

# INSPECTION REPORT

## **BROADGATE PRIMARY SCHOOL**

Horsforth, Leeds

LEA area: Leeds

Unique reference number: 107874

Headteacher: Mr A Tootill

Lead inspector: Mr A Margerison

Dates of inspection: 17 – 20 January 2005

Inspection number: 266493

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: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 242

School address: North Broadgate Lane  
Horsforth  
Leeds  
West Yorkshire  
Postcode: LS18 5AF

Telephone number: 0113 2582685  
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Appropriate authority: The governing body  
Name of chair of governors: Mr J Siddall

Date of previous inspection: January 1999

## CHARACTERISTICS OF THE SCHOOL

Broadgate Primary School is situated near the centre of Horsforth, a suburban community on the outskirts of Leeds. Although the area is of mixed housing, the school mainly serves two large estates of local authority housing. Although pupils' backgrounds vary, overall their socio-economic circumstances are below average. The school is larger than most primary schools and currently has 242 pupils on roll aged between three and 11 years, including 33 children who attend the nursery part-time. However, there are several primary schools in the immediate area and, due to local trends, the numbers of pupils at the school are gradually falling. This results in year groups that range from 15 to 40 so some classes in Years 3 to 6 include pupils from more than one year group. When children start school, although their attainment varies, baseline assessment shows that attainment is well below that expected. This is particularly in their language and mathematical skills with few children working at or above the expected levels for their age. Overall, the number of pupils who join and leave the school during the school year is broadly average. The proportion of pupils eligible for free school meals is above average. The proportion of pupils with special educational needs, mainly for moderate learning difficulties, is well below average. However, the school has a local authority run Inclusion Base for pupils with severe and complex learning difficulties on site. Although the school and the Inclusion Base have a very close relationship and these pupils are fully involved in the activities of the school including being taught in the main school in the afternoons, the four staff are not employees of the school. The majority of pupils are of White-British origin, but approximately thirteen per cent of pupils come from a range of ethnic backgrounds and a few are at an early stage

of learning English. The school was awarded the School Achievement Award in 2003, Investor in People in 2002 and the Healthy Schools Award in 2004. It is involved in the Excellence in Cities programme and uses the funds to provide a broad range of community initiatives for pupils and parents.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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			Geography
			History
			Special educational needs
			English as an additional language
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27679	S Twaits	Team inspector	Science
			Art and design
			Design and technology
20301	P Isherwood	Team inspector	Mathematics
			Information and communication technology
			Music
			Physical education
27477	J Mitchell	Team inspector	Foundation Stage
			Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Broadgate Primary School is a distinctive, good school that provides good value for money.** Due to good teaching pupils achieve well. It is very well led by the headteacher who has been very successful in placing the school at the heart of the community.

The school's main strengths and weaknesses are:

- Largely through the work of the Learning Mentor, the school provides an excellent level of support for pupils and has established highly effective procedures to support parents and pupils.
- The school places an extremely high priority on ensuring the pupils in the Inclusion Base are fully involved in the school and provided with the opportunities they need in order to succeed.
- Pupils' achieve well in listening, reading and information and communication technology (ICT).
- Insufficient use is made of the skills of subject leaders, particularly in English and mathematics, to improve the quality of teaching.
- The headteacher has a very clear vision for the school and the challenges it faces in the future.
- All adults have very consistent expectations of pupils' behaviour and provide many opportunities for them to develop independence and self-responsibility.
- There are not enough planned opportunities in lessons to develop pupils' speaking skills.
- Across the school, there are insufficient opportunities for pupils to consolidate and reinforce their learning through writing about their activities, experiences and opinions.
- Teachers understanding of how to use support staff in lessons is very good so, as a result, they make a very strong contribution to pupils' learning.

Since the last inspection the school has improved well. The issues identified in the last report have been tackled systematically, particularly school improvement planning. In addition, significant improvements have been made in the provision for ICT and in developing the school's links with parents and the community.

### STANDARDS ACHIEVED

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

*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, including those with special educational needs and those with English as an additional language achieve well** as they move through the school. By the end of reception few pupils reach the goals they are expected to in all the areas of learning, except in their physical development where most reach the expected levels. However, from a low start, particularly in their language and mathematical skills, children in nursery and reception achieve well. In the 2004 national tests for pupils at the end of Year 2, the school's results in reading, writing and mathematics were well below average. When compared to similar schools the results were below average in reading and mathematics

and well below average in writing. Inspection evidence shows that standards are slightly better this year than last and relative to their starting point on entry to school, current pupils in Year 2 are achieving satisfactorily. However, due to the low number of pupils reaching the higher than expected levels, standards are below those expected in reading and writing and well below in mathematics. In the 2004 national tests for pupils in Year 6, results were below average when compared to all schools in English, and science and well below average in mathematics. However, when compared to similar schools the results were above average in English and science and average in mathematics. Inspection evidence shows that standards in Year 6 in English and science meet expectations. This is due to pupils' good achievement in their listening, reading and their investigative science skills. Although pupils' achievement in speaking and writing is satisfactory, standards are below expectations because there is a lack of consistency in other lessons to develop these aspects of their learning. In mathematics, standards are below average, but from a well below average starting point at the end of Year 2, these pupils have achieved well in Years 3 to 6. Pupils are achieving well to reach the expected standards in ICT. However, in religious education, standards are below those expected because pupils do not develop their understanding of different faiths in sufficient depth. Due to the timetable arrangements, there was insufficient evidence to make judgements in other subjects.

**Pupils' personal qualities are very good overall, their spiritual, moral, social and cultural development are good.** Due to the school's extremely high expectations of pupils and the excellent relationships in the school, pupils develop very positive attitudes to school and behave very well. Attendance is below average due to a few parents who do not ensure their children attend school regularly enough. Punctuality is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good.** Teachers have very consistent expectations of pupils, so as they move through the school they learn to take responsibility for themselves and to work together or on their own with little supervision. Teachers have good subject knowledge and plan a good range of activities that generally provide well for pupils of all abilities and aptitudes to develop their subject understanding and to practise their ICT and mathematical skills. However, in lessons other than in English, there are not enough systematically planned opportunities to use and develop their speaking and writing skills so pupils' achievement is not as good as in other aspects of English. For those pupils who need extra help with their learning, particularly those from the Inclusion Base, teachers work very closely with specialist and support staff to provide them with very effective support which makes a very significant contribution to the progress they make. Assessment procedures are good and the information is used well to set targets for pupils learning in English and mathematics.

The curriculum is good and is well enhanced by activities after school, visits and visitors. The accommodation and resources are very good, particularly the outdoor area and the facilities for ICT. The procedures to ensure that pupils are well cared for and supported are excellent. The Learning Mentor plays a pivotal role in this aspect of the school and in maintaining very good links with parents, the community and other schools.

## **LEADERSHIP AND MANAGEMENT**

**The school is well led and managed.** The headteacher sees the school as an integral part of the lives of its pupils, their families and the community. With the support of the deputy headteacher, he has been very successful in achieving this extremely inclusive ambition and as a result the school has a very positive ethos centred on an outstanding commitment to meeting the needs of all those associated with the school. The headteacher

is well supported by all staff with responsibilities for aspects of the school, but they do not have regular enough opportunities to work with other teachers in school to improve their teaching and the pace of pupils' learning. Governors fulfil their statutory duties well and have a clear understanding of the strengths of the school and the challenges it faces in the future. They are taking an increasing role in the school's development.

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

Parents and pupils are effusive in their praise for the school. Virtually without exception they are highly satisfied with its work.

## **IMPROVEMENTS NEEDED**

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

- Provide systematic opportunities for subject leaders to work with class teachers to monitor pupils' progress towards their targets and to improve the quality of teaching in their subjects.
- Develop a systematic approach to planning opportunities in lessons to develop pupils' speaking skills.
- Consolidate and reinforce pupils writing skills in subjects other than English.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

From a low start when they begin school in nursery, pupils achieve well overall as they move through the school. Children achieve well in nursery and reception in all the areas of learning. In Years 1 and 2, pupils' achievement is satisfactory. However, in Years 3 to 6 pupils achievement is good and, as a result, although there are variations in aspects of specific subjects, overall, standards are satisfactory in Year 6.

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

- Pupils throughout the school achieve well in ICT to reach satisfactory standards in Years 2 and 6.
- Pupils achieve well in their listening and reading skills throughout the school and in investigative science in Years 3 to 6.
- Pupils do not develop a sufficiently deep understanding of the different faiths they study in religious education.
- Pupils' speaking skills are below those expected in Year 2 which has an adverse affect on standards in other aspects of their learning such as science and writing.

#### **Commentary**

1 Overall, children start school with skills and knowledge well below those expected with very few children working at, or above the expected levels for their age. For many children, their spoken language, general communication skills and understanding of simple mathematics is very low. In nursery and reception, children achieve well, but despite good teaching that focuses heavily upon developing their basic skills, only a small number of children are on course to be working at the levels typical for their age in their communication, language, literacy and mathematical development by the end of reception. In their personal development, children achieve well and quickly learn the routines of school and how they are expected to behave, but many children lack good levels of concentration which means that few children are able to work for extended periods without direct supervision. The low levels of language also hamper the rate of children's learning in the other areas of learning so that, although they achieve well in their knowledge and understanding of the world and their creative development, standards are below those expected with few children on course to reach the expected levels by the end of their reception year. In their physical development, children's skills are more typical for their age when they start school. Due to good teaching that makes effective use of the very good outside facilities, they achieve well so that even at this point in the year, a significant proportion of children are meeting the expected levels and a few exceeding them.

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

Standards in:	School results	National results
reading	14.1 (14.6)	15.8 (15.7)
writing	12.3 (14.0)	14.6 (14.6)
mathematics	14.8 (14.4)	16.2 (16.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

2 In Years 1 and 2, teachers have to continue to work on developing pupils' basic language, reading and mathematical skills to try and make up ground. Although they are successful in ensuring that the majority of pupils achieve the expected levels, few reach the higher levels. As a result, although the school's results have been improving at rate similar to the national pattern, the test results in 2004 reflected those of most previous years and were well below average in reading, writing and mathematics when compared to all schools. When compared to similar school's they were below average in reading and mathematics and well below average in writing. The school has identified improving standards in Year 2 as a major priority and has begun to tackle the problems starting with developing pupils' speaking skills, but it is too soon for this work to have had any significant effect. Pupils' speaking skills continue to hamper their progress so, although they achieve satisfactorily inspection evidence shows that standards are below those expected in reading and writing and well below expected in mathematics. However, in science and ICT where teachers use practical activities effectively in lessons, thus reducing the effect of pupils' language deficiencies, they are achieving well to reach the expected standards.

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

Standards in:	School results	National results
English	25.9 (26.7)	26.9 (26.8)
mathematics	25.4 (26.4)	27.0 (26.8)
science	27.5 (27.8)	28.6 (28.6)

*There were 44 pupils in the year group. Figures in brackets are for the previous year*

3 The school was awarded the School Achievement Award in 2003 in recognition of the progress pupils in Year 6 had made. This appears slightly at odds with the fact that the trend in the school's results in the national tests for pupils in Year 6 is below the national pattern. Test results in 2004 were below average in English and science and well below average in mathematics when compared to all schools. However, when compared to similar schools these results were above average in English and science and average in mathematics. In addition, the value-added indicators were good and show that these pupils achieved well in Years 3 to 6. This partly reflected the good proportion of pupils who reached the higher than expected levels, particularly in English in which the proportion was well above average. Inspection evidence shows that the use of specialist teaching in Years 5 and 6 accelerates the pace of pupils' learning so that by Year 6 pupils are achieving well to reach satisfactory standards overall. In English, pupils' listening skills are good and standards in speaking and reading are satisfactory. However, their writing skills are below those expected. In science, pupils' develop secure knowledge of the different strands of the subject and understand how to conduct basic investigations in a fair and consistent manner. However, in mathematics, although pupils achieve well from a low start in Year 3, standards are below average, mainly due to the low proportion of pupils reaching the expected levels, particularly in the more complex aspects of number and problem-solving.

4 Throughout the school, pupils with special educational needs achieve well, although few reach the standards expected by Year 2 or 6. However, the pupils in the Inclusion Base are achieving very well due to very good teaching in the Base and the excellent procedures the school has established to support and include them in other activities and in mainstream classes in the afternoons. There was no evidence that pupils with special gifts or talents, girls or boys or the very few pupils with English as an additional language achieve at a different rate to the rest of their classmates in the different classes across the school.

5 Pupils are achieving well to reach standards in ICT that are in line with those expected. However, in religious education, discussions with pupils indicate that although they achieve satisfactorily, standards in Year 6 are below those expected. Pupils develop a superficial awareness of different faiths, but the depth of their understanding is limited. This partly reflects the limited opportunities they have to write about the subject in order to reflect upon what they have learnt and to clarify their thinking. Due to timetable arrangements there was insufficient evidence to make judgements on standards in any other subjects.

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

Pupils' personal qualities are very good. Pupils' attendance is below average. They have very positive attitudes to school and behave very well. Pupils' punctuality is satisfactory. Pupils' spiritual, moral, social and cultural development is good overall.

## Main strengths and weaknesses

- Procedures to promote attendance and to encourage parents to send their children to school are excellent.
- Relationships between pupils are excellent.
- The school has extremely high expectations for pupils' behaviour.
- Pupils' develop a very high respect for the feelings and values of others.
- Opportunities for pupils to reflect upon their lessons as part of their spiritual development are inconsistent across classes.

## Commentary

### Attendance

6 Pupils' attendance is below average. However, this is due to a few parents who do not ensure that their children attend regularly. The school has made strenuous efforts to improve attendance in recent years and this is beginning to have a positive effect. For example, a Breakfast club has been established which is attended by around sixteen pupils and has improved their punctuality. In addition, the Learning mentor with the help of the local education authority, Education Welfare Officer, targets her work on a few specific families by meeting parents, sending letters and visiting homes, sometimes to collect children. Although, this is not always successful in significantly improving their attendance, this is by no means the fault of the school. Pupils unanimously say they enjoy school and virtually all the parents at the meeting and through the questionnaires sent out prior to the inspection agree that their children like school.

#### **Attendance in the latest complete reporting year (93.8%)**

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.7
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.*

7 Throughout the inspection, the pupils were a credit to their school and their parents. This is all the more notable because many children start school with little understanding of what is expected of them. However, because the school places a very high priority on developing pupils' personal skills and teaching them the difference between right and wrong, by Year 6, pupils are extremely mature and responsible individuals who behave excellently in lessons and around the school. Although three boys, all of whom have now left the school, were excluded in the last year, the school views this sanction as an absolute last resort. With the support of external agencies and its own network of support groups and individual counselling, the school works vigilantly to develop pupils' understanding of what is acceptable behaviour. As a result, pupils develop a very clear understanding of the importance of respecting the feelings of others and learn to value their ideas and opinions. Two particular events exemplified this during the inspection. Firstly, during an assembly based on the East Asia Tsunami disaster, a minute silence was held for those present to think about those who had lost their lives. Without exception all pupils, including those from the Inclusion Base and the nursery stood in absolute silence. Secondly, pupils in Year 6 had a visiting speaker talking about her experiences when she was evacuated during the Second World War. They were totally captivated by her story and followed this with a series of sensible and perceptive questions. In discussion with pupils and their parents and

through the pupils' questionnaire no concerns about bullying were expressed, but when asked all were totally confident that if any incidents occurred they would be dealt with swiftly and effectively.

## Exclusions

### *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	209	3	0
White – Irish	3	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	2	0	0
Chinese	2	0	0
No ethnic group recorded	1	0	0

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

8 The school also places a very high priority on developing pupils' social skills and developing their understanding of their responsibilities to each other and the community. For example, older pupils take an active part in the organisation of activities and have regular opportunities to help younger pupils. For example, pupils in Years 5 and 6 work with children in reception and pupils in Years 1, 2 and 3 with their reading through the 'Reading Buddies' project. Due to the excellent relationships that exist in the school which enable pupils to work together and to give constructive advice to each other, this is effective and is beginning to have a positive effect on standards of reading lower down the school. The excellent relationships in the school are also exemplified by the way that pupils support the pupils from the Inclusion Base around the school and in lessons. They are extremely accepting of these pupils, several of whom have complex learning and communication difficulties and, without being patronising in any way, ensure that they are fully included in activities. Indeed, the parents of at least one of these pupils contacted the inspection team to express how pleased they were with the difference the school had made to their child's personal skills and confidence. However, although assemblies all feature an opportunity for pupils' to reflect on the feelings and lives of others, there are fewer planned opportunities for them to reflect upon their own learning in lessons and to express their feelings through their writing. This has a negative effect on pupils' ability to produce powerful and emotive writing and on their depth of understanding in religious education. The school makes good provision to develop pupils' understanding of their own cultural heritage and different cultures through art and music. This was an area for improvement at the last inspection and good progress has been made. A display of aboriginal art was particularly striking. However, the lack of opportunities in religious education lessons for pupils to reflect and write about their thoughts and feelings restricts the depth of their understanding of the finer points of the different faiths they study.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education, founded on effective teaching, is good. The school places a very high priority on the school being a focal point for the community and providing an excellent level of support and guidance for pupils and parents.

## Teaching and learning

Teaching and learning are good. Assessment is good.

### Main strengths and weaknesses

- Teachers' use of questions, particularly in Years 3 to 6, is very effective in encouraging pupils to contribute their ideas in lessons.
- The range of opportunities to develop pupils' writing skills is limited by the over-use of worksheets in subjects other than English.
- Teachers and support staff have consistently very high expectations of pupils' behaviour.
- Teachers' planning is good and they make very effective use of support staff in lessons to work with small groups and individual pupils.
- Assessment procedures are good and used well to set targets and plan support for pupils, but teachers do not use the targets sufficiently in their marking to help pupils improve their work.

### Commentary

9 Throughout the school there are two specific strengths in the teaching that make a very effective contribution to the very good ethos of the school and the high levels of inclusion of pupils with special educational needs, including those from the Inclusion Base. Firstly, all staff have very high expectations of pupils' behaviour and are very consistent in the ways that they develop pupils' understanding of how they should respond in lessons to adults and each other. As a result, the majority of lessons are positive learning experiences for pupils and take place in a calm and well managed environment. During the inspection, there were a few exceptions to this when a few, mainly younger more able pupils, were not sufficiently on task. This was due partly to their lack of concentration and partly due to the teacher not being clear enough in what they expected the pupils to do in the given time. However, these were very much the exception. The second consistent strength in the teaching is the very effective use teachers make of support staff by the careful planning of their work and their contribution to the learning of pupils, particularly those with special educational needs and the less able. Support staff have excellent relationships with pupils and have a very clear understanding of how to maintain a balance between helping and supporting pupils whilst making sure that they do not do the task for them.

### Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (17%)	21 (57%)	9 (26%)	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.*

10 In nursery and reception, teaching is consistently good which ensures that children achieve well in all the areas of learning. The careful planning of interesting activities with a strong focus on the basic skills of language and mathematics and the good use of resources provide the children with a consistently stimulating environment in which to learn. However, in Years 1 to 6, teaching is more variable. Where classes are taught by specialist teachers or those with particularly strong subject knowledge, the quality of learning is good and on occasions very good. For example, in Years 5 and 6 where pupils are grouped by ability and are taught by the subject leaders for mathematics and English or in Year 3 when

the class is working in the computer suite. These teachers use links with other subjects particularly well to develop pupils' understanding and to give them opportunities to use their literacy and numeracy skills in other contexts. As a result, there is a close correlation between pupils' achievement over time and the quality of teaching in these areas. However, in other classes, although lessons are effective and develop pupils' basic skills well, they do not consistently have the same sharp pace and incisive use of questions that make opening discussions lively and extend the understanding of all pupils, particularly the more able. This is compounded, particularly lower down the school, by the use of recording methods that restrict pupils' opportunities to write about the work they have done and to demonstrate the depth of their understanding. This has a negative effect on standards and achievement in writing.

11 Assessment procedures in English and mathematics are good and the headteacher, deputy headteacher and subject leaders use this information well to identify whole-school areas for improvements and to predict where pupils might be by the end of the year. The information is also used well to organise the groups in the mixed age classes, to provide additional support for pupils and to identify pupils with special educational needs. As a result, the individual education plans for pupils with special educational needs are good and are used well to provide them with the support they need in order to achieve well. The school has also begun to involve pupils in evaluating their own learning by telling them what they need to do to improve their work over the year. This is particularly effective in Years 3 to 6 where the procedures are better established. However, teachers do not refer often enough to pupils' targets when marking their work. As a result, pupils do not know what they must do to improve and consistently do not make the progress they could in all classes, particularly in their basic writing skills.

### **The curriculum**

The curriculum is good. The opportunities for enrichment are good. Accommodation and resources are very good.

### **Main strengths and weaknesses**

- The school has developed very good resources and accommodation for ICT since the last inspection.
- There are not enough planned opportunities in lessons to develop pupils' speaking skills.
- The provision for pupils in the Inclusion Base is very good and the school places a very high priority on ensuring that they are fully included in lessons and provided with the opportunities they need in order to succeed.
- The proportion of pupils involved in extra sport and other physical activities is very good.

### **Commentary**

12 The curriculum for children in nursery and reception is securely based on the national guidance for the Foundation Stage. The staff in this part of the school have only been working together for a short time, but have established a very strong team spirit. The number and contribution of support staff is a major strength of these classes. Teachers and support staff plan activities together so the curriculum is coherent across both classes and is well focussed upon what the children need to learn, enabling them to make good progress in all the areas of learning. In Years 1 to 6, the school provides pupils with a

curriculum that develops their skills, understanding and attributes in all the subjects of the National Curriculum and meets the requirements of the locally agreed syllabus for religious education satisfactorily. Careful attention is made to preparing pupils for moving onto the next stage of their education, be it Year 1 from reception or secondary school from Year 6. In addition, teachers adapt national guidance well to reflect the mixed age classes and the school provides additional support for pupils who need it in literacy and numeracy through specific programmes such as the Additional Literacy Support and Booster groups. However, the curriculum does not fully succeed in being sufficiently innovative in order to completely develop pupils' speaking skills and the range of their vocabulary fast enough. This weakness has a negative effect on the learning of a significant proportion of pupils in Years 1 and 2, for example, in science.

13 The strongest elements of the curriculum are those that support pupils' personal development. The very good provision for pupils' personal, health and social education makes a major contribution to pupils' personal development. The effectiveness of this aspect of the school's work was recognised recently with the Healthy School award. The good range of activities out of lessons, particularly in sport, provides all pupils, including those whose aptitudes are not necessarily academic, with very good opportunities to develop their skills. The number of pupils who take part is very good. Consequently, pupils of all abilities and aptitudes have the opportunities to develop their skills and are fully included in what the school provides. However, one of the most significant strengths is the provision the school makes for pupils in the Inclusion Base. These pupils have only been in school for a short time, but the school works very closely with the teacher-in-charge and the support staff and between them have created a level of inclusion rarely seen. The key factor is the level of support provided for these pupils when they are in the main school. They attend assemblies, have lunch in the dining hall and have the same play and lunchtimes alongside all the other pupils. In the afternoons they are in mainstream lessons and follow exactly the same timetable as their classmates. The teacher-in-charge works closely with class teachers and amends their planning and activities to ensure that her pupils have suitably matched tasks and activities when necessary to make sure they can access the lessons. These pupils are potentially very vulnerable, but the quality and sensitivity of the support is such that the pupils love being in school, feel totally secure and, as a result, are flourishing.

14 Since the last inspection, the school has made good progress in developing the accommodation and resources available for pupils to use. Outside, a large and very well resourced area has been developed for children in reception and nursery. A separate area created for older pupils to play ball games has reduced the problems these caused at playtimes for those who wanted a more relaxed time out of lessons. Inside, the school has created two computer suites, one of which is dedicated to supporting learning through other subjects. The establishment of these facilities has enabled standards in ICT to be maintained despite the rapid changes in national expectations and technology that has taken place in recent years. The school makes very good use of its space and there are few areas that are not in constant use by classes, parents groups, after school clubs or community provision.

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

Provision for ensuring pupils' care, welfare, health and safety is excellent. Support and guidance for pupils are excellent. The school has very good procedures to involve pupils in the work of the school.

### **Main strengths and weaknesses**

- The Learning Mentor has established an outstanding network of support for pupils in school and with external agencies to ensure pupils' welfare and care is at the heart of the school's work.
- Induction procedures for children into the nursery and reception classes are very good.
- Relationships between adults and pupils throughout the school are excellent.

## **Commentary**

15 The outstanding quality in this area of the schools work has been recognised nationally. The headteacher and the Learning Mentor, who is largely responsible for much of the co-ordination of this work, are regularly asked to contribute to conferences and to national consultations. The inspection team can add little to these accolades, but to acknowledge that this is thoroughly deserved and is one of the key distinctive features that lead to the excellent relationships between adults and pupils in the school thus creating its very positive ethos.

16 The concern for each child begins in the nursery and reception classes where every child is visited at home before they begin school. If the children have attended a play school or other nursery, the school staff visit these organisations to ensure effective transition. However, the school identified that several children were not coming to Broadgate because they were unable to provide full-time nursery places. In response, the school invited a local private organisation to set up a pre-school in a spare classroom. As a result, the school is now able to provide 'Wrap Around Care' for children when they are not in the nursery and for other children from the age of two years. The school hopes that this initiative not only enhances its capacity to help children and parents, but will also help to increase the numbers of children joining the reception classes. It is of no surprise that virtually without exception, parents are very pleased with the procedures to settle their children into school. The effectiveness of these procedures are also reflected in the rapid rate at which the children learn the routines of school and the very good achievement in their personal and social development.

17 At the heart of the excellent care and support provided for pupils is the exceptional relationship the school has established with a broad network of external agencies ranging from the School Health Service to Social Services. The inspection team were fortunate enough to meet a high proportion of these partners, all of whom could not say enough in praise of the school and its staff. As a result, the school has established a web of support for pupils and parents that place it at the centre of their lives. For example, there are counselling services available for pupils and parents based on group and individual sessions such as 'Kidscope'. From talking to parents and joining in with one session, it is clear that these initiatives are having a very positive effect developing parents' skills and confidence in working and supporting their children in their learning. These initiatives have a positive effect on both pupils' personal and academic achievement because they help pupils' attend school regularly and give them access to people who can help them with their learning. This is complemented in school where the elected School Council liaises with elected class councils so that ideas from pupils can flow naturally thorough to senior management. For example, substantial improvements have been made recently in the school environment, particularly outside, much of which has come from pupils. Without exception, pupils say that they know who to talk to if they are worried or concerned about anything and that if they have an idea it will be listened to.

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

The school has established very good links with parents, the community and with other schools.

### **Main strengths and weaknesses**

- The school has established a very good range of activities to involve parents in school and to support them with the care of their children.
- Procedures to deal with any concerns are excellent, as a result, parents have extremely positive views of the school.
- Largely through the work of the Learning Mentor, the school is an integral part of the local community.

### **Commentary**

18 In many ways the support and guidance provided for pupils, the effectiveness of the links the school has established with parents and those with the community are intertwined and are totally dependent upon each other. As a result, parents are effusive in their praise of the school and the way that they feel part of what is being provided for their children. The information they get about the work of the school is well written and informative and the reports on the pupils' progress clearly identifies for parents how their children are getting on. As a result, virtually without exception parents feel they know what is happening in school. However, they are particularly confident that if they have any concerns they will be dealt with quickly and effectively. This is due to two main factors. Firstly, it reflects the openness and availability of the headteacher to parents at the start and end of each day and the welcome that any visitor to school receives as soon as they walk over the threshold. If a parent wants to talk to someone, every effort is made to ensure that this is arranged as soon as possible. This is complemented by a very broad range of other services provided for parents, friends and grandparents and co-ordinated by the Learning Mentor who is very highly regarded by parents.

19 The school makes very effective use of the funds it receives through the Excellence in Cities programme to provide, with the help of the Workers Education Alliance, a very extensive range of courses and other activities for parents, some of which have been certificated. These include practical activities such as workshops in literacy, numeracy and ICT, craft and aromatherapy courses, as well as opportunities to take part in discussion groups and to share in their children's learning. The school is proud of the contribution it makes to parents' lives and how it helps them build their skills as well as their children's. Much of this work has been recognised nationally with the NIACE Family Learning Award and the school is seen by parents as an integral part of the community. By improving the skills and awareness of parents and other members of the community, they are better equipped to help their children at home, which contributes well to pupils' very positive views of school and helps stimulate their desire to learn. This is further enhanced by the large number of local groups who use the school facilities in the evenings such as Judo and Yoga groups. The School site manager makes a very important contribution to this ensuring that the school is available at all times for people to use.

20 The school has also established very good links with other schools that improve teachers' skills, broaden the curriculum and the range of pupils' experiences. For example, a successful physical education partnership with a local high school has provided pupils with access to expert coaching in sports such as hockey, cricket, basketball and rugby. The school is also an active member of the local Family of Schools enjoying joint staff and governor training days.

## **LEADERSHIP AND MANAGEMENT**

The school is well led and managed. Governance of the school is good. The headteacher's leadership of the school is very good. He is well supported by key staff in the effective management of the school. Consequently, the school deals well with the potential barriers to learning caused by the well below expected attainment on entry, very variable numbers of pupils in year groups and the financial pressures caused by gradually falling roles.

### **Main strengths and weaknesses**

- At all levels the leadership of the school is fully committed to ensuring that all pupils, including those in the Inclusion Base, are fully involved in the activities and opportunities the school provides.
- The headteacher has a very clear vision for the school and has established a culture based on the care and concern for individuals.
- Governors have a good understanding of the challenges the school faces in the future and is taking effective action to ensure the school is well placed to respond proactively.
- Insufficient use is made of the skills of subject leaders, particularly in English and mathematics, to improve the quality of teaching.

### **Commentary**

21 The headteacher's approach to pupils, parents and his colleagues sets the tone for way that the whole school operates, its ethos and the excellent relationships between adults and pupils. It is his philosophy and commitment to meeting the needs of each pupil and providing them and their families with support that has lead to the very good levels of inclusion and the very good links with parents and the community. For example, the careful and highly effective way that the Inclusion Base has been established in the school and the

speed with which excellent working practices have developed between the staff are testimony to this approach. He is very well supported by the deputy headteacher who shares his very clear vision for the school. Together they are excellent role models for the rest of the staff and pupils. However, the contribution of other subject leaders is not so influential. This is partly because of the significant change in staffing recently so several are new to their positions. Although they have all got clear ideas of their role and what they need to do, they have not been in post long enough to have had a significant effect on the quality of education or standards. The Learning Mentor and the subject leaders for English, mathematics, special educational needs, ICT and the Foundation Stage are exceptions to this, they are well established members of staff and have the respect of their colleagues as effective practitioners. However, the school does not consistently provide them with enough opportunities to monitor standards and teaching across the school or to make full use of their skills to develop the skills of their colleagues, through, for example, observing and modelling lessons in other classes. As a result, the good teaching methods seen in their classes such as the effective use of practical mathematics activities and the linking of subjects together to develop pupils' writing skills are not mirrored across the school.

22 Governors share the vision for the school with the headteacher and through their own monitoring of assessment information they have a good understanding of the strengths of the school and the challenges it faces in the future. They do not shirk their responsibilities and have been prepared to make difficult decisions in the light of falling roles to manage the budget and reduce staffing levels. Equally, they are proactive in working on ways of promoting the school and maximising the numbers of children starting in reception. For example, they sanctioned the establishment of the private childcare provider in the school to provide 'Wrap around Care' and have recently established a marketing committee to promote the school within the community. They fulfil their statutory duties well, including the implementation and monitoring of the school's race equality policy. As a result, they make a good contribution to the direction of the school and are well set to extend their influence.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	663600	Balance from previous year	69480
Total expenditure	663330	Balance carried forward to the next	69750
Expenditure per pupil	2447		

23 Governors are very aware of the importance of getting the best value from the funds the school has available. The carry over figure in the table above exceeds the nationally recommended maximum, but is within local authority regulations. School projection indicate that this deficit will be reduced substantially during the current financial year and reflects the careful planning of the school to maintain current staffing levels to keep class sizes small despite falling rolls that has created the variable numbers of pupils in year groups. In addition, there are also plans in place to further develop the accommodation to, for example, enhance the facilities available for community use and to incorporate the Inclusion Base into the main school buildings. This will eliminate the need for them to use the temporary building where they are currently based.

24 On a day-to-day basis the school is very well managed and organised. The administrative staff play an important role in this which enables the headteacher and the deputy headteacher to have a constant presence around the school which has a positive effect on the very high opinion parents have of the headteacher and on pupils' behaviour. The school has developed its strategic planning well from the last inspection when it was an area for improvement. The School Improvement plan now gives a clear overview for the direction of the school's work and provides staff and governors with a sound basis for evaluating its effectiveness. The accuracy of the school's self-evaluation form when compared to the inspection judgements in the similar areas reflects this. The school is also well on the way to implementing the workforce reform arrangements from September and has a very strong commitment to developing the skills and expertise of the staff, teachers and support staff which reflects its status as an 'Investor in People'.

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

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

25 Provision for children in the Foundation Stage is good in both the nursery and the reception class. Children are well prepared for transfer to Year 1. The children enter the nursery after their third birthday and move into the reception class in the September of the year in which they are five. The curriculum is appropriately planned and organised to provide a wide range of interesting and relevant activities, which are well matched to the children's needs. All adults set very good role models for the children and manage them well. There is a good ratio of adults to children, ensuring that the needs of all are well met.

26 The attainment of children entering the nursery class is well below that expected nationally. Through both classes teaching is good and children achieve well but their overall attainment remains below that expected by the time they enter Year 1. In the area of physical development they reach expected standards because their attainment in this area of learning is stronger when they start the nursery and opportunities for physical development are very good.

27 The success of the Foundation Stage lies in the very good leadership of the co-ordinator. In a very short time she has built up a strong team of teachers and well qualified support staff. The team has a very good induction procedure for children starting school in both the nursery and the reception class. A combination of meetings at flexible times for parents together with home visits ensures that children and parents are well prepared for the child's start at school. The team prides itself in establishing good relationships and mutual trust with parents so that children receive the best possible start to their school life. As an area nursery, many children transfer to other schools at the beginning of the reception year, so that the co-ordinator ensures that a good partnership is built up with these schools through visits from teachers and the passing on of records.

28 The accommodation and resources inside the classrooms and outside are very good. The nursery has a small enclosed quadrangle which is always available unless it is actually raining and there is a large enclosed area shared with the reception class which has roadway and other markings including numbered parking places for wheeled toys.

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

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

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

- Staff provide very good role models.
- Routines are quickly established and children settle quickly.
- Positive relationships are established so children feel secure and happy.
- Adults support, encourage and praise children so that they lengthen their periods of concentration.

#### **Commentary**

29 Teaching is good and excellent relationships are built up with children and parents before children start in the nursery. Routines are quickly established in the nursery and continued through the reception class. Children know these routines well, choose their own

activities with a minimum of fuss and behave sensibly. Concentration spans, especially in the nursery, are short therefore children need and receive good support to sustain any activity. Staff present the children with good role models so children know what is expected. Children put up their hands to answer questions and by the time they are in the reception class take turns during whole class sessions. In both classes the children work in a calm, controlled environment so that their self confidence and independence grows although they still need support in this area of learning when they enter Year 1

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teachers and support staff provide good opportunities to develop the children's language skills, and teaching is good.
- Teachers work extremely hard to support the development of children's spoken language.

### **Commentary**

30 Children entering the nursery have weak language skills and a few children are unwilling to talk at all. Staff work very hard from the outset to encourage children to talk about what they are doing. For example, when a group of children were playing in a dark 'den' children were asked what it was like and what they had found. Most children responded with single words such as 'dark' or 'scary'. During role play in the pizza shop children were unable to respond verbally to the question 'What flavours do you have?' Instead a pizza base was produced and pieces of felt toppings were placed on it before the pizza was handed silently over. Conversation develops slowly despite the very good range of opportunities that are provided for the children; adults try to engage children in conversation at every opportunity. They enjoy books and stories and begin to learn that words carry meaning. From entering the nursery class children self register by taking their name card from their peg and matching it with their picture but they are slow to learn to write their name. Plenty of opportunities are provided in role play areas for children to write and most children hold pencils correctly and 'mark make' but few reach the stage of attempting to write themselves, relying on copying either on top or underneath teacher's writing. Sounds of letters are taught systematically but few children can use this knowledge to help them read or write. In reception, the teacher and support staff continue to build upon children's language skills and develop their basic reading and writing. They have plenty of opportunities to practise these skills in adult led activities and through the good range of other activities provided in lessons and around the classroom. For example, in literacy lessons, each adult works with a group of pupils' whilst other groups work on carefully planned activities that are closely linked to objectives of the lesson. As a result, children achieve well, although by the end of reception standards, in this aspect of their learning are below those expected for their age.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**

### **Main strengths and weaknesses**

- Teachers plan a good range of activities to support learning, which ensures children achieve well.
- Mathematically language is carefully taught but children find this difficult.

### **Commentary**

31 Baseline assessment data shows that over time, this is one of the weakest aspects of children's knowledge when they start school and a lot of ground has to be made up in a

short period of time. Teachers use songs, rhymes and a good range of activities effectively to support children's development of counting skills. Teachers use books well to focus children's attention and to develop their understanding of the different aspects of this area of learning. Whole class discussions in both nursery and reception are followed by small group activities led by the teacher and support staff. For example, activities involving shape followed a focused input through a story. Children remembered and could name circle and triangle but struggled with other shapes such as square and rectangle. As a result, by the time children reach the reception class a few can count accurately to 20 but do not recognise all the numerals, other children manage numbers to ten. Few children can respond to the mathematical terms such as add or 'take away'. With support they will count small groups of objects and then recount if asked 'how many altogether'. Numeral recognition is reinforced at all opportunities such as in a literacy session in the reception class where children need to locate specific pages in a book. Although they recognised the numeral their ordinal knowledge of numbers was such that they needed to look at every page carefully before finding the page they needed. Outside, parking spaces for bikes are numbered so children can recognise which space they have put their bike in. Despite this good provision and systematic teaching, standards in the current class in reception are below those expected.

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

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

### **Main strengths and weaknesses**

- A range of interesting activities are planned to promote learning in this area.
- Staff use questioning effectively to enhance the children's knowledge and understanding of the world about them.

### **Commentary**

32 Teaching and learning are good and children achieve well even though they do not reach expected standards when they enter Year 1. Teachers use stories imaginatively to promote learning. A story where a familiar bedroom was turned into strange creatures in the dark was used effectively in the nursery as part of a theme of light and dark. Children then explored a 'dark cave' in the classroom with very good adult support to extend children's language and their understanding of the effects of trying to see objects in the dark. In reception, children joined in actively during the story of the Three Little Pigs and with prompting recalled building houses of straw and sticks and blowing them to bring them down. While building houses of bricks, limited language skills prevented children explaining what they were doing and why these houses would be stronger. In the nursery children working on the computer have satisfactory control of the mouse to move jigsaw pieces on the screen. In the reception a good range of activities were used to teach children the directional movements needed to control small programmable toys. With considerable support children moved a 'pixie' forward and backwards with a few children completing a turn as well.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**

## **Main strengths and weaknesses**

- Teachers make good use of all outside areas and the hall.
- Outside sessions are well planned and resources are very good.

## **Commentary**

33 The outdoor play areas are a very good resource and the combination of these and the hall provide for very good opportunities for physical development. Teaching and learning are good. The small enclosed quadrangle adjoining the nursery provides a sheltered and attractive area where children use equipment to build balancing beams, which, they negotiate carefully. The larger outside area is very well equipped with a range of wheeled toys and has imaginative markings including a road way and numbered parking spaces. Children control sets of traffic lights and those children riding toys have a good response to the 'stop' and 'go' instructions. When a teacher controls the speed of 'the traffic' children pedal fast or slow and keep in line with each other taking care not to bump into the vehicle in front. When the reception children come to share the area children have good control of their bodies and use the space well. Children develop their manipulative skills well by handling dough, scissors and brushes as well as large and small construction equipment. Most children hold pencils correctly and by the time they are in the reception class can colour accurately. Most children attain the levels that are expected by the time they enter Year 1 and a few are on track to exceed them.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**

### **Main strengths and weaknesses**

- Opportunities for role-play are good.
- Adults use all opportunities to encourage children in their play to develop language and imaginative play.

### **Commentary**

34 Teaching overall is good and children are provided with a good range of opportunities to use paint, collage and manipulate materials creatively. Opportunities for role-play are good and there is good interaction with adults to extend this play. In the nursery the pizza shop has good resources to develop imaginative play and staff worked very hard with the children to enrich language as they played here. Children's independent painting shows that they do not reach expected standards in this area of creative development. It is not possible to judge standards or teaching in music. Despite the opportunity that children have they do not reach the expected goals by the time they enter Year 1.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**

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

- The subject leader is a very good role model for staff through her own teaching, but has not had sufficient opportunities to share her skills with colleagues.
- Teachers have very high expectations of pupils and manage lessons very well.
- Support staff are very effectively used to work with individuals and groups.
- Teachers use questions very effectively, particularly in Years 5 and 6 to involve pupils in lessons and challenge pupils of different abilities.
- Assessment information is used well to set targets for pupils, but there are no systematic procedures to review their progress through the year.
- There are not enough planned opportunities to develop pupils' speaking skills and other subjects are not used well enough to improve pupils' writing skills.

#### **Commentary**

35 Inspection evidence shows that as pupils move through the school they achieve well from a below expected level when they start in Year 1 to reach standards that are, overall, in line with those expected by Year 6. In Years 1 and 2, achievement is satisfactory. Teachers have to work hard to develop pupils' basic skills and though pupils listen well to their teachers and each other, overall standards in Year 2 are below average in reading and writing. Pupils' speaking skills are also below those expected. Although a few more able pupils are articulate speakers, many pupils lack confidence and answer questions in simple sentences and need to be prompted by teachers and support staff to express or expand upon their ideas. Although teachers use questions well in lessons to encourage pupils to contribute and provide good opportunities for them to work together in groups, there are few opportunities for pupils to practise speaking in different ways such as through drama or role play activities. The subject leader has identified this as the current area for development in her action plan, but until recently, the school has had a focus on developing pupils' basic reading skills and have implemented several initiatives to improve standards. For example, external advice has been sought and the school uses older pupils effectively through the 'Reading Buddies' project to work with the younger ones on a weekly basis. The school's assessment data indicates that this is beginning to have a positive effect and standards are improving with a higher proportion of pupils expected to reach the higher levels in reading and writing this year than in 2004.

36 In Years 3 to 6, pupils', including for those with special educational needs and those with English as an additional language, achievement improves, particularly in Years 5 and 6. This is due to good teaching, particularly by the subject leader in the upper years of the school, the effective use of setting in mixed age classes to provide work matched well to pupils' needs and the good links made in these classes between English and other subjects. In addition, many of the weaknesses that hamper standards lower down the school have been tackled so that pupils listen well, have secure reading skills and their spoken language skills are broadly in line with those expected. The improvement in these skills reflect consistently good teaching in which the teachers use questions very effectively to challenge pupils of all abilities, particularly the more able, to extend their spoken language as well as their understanding of what they are studying. Pupils with special

educational needs achieve well due to highly effective support in lessons and in small groups by support staff. These staff are well briefed by class teachers and have excellent relationships with pupils. They understand their role well and have good teaching skills, managing to maintain a balance between helping pupils without completing work for them in a sensitive and constructive way. As a result, pupils' with special educational needs make good progress and achieve well. However, standards in writing are still adversely affected by pupils' language skills. Their handwriting is satisfactory, although class teachers' expectations of presentation are not consistent in all classes so some pupils do not routinely put headings and dates on their work and make simple mistakes in their writing. In addition, teachers' do not consistently use their marking of pupils' work to clearly give pupils pointers for improvement linked to the targets set for them. However, the main weakness, correctly identified by the subject leader through her monitoring is pupils' limited ability to use complex sentences and powerful language in their writing. Pupils' narrative writing is good, but apart from a few more able pupils much of the creative and descriptive writing lacks a broad range of vocabulary to capture the reader and the feelings and emotions of characters are rarely expanded upon.

37 The school has implemented good procedures to assess the progress pupils' are making and teachers use this information well on a day-to-day basis to provide activities in lessons to develop the skills of pupils of different abilities. Targets are set on an annual basis and shared with pupils, but although the subject leader leads the subject well and has accurately and systematically identified areas for improvement on a whole school, basis she has not had the opportunity to work with class teachers to review the progress pupils are making towards these targets and, most importantly, to develop their teaching. As a result, the good practise seen in the upper years of the school where other subjects are used well in English lessons as the basis for activities. As a result, particularly in writing, a significant number of pupils continue to make similar mistakes and progress in this aspect of their learning is not as rapid as in the other strands of the subject.

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

38 The use of other subjects to develop pupils' literacy skills is satisfactory, but variable across the school. In the upper years of the school, good links are made between English and subjects such as history, but across the school too many commercially produced worksheets are used in subjects such as science. This limits the range of opportunities for pupils to write in different styles and not enough use is made of religious education to develop pupils' ability to express their feelings and emotions through their writing. This subject is primarily a discussion-focussed subject which contributes well to developing pupils' speaking skills. However, this is an exception and across the school there are too few systematically planned opportunities for pupils to extend their speaking skills. Throughout the school teachers use ICT well to develop pupils' research skills and they have plenty of opportunities to practise their reading in many subjects.

## **MATHEMATICS**

Provision in mathematics is **good**

### **Main strengths and weaknesses**

- Pupils achieve well in Years 3 to 6 because of good teaching and learning.
- The school puts a strong emphasis on developing the four rules of number.

- Work is usually set at the correct level to meet pupils' needs but occasionally in the past it could have been more challenging.
- Subject leadership is good and has a positive impact on learning.
- Mathematics is linked effectively to other areas of the curriculum.

### **Commentary**

39 Inspection evidence shows that currently pupils achieve satisfactorily in Years 1 and 2 and well in Years 3 to 6 because work is generally set at levels which meets their needs. National test results in 2004 showed standards as well below average at both the end of Year 2 and Year 6. The school's baseline assessment data shows that current pupils in Year 2 started school with very weak mathematical skills and teachers have had to work hard to equip them with the basic skills and knowledge. As a result, despite achieving satisfactorily, inspection evidence shows standards well below average at the end of Year 2. However, in Years 3 to 6 the use of specialist teaching at the end of Years 5 and 6 increases the pace of pupils' learning and by Year 6 pupils are achieving well although standards are still below average. The school has made satisfactory progress since the previous inspection. There is no difference between the achievement levels of boys and girls.

40 Throughout the school, there is a strong emphasis on developing the basic skill of number. Good quality teaching of this aspect of mathematics ensures that pupils have many opportunities to carry out the four rules of number. Lessons are planned very effectively with work set at levels which meet the pupils' needs. The very secure subject knowledge is used effectively to plan work and challenge pupils in both mental mathematics sessions and group work. There are a number of pupils with special educational needs who need the support of adults and equipment to answer mathematical questions. However, they are very well supported in class and as a result make good progress and achieve well. As a result, by the end of Year 2 the majority of pupils have developed a knowledge and understanding of place value and number facts to at least 10. Most pupils recognise and name common two dimensional shapes. There is less emphasis placed on providing pupils with opportunities to use their knowledge in lessons so that, although a few pupils are working at the higher than expected level, pupils' ability to use their number knowledge to solve basic problems is limited.

41 By the end of Year 6 the higher attaining pupils work with five figure numbers, they understand and use negative numbers, show satisfactory knowledge and understanding of measures of average. They are not as confident in using the probability scale of 0 to 1. A significant minority of pupils work below this level, working with three and four figure numbers. Most pupils plot co-ordinates, measure angles and collect and present data.

42 As they move through the school, pupils develop very positive attitudes to the subject and become very eager learners in lessons. This allows the teachers to concentrate on imparting knowledge and giving support to pupils who need additional help and, particularly in the upper years of the school to develop their skills of problem-solving through group work and discussion activities. There are inconsistencies between the classes in the detail of teaching, particularly in the use of written work to track progress and help pupils improve. For example, teachers' expectations of presentation are not consistent which makes it difficult for them to follow what pupils are doing and how well they are learning. In addition, the use of marking to develop learning is inconsistent. It is always positive and work is corrected, there are very good examples of comments being used to develop learning but these are not carried out in every class. However, this is largely offset by teachers' good use of questions in lessons, to assess what pupils understand and then develop learning effectively. In addition, resources are of good quality and used effectively to aid pupils' learning. Nevertheless, analysis of pupils' work shows that in the past, the highest attaining pupils were not always moved on quickly enough when they had mastered a skill and as a result there was a slight slowing of their learning.

43 This was not observed in the inspection period and reflects the good quality leadership and management in the subject. The introduction of specialist teaching using the strengths of the subject leader in Years 5 and 6 has had a positive effect on raising levels of attainment. She acts as a good role model with her teaching of the subject and is particularly adept at using questions to challenge pupils of all abilities so in the upper years of the school the pace of learning increases. For example, there is particularly good use of asking pupils to explain how they solved a problem and then developing this to show pupils alternative methods. She has monitored both pupils work and teaching and learning in the classroom to identify areas for development, this has started to have an impact on pupils' achievement lower down the school. However, she has not sufficient opportunities to work directly with other staff to develop their teaching and to put into place the areas she has identified for improvement.

## **Mathematics across the curriculum**

44 There are good links between mathematics and other areas of the curriculum and this has a positive effect on improving pupils' achievement. There is particularly good use in ICT and science where pupils record using a variety of tables. In art and design the use of repeating patterns develops pupils' mathematical skills very well. In design and technology, pupils develop their measuring and weighing skills effectively.

## SCIENCE

Provision in Science is **good**

### Main strengths and weaknesses

- There is a strong focus on teaching specific subject vocabulary and investigations.
- Good effective links are made with other subjects.
- Pupils are not consistently expected to record the results of their investigations for themselves.

### Commentary

45 Overall, the curriculum is good with a strong focus throughout the school on investigation activities which are presented to pupils in an interesting way. As a result, pupils' interest and attitudes are good throughout the school and they work well together in a co-operative manner.

46 Teaching in Years 1 and 2 is sound so that pupils achieve satisfactorily. Through practical activities, they learn to identify a wide range of materials that will float or sink and to identify the properties of different types of paper and the life cycle of animals. In contrast, due to their low language skills the majority of pupils struggle to make generalisations or accurate predictions without a lot of support. This therefore has a detrimental effect on the standards they reach by the end of Year 2 which are below those expected. Teachers make good links with other subjects such as mathematics, when, for example, pupils use data diagrams to record shoe size. However, they use a significant number of recording sheets that are often undemanding in content and require little or no writing skill and these influence pupils' achievement. This limits their ability to express in their writing what they have found out or predicted in their experiments. In lessons where pupils are expected to write independently, recording what they have seen in their own words, their learning is more secure.

47 Teaching and learning are good in Years 3 to 6 so pupils achieve well to reach standards which are in line with expectations by Year 6. In good lessons, teachers question effectively and challenge pupils thinking, the pace of the lesson is brisk and more able pupils are challenged appropriately. In all classes, teachers plan and organise their lessons well and place a good emphasis on the development of scientific skills. Less able pupils are very well supported by the able teaching assistants who provide extra explanation of scientific vocabulary and the work in hand. As a result, by Year 6, pupils carry out experiments to find out which materials make the best insulator and they know that a shadow is formed when light is blocked. They are beginning to understand what makes a fair test and how to go about carrying out an investigation. In good lessons, pupils are encouraged to use their own words and record their work themselves within a helpful framework, which helps them learn to use correct scientific vocabulary effectively and confidently. Pupils learn from their mistakes and are encouraged to explain 'why' they have made predictions and how they have reached their conclusions. Teachers' high expectations particularly in Year 6 ensure that pupils' work is well presented. Computer technology is used very effectively as a tool that enhances their learning. One particular good example of this is the pupils' effective use of a data logger to record sound levels during an experiment.

48 Leadership and management are satisfactory so there has been satisfactory progress since the last inspection. However, the subject leader has not had the opportunity to regularly work alongside colleagues in the classroom and, therefore, is not fully informed on strengths and weaknesses in teaching to enable her to assist colleagues in raising standards further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The provision in information and communications technology is **good**

### **Main strengths and weaknesses**

- Pupils' achievement is good and pupils attain expected standards.
- Teachers use ICT very effectively in other subjects.
- Teachers plan interesting activities to involve pupils and, as a result, pupils work very hard in ICT lessons.
- Management of the subject is very good.

### **Commentary**

49 There has been good improvement since the previous inspection. Teacher confidence has improved and the school has developed its resources very well. Pupils throughout the school achieve well. They attain expected levels at the end of both Year 2 and Year 6. The pupils with special educational needs are very well supported in lessons and as a result they make good progress. There is no difference between the progress and achievement of boys and girls.

50 The quality of teaching and learning is good. Key features are the imaginative approaches that teacher's use and their very effective use of the very good resources in the ICT suite and the e-learning room to involve and enthuse pupils. For example, in Year 2 pupils were asked to pretend to be 'human robots' which effectively prepared them to program a floor robot to perform specific movements. As a result, pupils are very enthusiastic, eager learners. They listen very well to instructions and are on task for the whole lesson. When working in pairs, pupils co-operate very well together. They apply themselves very well and when using programs which are timed, they are very keen to improve their own score. The interactive whiteboard is used very effectively to develop learning in a wide range of subjects so in Year 2 pupils understand folders, input written data into the computer and the higher attaining pupils confidently explain how to 'drag' using the interactive whiteboard. As pupils move through the school, teachers continue to develop pupils' basic skills well so they learn to access and use a wide range of information. For example, Year 6 pupils use their knowledge and understanding of different fonts and cutting and pasting to produce work, which supports their work in history. In lessons, teachers use support staff very effectively to aid learning, particularly of the lower attaining pupils, to ensure that they understand what is happening and discuss any problems very effectively. As a result, by Year 6, the vast majority of pupils are confident in inputting and retrieving data. They send emails and use CD-ROMs and the Internet to access information. They produce charts and spreadsheets; carry out design tasks such as designing a bedroom. They also show a good understanding of Internet safety and are justifiably proud of passing the 'Internet Safety Course'. In discussion Year 6 pupils talked enthusiastically about the work they had completed and in great detail about the multi-media presentation work they had just started and Year 2 pupils recalled the computerised firework display they had produced using the interactive board.

51 There is good leadership of the subject. The co-ordinator has a clear vision of how to raise standards and she is a good role model to other staff. The subject is very well managed with the co-ordinator ensuring that the staff have both hardware and software in place to aid their learning.

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

52 The use of ICT in other subjects is very good. Pupils word process; they access information in history and geography. In science they use data loggers to record sound and temperature; they research famous scientists. They use computers in many mathematics lessons; they produce a wide range of charts and graphs and input data on spreadsheets. In art and design, pupils use programs to produce 'Aboriginal' style pictures and research famous artists. In design and technology pupils design their ideal bedroom. ICT has a very positive effect on developing pupils' learning.

### **HUMANITIES**

53 Due to the timetable arrangements there were not enough lessons being taught to allow secure judgements to be made on the quality of provision in either **history** or **geography**. However, pupils' work, teacher's planning and those lessons seen indicate that pupils study a broad range of topics that provide them with opportunities to develop the full range of skills, knowledge and understanding required. The school operates a two year topic cycle to accommodate the mixed age classes, but both subject leaders, who are relatively new to their role, have begun to revise this plan as numbers continue to fall. They both have clear ideas on what they want to do to develop their subjects, but have not yet had the opportunity to visit other classes or to evaluate strengths and weaknesses in standards. The school makes good use of visits and visitors in these subjects to extend pupils' experiences. In the lessons seen, one notable feature was the excellent way that pupils from the Inclusion Base are included in lessons. They are supported very sensitively by their support staff from the Base and due to the careful adjustments made by the teacher-in charge of the Base to the class teacher's planned activities; they are able to be fully involved in lessons. Other pupils play their part, involve these pupils in their groups and fully respect and value their ideas.

### **Religious education**

Provision in religious education is **satisfactory**

### **Main strengths and weaknesses**

- The school makes good use of visitors to help pupils build on their understanding of different faiths.
- Pupils lack sufficient opportunities to consolidate their knowledge and deepen their understanding through writing and reflecting on what they have discussed in lessons.
- Standards at the end of Year 6 are below the expectations of the Agreed Syllabus.

### **Commentary**

54 Due to the timetable arrangements no lessons were observed during the inspection and the lack of written work resulted in very limited evidence being available. As a result, it is not possible to reach a secure judgement on the quality of teaching or learning.

However, the inspection team made every effort to evaluate the depth of pupils' knowledge and understanding through discussion, mainly with pupils in Years 2 and 6. These discussions indicate that in Years 1 and 2, pupils develop a basic understanding of the Christian faith, the important events and the significance of Jesus. They also begin to learn about other world faiths such as Islam. However, this does not develop sufficiently in Years 3 to 6 so that pupils' knowledge of different religions is only superficial. For example, Year 6 pupils know the main Christian festivals of Christmas and Easter but could not accurately retell the Easter Story. Their knowledge of Bible stories is very limited and although they know that other religions have special books, they could not name them. The school invites speakers from other faiths to speak in assemblies which broadens pupils' awareness of the different faiths that play an important role in modern British society and the basic philosophies that underpin them. However, because it is school policy that pupils do little writing in the subject, they have little opportunity to consolidate their knowledge or explore the beliefs and values that religious teaching promotes. In addition, opportunities are lost for pupils to extend their writing skills by asking them to reflect upon their feelings and emotions and to compare their lives and beliefs with those from other cultures.

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

55 Insufficient evidence was seen during the inspection to make a secure judgement in provision, standards and teaching in **art and design** and **design and technology**. However, observation of two lessons, portfolios of work and displays around the school indicate that there is good coverage of both subjects and activities are both varied and interesting which engage pupils well. In design and technology, evidence in the portfolio of work and work scrutiny show that pupils experience the complete design, make and evaluation process as they move through the school. Both subjects have established good links with mathematics, science and health education. For example, in art and design, Year 3 pupils worked on tessellations in the style of Esher. Pupils' artwork is well displayed and valued; it celebrates achievement and boosts pupils' self-esteem. Art successfully contributes to a vibrant colourful working environment in the school. Pupils learn about a range of artists such as Picasso and Klee. Art contributes significantly to pupils' cultural development, for example, pupils create pictures relating to Aboriginal 'dreamtime' and create patterns linked to Mehndi hand designs.

56 There was insufficient evidence to make a judgement on provision in **music**. Music was sampled by observing one lesson and discussing planning and the curriculum with the subject leader and pupils. In the lesson observed teaching and learning were very good. Pupils showed better than expected levels of musical vocabulary, they had a good sense of rhythm and perform well. They found the lesson particularly interesting because it was very effectively linked to a forthcoming performance before the whole school. In addition to the ordinary music lessons, there are opportunities for pupils to learn to play recorders and wind instruments. There is a school choir which meets weekly and a wide variety of musical groups, including those from other cultures, visit school to perform. Good emphasis is put on musical appreciation and this is effectively reinforced by the use of assembly music. Resources are good.

57 In **physical education** there was insufficient evidence to make a judgement on the quality of provision. The subject was sampled by seeing a very small number of lessons and discussing planning and programmes with the subject leader. In the lessons seen, pupils showed expected levels of attainment in aspects of rhythmic gymnastics and ball control. In the lessons seen, pupils were eager learners and teachers put good emphasis on skill development. However, occasionally there are missed opportunities for pupils to comment on performance. Documentation and discussion with staff indicates that very good use is made to enhance the curriculum through links with a local secondary school with physical education specialist status. The use of staff from the college linked with professional coaches has had a very positive effect on raising the profile of physical education in the school. Links with professional football and rugby clubs are also used very effectively to broaden the range of experiences offered to pupils in lessons and after school. As a result, pupils are offered a very wide range of sports including football, netball, athletics, rugby, tennis and golf.

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

58 There were very few lessons in this aspect of the school's curriculum being taught during the inspection period. However, discussions with pupils, the Learning Mentor, parents and external contributors to the **personal, social and health education** programme shows that the school places an extremely high priority on developing pupils' personal skills and has a very comprehensive programme in place to develop this aspect of pupils' learning. The recent award of the Healthy Schools Award, the national recognition of the school's work in the supporting of pupils and their families and the role of the Learning Mentor are all very strong evidence of this. All classes have weekly lessons, much of which is discussion-based which helps pupils develop their speaking skills. Sex and drugs education is included in the programme and external agencies are involved where appropriate to help class teachers tackle difficult or personal issues. As a result, as pupils move through the school they develop their personal skills; learn their responsibilities to each other, the school and their local community. The School Council is a very strong voice in the school and the system of elected class councils gives pupils a very secure understanding of their role as citizens of the school community.

## 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>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
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>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	1
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
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).*