

INSPECTION REPORT

BROOMFIELD PRIMARY SCHOOL

Chelmsford, Essex

LEA area: Essex

Unique reference number: 115292

Headteacher: Ms E Bayne

Lead inspector: Mrs S D Morgan

Dates of inspection: 24th -26th May 2005

Inspection number: 266517

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 312

School address: School Lane
Broomfield
Chelmsford
Essex
Postcode: CM1 7DN

Telephone number: 01245 440251
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Appropriate authority: The governing body
Name of chair of governors: Mr J Need

Date of previous inspection: June 1999

CHARACTERISTICS OF THE SCHOOL

Broomfield is a large primary school. It has 269 pupils in Years 1 to 6 and 43 children in the reception year. There are more girls than boys in a number of year groups. A high proportion of pupils (91 per cent) are white British. The number of pupils who speak English as an additional language and are at an early stage of English language acquisition is small. Pupil mobility is relatively low. Data suggests that children come from a wide range of home backgrounds. The number of families claiming free school meals has declined gradually and now represents just under six per cent of pupils, which is below average. The attainment of pupils on entry to the reception year has declined since the previous inspection, and is below average. The proportion of pupils who have special educational needs, at just below 12 per cent, is below the national average. A broadly average proportion of pupils have a statement of special educational need. Pupils' needs mostly relate to learning or speech and communication difficulties and a small number have a physical disability. There have been a significant number of staff changes in the last two years. The school is involved in initiatives such as the Children's Fund and the Leadership Development Programme. It gained the Healthy School's Award in 2004 and the Schools Achievement Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|----------------|----------------|--|
| 1355 | Mrs S D Morgan | Lead inspector | Science, information and communication technology (ICT), design and technology |
| 9589 | Mrs J Leaning | Lay inspector | |
| 32106 | Mr J Zealander | Team inspector | English, geography, history, English as an additional language |
| 11982 | Mr R Morris | Team inspector | Mathematics, citizenship, physical education, special educational needs |
| 30814 | Mrs E Coley | Team inspector | Foundation stage, art, music, religious education, |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Broomfield Primary School is providing a satisfactory education for its pupils. Staff and governors have created a good atmosphere for learning in which all pupils, whatever their personal circumstances, benefit from all the school has to offer. Pupils' achievements are satisfactory overall and standards show some improvement. The quality of teaching and leadership and management are satisfactory. Pupils are valued and cared for very well. The school is providing satisfactory value for money.

The school's main strengths and weaknesses are

- Children in the Foundation Stage are provided with a very wide range of learning opportunities and achieve well
- The school has a positive ethos. Relationships and behaviour are very good
- Monitoring has not been sufficiently effective in identifying strengths and areas for improvement
- The school has a good range of assessment information but this has not been used systematically to set challenging targets for improvement
- Teaching is now good in mathematics. In physical education it is very good and standards are above average
- Good provision is made for pupils with special educational needs and those who are gifted and talented so they achieve well
- Partnership with parents and the community is very good

The school has made satisfactory improvement since the last inspection. Weaknesses such as the unsatisfactory ICT resources and a lack of guidance given to teachers in subjects such as art and music have been dealt with effectively. However, other aspects of the school's work, such as checking the quality of teaching and learning and the use of assessment information to identify priorities for improvement, have not been used effectively to help raise standards.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | C | A | C | B |
| mathematics | B | B | C | C |
| science | C | B | D | D |

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

Pupils' achievements are satisfactory. Children enter the reception year with a wide range of ability. Overall, their knowledge and skills are below those normally expected for their age. This is a decline since the time of the last inspection. In the reception classes they achieve well because teaching is good in all areas of learning. By the time they enter Year 1, most children achieve the expected goals for children's learning, and standards are in line with expectations, in all areas. In the 2004 national assessments for pupils at the end of Year 2 results in reading and writing were average. In mathematics they were below average. When compared to those of similar schools (that is, schools with a similar proportion of pupils known to be eligible for free school meals), results were well below average in reading writing and mathematics. Inspection evidence indicates that in the current Year 2 there has been some improvement in standards, particularly in mathematics

and science. Standards overall are average and pupils are now achieving satisfactorily. Overall, results in the end of Year 6 national tests in 2004 were average. In the subjects inspected standards are average with standards that are above average in physical education. Pupils in Years 3 to 6 achieve satisfactorily overall. Pupils with special educational needs and those who are gifted and talented achieve well.

Pupils' attitudes, values, behaviour and other personal qualities are very good. They are supported by the good provision for their spiritual, moral, social and cultural development. Attendance is in line with the national average and pupils' punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory.

The quality of teaching and learning is satisfactory, with some strengths. The school has had a number of staff changes, which has led to some lack of continuity in some classes. This has slowed pupils' progress, but the situation is now more stable. Some monitoring of teaching and learning has taken place but this has not been sufficiently effective in identifying strengths and weaknesses in order to improve pupils' learning and standards in all subjects. Teaching is good in the reception classes. A very wide range of well-planned learning opportunities is given for all children and this enables them to make good progress. In Years 1 to 6 teachers plan work to ensure that the mixed age classes cover what they should. Teaching has shown improvement in mathematics and is now good. The school makes effective use of specialist teachers in physical education, science and music which is resulting in higher standards. In physical education very well planned and interesting lessons motivate pupils so that they are keen and work hard. Throughout the school, teachers are particularly good at managing pupils' behaviour and pupils are encouraged to collaborate and share ideas. The work of teaching assistants makes a significant contribution to pupils' learning. The quality of assessment and use of information is satisfactory overall. However, teachers' written comments on work do not always give pupils clear guidance on how they can improve their work.

The curriculum provides a satisfactory range of activities and good opportunities for enrichment. The school takes very good care of pupils. It involves them very well in its work by asking for and acting on their views on ways of improving school life. The school's partnership with parents is very good, as are its links with other schools and the wider community.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are satisfactory. The headteacher provides satisfactory leadership. The leadership of other key staff, governance and overall management of the school are satisfactory. Information collected about pupils' progress and from checking the quality of teaching and learning is not used as effectively as it might be to plan improvements in teaching and to raise achievement. Governors fulfil their statutory duties well but are not as clear as they should be about the school's strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and the vast majority are very positive about the range of opportunities it provides. Pupils are very pleased with what the school offers.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Ensure that subject leadership has a clear view of aspects of each subject in which pupils are achieving well and areas that need to be improved and act upon the findings
- Make effective use of assessment data to track the progress of different groups of pupils and set challenging targets for all

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements **are satisfactory** overall. Children in the reception year achieve well. Achievement in Years 1 to 6 is satisfactory.

Main strengths and weaknesses

- Children in the reception year achieve well
- Pupils with special educational needs achieve well
- Good use is made of specialist teachers who demonstrate teaching and provide guidance and support for staff. This enables very able pupils in particular to achieve well
- Staffing difficulties have had a negative impact on pupils' achievement in some classes
- Insufficient opportunities are provided for pupils to extend the written skills they learn in literacy lessons in other subjects

Commentary

1. Children enter the reception classes with a wide range of ability. Generally they have knowledge and skills that are below those normally expected for their age and this is a decline since the previous inspection. Children's achievements are good overall, and they are very good in personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world, which are their weakest developmental areas when they enter the school. A very wide range of learning opportunities are given for all children, including those with special educational needs and those for whom English is an additional language. Very good support is offered by teachers and teaching assistants, so that, by the time they enter Year 1, most children achieve the expected goals for children's learning, and standards are in line with expectations, in all areas.

Key Stage 1

2. In the 2004 national assessments for pupils at the end of Year 2 results in reading and writing were average. In mathematics they were below average. When compared to those of similar schools (that is, schools with a similar proportion of pupils known to be eligible for free school meals), results were well below average in reading writing and mathematics. Based on teacher assessments, attainment in science was below average at the expected level 2 and average at the higher level 3. Improvement in results has been broadly in line with the national trend. In the previous three years results had been above or well above average in comparison with all schools nationally.

Standards in national tests at the end of Year 2 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 15.9 (17.1) | 15.8 (15.7) |
| writing | 14.5 (15.2) | 14.6 (14.6) |
| mathematics | 15.8 (18.1) | 16.2 (16.3) |

There were 39 pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

3. Results in Year 6 national tests in English, mathematics and science have shown some fluctuation over the last four years, and improvement has been below the national trend. Overall, results in 2004 were average when compared to those nationally. Comparing the Year 6 2004 results with those of the same year group when they were in Year 2 shows that

pupils achieved well in English, satisfactorily in mathematics and not as well as expected in science. Overall, the performance of boys and girls was similar. The school did not meet the targets it set for English and mathematics in the 2004 tests, at the expected level 4. It met the target set for English at level 5 and just failed to meet it in mathematics.

Standards in national tests at the end of Year 6 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.4 (29.1) | 26.9 (26.8) |
| mathematics | 27.2 (27.9) | 27.0 (26.8) |
| science | 28.1(29.8) | 28.6 (28.6) |

There were 51 pupils in the year group. Figures in brackets are for the previous year.

4. Pupils are achieving satisfactorily in Years 1 to 6. Current standards are broadly average in English, mathematics, science and ICT, and average in almost all other subjects. In some classes staffing has not been stable and this has had a negative effect on standards and achievement. In classes that have been taught by a number of teachers pupils' books indicate that they have made less progress than other pupils of a similar age in the school. Staffing is now more stable and inspection evidence indicates that pupils are making satisfactory progress. Standards are above average in physical education. This is because the school makes good use of specialist teachers who demonstrate teaching and provide guidance and support for staff. The school has few pupils whose first language is not English. Inspection evidence shows that these pupils achieve as well as their peers.
5. Overall, pupils' skills in English are extended satisfactorily in other subjects. Good questioning in class, together with opportunities to evaluate their work develop their speaking, listening and reading skills. However, insufficient opportunities are planned for pupils to develop their written work. There is very limited evidence of the range of writing being extended in history, geography or religious education and technical writing is not enriched within the context of science.
6. Satisfactory opportunities are provided for pupils to develop their mathematical and ICT skills through work in other subjects. In design and technology and history, for example, pupils draw detailed plans, complete with measurements, for making model houses based on those made by Vikings. In ICT they create spreadsheets with which to calculate the cost of food for a party, and graphs are used to illustrate results of surveys. Pupils develop their ICT skills effectively through the use of graphics programs in their art and design and technology work, for example, to create cards using a range of techniques. Pupil's research information from a variety of sources on the Internet and this is used in subjects such as geography to create PowerPoint presentations.
7. The school works hard to ensure that all pupils achieve equally well. Pupils with special educational needs are provided with precise plans for the next steps in their learning, which are reviewed and updated regularly, so they achieve well and the majority meet or exceed the targets set for them. The school is also sensitive to the needs of very able pupils and, where appropriate, makes good provision for them to be taught in groups or by specialist teachers so that they can be suitably challenged. As a result, all these pupils achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and other personal qualities are very good, they are supported by very good relationships and are a strength of the school. Provision for their social and moral development is very good, and for their spiritual and cultural, including multi-cultural development, is good. Most pupils attend school regularly and on time but a few do not and this affects overall attendance levels, which are satisfactory.

Main strengths

- Pupils' very good relationships with teachers and each other support their learning well

- Pupils enjoy coming to school and behave very well around the school and in lessons. Those pupils given responsibilities around the school carry them out with confidence
- Assemblies are of high quality, they provide good opportunities for reflection and do much to enhance pupils' spiritual, moral and social development

Commentary

8. The very good quality relationships encourage pupils to be enthusiastic and to want to do well. They are a strength of the school. Pupils are confident and capable, they feel valued because they are treated with respect and staff work very successfully to build their self-esteem. They work and play well together, which enhances their learning opportunities. Praise is used effectively to support pupils' very positive attitudes to their learning.
9. A clear and consistently applied behaviour policy, together with an understanding of what is expected have been successful in improving behaviour and it is now very good. In a lesson for reception children and in a dance class for Years 5 and 6, behaviour was outstanding. Pupils appreciate the system of rewards and understand the consequences if they do not behave well. The whole school area is treated with respect and very carefully looked after. The garden created by neighbourhood gardening volunteers, adds significantly to the environment. In the playground, careful supervision and a wide range of activities encourage pupils to develop very good levels of independence and they play together very well. Pupils report that any instances of bullying are dealt with quickly and effectively. There are very few exclusions.

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Asian |
| Mixed – any other mixed background |
| Asian or Asian British – Indian |
| Asian or Asian British – Pakistani |
| Asian or Asian British – any other Asian background |
| Black or Black British – African |
| Any other ethnic group |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 244 | 1 | |
| 8 | | |
| 2 | | |
| 1 | | |
| 1 | | |
| 4 | | |
| 3 | | |
| 1 | | |
| 2 | | |
| 1 | | |

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

10. Pupils clearly enjoy coming to school because it is a happy and welcoming place. They are friendly, courteous to each other and to visitors and keen to discuss their work. Those pupils given responsibilities around the school carry them out with confidence. The 'Friendship Seat' in the playground is used well and together with the 'Playground Friends' ensures that no one is left out. In lessons, pupils settle quickly to work, listen carefully and concentrate well on their tasks. Younger pupils occasionally become restless when rules are not made clear or when explanations and introductions are too long. Pupils are particularly helpful to their classmates who have special educational needs. They are fully involved into the life and work of the school.
11. Assemblies are carefully planned and make a good contribution to pupils' spiritual, moral, social and cultural development. Pupils clearly understand the difference between right and wrong and discuss moral and social issues very thoughtfully through the programme of personal, social and health education (PSHE). The school uses a wide range of visits and visitors well to interest pupils and support their personal development. For example, pupils in Years 5 and 6 enjoy a residential visit, which helps to develop teamwork and social skills. During 'Culture week' pupils had an opportunity to explore art, music, dance and food from

other countries and they have visited the Mandir (Hindu place of worship). There are regular visits from other clergy and the Church is used well to support learning. High quality displays add to the pupils' awareness of different cultures.

12. Attendance is in line with the national average and is satisfactory. The most recent attendance figures show improvement. The home school liaison worker and the educational welfare officer try exceptionally hard to encourage regular attendance but a few families have problems getting their children to school regularly and on time. Unauthorised absence is below the national average.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.3 | School data | 0.0 |
| National data | 5.1 | National data | 0.4 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory.

Teaching and learning

The quality of teaching is similar to that reported at the time of the previous inspection. Teaching and learning are satisfactory overall, with some strengths. They are good in the reception classes and satisfactory in Years 1 to 6. The quality of assessment of pupils' work is satisfactory overall.

Main strengths and weaknesses

- Teaching is good in the reception classes and in mathematics in Years 1 to 6
- Effective use is made of specialist teachers in physical education, science and music which is resulting in higher standards
- Staffing difficulties have had a negative impact on pupils' learning in some classes
- Teachers insist on high standards of behaviour and pupils are encouraged to work collaboratively
- Pupils with special educational needs are taught well because teaching is focused on individual needs and assistants are well trained and support learning well
- Assessment information has not been used systematically to set challenging targets for improvement, and marking does not always help pupils know what they have to do to improve

Commentary

Summary of teaching observed during the inspection in 32 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0(0%) | 5 (16%) | 15 (47%) | 12 (37%) | 0 (0 %) | 0 (0%) | 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.

13. Teaching and learning in the reception classes are good. Teachers and teaching assistants work well as a team. Staff are knowledgeable about how children of this age learn best and provide a very wide range of learning opportunities for children using a variety of resources. Children are given consistent encouragement and adults work hard to engage their interest in activities.

14. The teaching of mathematics shows improvement and is now good. Appropriate emphasis is placed on encouraging pupils to work independently at solving problems. For example, in a Year 5 and 6 lesson pupils enjoyed the practical challenge set by work related to a recent residential visit to Yorkshire. As they worked out the cost of taking a family to various tourist attractions they were challenged by the teacher to explain, using accurate mathematical terms, how they had calculated their answers and to identify quicker ways of doing it. In addition to relishing the increasingly difficult problems set as the lesson progressed, they also enjoyed experimenting with new ways of working and confidently accepted wrong answers as a valuable part of their learning.
15. The teaching of physical education is very good. Both the school's own staff, and a specialist teacher from a local secondary school, provide very well planned and interesting lessons so that pupils are very keen and work hard and their skills and physical fitness are developed very well. In a very effective music lesson very good teaching and learning occurred when the teacher had very secure knowledge of the subject, and when pupils were engaged in activities which encouraged good listening skills. Pupils' knowledge of string instruments was developed very well by looking at the instruments on display and by listening to appropriate pieces of music by well known composers which demonstrated the style of playing and range of each instrument.
16. The school has been through a period of staffing difficulties and this has had a negative effect on teaching and learning over time, in some classes. The situation has now improved and evidence of recent work in pupils' books and the lessons observed indicates that pupils' learning is now satisfactory overall.
17. Very good relationships between staff and pupils are evident throughout the school. Teachers value what pupils have to say and this gives pupils the confidence to ask and answer questions. They encourage pupils to put forward their ideas and give praise. Effective lessons in English are characterised by a range of activities that encourage pupils to develop their thinking and try new words. In these lessons, teachers encourage pupils to take risks with language as they explore meaning and style. This results in good learning.
18. Throughout the school teachers insist on high standards of behaviour and pupils are encouraged to collaborate and share ideas and resources. This worked well in a Year 1 and 2 science lesson where well established classroom routines ensured that pupils were able to work productively on investigating pulling and pushing. Adults and teaching assistants worked with groups and helped guide pupils to share resources and ideas and record their results. Pupils then reported back to the whole-class. The teacher asked careful questions to check pupils' understanding and encouraged them to justify what they were saying. In this lesson high expectations of pupils' behaviour resulted in pupils completing the practical tasks and developing their understanding well.
19. Satisfactory lessons have some of the features of good and very good lessons. However, in a number of these the pace was too slow and pupils were not given clear timescales for the completion of tasks so they took too long to complete the work. In some lessons, the teacher tended to spend too long talking about what was to be completed and this resulted in pupils spending significant periods listening rather than being engaged in the planned activities and developing their skills. This again slowed the pace and meant that pupils only made satisfactory progress with their learning. In science, a weakness in teaching is that much of the work in pupils' books is recorded using work sheets. The same sheets are used for pupils of all levels of attainment and do not meet their needs in full. For example, they do not provide sufficient opportunities for the highest-attainers to write in more detail and draw annotated diagrams.
20. Pupils with special educational needs are taught well. Teaching assistants are well trained and support pupils effectively, including those with emotional needs and those with visual or

hearing impairment. They ensure that all pupils are fully included in the life of the school. The school regularly reviews pupils' needs and allocates support accordingly. The system for tracking these pupils' progress provides governors with clear and quantifiable evidence of success when the relevant section of the school improvement plan is reviewed. Individual education plans are written, after discussion with staff, parents and the pupils themselves, and reviewed termly. The school is also sensitive to the needs of very able pupils and, where appropriate, makes good provision for them to be taught in groups or by specialist teachers so that they can be suitably challenged. As a result, all these pupils achieve well.

21. In the reception classes assessment arrangements are very good and give staff a clear understanding of the strengths and weaknesses in key aspects of children's progress. Very effective daily assessment procedures for checking on pupils' progress are in place, and this gives teaching staff a clear view of each child's achievement of the early years' stepping stones. Assessment is satisfactory in the rest of the school. A wide range of information is collected but this has not been used systematically to set challenging targets for improvement and plan future learning. More detailed analysis of test results has recently been undertaken in English and mathematics but it is too early to measure the impact of this overall. In mathematics the recently introduced system for evaluating samples of pupils work against National Curriculum levels is a sound foundation on which to continue the improvement in teaching. The quality of marking is variable. The best marking has notes which clearly indicate how pupils can improve, however, too much takes the form of ticks and offers too little guidance.

The curriculum

The school provides a satisfactory curriculum enriched by a good range of additional activities. Accommodation and resources are satisfactory overall but very good in the Foundation Stage.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is very good with a very wide range of interesting and varied activities
- The accommodation in the Foundation Stage is excellent
- Teaching assistants are well trained and provide good additional activities for pupils with special educational needs
- Pupils' learning is enriched well by after-school clubs and a good range of extra activities both in and out of school
- Some teaching areas are cramped and limit the scope for practical activities

Commentary

22. Satisfactory improvement has been made since the time of the last inspection. Improvements include the ICT suite which is leading to higher achievement and the inclusion of all pupils in the whole curriculum. In addition, the school is planning to extend the school day to allow more time for teaching and learning.
23. The school provides a satisfactory curriculum overall. There are pupils from two year groups in all classes and planning ensures that there is no unnecessary repetition of the themes that are taught. However, the school has yet to develop rigorous plans to ensure that pupils develop their skills sequentially through the topics they study. Further developments to the curriculum are planned.
24. Provision for PSHE is good. Planning ensures that sex and relationships education and drug awareness form an important part of the curriculum and the school meets all statutory requirements. The curriculum for children under five is very good. National guidance is successfully used to plan a range of interesting and relevant activities.

25. Provision for pupils with special educational needs is good. Teaching assistants know the pupils well and are well trained to cater for their needs, including pupils who are vulnerable to emotional difficulties who receive particularly good support. Pupils in Years 3 to 6 are set by ability in literacy and mathematics so that work can be more closely matched to their needs. Pupils with a particular talent are encouraged to pursue these through special events and teaching at local secondary schools, or through opportunities for joining local sports clubs or learning a musical instrument. As a result, all pupils, whatever their ability or need, including those learning English as an additional language, are fully involved in all the curriculum has to offer.
26. The school places emphasis on providing additional activities such as drama and Spanish and a good range of after-school clubs, including music, art, sport and games. These activities help pupils to consolidate and extend what they are learning in lessons. They also contribute successfully to the development of social skills in the school and the positive attitudes towards learning and behaviour in lessons. All pupils in Years 3 to 6 benefit from a weekly lesson in Spanish taught by a specialist instructor and this work is supported by the use of Spanish words and numbers around the classrooms. The pupils are proud of their growing knowledge of the language.
27. The school now has sufficient teaching and support staff as recent staffing difficulties have been overcome. New classrooms and gardens in the Foundation Stage provide children with an excellent space in which to develop their learning. Optimum use is made of the rest of the school's well-cared for accommodation and outdoor areas. The school has made very good provision for pupils with physical disabilities and visual impairment. Corridors and classrooms are bright with interesting displays that enrich the curriculum and encourage pupils to explore ideas. The rooms are somewhat cramped and they limit the range of activities that teachers can undertake during lessons as often there is little room for pupils to move out of their chairs. The size of the hall is also inadequate for some physical education activities and limits the scope for good teaching. The school is resourced to a satisfactory level and is currently refitting its library area with money donated by the Parents' Association. The ICT suite is an addition since the time of the last inspection and enables all pupils to have access to the full range of learning in this area.

Care, guidance and support

The school makes very good arrangements for the care, health and safety of pupils, and this supports the school's ethos well. Relationships between children and adults are very good. The school seeks and values pupils' views, they feel safe and are confident that they will be listened to.

Main strengths and weaknesses

- Pupils' health, safety, attendance and welfare are very carefully monitored and procedures for keeping the whole school community safe work very successfully.
- Pupils' induction and transition are managed very well
- Pupils are very positive about their experience in school
- Targets are not specific enough or challenging enough to help pupils improve

Commentary

28. Pupils' health, safety and welfare are monitored rigorously by means of very good routines and practices, which work very effectively to keep everyone safe. All staff have received training and have a very good awareness of child protection procedures. Pupils are encouraged to attend school regularly, and most parents and pupils understand how important this is. The healthy schools initiative encourages pupils to think about healthy food and a healthy body. All staff have received at least basic first aid training and provide very good care for pupils who are hurt or unwell. Regular risk assessments and checks on

items such as electrical and physical education equipment are carefully recorded. The school makes good use of road safety information and cycle training courses to teach pupils how to be safe on the roads and is trying to establish a second 'walking bus'.

29. Arrangements for children starting and for those moving on to the next stage of their education are very good. Children visit during the school day and are invited to share school activities. Parents are introduced to the school and given very good information about expectations. Staff from the reception classes make a home visit. Most pupils move to the nearby secondary school and the very good links include regular input into the junior school curriculum by secondary school staff which supports the achievement of very able pupils in particular.
30. Pupils are supervised very carefully throughout the day and this makes a significant contribution to their safety, as well as encouraging very strong relationships. They say their teachers are fair and kind and they are effectively supported in their learning by the help and guidance they receive. When there are personal difficulties, the school's very good communication with parents, and the involvement of the school liaison officer and of other groups such as social services helps resolve them. Class teachers know the pupils and their families very well and offer very good support, advice and guidance in relation to their personal development. They are alert to pupils' learning needs and do their best to support them. Parents are very pleased with the care their children receive and pupils say they enjoy coming to school. During discussions pupils commented favourably about the school. They said class and school councils gave them an opportunity to express their views and they know that they will be listened to. For example, the toilets have been redecorated following suggestions from the council.
31. The assessment procedures now in place to check on pupils' progress are satisfactory. Individual pupil performance in English, mathematics and science tests is recorded and analysed. This informs teachers about which topics need targeting in the future and indicates which pupils need extra support. Pupils are also given targets which follow through the learning objectives in reading, writing, mathematics and science and these are shared with parents. However, these targets are not specific or challenging enough to help pupils know what they personally should be doing next to improve.

Partnership with parents, other schools and the community

Parents are appreciative of the very good links, the regular and effective communication and the school's welcoming approach. Links with the local and wider community and with other schools are very good and support pupils' learning well.

Main strengths

- Parents are very pleased with what the school offers and with the information they receive and many parents help in school and on visits
- The parent teacher association is very successful
- Very good links with the community support and extend the work of the school
- Transition is managed very smoothly because of the very strong links with other schools

Commentary

32. The school builds and maintains very good links with parents who are very pleased with the care and education their children receive. They praise the staff and say that their children like school, behave very well and are expected to work hard; this helps them to learn. The school is quick to respond to any concerns that are raised and procedures for dealing with complaints are efficient. Parents say they always feel welcome in the school and find the staff very approachable. The school seeks and responds to parents' views very well. Many parents help in school and on the many visits, and they support their children's learning well at home. Parents who work in school are a valuable asset because they are given good information, understand what is expected of them and provide help where needed. They help with reading and on the many visits. Parents are fully involved with the neighbourhood garden and with other work around the school.
33. Parents receive a very good range of information, including lively newsletters, curriculum information and regular parents' meetings. Annual reports, the school prospectus and the governors' annual report to parents are clearly set out, and meet statutory requirements. Questionnaires and meetings identify parents' strong satisfaction with their children's education and this has been maintained since the last inspection. The staff and parents work very well together and the parent teacher association raises substantial funds, which provide valuable extra resources such as the very popular climbing frame in the playground. Each class receives a sum of money towards visits and their Christmas activities.
34. Pupils benefit from the many links with the local community. The Inland Revenue provide reading and numeracy partners. Ministers from a number of denominations come into school and lead discussions and school assemblies and the local area is used successfully to support the curriculum. Theatre and music groups support work in art, design, music and science and pupils take part in infant and junior music festivals. Pupils raise funds for those less fortunate including the local cancer care centre and supported the 'Barnardo's concert at the Albert Hall. Pupils visit the local radio station and the ongoing project with BBC Neighbourhood Gardeners is enriching the area for younger children. These links offer significant opportunities for pupils to share in the life of the wider community.
35. Links with the main secondary school and with the local playgroups ensure that transfer between each stage of education is managed very smoothly. Students from local schools and colleges are welcomed to Broomfield as part of their training. Training for staff and governors is shared and the close relationships significantly improve liaison and facilitate the transfer of relevant data. Secondary school staff teach some science and dance lessons and provide a variety of summer workshops and other opportunities for older pupils. Joint activities, taster days and staff links help pupils to move on confidently to secondary school. Very close and effective co-operation with the nearby local playgroup and on-site nursery ensures that children are well prepared when they start school.

LEADERSHIP AND MANAGEMENT

The headteacher, senior staff and governors provide satisfactory leadership, and management of the school is satisfactory.

Main strengths and weaknesses

- The headteacher, staff and governors have created a good atmosphere for learning in which all pupils, whatever their personal circumstances, benefit from all the school has to offer
- Provision for pupils with special educational needs is well led and managed and they achieve well
- Leadership and management of the Foundation Stage and physical education are good and pupils achieve well
- Information collected about pupils' progress is not used as effectively as it might be to plan improvements in teaching and to raise achievement
- The school manages its finances effectively
- Governors do not know the school's strengths and weaknesses as well as they might

Commentary

36. The headteacher and governors have been effective in promoting policies that make sure all pupils are fully involved in what the school has to offer. Considerable work has been done since the last inspection to ensure that all pupils, particularly those with special educational, physical or emotional needs and those who are learning English as an additional language have equal access to the curriculum. This aspect of the school's work has been a main objective for improvement in the school's five year improvement plan and it is now very good. Modifications have been carried out to the building and advice taken from national organisations such as the RNIB (Royal National Institute for the Blind) so that pupils with physical disabilities can have full access to the building and the curriculum. For example, ramps and special toilet facilities have been provided or are planned, advice has been sought on including pupils with physical disabilities in physical education lessons and translation services are used to help staff communicate with parents whose first language is not English.
37. The school has put good efforts into raising the achievement of pupils with special educational needs. The planning for this has been effective because the special educational needs co-ordinator has tracked the progress of individual pupils carefully, identifying the next steps in their learning, and provided explicit targets for this. The governors' regular evaluation of the action taken has been based on specific and quantifiable evidence of progress, such as the percentage of pupils meeting or exceeding their target for achieving a particular national curriculum level. Provision for pupils with physical, emotional or behavioural needs is effective because advice is sought from outside specialists and training is made available to increase staff expertise. Teaching assistants benefit from regular reviews of their performance and several are studying for higher qualifications. As a result, they are well equipped to provide good quality support for pupils.
38. Overall, the leadership and management of subjects are satisfactory. They are good in the Foundation Stage and in physical education. Foundation Stage staff work well as a team and there is clear vision for future development. In physical education staff receive good advice and training and pupils achieve well. All subject leaders regularly check lesson plans and have begun to observe teaching and learning in lessons. This recent monitoring has started to have some positive effect on standards, for example in science. Although the school has information about pupils' attainment from national tests and other regular assessments senior staff and governors have only recently begun to analyse this in a systematic way in order to identify ways of raising standards. All subject leaders contribute

to the school's detailed improvement plan and specify the actions being taken to raise pupils' achievement in their subject. However, apart from those for pupils with special educational needs where it is made explicit, the plans do not always indicate how the success of their actions can be measured through improvements in what pupils will be able to do as a result. This means that when governors have their regular meetings to discuss progress they have insufficient evidence on which to judge the impact of the plans on raising pupils' achievement. As a result of the school's participation in a national project to develop its work in this area some good improvements in teaching and pupils' learning are evident.

39. The school's finances are well managed and governors meet regularly to check expenditure and compare it with that of other schools, and to assign funds to support the priorities identified in the school improvement plan. As a result, money allocated by the local education authority and funds from other sources are used effectively to further the school's work. Where necessary, money is carried forward in order to fund expensive projects in a subsequent year. For example, modification of the building has been a key element in the school's very successful practice to include pupils with disabilities, and governors are currently budgeting for improvements to the hall to improve facilities for teaching physical education. Governors have been effective in ensuring that all statutory duties are met.

Financial information for the year April 2004 to March 2005

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|--------|
| Total income | 884,835 | Balance from previous year | 65,779 |
| Total expenditure | 880,209 | Balance carried forward to the next | 70,405 |
| Expenditure per pupil | 2,849 | | |

40. In spite of significant recent staffing difficulties which required the headteacher to assume a full-time teaching role for a period, improvement since the last inspection has been satisfactory.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is good.

Commentary

41. Children enter reception with a wide range of ability, but overall they have knowledge and skills that are below those normally expected for their age. This is lower than at the time of the previous inspection. The provision for learning in reception is good. Children's achievements are good overall, and they are very good in communication, language and literacy. Teaching is good and staff are knowledgeable about how children of this age learn best. They constantly encourage and engage the pupils very well in their learning. A very wide range of learning opportunities are given for all children, including those with special educational needs and those for whom English is an additional language. Very good support is offered by teachers and teaching assistants, so that, by the time they enter Year 1, most children achieve the expected goals for children's learning, and standards are in line with expectations, in all areas.
42. The curriculum is very good. The children enjoy the activities which are well planned and meet their needs. They are very well supported by all adults, with whom they have very good relationships. Staff value all children, and listen to them and their ideas very well. The accommodation, which is new since the last inspection, is excellent, giving plenty of space for all activities, including role-play areas and outdoor gardens which are very well used. The children have their own adventure playground and share the outdoor covered area with a private Nursery school on site. The very good resources are used very effectively across the curriculum.
43. Leadership and management are good. The new team work very well together and there is a clear vision for future developments. However, no formal monitoring of teaching and support staff has yet taken place to identify strengths and areas that can be improved further. Very effective daily assessment procedures for checking on pupils' progress are in place, and this gives teaching staff a clear view of each child's achievement. Some parents support the learning well within the classroom by helping on a regular basis. Good arrangements enable pupils to make a smooth transition into Year 1 and this is a current focus for development. Improvement since the last inspection has been good, with improved accommodation and improved support offered to children for whom English is an additional language, including regular external advice.

Personal, social and emotional development

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- Very good induction procedures create an ethos of partnership between parents and the school
- Staff have clear expectations about behaviour and children respond very well
- Not enough opportunities are given for children to choose their activities for themselves

Commentary

44. The procedures for welcoming pupils into reception are very good. Parents are offered home visits, and very strong links are made with other pre-school settings. These enable children and their parents to get to know their teachers before they start at the school. Relationships are very good and the children trust all the adults who work with them. They are very keen to learn and enjoy the experiences offered. Staff use every opportunity to

reinforce the difference between right and wrong. For example, after a visit to a butterfly farm, the teacher showed the children a photograph of Tiger (a puppet) on the outing doing something wrong. The children immediately identified that he had strayed on to a bridge without an adult, and they were able to say what the consequences of that might be. Children respond very well to the gentle encouragement of teachers' expectations concerning behaviour and respect towards one another, as was seen during the inspection helping one another with their phonic work. Whilst children have opportunities to experience many different learning activities, it was observed that there were few opportunities to choose activities entirely by themselves, as many of these were tightly organised for the children, thereby restricting their independent learning.

Communication, language and literacy

Provision in communication, language and literacy is very good.

Main strengths

- Teachers develop children's listening and speaking skills very well
- Children enjoy looking at books
- Most children know the links between letters and sounds

Commentary

45. Conversation between children and teachers is constantly developed and extended. Many children interact well with each other during role-play sessions. A few pupils are shy and need much encouragement to speak, and some others find expressing themselves quite difficult. Staff include all children in question and answer sessions and ensure that they listen to each other. A large range of good quality books is available for the children in the reception classrooms. During the inspection, books on the topic of the life cycle of a butterfly were eagerly looked at by many children and a few were able to read some of the text. After the butterfly farm visit, children wrote letters of thanks explaining what they had enjoyed most. Many children could link sounds to letters and most were able to form their letters correctly. A few were able to write a short sentence completely independently.

Mathematical development

Provision in mathematical development is good.

Main strengths and weaknesses

- Children learn to count correctly
- The outdoor area is used very well for mathematical activities
- Many good opportunities are given for using mathematical language
- A few more-able pupils are not sufficiently challenged

Commentary

46. Observations indicated that all children can count to five, most can count to ten and of those several can count to twenty. They were able to find one less and one more of a given number. However, a few more-able children were not given challenging enough work and did not develop their mathematical skills to the level of which they were capable. Mathematical language such as taller, shorter, full and empty is used whenever appropriate to develop children's understanding of these concepts. The outdoor gardens were used well to create patterns of butterflies on a washing line, developing children's observational skills. Children enjoyed playing games where they had to match numbers, for example, covering up parts of the butterfly as the appropriate number was thrown on the die.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is good.

Main strengths and weaknesses

- Children enjoy learning about the world around them
- Children develop good ICT skills
- Sometimes questioning of pupils is not effective enough in developing their natural curiosity

Commentary

47. Children use the school's ICT suite each week and most of them can control the mouse well. This was seen in a lesson where children were successfully making pictures and patterns of butterflies on the computer by using the symmetrical tool from the software program. They were totally engrossed in their work and clearly enjoyed using the computers. Further evidence was seen in the work samples where children had dressed the teddy by 'clicking and dragging' his clothes onto his body. Some children were able to drag, rotate and change the size of a shape to match a given picture. In the role-play laboratory, children were using microscopes and magnifying glasses to examine caterpillars and butterfly wings. They were enthralled and surprised when they put their butterflies, made on blotting paper, into water. They were expecting to notice something about sinking and floating, and there was a moment of wonder as they noticed that their colours had magically changed! On occasion, there are missed opportunities for children to be engaged by staff, through careful questioning, to talk about what they are doing and to think about the world around them.

Physical development

Provision in physical development is good.

Main strengths

- The outside area is used very well for physical development
- A wide range of opportunities are provided to extend children's manipulative skills

Commentary

48. Physical skills are developed systematically by encouraging children to participate in outside activities. Children have opportunities to ride various bikes and to climb and balance on large equipment. They show a good awareness of space, and how their use of it affects others. When running in pairs pretending to be butterflies, children showed respect for their partner by running at a suitable speed for both, and respect for other pairs by not bumping into them. All children are encouraged to participate in the activities, and teachers and teaching assistants gently coax and support those who may be reluctant, so that, after a short while, they too are enjoying themselves. Many opportunities are given for children to use scissors, glue sticks, paintbrushes and pencils, for example, when cutting out brightly coloured flower shapes to put in the outside garden to encourage butterflies to come and live there. Some children were seen successfully making knots in wool when attempting to weave a house for the butterflies.

Creative development

Provision in creative development is good.

Main strengths

- Activities are well planned and cover all aspects of creative development
- Children experience different role-play activities which develop their imagination well

Commentary

49. Children enjoy using their imaginations. During the inspection, the role-play area was organised as a 'lepidoptery laboratory' where children were examining butterfly wings and

caterpillars. They were discussing butterflies over the telephone with their clients and were able to converse with each other about their findings in the laboratory. The role-play areas change regularly in connection with the current topic. Many opportunities are given for children to experience the creative aspects of music and art. For example, children had created pictures in the style of Kandinsky on the computers. They are able to use paintbrushes and colouring pencils every day and, in the work sample, had drawn some colourful pictures to accompany the story of *The Very Hungry Caterpillar*. Children often sing songs and rhymes with obvious enjoyment as they line up for lunch or break.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- Pupils with special educational needs achieve well because they are well supported by teaching assistants
- There are insufficient opportunities for pupils to write at length and develop their literacy skills in other subjects
- Procedures for checking pupils' progress are not sufficiently well developed
- The focus on developing speaking and listening through the use of talk partners works well
- Pupils have positive attitudes to their learning

Commentary

50. Standards in English are average at the end of Years 2 and 6 and pupils' achievement is satisfactory. This represents satisfactory improvement bearing in mind the changes in the intake of the school since the last inspection.
51. Most pupils listen carefully in lessons and in discussions with each other or an adult. Speaking skills are below average and the school has developed the use of talk partners in many lessons to give more opportunities for pupils to speak and listen, consider the opinions of others and improve responses. This was used very effectively in one lesson when pupils, working in pairs, "freeze-framed" reactions to the beheading of Anne Boleyn so that the teacher could encourage other children to develop a range of vocabulary to describe what they saw.
52. Standards in reading are average. The school has an adequate range of books and has invested money from the Parents Association in the development of a new library that is about to become available for pupils to use. Pupils have a secure understanding how to find information in non-fiction books. They describe the types of non-fiction that they prefer and express reasons for their choices confidently. The reading record enables them to evaluate what they have read. In the guided reading sessions, pupils read well with good support from teachers and teaching assistants. Older pupils work independently and concentrate well on a range of related activities, including reading books of their own choice for pleasure.
53. The school is aware that it needs to concentrate its efforts on improving standards in writing, but action being taken has yet to have a real impact. At present not enough opportunities are provided for pupils to write at length in literacy lessons. Handwriting is taught consistently and pupils learn a good style that enables them to write clearly and confidently. Grammatical rules, sentence structure and conventions are taught satisfactorily and pupils show that they can apply them within the limited writing that they do. Teachers do not give pupils a sufficiently wide range of opportunities to experiment with words and sentences, styles and layouts.
54. Teaching is satisfactory overall. Teachers' planning follows the expectations in National Literacy Strategy and pupils' learning is satisfactory. Some teaching is good. Where this is the case it is characterised by a range of activities that encourage children to develop their thinking and try new words. In these lessons, teachers let pupils take risks with language as they explore meaning and style. This results in good learning. Throughout the school relationships are very good and this supports pupils' learning well. Teachers ensure that pupils who have special educational needs are fully included in lessons. Work for these pupils is carefully planned and supported by effective teaching assistants so that it relates

to their particular need while meeting the overall aim of the lesson. As a result, they achieve well. The relatively few pupils for whom English is an additional language are supported in a similar way. Where teaching is satisfactory it does not offer pupils sufficient challenge to extend their vocabulary or write for a full range of purposes and in different styles. Pupils' work is marked regularly by teachers but written comments do not always help pupils to know where they have succeeded and what they need to do next to improve. Work in books where pupils have had a number of different teachers is not of such good quality as work in other classes where staffing has been more stable.

55. Leadership and management are satisfactory. Following the analysis of test results and discussions with teachers the subject leader has identified areas for improvement such as speaking and listening and writing and the school has begun to focus on these. It is too early to measure the impact overall but the use of her ideas for talk partners is giving pupils opportunities to develop speaking and listening skills more frequently. She is aware that the school needs to provide all pupils with targets for improvement that they can understand and work towards. The subject leader has provided additional support and training for staff. However, whilst some monitoring of teaching and learning has taken place the subject leader does not have regular opportunities to observe lessons.

Language and literacy across the curriculum

56. This is satisfactory overall. Pupils use spoken language well to evaluate their work in other subjects and the school seeks to enrich pupils' vocabulary with effective questioning on, and labelling of the many displays around the school. There are insufficient opportunities for pupils to develop their writing skills in other subjects. This is evident from the limited range of writing found in history, geography, religious education and science.

MATHEMATICS

Provision in mathematics is satisfactory.

Main strengths and weaknesses

- Pupils have positive attitudes to mathematics
- Pupils with special educational needs are provided with good support and so they achieve well. Those who are very able enjoy additional opportunities for learning
- Information on pupils' progress and written comments on their work, are not yet used consistently enough to raise achievement
- Recent developments in the leadership and management of the subject are improving teaching and learning, so these are now good

Commentary

57. Standards are average at the end of Years 2 and 6 and pupils' achievement is satisfactory overall. The amount and quality of work in the books of some older pupils varied as their learning had been disrupted due to changes in staffing. This has had a negative impact on standards and achievement.
58. Teaching seen during the inspection was good and shows improvement. Teachers build very positive relationships with pupils; lessons are well planned and provide pupils with carefully thought out tasks linked to previous work or to other activities. The school has identified the need to improve pupils' ability to work independently at solving problems and so lessons provide many opportunities for them to do this. In a Year 1 and 2 lesson, for example, pupils were learning to recognise symmetry when three-dimensional shapes were cut in half. In addition to the teacher demonstrating this with an apple, all pupils were provided with opportunities to do the same with a variety of fruits and other regular shapes such as cones and cubes made from soft material. Positive attitudes and the enjoyment of

a practical challenge were also obvious in a Year 5 and 6 lesson related to a recent residential visit to Yorkshire. As pupils calculated the cost of taking a family to various tourist attractions they were challenged by the teacher to explain, using accurate mathematical terms, how they had calculated their answers and to identify quicker ways of doing it. In addition to relishing the increasingly difficult problems set as the lesson progressed, they also enjoyed experimenting with new ways of working and confidently accepted wrong answers as a valuable part of their learning.

59. Teaching assistants are well-trained and provide good support during lessons for pupils with special educational needs and so they achieve well. For example, in a Year 1 and 2 lesson pupils were given effective help by the teaching assistant who used questions, and correct vocabulary, very carefully to help them understand the relationship between squares, cubes and cuboids. The school takes care to identify pupils who are very able at mathematics and to provide good opportunities to extend their skills and knowledge. This may be achieved by placing a child in a mathematics set in a different year group, or by arranging for Year 6 pupils to be taught by specialist teachers from local secondary schools.
60. The progress of groups of pupils and individuals is checked through regular tests and the information gained from these is now being analysed with increasing effectiveness. Although this process is still at an early stage teachers are acquiring a better picture of what pupils need to learn next to improve and make changes to their teaching as a result. Pupils' work is marked regularly but teachers provide few written comments that help pupils understand how well they have succeeded and what they need to do next to improve. However, in lessons observed during the inspection, teachers planned a brief final session in which pupils were helped to evaluate how well they had learnt. Pupils in a Year 3 and 4 lesson on multiplication, for example, discussed this with a partner and were encouraged to say how they thought they could improve, indicating an overall judgement on their success with a simple system of smiley (or other) faces.
61. Leadership and management are satisfactory. New procedures for gathering information about pupils' progress are being introduced so that staff and governors have more information available on which to judge progress and to identify areas that need improvement. More lessons are now being observed so that the quality of teaching and learning can be checked and discussed with teachers. There is a detailed subject development plan, although the planned activities, and the way in which the results are measured, do not make it clear how teaching will be improved and how the effect this will have on pupils' learning will be measured. The subject leader is a good role model and provides demonstration lessons for colleagues, in addition to checking their lesson plans and the standards of pupils' work. With the recently introduced system for evaluating samples of pupils work against National Curriculum levels, the current developments are a sound foundation on which to continue the improvement in teaching and raise pupils' achievement. Improvement since the last inspection has been satisfactory.

Mathematics across the curriculum

62. Satisfactory opportunities are provided for pupils to develop their mathematical skills through work in other subjects. In design technology and history, for example, pupils draw detailed plans, complete with measurements, for making model houses based on those made by Vikings. In information and communication technology they create spreadsheets with which to calculate the cost of food for a party, and graphs are used to illustrate results of surveys.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Increased emphasis on practical and investigative work have led to an improvement in standards
- Work in pupils' books indicates too much emphasis on the use of work sheets which limits the achievements of the highest-attainers
- Pupils enjoy science and have very positive attitudes
- The use of specialist teachers and links with a local secondary school are helping to improve standards
- Marking is not consistent and does not help pupils identify what they need to do to improve their work
- Monitoring does not ensure that good practice is identified and shared and that weaknesses are dealt with systematically

Commentary

63. Standards are average at the end of Years 2 and 6 and pupils' achievement is satisfactory overall.
64. Standards seen during the inspection were broadly average and showed some improvement on the results in national assessments at the end of Years 2 and 6. The increased emphasis on practical work is helping pupils develop secure skills, so that older pupils understand how to carry out fair tests and draw conclusions based on evidence. Inconsistencies were noted in the amount and quality of work of some Year 6 pupils as their learning has been disrupted due to changes in staffing. Coverage of the National Curriculum is planned satisfactorily and opportunities are provided for pupils to use ICT for research and to sense and record events, such as changes in temperature. Overall, pupils are achieving satisfactorily.
65. The quality of teaching and learning is satisfactory. A strength in the teaching is that pupils are interested and challenged by a range of investigations and practical tasks. These help pupils to develop their understanding of new facts through observation and reflection. In the best lessons teachers used questions to make pupils think carefully about what they were seeing and the measurements they were recording. A good link with a local secondary school is helping to develop pupils' skills. A specialist teacher comes to Broomfield to work with classes and pupils visit the secondary school and have lessons in a science laboratory. Teaching assistants are used effectively in classrooms and support the learning of pupils with special educational needs well.
66. A weakness in teaching is that much of the work in pupils' books is recorded using work sheets. The same sheets are used for pupils of all levels of attainment and do not meet their needs full. For example, although lessons provide sufficient challenge, the use of worksheets does not provide sufficient opportunities for the highest-attainers to write in more detail and draw annotated diagrams. The pace of some lessons is slowed because pupils are not given clear timescales for the completion of tasks and they take too long to complete the work. Pupils' behaviour and attitudes are very good because teachers create a calm learning environment in which pupils feel confident. Teachers mark pupils' work regularly. Pupils benefit when errors are explained carefully, and next steps identified. However, most marking does not indicate clearly the areas that need to be improved.
67. The leadership and management of science are satisfactory. The recent increased focus on developing pupils' scientific skills through investigative work is starting to raise achievement. However, checks are not made regularly enough or in a focused way to ensure that there is a clear understanding of areas of strength and those that require further improvement. Improvement since the last inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths

- The range and quality of resources have been improved substantially
- Good quality technical support helps pupils learn effectively
- Pupils are keen and enthusiastic during lessons and relationships are very good

Commentary

68. Standards are average and pupils achieve satisfactorily throughout the school. A lack of regular access to ICT resources was a weakness highlighted in the previous inspection report and considerable emphasis has been placed on improving the quality and range of equipment. The school now has a computer suite which is used regularly by each class. Pupils' skills and knowledge are now developed systematically and are being used to help them learn in other subjects. Good improvement has been made since the time of the previous inspection when older pupils did not make sufficient progress and standards were below those expected nationally.
69. Overall, the quality of teaching and learning over time is satisfactory. Pupils work indicates that staff have sound subject expertise and this ensures that all aspects of the National Curriculum are covered. In the lessons observed the teaching was good. Relationships were very good, pupils were keen to do well and made good use of the time available. This enabled them to develop their understanding. For example, pupils in Years 5 and 6 developed their understanding of spreadsheets through a task related to their recent school journey to Whitby. In lessons, good support is provided to both staff and pupils by a teaching assistant who has good subject expertise. Good use was made of the interactive whiteboard to get pupils to demonstrate to the class their understanding of specific aspects of the program before they set to work on the task set. Staff place particular emphasis on ensuring that pupils use the correct terms and good displays of a range of vocabulary are prominent in the ICT suite to support this. Teachers manage pupils' behaviour well and give constant encouragement.
70. The subject is led and managed satisfactorily. Particular emphasis has been placed on improving the quality and range of resources. Assessment procedures have been put in place which have helped to identify areas for development. However, there is no portfolio of marked work to help assess the standards that pupils have attained. No systematic programme of monitoring of teaching and learning has taken place to check for good practice which can be shared and to identify areas of weakness that need to be improved.

Information and communication technology across the curriculum

71. The use of ICT to support learning in other subjects is satisfactory. Pupils use graphics programs effectively in their art and design and technology work. For example, to create cards using a range of techniques and to develop repeating patterns when designing the "Emperors new clothes". Work in mathematics is supported through, for example exploring angles and following directional instructions and calculating the cost of party foods using a spreadsheet. Pupils research information from a variety of sources on the Internet and this is used in subjects such as geography. For example, pupils in Years 5 and 6 developed PowerPoint presentations on rivers. A range of word processed work is produced by pupils including reports and poems in English.

HUMANITIES

72. It was not possible to observe any **history** or **geography** lessons during the inspection so no overall judgements can be made on provision. However, scrutiny of work, discussion with subject leaders and analysis of planning shows that a satisfactory curriculum is in place for both subjects. Pupils are taught both history and geography in units to take account of the mixed age classes in the school. This ensures that they do not repeat work. Both

subjects have adequate resources. All pupils have good opportunities to develop their understanding through visits to museums and residential weeks for Year 5 and 6, as well as through the use of speakers who visit the school. Standards of work seen are in line with those expected nationally. However, there are insufficient opportunities for pupils to develop their range of writing skills in history and geography.

73. It was only possible to observe one **religious education** lesson during the inspection and sample a small amount of work, so it was not possible to make judgements on provision. Planning shows that there is satisfactory coverage of the locally agreed syllabus. In the lesson observed, pupils achieved satisfactorily. They were developing their understanding of some of the symbolic titles given to God and Jesus. The atmosphere was enhanced by the use of candles and music for the first part of the lesson, and pupils were able to relate their feelings and ideas from their recent visits to Whitby Abbey and a church. Through good questioning, the teacher engaged most pupils in discussion about the symbols of Christianity, but the pace of the lesson slowed down because pupils clearly had gaps in their previous knowledge and many were unable to participate with confidence. Good use was made of talk partners and good opportunities were given for reflection on the meanings of symbols and religious language.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Overall judgements about provision in art and design, design and technology and music were not made because too little teaching was seen. However, inspectors looked at work and talked to pupils and staff.
75. No lessons were seen in **art and design**. Evidence from examining sketchbooks and from displays around the school suggest that attainment is in line with national expectations. Year 2 pupils showed a satisfactory awareness of colour and tone in their holiday pictures, and the studies of shoes completed by Year 6 pupils showed a sound understanding of shadow. Years 3 and 4 had created abstract paintings in the style of Paul Klee, and Year 5 pupils had successfully represented movement in art in their silhouettes of dancing figures.
76. In **design and technology** one lesson was seen. Together with pupils' work this showed that they design and make artefacts using a range of materials. The curriculum is planned to ensure coverage of the National Curriculum. Younger pupils in Years 1 and 2 designed and made a coat for an Emperor made from felt. Effective use was made of ICT for part of the design process. In Years 4 and 5 pupils designed and made pop-up books and then shared them with younger pupils before evaluating them and considering how they could be improved. Older pupils produce clear annotated sketches and then develop these into more formal drawings with dimensions. They benefit from visits to a local secondary school where they have the opportunity to use a wider range of tools and equipment. Overall, from evidence of work seen standards are average.
77. Only two lessons were seen in **music**. Very good teaching and learning occurred when the teacher had very secure knowledge of the subject, and when pupils were engaged in activities which encouraged good listening skills. In this Year 3 and 4 lesson, which was taken by a music specialist, pupils' knowledge of string instruments was developed very well by looking at the instruments on display and by listening to appropriate pieces of music by well known composers which demonstrated the style of playing and range of each instrument. In a Year 1 and 2 lesson, pupils explored how they could combine various instruments and voices to make sounds which represented vehicles. In this lesson, pupils' learning was satisfactory.

Physical education

Provision in physical education is good.

Main strengths and weaknesses

- The school makes effective use of specialist teachers who demonstrate teaching and provide guidance and support for staff, so standards are above average
- Pupils with special educational or physical needs and those with particular talents are catered for very well
- Resources are plentiful and of good quality, but the size of the hall is inadequate
- Assessment of pupils' progress by staff, and the pupils themselves, is used effectively to raise standards

Commentary

78. Pupils achieve well and standards are above average. There has been good improvement since the last inspection.
79. Teaching is very good. Both the school's own staff, and a specialist teacher from a local secondary school, provide very well planned and interesting lessons so that pupils are very keen and work hard. In a very effective Year 5 and 6 games lesson taken by a specialist teacher, for example, very good organisation ensured pupils were fully involved and active throughout the lesson. They were challenged to use their throwing and catching skills in a range of simple, but competitive, games that required accuracy and speed. Not only were pupils' skills enhanced, but the continuous activity throughout the lessons contributed to their physical fitness.
80. Opportunities to work alongside and discuss ideas with specialists have helped to ensure that high quality lessons are provided by the school's own teachers and teaching assistants. In a good Year 1 and 2 dance lesson, for example, skills were taught in a systematic way. Pupils were required to think about how movements they had practised in a previous lesson could be applied to a new task. Good practice seen in other lessons included pupils assessing their own work and commenting on and suggesting ways to improve each other's performance. Examples of work were also recorded using a digital camera for further discussion back in the classroom. A very well taught lesson in a Year 5 and 6 class was notable for the way in which pupils' dance skills were developed and for the links made with English when the teacher discussed, and wrote on a whiteboard, the variety of vocabulary that we use to express the movement of water. The ability of both the teacher and the teaching assistant to demonstrate movements and to help pupils express their own ideas ensured that all pupils performed sensitively. As a result, pupils' attitudes and behaviour were excellent and were a significant factor in helping less confident pupils to achieve as well as their peers.
81. Leadership and management are good. Staff benefit from good quality training from visiting specialists so that teaching is based on current good practice. They receive advice on meeting the needs of pupils with physical disabilities so that these can be fully included in lessons, and refer pupils with particular talents to specialist local clubs. Resources are plentiful and of good quality. However, the size of the hall is inadequate and limits the scope for very good learning in some lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. It is not possible to make a judgement on provision in **personal, social and health education** as no lessons were observed. However, the school follows a thorough scheme for this aspect of its work. Topics are well planned with clear objectives to support teaching and learning and helpful links are made with other subjects. The provision has a very good effect on pupils as they display very good relationships and respect for others' views. Pupils are helped to develop a very good understanding of citizenship and democracy through their involvement in the school council.
83. Through science, physical education and other specifically planned lessons pupils are taught the importance of, and ways to, keep themselves healthy and safe. This includes healthy attitudes towards sex and relationships and the use of drugs. The school's work in this area is a significant strength and has been recognised by the receipt of the nationally recognised "Healthy School" award.

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 | 2 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 4 |
| Pupils' achievement | 4 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 4 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| 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 | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 2 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 4 |
| The governance of the school | 4 |
| The leadership of the headteacher | 4 |
| 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).