letters, but generally reading is accurate and fluent. By the end of Year 6, pupils select from a wide range of reading books. Many supplement school reading by borrowing from the library. They read with expression and grasp the meaning of the text well.
65. There is a very well-stocked library and provision of books is very good. All pupils learn good library skills. The library assistant is a very positive influence on the way pupils develop their interest in books. This provision is a significant improvement and has a good impact on reading standards.
66. Standards in writing, because of a strong emphasis on it, have improved considerably since the previous inspection. In Year 2, above-average standards have been maintained consistently and pupils achieve well. Pupils write well for different purposes, sentences are grammatically correct and show appropriate punctuation. In Year 6, standards in writing are shown to be average in the most recent National Curriculum tests, representing a dip in pupils' performance. This can be explained, however, by the number of pupils in the most recent cohort who had additional learning needs. The school took positive action to provide extra support. This resulted in most pupils achieving at least the standards expected. Overall, the school did as well as similar schools and a higher than average number of pupils exceeded the national expectation (level 4) and achieved level 5. Standards seen in the school currently look likely to return to the above average levels seen formerly. Pupils' writing is well structured and lively. There is a good range and purpose to writing, including narrative, poetry, and formal and informal texts. Pupils plan their work and practise skills such as note-taking. Handwriting is inconsistent, though generally legible. Some pupils need to improve. This is also true of spelling. There are too many inaccuracies and this affects the overall quality of pupils' work.
67. There are good opportunities for pupils to improve their skills in speaking through drama group and role-play. Standards in speaking and listening throughout the school are above average and pupils achieve well. In lessons, open questioning by teachers draws a good response from pupils; for example, when they have to describe problem-solving processes to the whole class. Pupils are articulate and polite when talking informally and happy to talk about the things which interest them.

68. The quality of teaching and learning has improved. It is good, overall, and unsatisfactory teaching has been eliminated. It tends to be stronger in Years 1 and 2, where there is more pace to teaching and a clearer focus on the needs of different groups to ensure that they are challenged appropriately. In all lessons, good learning and achievement is underpinned by the very good relationships established. Teachers know pupils well. Pupils feel secure and confident. They behave very well and work with enthusiasm.
69. Lessons are planned well, and resources are used effectively to support learning. All teachers and teaching assistants are very sensitive to the needs of pupils who have specific difficulties. Thoughtful planning for activities, good use of resources and focused support, feature strongly in lessons, enabling pupils who have special educational needs to achieve as well as they can. In some lessons, in Key Stage 2, learning is less effective because there is insufficient challenge for just-above average and already very high attaining pupils in Year 6. This happens where teachers do not use either day-to-day assessments or test results enough to focus on individual needs, offer different levels of work and when the challenge is not high enough.
70. Teachers mark pupils' work conscientiously, sometimes setting new challenges. The impact of marking, however, is lessened because comments are not always rigorously followed up. It is often difficult to see how pupils have responded and thereby improved their work.
71. Information and communication technology is used satisfactorily to support learning. Pupils use word processing to edit and enhance the quality of work. Progress is sometimes slower in lessons where pupils' work on computers. Because of poor keyboard skills, their writing is less productive.
72. The subject leader manages English well and provides good support for colleagues through in-service training and monitoring. However, a stronger focus when monitoring what pupils learn as a result of what teachers do, would aid continued improvement.
73. Overall, there has been good improvement in standards, teaching quality and resources since the previous inspection.

### **Language and literacy across the curriculum**

74. The development of literacy across the curriculum is good. The National Literacy Strategy has been implemented and adapted well to support effective learning. There is a good range of books to support learning in all subjects and pupils take books home regularly and many read every day. Subjects, such as history, are used effectively to extend pupils' vocabulary and writing.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Standards are above average and most pupils achieve well.
  - Teaching and learning are mostly good.
  - Assessment is not used consistently to ensure that the work set matches the needs of all pupils. Marking is not always used sufficiently well to help pupils improve.
  - Pupils' individual targets are not specific enough.
  - The management of the subject is good.
75. By the end of Years 2 and 6, pupils achieve standards that are above average. By the end of Year 2, almost all pupils achieve the nationally expected standard and a higher than average

number achieve at the higher level. At the end of Year 6, although an above-average number of pupils achieve at the expected level, an average number achieve at the higher level. Since the last inspection the school has worked hard to improve provision in mathematics and there has been a steady rise in standards. This is largely due to the emphasis that the school has placed on improving the strategies used in teaching, the procedures for assessing and monitoring pupils' achievements, and better resources. The school has adopted setting arrangements so that the higher-attaining pupils are taught together whilst the average and lower-attaining groups are taught in parallel classes. This has been beneficial in providing a high level of challenge for most pupils, although sometimes there are not sufficiently high expectations of pupils in the average-attaining sets. The pupils with special educational needs are supported well in lessons and achieve well.

76. Earlier work indicates that, by the age of seven, higher-attaining pupils make good progress through the year and by the end of Year 2 are adding and subtracting numbers to 100 confidently and recognising odd and even numbers. At the start of the year, the lower-attaining pupils, who benefit from the focused help of the classroom assistants, recognise odd and even numbers to 10. At the end of Year 2, they add and subtract numbers to 50 with some accuracy. These pupils make good progress in their learning so that by the end of the year most achieve the expected standard.
77. Teachers use the National Numeracy Programme well and, by the age of eleven, most pupils, including the lower-attaining pupils and pupils with special educational needs, achieve at the expected standard with a significant number of higher-attaining pupils above average. However, indications are that the expectations of some of the average-attaining pupils are not sufficiently high so that they do not progress at a similarly rapid rate. Higher-attaining pupils in Year 6 use a set of data to work out the mean, median and mode. They understand the terminology and carry out the tasks confidently.
78. The quality of teaching and learning in mathematics is mostly good, with some very good teaching, and one lesson which was unsatisfactory. In the most effective lessons, teachers have secure knowledge and understanding of their subject, which is reflected in the level of questioning that is challenging and in the high expectations of the standards they expect the pupils to achieve. They engage the interest of the pupils through well-planned activities that are clearly matched to their levels of comprehension. Pupils particularly enjoy the opportunities to carry out investigations and apply their skills in number to problem-solving. In the less effective lessons, assessment information is not used sufficiently accurately to provide work that is clearly matched to pupils' levels of understanding, so that there is either insufficient challenge or the lower-attaining pupils are not secure in what they have learned. There are common strengths in the teaching. These are in the use of correct mathematical language and the requirement that pupils should explain their methods. Other strengths of the teaching include the quality of relationships between the adults and the pupils, which encourages pupils to try their best. The teachers make good use of resources and use the high level of support given by classroom assistants well. A weaker aspect of teaching lies in the consistency in the quality of marking of pupils' work. Although marking is regular there is little reference made to the pupils' individual targets or direction given to the pupils on the next steps or how to improve.
79. The school has developed good procedures to assess the achievements of its pupils based on regular evaluations by class teachers and standardised tests. This information is used well to plot the achievements of pupils and to set targets. However, the targets set are not always specific to the individual pupils so that they are not clear about what they have achieved or the next stages of their learning.
80. The management of the subject is good. The co-ordinator monitors standards and tracks pupils' progress. She evaluates the results in standardised and national tests to identify any common weaknesses and has also monitored teaching and learning within lessons.

## Mathematics across the curriculum

81. Pupils make satisfactory use of their mathematical skills in subjects such as science and design and technology. There is limited use of information and communication technology to support pupils' learning in mathematics, although this is an area that has been recognised as one for further development.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards are above average at the end of Year 2 and pupils achieve well.
  - Teaching and learning are good in Key Stage 1.
  - Assessment is not sufficiently used to ensure that planning meets the differing academic needs of all pupils.
  - There is limited use of information communication technology in science.
82. At the last inspection, standards were above average in Year 6. The overall standard achieved by pupils in the latest national test, at 11 years of age, is average. The percentage of pupils achieving the expected level is average but the number achieving the higher level 5 is above the national average. An unusually large cohort, 20 per cent of pupils, who took the test in 2003, had special educational needs and although they achieved well the results show lower overall attainment for the whole year group than in 2002. Evidence gathered during the inspection shows standards are now higher than at the time of the 2003 test and are above average at the end of Year 2 and average at the end of Year 6.
83. The quality of teaching, overall, is satisfactory. Most teaching and learning in Key Stage 1 is good and although there is some good teaching in some lessons in Key Stage 2 it is satisfactory, overall, in this key stage. Planning follows a clear scheme of work and lessons are linked to practical investigations. When given the opportunity, pupils are able to plan their own investigations to prove ideas that they have thought out for themselves. Examination of pupils' work indicates that far too often the work is too directed either by the task or by the teacher. Pupils, therefore, do not have the opportunity to take responsibility for their own learning and to develop the work beyond the minimum asked for.
84. Pupils are not usually given any indication of when a task has to be completed and this results in a significant number of children not working with the urgency that is required and not producing enough work. Teachers use questions well, both to help pupils refresh their memories of previous work and also to help evaluate what they have learnt. Teachers in both key stages have sound knowledge of the subject and pay particular attention to developing pupils' understanding of scientific vocabulary.
85. Assessment is not being used effectively to help plan work to meet the needs of all the pupils. The more able pupils, and pupils with special educational needs, are identified and work is suitably targeted. For the majority of the pupils, however, teachers rely heavily on the scheme of work for the lesson content rather than plan on their own evaluation of what pupils have already achieved. Work is, therefore, not always sufficiently distinct to challenge pupils at their own level, leading to underachievement by some and difficulties for others.
86. Very little evidence was found of information and communication technology being used to help pupils' learning in science. The school has, in the past, encountered problems with resources and access to hardware has been limited. Resources are now available and information technology is increasingly being included within the science curriculum. This has been identified as a priority by the co-ordinator and is included within the subject's action plan.

87. The management of the subject is satisfactory. The co-ordinator is new to the job and the school has plans to develop science teaching in the school development plan. Resources are good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Resources are good.
- There is under-use of information communication technology across the curriculum.

### **Commentary**

88. Standards attained in information and communication technology, in both key stages are in line with national expectations. Pupils achieve satisfactorily. This is similar to the standards reported at the previous inspection. Teaching at the previous inspection was variable, with most lessons being satisfactory. There is a similar situation now, but teaching and learning are good in Years 2 and 6. In well-taught lessons, pupils work in pairs at a good pace and are clear about the expected outcomes. In satisfactory lessons the pace is slower and pupils, while working hard, are not clear about the purpose of the task they are asked to do. As a result, the outcomes are confused.
89. After a period during which there were too few computers, the school now has a computer suite and sufficient software to provide a balanced curriculum for the children. In Year 6 pupils use electrical circuits software and a computer based microscope. Teachers have undertaken training and in the lessons observed are confident in teaching the subject. The support provided by the technician employed by the school is used well to ensure that all resources are in use and that pupils are able to access programs and carry out their assignments. A policy and scheme of work based on the local authority's guidance and the national guidelines are in place and a clear planning structure exists.
90. A shortage of computers has in the past limited the delivery of the curriculum. In addition to the computer suite, two computers are allocated to each classroom. However, their use is not maximised to extend, for example, pupils' research and independent working. Many pupils know how to use computers and do so at home. Others have poor keyboard skills and this has an adverse effect on the quality and quantity of the work they produce. During the inspection computers in classrooms were not frequently seen in use and valuable resources for learning are therefore under-used. A significant proportion of work is directed by the teacher and there are insufficient opportunities for pupils to carry out their own research and take more responsibility for their own learning.
91. The subject is managed well. The co-ordinator is aware of weaknesses in the use of information and communication technology across the curriculum. The school development plan allows for expenditure on software that will allow this to happen.

### **Information and communication technology across the curriculum**

92. Information and communication technology is used to a limited extent to support learning in other subjects, for example, in data-handling in mathematics and science and to research information from the Internet. A development plan is in place to extend this area of work.

## HUMANITIES

93. Work was sampled in **history and geography** with only one lesson seen in history and none in geography. It is, therefore, not possible to make judgements about provision in these subjects. Evidence from pupils' work indicates that standards in both subjects are in line with national expectations and pupils' achievements are satisfactory. These judgements are similar to those in the previous report. There is a clear planning structure in place and the requirements of the National Curriculum are met. Resources to support teaching are well organised and good.
94. Pupils recall their previous work well and talk enthusiastically about visits that they have been on and the visitors that have come to school. They find the work exciting. This enjoyment is reflected in their written work, which is carefully presented.
95. Pupils' work is assessed and recorded at the end of each topic, although this is more about completion of work than their level of understanding. Teachers mark work, but mainly limit this to ticks and words of praise. Marking is not used consistently to help pupils to improve their work or to help teachers to plan for future challenging lessons.
96. Information and communication technology is used soundly in both subjects across the school. In Years 2 and 6 pupils have gathered information from the Internet on Bangladesh, Charles II, Pepys and Egypt. Scope for further development is recognised within the subjects' development plans.
97. Co-ordination is satisfactory. Both co-ordinators are enthusiastic and ensure that the pupils' work is well displayed around the school. They share their expertise with staff at the planning stage and also after visiting classrooms to observe lessons. They have action plans for their subjects and canvas teachers' views when reviewing the progress that has been made throughout the school.

## Religious education

Provision for religious education is **satisfactory**.

## Main strengths and weaknesses

- Religious education is managed well and contributes effectively to pupils' personal development.
- Standards have been maintained and pupils achieve as well as expected.
- Good teaching was seen during the inspection.

## Commentary

98. At the last inspection standards were broadly in line with the locally agreed syllabus. A scrutiny of pupils' past work during the current inspection indicates that standards are in line with national expectations and that teaching and achievement, over time, are satisfactory. None the less, good teaching was seen during the inspection in some junior classes. It was not possible to see any lessons in Years 1 and 2.
99. The locally agreed syllabus has been thoughtfully adapted to provide a curriculum that enables pupils to develop both their knowledge and personal responses to religion. Pupils in Years 1 and 2, for example, learn about friendships, feelings and responsibilities and how to control their responses to other people's actions. They listen to stories from the Bible and know that there are 'special books' and important events which faith communities celebrate.

100. Older pupils learn about Judaism and Islam as well Christianity. By the end of Year 6, they gain a reasonable depth of knowledge and understanding about the ceremonies, rituals and beliefs of different religious groups. Pupils in Year 5 and 6 debate moral issues, such as honesty and justice. Their discussions are sometimes approached through other subjects, such as geography, for example, when examining the impact of changes on people's everyday lives.
101. The lessons seen were planned thoughtfully, so that there was both interest and challenge in the work. Good use of resources in one lesson engaged the pupils particularly well, enabling them to research information about local Christian communities. Lessons are taught in a calm atmosphere. Pupils are confident and willing to share their views with others.
102. The subject is managed well. The co-ordinator has recently reviewed the religious education curriculum for the school and set about enhancing resources. Teachers' subject knowledge has improved through organised in-service training. There is now a clear development plan, which contributes well to the school's capacity for improvement.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

103. No lessons were seen in design and technology. Although art was seen in Key Stage 2, only one lesson was seen in Key Stage 1. Two lessons were seen in both key stages in music. Inspectors looked at samples of pupils' earlier work and teachers' planning. It is not possible, therefore, to make overall judgements on provision in art and design, design and technology and music. Pupils with special needs are fully involved and have full access to work in all three subjects.
104. Standards in **art and design** in Years 2 and 6 are in line with those expected and pupils' achievement is satisfactory. This is similar to the findings of the last inspection. The school has recently implemented the guidelines for the teaching of art from the local education authority and this ensures that skills are taught progressively through the school. Pupils have many chances to practise and develop their observational skills. Examples of work show the use of a wide range of media including textiles and printing inks. Pupils study the work of a range of artists and use their ideas effectively to develop a range of techniques. For example, Year 4 pupils created patterns in the style of Wassily Kandinsky, whilst in Year 5 they produced work in the style of Henri Matisse. Throughout the school pupils use sketch-books satisfactorily to practise and try out initial ideas. Although pupils have used computers to look at the artwork of other schools, few pupils are using computers in art, for example, to generate designs.
105. Teaching, overall, was satisfactory with some good lessons in Key Stage 2. In the better lessons teachers carefully demonstrate the skills necessary for pupils to carry out their tasks. For example, in a Year 3 lesson, the teacher very carefully demonstrated how to make, design and print a 'stamp' using Plasticine and printing inks before encouraging the pupils to select and develop their own designs. As a result, pupils were clear about their task and achieved well.
106. The subject is managed well by the knowledgeable co-ordinator who provides good support for her colleagues. Assessment and recording procedures have recently been introduced that follow the planned programme for teaching art skills.
107. Pupils' achievements in **design and technology** are satisfactory and by the end of Years 2 and 6 most pupils attain average standards. This is similar to the findings of the last inspection. They follow a clearly planned programme of work, which is largely based on national guidelines that have been adapted to suit the school's needs. Pupils have opportunities to plan, design and make a range of models and to develop their skills and knowledge of food technology. However, from the earlier work seen, the quality of the work, particularly in planning and evaluating their products, varies across the school. Pupils in Year 1 have designed and made a range of moving pictures and started to develop their knowledge of food technology when making fruit kebabs. As they move through the school, the pupils develop their skills



satisfactorily. They have opportunities to make a range of objects and use a variety of materials. Older pupils consider usage when designing and making their products, such as torches and using simple hydraulics to make a moving toy. At the end of Year 6, they used fabrics well when making slippers. There is no evidence to suggest that the pupils have had the opportunity to use information and communication technology in this subject.

108. The two new co-ordinators manage the subject satisfactorily. They have developed the school's policy and guidelines so that the pupils' skills, knowledge and understanding are developed progressively as they move through the school. Assessment and recording procedures, which are based on the units of work covered, are satisfactory.
109. Pupils' standards and achievements in **music** are in line with those expected and they achieve satisfactorily. This is similar to those at the time of the last inspection. Since then the school has adopted a new scheme of work, which helps non-specialists and ensures that pupils experience all aspects of the National Curriculum. Assessment procedures, which follow the recommendations of national guidelines, have recently been introduced.
110. The teaching seen was satisfactory, with one very good lesson. In the best lesson, the teacher was confident in the subject and had a clear understanding of what she wanted the pupils to learn. In most other lessons, the teachers' subject knowledge was insecure so that they were unable to improve and develop the work that the pupils were doing. This meant that many pupils were unable to achieve as well as they should. There is a school choir, but other than this, opportunities for the majority of pupils to develop performance skills in singing, for example, in the daily school assemblies, are infrequent. The curriculum is enriched by the chance for pupils to learn to play a range of instruments outside lessons. These are taught by visiting teachers and include the violin, guitar and woodwind and school orchestra. Two teachers also provide recorder lessons.

## **Physical education**

Provision in physical education is **satisfactory**.

## **Main strength and weaknesses**

- Teaching and learning are satisfactory, overall, but there is very good teaching in Year 2 and good teaching in Year 6.
  - Pupils enjoy lessons.
  - There is a knowledgeable and enthusiastic co-ordinator.
  - There are very good sports links with Copleston secondary school.
111. Owing to timetable arrangements, the lessons observed during the inspection were mainly gymnastics lessons. Planning indicates that the full National Curriculum is taught. During the inspection, lessons in both key stages were observed.
  112. The overall attainment and achievement made by pupils is satisfactory. At the last inspection, no judgements were made about attainment or progress. In one lesson, in Year 2, and one in Year 6, pupils' attainment and achievement were good as a result of the good teaching that was seen.
  113. The quality of teaching and learning, overall, are satisfactory, with some good features. Teachers have high expectations and warm-up exercises are often brisk and purposeful. The lessons progress at a good pace and pupils are fully challenged by their activities. Pupils are given the opportunity to view and evaluate the work of their classmates and this enables them to refine their own work.
  114. Pupils' attitudes are good. They change quickly and quietly, respond positively to the instructions they are given and work well individually, as well as with partners. Of particular

note is the concentration demonstrated in lessons and the very quiet and purposeful way they work at their tasks. Pupils with special needs are fully involved in the lessons and have full access to the curriculum.

115. The subject is well managed by a very enthusiastic co-ordinator. She monitors the teaching of physical education and helps to improve the delivery of the curriculum by teaching demonstration lesson for the staff. Resources are good. The co-ordinator has very good links with Copleston secondary school. This results in the provision of training, the sharing of resources and the promotion of activity clubs. Physical education has a high profile within the school and successes from within and outside school are shared in assemblies.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

116. Only one lesson was observed in each key stage and it is, therefore, not possible to make a judgement about provision in this subject. None the less, good planning and the good teaching seen result in confident, well-informed pupils with a positive outlook and sense of responsibility towards others.
117. Each class has one session of personal, social and health education (PSHE) every week, although during the inspection this was substituted for swimming in one Year 5 class. All years follow a programme which, by Year 6, fulfils the National Curriculum requirements, including the required elements for citizenship education. Some aspects of the curriculum are covered within other lessons, for example, sex education is partly covered within science lessons.
118. Pupils' commitment to the school and their sense of fair play are witness to the effectiveness of the good teaching in the lessons seen. The co-ordinator has introduced a scheme of work, which is used throughout the school and has increased teachers' confidence. It has built-in assessment, which ensures that pupils have covered the syllabus but not what standard they have reached. Resources are good.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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