

INSPECTION REPORT

BROUGHTON PRIMARY SCHOOL

Broughton, Stockbridge

LEA area: Hampshire

Unique reference number: 115867

Headteacher: Mrs Emma Hudson

Lead inspector: Mr Paul Baxter

Dates of inspection: 20 - 21 September 2004

Inspection number: 266519

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 49

School address: School Lane
Broughton
Stockbridge
Hampshire
Postcode: SO20 8AN

Telephone number: 01794 301286

Appropriate authority: The governing body
Name of chair of governors: Mr Graham Cowley

Date of previous inspection: December 1998

CHARACTERISTICS OF THE SCHOOL

Broughton Primary School has 49 pupils aged between 4 and 11 years. The school is located on the outskirts of Broughton near Stockbridge in Hampshire. It is below average in size and serves a socio-economically above average rural community. None of the pupils are eligible for free school meals and this is well below average. In the region of four per cent of the pupils come from minority ethnic backgrounds and speak English as a language different from their mother tongue. This is a below average percentage. No pupils receive specialist language support. Approximately 24 per cent of the pupils have special educational needs, an above average proportion, and these include specific and moderate learning, social, emotional and behavioural, and speech or communication needs. Just under two per cent of the pupils have a Statement of Special Educational Needs, and this is an above average percentage. Due to circumstances beyond the school's control, for example, housing and employment opportunities, a significant proportion of pupils either leaves before the end of Year 6 or enters the school other than at the normal time of admission. Overall, the attainment of children on entry to the school is broadly average, but it varies significantly from year to year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25217	Paul Baxter	Lead inspector	Foundation Stage Mathematics Science History Geography Physical education Religious education
9079	Ann Moss	Lay inspector	
31029	Peter Thrussell	Team inspector	Special educational needs English Information and communication technology Design and technology Art and design Music

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Broughton Primary School provides a **satisfactory** degree of effectiveness. It has done well to develop pupils' learning over a period of significant change. Over time pupils have achieved well and reach above average standards in the core subjects of English, mathematics and science by the time they leave. Changes to key personnel and to the governing body have brought new ideas and skills, but at the time of this inspection, evidence shows that they have also restricted the ability of staff and managers to fulfil their roles and aspirations to best effect. Leadership and management are satisfactory, but are strengthening as stability returns and effective teamwork is re-established. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' good personal qualities are promoted well by the staff and make a supportive contribution to the effectiveness of their academic learning.
- Instability in staffing and changes to key personnel and governors over the past twelve months have weakened the current effectiveness of the school, in particular the quality of teaching on some occasions and the working partnerships between the headteacher and governors.
- Provision for children in their Reception year and for pupils with special educational needs is good, and learning support assistants provide effective support.
- Pupils' achievement by the end of Year 2 is unsatisfactory and occasionally there are weaknesses in teaching and pupils' learning in Years 2, 3 and 4.
- Pupils' attainment and achievement in information and communication technology (ICT) and their use of ICT to support their learning in other subjects are unsatisfactory.
- Pupils' learning, including a good range of extra-curricular activities, is enriched by improved and now good accommodation and by the spacious well-equipped outdoor facilities.

Against the context of instability in staffing, the school has made satisfactory improvement since the last inspection, mainly by raising pupils' achievement by the end of Year 6 from satisfactory to good. Most key issues from the last inspection report, including pupils' attitudes and behaviour, have been addressed. However, due to weaknesses mentioned earlier, pupils' learning in ICT and achievement by the end of Year 2 have not been improved sufficiently and the effectiveness of leadership and management has been reduced. Other areas of provision have either been improved or sustained at a similar level. The school is committed to improvement but needs a period of stability to fulfil its aims.

STANDARDS ACHIEVED

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

science	A	A*	A	A
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Key: A Very high; 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.

Note: Care should be taken in evaluating the table above given the very small size of some of the year groups tested. **Achievement** for most pupils, from a range of backgrounds and learning needs, is **good** overall. Children’s attainment is broadly average on entry, but this can vary substantially from year to year. Good teaching is already strengthening the learning of children currently in Reception (Year R) and achievement is good. Achievement over time has been unsatisfactory in Years 1 and 2. Learning is not always effective in Years 3 and 4, but achievement is good in Years 5 and 6. Children in Year R reach the expected early learning goals in communication, language and literacy and in their mathematical development. Most children attain above the goals children are expected to reach in their personal, social and emotional development. Standards of pupils in Year 2 are below average in speaking and listening, reading and writing. Their attainment is average in mathematics and science. Standards in ICT are below average across the school. As shown in the table above, pupils have reached well above average standards in Year 6 National Curriculum English and science tests and above average standards in mathematics in recent years. However, overall standards of work seen during the inspection were above average and not as high as tests indicate across the breadth of these subjects. The inadequate opportunities for pupils to learn by using ICT are a contributory factor. Several pupils currently in Year 6 have specific learning needs and are achieving well in response to good teaching. The school has done well to sustain rising standards.

Pupils’ personal qualities, including their spiritual, moral and social development, are **good**. Cultural development is satisfactory. Pupils’ attitudes, behaviour and relationships are good, reflecting their enjoyment of school and the care they receive. Attendance and punctuality are good.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **satisfactory**. **Teaching** and learning are **satisfactory** overall. Teaching and learning are good in Years R and 1, and most teaching is good in Years 5 and 6, where the headteacher also makes a strong contribution. Learning support assistants give effective help to pupils. Teaching is satisfactory overall but occasionally unsatisfactory in Years 2, 3 and 4, where the teacher receives less teaching support than other classes. Teaching is good in mathematics and science and it is satisfactory in English. Teachers assess the pupils’ work and use the information satisfactorily to support learning. The curriculum is satisfactory overall; it is enriched by good extra-curricular activities, but weakened by insufficient use of ICT. Provision for pupils with special educational needs and links with local schools and the community are good. The school’s partnership with parents and provision for the pupils’ health and welfare are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher has just returned from maternity leave and the staff and governing body share her commitment to ongoing improvement. New partnerships to support the leadership and management of the school are being created, but as yet there has been insufficient time for them to impact to best effect. Several staff and governors are new to their leadership roles. Overall governance is

satisfactory at this time. Governors ensure that their statutory obligations are met and that all pupils are included equally.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, parents' views of the school are satisfactory. Most are appreciative and work well with the school. Several parents have concerns about the impact of changes to staff on the school. Inspectors share some of these concerns, but find that the school is improving and is now communicating more effectively with parents. Pupils questioned are happy with the school; a few pupils feel that they could be more involved in their learning. Inspectors endorse these views.

IMPROVEMENTS NEEDED

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

- Strengthen leadership and management by nurturing a more effective working partnership between governors and the headteacher.
- Raise pupils' achievement by the end of Year 2, particularly in English, and improve the quality of teaching and pupils' learning in Years 2, 3 and 4.
- Improve pupils' attainment and achievement in ICT and develop its use to support learning in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Most pupils achieve well by the time they leave the school. Standards are above average at the end of Year 6 in English, mathematics and science. Standards are below average in ICT.

Main strengths and weaknesses

- Above average standards by the end of Year 6 show that most pupils achieve well.
- Children do well in Year R, especially in their personal, social and emotional development, due to warm and increasingly challenging support from the teacher and learning assistant.
- Pupils do particularly well in Years 5 and 6 and in mathematics as a result of mostly good teaching.
- Achievement in Year 2 continues to be unsatisfactory. This stems from instability in staffing and weakness in teaching and inconsistent provision, especially in English and ICT.
- Across the school, pupils' attainment in ICT is below average and their achievement is unsatisfactory.
- Pupils with special educational needs receive effective support and achieve well in relation to their identified needs.

Commentary

1. Children enter Year R classes with broadly average skills, but this varies significantly from year to year and across the school as the number of pupils in each year group and their prior attainment differs. Children currently in Year R are doing well in response to mostly good and occasionally very good teaching. At this very early stage in their schooling the children are achieving well in lessons, with most reaching above the expected early learning goals in their personal, social and emotional development and reaching expected goals in communication, language and literacy and in mathematics. By the end of Year 2, standards are below average overall, especially in English, and this represents unsatisfactory achievement. Pupils achieve satisfactorily in mathematics and science and attain average standards in these subjects. From Year 2 to Year 6, pupils have insufficient opportunities to learn by using computers, consequently their attainment is below average and achievement is unsatisfactory. Previous instability in staffing and unclear expectations have also restricted pupils' achievement. Pupils with special educational needs in Year 2 receive additional support and achieve satisfactorily in relation to the learning targets outlined in their individual educational plans.
2. Standards are above average by the end of Year 6 and in English, mathematics and science. This represents a good improvement since the last inspection and also shows that by the time they leave the school, most pupils, including those with special educational needs and pupils from minority ethnic backgrounds, have achieved well. Consistently effective teaching and the pupils' positive attitudes to learning in Years 5 and 6 continue to be key factors in promoting the pupils' academic development. The pupils' performance in mathematics represents a strong feature and reflects the consistent and

effective emphasis placed on provision in this subject across the school. In particular, expectations of pupils' achievement, the close match between pupils' prior attainment and the work set for them and the teachers' expertise in this subject remain key elements that underpin pupils' learning. Insufficient use of ICT, in particular, and the limited opportunities for pupils to reflect at length in writing across the range of subjects, show that the breadth of pupils' skills is not as high as that suggested by the well above average standards reached in recent National Curriculum tests.

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

Standards in:	School results	National results
English	29.6 (31.5)	26.8 (27.0)
mathematics	28.7 (30.8)	26.8 (26.7)
Science	31.3 (31.5)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

3. The analysis of the pupils' performance in National Curriculum tests and teachers' assessments should be considered with care. This is because the number of the pupils in each year group and the extent of their learning needs vary substantially. The table showing the performance of pupils in 2003 at the end of Year 2 is not included because fewer than 11 pupils were tested. In addition a significant number of pupils either enter or leave the school at different times during their school career. In recent years standards in the National Curriculum tests and teachers' assessments for pupils at the end of Year 2 have been mostly well below average and have reflected issues related to pupils' special educational needs and inconsistencies in the quality of teaching. The current standards at the end of Year 2 represent an improvement in mathematics but ongoing weaknesses in English and ICT.
4. National Curriculum test results at the end of Year 6 have risen at a trend above that found nationally and this has generally resulted from effective teaching and learning, especially in Years 5 and 6. The very good comparison between the pupils' performances in Year 2 and Year 6 tests need to be treated with caution due to the significant number of pupils entering the school from Year 3 onwards and the weakening performance of pupils in Year 2 tests. An examination of the pupils' records and progress since they first entered the school show good achievement in relation to their capability. It also shows the strengthening of learning in Years 5 and 6 because of good teaching. Pupils currently in Year 6 are achieving well in lessons, but include a higher proportion of pupils with learning needs and may not reach the standards seen in recent years.
5. The school has done well to sustain pupils' achievement during a period of staffing instability. Good learning in Years 5 and 6 continues to bridge some of the gaps in pupils' skills and increasing rigour in Years R and 1 augurs well for the future. However, inconsistent provision and learning in Years 2, 3 and 4 is constraining this improvement. The school now needs a period of stability in staffing to address this issue effectively.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and behaviour are good. Overall, their spiritual, moral, social and cultural development is also good. Attendance and punctuality are good.

Main strengths and weaknesses

- Pupils' good behaviour in the classroom and good attitudes to learning help them with their achievement.
- The good relationships between pupils and between pupils and staff are the result of the caring ethos of the school and the good example set by staff.
- Pupils' spiritual, moral, social and cultural development is well supported in many lessons and assemblies and in the extra activities provided for them.
- There is a lack of opportunities for the pupils to be made more aware of the cultural and ethnic diversity of British society.
- Pupils are becoming confident members of the school because they are being given an increasing number of opportunities to take responsibility.

Commentary

6. Pupils have good attitudes to their work and collaborate well with other children. They listen attentively, are keen to answer questions and undertake tasks enthusiastically. This happens in lessons that teachers have planned well so that pupils find them interesting, and they have set appropriately challenging tasks that ensure that pupils of all levels of attainment have the opportunity to achieve well. Children in Year R (Reception) settle quickly into school life, show very good attitudes to their work and behave very well. They show respect towards adults and each other and share warm relationships. As a consequence most children are on course to attain above the goals children are expected to reach in their personal, social and emotional development.
7. Standards of behaviour are good in other classrooms and around the rest of the school. This represents a good improvement since the last inspection. All pupils discuss and agree class rules. They are fully aware of the high standards expected and insisted upon by all staff. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. The pupils are very proud when they are rewarded for doing something worthwhile. No signs of aggressive behaviour were seen and both parents and pupils spoken to during the inspection period confirmed that bullying rarely occurs. They also confirmed that any instances of inappropriate behaviour are dealt with quickly and efficiently. There have been no exclusions.
8. Pupils are increasingly encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. These range from acting as monitors, being members of the school council and acting as 'buddies' to help new pupils to settle in and to look after the youngest children. Pupils take their responsibilities of living in a community seriously and achieve well, developing increasingly good levels of maturity as they move through the school.
9. Pupils play harmoniously together and work well in pairs and in groups. For example, in a Years 5 and 6 physical education lesson pupils worked very well in small groups to show their interpretation of Irish music. They show respect for the feelings of others and enjoy the activities they engage in. Staff give a very positive lead in engendering good

relationships, for example, by giving praise and encouragement at every opportunity as well as acting as good role models.

10. Provision for pupils' spiritual, moral, social and cultural development is good overall. The good ethos of the school helps to promote spiritual development and subjects such as personal, social and health education and religious education make a good contribution. Every pupil is valued. Participation in school trips, including a residential visit for Year 5 and Year 6 pupils every other year, helps to support their social and moral development. The school ensures that pupils experience the traditions of a wide range of cultures as well as their own, particularly through celebrating festivals such as Divali and receiving visitors such as Indian dancers and a Samba band. However, pupils have limited experiences of the multi-cultural nature of contemporary Britain.
11. Attendance levels at the school are good, being above the national average, and pupils arrive punctually and this has a positive impact on their learning.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning, the planned curriculum, the provision for the pupils' health and welfare and the school's partnerships with parents are also satisfactory. Links with other schools and the local community are good and also contribute positively to the pupils' achievement.

Teaching and learning

Teaching and learning and the teachers' assessment of pupils' work are satisfactory overall.

Main strengths and weaknesses

- Teachers and learning support assistants nurture good relationships with the pupils that help to lift the pupils' confidence.
- The quality of teaching is mostly good in Years R, 1, 5 and 6.
- The teachers manage the pupils' behaviour effectively and generally promote positive attitudes to learning.
- Instability due to frequent changes of teachers over the past school year has constrained the development of consistent good teaching and learning through the school, especially in Years 2, 3 and 4.

Commentary

Summary of teaching observed during the inspection in 13 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	7	4	1	0	0

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

12. The overall quality of teaching and learning in the school is satisfactory. Although one unsatisfactory lesson was observed, most lessons were good. In the context of a school where there has been a significant change of teachers in recent years, the quality of teaching and learning has improved satisfactorily since the last inspection. Inspection shows that three quarters of the teachers are either new or returning this term and are now settling into their new roles and forging partnerships with existing staff. A period of stability is now needed for them to rectify weaknesses and to collaborate to best effect in promoting pupils' learning. The teaching seen in Years R and 1 was mostly good and on one occasion it was very good; in Years 5 and 6 it was mostly good. Teaching was less effective, but mostly satisfactory in Years 2, 3 and 4, and one unsatisfactory lesson was observed.
13. Although a majority of good lessons were seen, evidence from discussions with pupils and a scrutiny of their work showed less effective elements of teaching, for example, inconsistencies in the quality of pupils' work and, at times, in their progress in different parts of the school. Similar inconsistency in the use of marking and ineffective use of homework was also evident. In the main, strong teaching now in Years R and 1 is raising the pupils' expectations and mostly good teaching in Years 5 and 6, supported by the pupils' more mature efforts, continue to lift pupils' achievement. Weaknesses in teaching occasionally in Years 2, 3 and 4, and in the use of ICT across the school, constrain pupils' learning.
14. Good teaching was seen in Years 5 and 6 in science and mathematics. The teachers' good subject knowledge, effective questioning and warm relationships supported the pupils' successful learning in these lessons. Most lessons are planned effectively and enable teachers to develop links with previous work, as, for example, in a Years 5 and 6 religious education lesson seen. The teacher in Years R and 1 is promoting the pupils' independence successfully by raising the level of challenge and expectation presented to them, for example, by encouraging them to predict outcomes when investigating flavours of crisps. This element was a consistent feature in the best lessons seen and was a weakness in some of the less effective lessons seen. Consistently good planning strengthened most of the lessons seen and indicates the positive input of leaders and managers over the past school year in promoting curricular development. Where the quality of teaching and learning slipped, instability in teaching was significant a factor weakening the teachers' ability to challenge pupils to the full on every occasion.
15. The teachers used learning support assistants effectively where they were deployed. In these situations, assistants and other adult helpers made beneficial contributions to the pupils' learning, for example, helping with reading and supporting pupils with special educational needs. Overall the teaching of pupils with special educational needs is good, especially when they are withdrawn from class for close support. On a few occasions, however, their needs are not identified sufficiently in lesson plans and this restricts their progress.

16. In the lessons observed the quality of teaching and the support given by the assistant in Year R were never less than good and were strong in developing the children's social and independent skills. Learning experiences were well organised and interesting and the children's contributions were carefully noted and used effectively to support future learning. Teaching was good in mathematics and science, where there was an effective emphasis on practical work supported by focused questioning. Teaching was satisfactory in English and on a few, but nevertheless insufficient occasions, pupils were seen receiving appropriate support when using computers. There were insufficient opportunities, due to the timing of the inspection in relation to the school's planning, to make judgements about the quality of teaching and learning in religious education.
17. The school is developing procedures to record pupils' work and progress through the school (known as tracking). These assessments are used effectively to inform planning and teaching in the core subjects of English, mathematics and science, but they are developed less effectively in other subjects, especially in ICT, for example, where pupils' underachievement is a weakness. Overall assessment is satisfactory. Teachers offer appropriate praise of pupils' effort in their marking but suggestions about how pupils can improve receive insufficient emphasis. Homework in the form of reading is appropriate but other forms of suggested work at home lack consistency and intentions are too often unclear, both to parents wishing to help their children and to the pupils themselves.

The curriculum

The school provides a satisfactory curriculum with good opportunities for enrichment. The school's accommodation and resources, including staffing, support pupils' learning well.

Main strengths and weaknesses

- There is a good curriculum for children in Year R (the Foundation Stage).
- The curriculum for ICT is planned satisfactorily but pupils are given too few opportunities to learn by using computers in other subjects.
- The curriculum for personal, social and health education (PSHE) is planned well.
- The curriculum is enriched with good opportunities to participate in sport.

Commentary

18. The curriculum in Year R is planned effectively and covers all areas of learning as required for children of this age. The curriculum for Years 1-6 includes all subjects of the National Curriculum and religious education. A full scheme of work is now in place for ICT. However, previous lack of effective provision has left significant gaps in pupils' learning. Insufficient use is being made of ICT to support learning in other subjects. Although by Year 6 pupils have above average skills in literacy and numeracy, the opportunity to use and develop them in other curricular areas is only satisfactory. The school recognises the need, especially in ICT and writing, to provide more cross-curricular opportunities. Classes have weekly timetabled lessons for personal, social and health education (PSHE), following a scheme of work that includes provision for sex education and drugs awareness. The school is working towards the Healthy Schools award. A good range of visits to support the curriculum, including a residential experience for pupils in Years 5 and 6, contributes well to pupils' personal and social education.

19. The school plans the curriculum to take account of mixed age classes. However, pupils' past work shows that the planning for subjects in some classes has not always taken sufficient account of the wider range of learning needs. This accounts partly for the restrictive achievement in some years. Overall there is good provision for pupils with special educational needs. Although there is effective support for them to meet the targets set out in their individual education plans, general support in lessons is not always as well focused on their particular learning needs.
20. Participation in sport is strong. Pupils have the opportunity through after-school clubs to take part in a wide range of sporting activities including gymnastics, 'Kwik cricket', netball, rounders, short tennis and swimming. They also have the opportunity to enter local tournaments. Community events such as 'Test Valley in Bloom' and whole school projects such as the study of Broughton help to enrich the curriculum and to make it more relevant and purposeful.
21. The accommodation and extensive grounds are well used to enhance pupils' learning. Recent developments have added new facilities such as the library and a room for small group tuition. These are being used with increasing success to enrich the pupils' learning. Overall, the school is well resourced, although in ICT, equipment is adequate but underused.

Care, guidance and support

Provision for the care, health and welfare of pupils is satisfactory and makes a supportive contribution to the pupils' learning. The guidance for pupils' personal development is good and pupils are involved effectively in the school's work and development.

Main strengths and weaknesses

- Pupils feel secure and well cared for and have good and trusting relationships with all adults in the school.
- Some members of staff need to undertake further training in child protection and first aid procedures.
- The school takes good account of pupils' views and acts on them when appropriate.
- Children are introduced to school life well.

Commentary

22. The school provides a happy environment that is conducive to learning. The provision for the care, health and welfare of the pupils has been developed satisfactorily since the last inspection. Appropriate attention is paid to health and safety issues and formal risk assessments take place regularly. Although arrangements for child protection and first aid are satisfactory, as a consequence of recent changes to the teaching staff, there is a need for appropriate staff to receive further, more up-to-date training. The school is aware of this and is in the process of organising this training. Pupils' healthy and safe living is promoted through the personal, social and health education programme and through the Healthy Schools initiative. Formal assessment arrangements for tracking the academic progress of all pupils are satisfactory, and arrangements for tracking the personal development of the pupils, although informal, are also satisfactory. Teachers, even those new to the school, and support staff know the pupils and their families well, are sensitive to their needs and provide support and guidance. Targets are recorded and are

understood by the pupils. The good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Pupils say that the adults are 'very nice and very kind' and the vast majority of parents say that the school cares well for their children.

23. Induction arrangements are good as a result of effective liaison with the on-site pre-school group and this ensures that children settle happily when they enter the reception class. Similarly, pupils are well prepared for transfer to secondary school. Pupils who start school at times other than the beginning of the school year are well looked after and are made to feel welcome.
24. All pupils are valued and are able to contribute to the life of the school. They make their views known through the school council, which consists of elected members from the pupils in the school. For example, pupils have decided which activities they would like for 'golden time' and have helped to improve the 'buddy' system. They meet regularly and understand their role of representing the opinions of their classmates. They are confident that the headteacher and staff listen to their views and act on them whenever possible.
25. Early identification is made of pupils with special educational needs so that appropriate support is provided as soon as possible. Individual educational plans set out clear, manageable targets that are discussed with the pupils. The support of outside agencies is sought as required. Pupils who have a Statement of Special Educational Needs receive their entitled support and are fully included in the day-to-day life of the school.

Partnership with parents, other schools and the community

The partnership with parents is satisfactory. The links with the community and other schools and colleges are good and make an important contribution to pupils' personal and academic development.

Main strengths and weaknesses

- The majority of parents are very supportive of the school.
- A significant minority of parents express some levels of uncertainty due to recent changes in key personnel.
- Good links with the community make a good contribution to learning.
- Good links with the pre-school group and secondary schools ensure a smooth transfer of pupils.
- Approaches to homework are inconsistent and the school needs to involve parents more with pupils' work at home.

Commentary

26. The vast majority of parents are very satisfied with the school. They feel comfortable about approaching it with any questions and are happy with the procedures to deal with any concerns or complaints. They feel that their children are well cared for, make good progress and are encouraged to be mature and responsible. They also appreciate the good range of activities provided for their children. The inspection team agrees with all these positive views. Overall the school's satisfactory partnership with parents has been sustained since the last inspection and continues to have a supportive impact on pupils' learning.

27. Parents are well informed about the school through the prospectus, weekly newsletter and frequent other correspondence. They are also well informed about their children's progress through consultation evenings and annual and mid-year reports. Their views are regularly sought through the weekly newsletters and are valued by the school. Parents come in to school to help with reading and on trips. The 'Friends of Broughton', a group that includes parents, staff and members of the local community, are very active in raising funds to help the pupils in their learning. Parents of pupils with special educational needs are fully involved in reviewing their child's progress. Following reviews, parents have regular opportunities to discuss the progress made by their children. This has a beneficial impact on their children's learning.
28. At the parents' meeting held prior to the inspection and in questionnaires returned, a significant minority of pupils and parents expressed some levels of uncertainty due to recent changes in the school. There has been a period of significant disruption at the school over the past year due to ongoing changes in key personnel. This has resulted in difficulties with lines of communication. Discussions with parents and pupils during the inspection period, however, indicated that they are happy with the way school has started this term. Teachers and managers are working hard to re-establish more effective procedures to improve these channels of communication. As well as the weekly newsletters and regular parents' evenings there are celebration assemblies and class assemblies when parents are invited into the classrooms. Each year there is an 'open week' for parents to participate in their children's lessons. The school has also arranged curricular sessions to help parents support their children in the learning of basic skills. The headteacher is available to talk to parents on the playground each morning as the pupils arrive.
29. A small minority of parents is worried about bullying and the behaviour of some pupils at lunchtimes. Whilst the inspection team agrees that there are very occasional outbreaks of inappropriate behaviour, there are very few instances of bullying. This is confirmed by the pupils, who also say that behaviour is good and state that they are confident that any instances of bullying, if and when they should happen, are dealt with quickly and efficiently by the staff. The inspection team supports these views.
30. A significant minority of parents does not feel that the school provides appropriate homework. The inspection team finds that currently the school's approach to homework is ineffective and does not involve parents sufficiently with their children's work at home. Effective links with the community include, for example, a good level of involvement with the church and pupils writing articles for the parish magazine and local newspaper. Pupils participate in the village pantomime and use the swimming pool. Members of the police force and fire brigade visit the school and local residents come in to hear the pupils read. The wider community is also used well as an educational resource. For example, pupils have visited Winchester Cathedral and the Houses of Parliament.
31. Links with local schools are productive and support pupils' learning as the school gains access to additional activities for pupils and training for staff. Good links with the secondary school ensure that pupils are well prepared and are able to move confidently to the next stage in their education.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory overall. The leadership of the headteacher and other key staff is satisfactory. Governance and management are satisfactory.

Main strengths and weaknesses

- Following a period of significant disruption, the returning headteacher is re-establishing a shared vision for the future.
- The governing body helps to shape the vision and direction of the school and meets its statutory obligations.
- The partnership between the headteacher and senior governors should be more effective.
- Weaknesses in provision for pupils in Year 2, 3 and 4 and in ICT across the school have not been addressed fully and remain a key area for development.
- The Foundation Stage (provision for children in Year R) is well managed, and this contributes to its overall effectiveness.

Commentary

32. Over the last year, due to changes in key personnel, lines of communication have been constrained. This has restricted the ability of the headteacher and governors to move the school forward well and to maintain the very effective partnerships within leadership and management reported at the last inspection. In addition, roles and responsibilities of the headteacher and senior governors became less clear, restricting the decision-making processes. Indications show that the headteacher and governors are now re-establishing more effective procedures and ways of communicating. As a consequence, the school has a renewed and clearer sense of direction. Governors fulfil their statutory duties, and ensure, for example, that the daily acts of collective worship and provision for racial harmony and special educational needs include pupils equally.
33. New staff appointments have been carefully made that now, for example, provide effective management for the Foundation Stage. Good induction procedures contribute to the immediate effectiveness of these appointments. The targets in the school improvement plan show that most key areas for development have been identified, and this plan has proved a useful tool for steering the school through a difficult period. Governors have aligned themselves with individual targets to help monitor the school's progress in achieving them. Several governors are new to their roles, however, and governance is satisfactory. The school recognises that these targets have not always been sufficiently costed in relation to the budget available, and that it should ensure they are accomplished within the planned timescale.
34. Performance data, such as test results, are routinely being analysed to find out what they show about progress and ways to improve. However, recent staff changes have inhibited the development of co-ordination and the role of leaders in monitoring the provision and development in their subjects, and in areas such as special educational needs, for example, where leadership is satisfactory. This has also resulted, for example, in some underachievement in Years 2, 3 and 4 not yet being fully identified and addressed, particularly in ICT. The challenge to the leadership now is to utilise this opportunity to secure stability in staffing in order to strengthen leadership and management and improve the quality of teaching and learning across the curriculum.

35. The accommodation is used well to enrich pupils' learning, for example, the spacious facilities are used well for physical education. Most resources, except ICT, are used well to support learning. Teaching staff are satisfactorily deployed. However, the deployment of support for teaching and pupils in Years 2, 3 and 4, although satisfactory, is an area that should be stronger. Support staff are used well and make a significant contribution to pupils' learning, especially in helping pupils with special educational needs.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	247,868
Total expenditure	259,984
Expenditure per pupil	4,727

Balances (£)	
Balance from previous year	14,739
Balance carried forward to the next	2,623

36. The headteacher and administrative assistant, with accountancy advice from the local education authority and support from the finance committee of the governing body, ensure secure financial control. However, up-to-date information is not always shared in an effective manner nor is it always presented in an accessible form and this limits the ability of leaders and managers to use information to best effect to rectify identified weaknesses, for example, in ICT. Consequently, financial management and consideration of 'best value' are satisfactory. The governors have introduced a new policy for managing finance to address this issue and took effective action last term to control expenditure. At this time the school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. Provision is good for children in Year R and they achieve well. At the time of inspection, the children were still attending part time, mornings only. The children enter school with a range of attainment, and this varies from year to year. Current children in Year R reflect a broadly average level of attainment in most areas of learning.
38. The teacher in the Year R and 1 class is very new to the school and with good support from the headteacher is already having a positive impact by promoting the children's independence and raising expectations. The leadership and management of this stage of learning are good. Teaching and provision, and consequently the children's achievements, are good in communication, language and literacy and in their mathematical, personal, social and emotional development. These judgements reflect a good improvement since the last inspection. The teacher and learning support assistant nurture the children's self-esteem warmly and successfully. The well-equipped and organised classroom and outdoor areas help to stimulate the children's interest, enthusiasm and independence. Adults are particularly skilful in challenging the children through focused questioning that incorporates the children's ideas. The children's progress is recorded and checked effectively to ensure that teaching builds on the children's previous experience. Caring adults manage and meet the children's pastoral and emotional needs well. New children are welcomed into the school with warmth and care and good relationships and communication with the pre-school group ensure a smooth induction into school life.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well because good teaching encourages them to develop independence and to take a responsibility for their own choice of activity at an early age.
- The children reach a level that is above expectations in this area of learning by the end of the year.

Commentary

39. The teacher and her assistant provide a secure and welcoming environment. Clear expectations of effort and good behaviour are quickly established and the children's interest and enthusiasm are channelled and developed through a wide variety of classroom routines and activities. The children are taught to sit politely and to listen carefully and quietly when adults are talking to them. Whole class introductions begin each session and children do not move to their activities until the teacher has finished outlining the different learning activities planned for the different groups.

40. The children co-operate well with each other, enjoying the company and learning by sharing ideas. For example, when giving examples of words beginning with different sounds, the children benefited from each other's contributions. The teacher has a good knowledge of the philosophy of the 'Foundation Stage' (Year R) curriculum and provides a good balance of teacher led and 'child initiated' (chosen) activities. For example, activities such as sharing and playing with large wheeled toys help to develop the children's independence in learning.
41. The teacher and learning support assistant are diligent in getting to know the children and well-developed assessment procedures are used to plan learning opportunities that match closely with the children's needs. As a consequence, the children feel confident and valued and this promotes their self-esteem, enabling them to enjoy and benefit from their learning. Teaching is good and most children achieve well and reach above average skills in this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teacher and support assistant use questioning to good effect and are promoting the children's speaking skills with increasing success.
- The children listen particularly well and, with encouragement, their speaking skills are on course to meet the early learning goals in this area of learning by the end of the Reception year.

Commentary

42. Children in Year R respond well to clear and consistent guidance and listen attentively. Their speaking skills are less well developed, but in response to the specifically planned and purposeful questioning approach by the teacher and assistant, the children are making good progress in developing their skills further. When sharing the 'big book' story of 'Titch', for example, questions such as, 'What is he doing?' 'Why do you think he's doing that?' stimulated the children, who replied eagerly and with improving clarity. During these sessions, the teacher used specific words effectively, for example, terms such as author, illustrator and publisher, to extend the children's vocabulary. All adults help by speaking clearly and with appropriate expression and provide good role models for the children.
43. The good links with the pre-school which operates in the school hall ensure a productive continuity in children's learning. A creative introduction to writing is successful in promoting the children's confidence and builds well on the well-planned development of the children's knowledge of letters and sounds. The children are encouraged to experiment with their writing and undertake activities such as writing words beginning with the letter 'T' on their own whiteboards. These activities are introduced at an early stage, from the time they enter Year R. Teaching is good in this area of learning and most children are in line to reach expected goals by the end of the year.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- The teacher and learning support assistant use every opportunity to develop the children's numeracy skills and set out a wide range of activities designed to further enhance these skills.
- Teaching and learning are good in this area of learning and children achieve well.

Commentary

44. The children are provided with interesting tasks that are well matched to their mathematical development and the teaching and learning are good. Adults take every opportunity to build on the children's previous skills, for example, by explaining, using practical equipment, size order and addressing the children's confusion between the meanings of 'bigger and shorter'.
45. The teacher and learning support assistant question the children with precision and are diligent in emphasising specific mathematical terms such as tallest and shortest, to reinforce the children's understanding. Many and varied activities are provided to encourage the children to learn by making choices and adults are quick to utilise opportunities for promoting numeracy, for example, by passing a 'Teddy Bear' around the children when gathered in a circle and counting up to twenty. The children achieve well in this area of learning to reach expected early learning goals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, CREATIVE DEVELOPMENT and PHYSICAL DEVELOPMENT

It was not possible to make an overall judgement of the provision or standards in these areas of learning.

46. In **Knowledge and Understanding of the World**, children experience and use a wide range of well-organised resources and learning opportunities. They are encouraged to make choices and to exercise and develop their independence. The teacher and learning support assistant are very knowledgeable and use questioning well to challenge the children and keep them busy. This was seen to good effect, for example, when children were matching or sequencing picture cards. Children are given appropriate opportunities to learn by using computers, for example, extending their numeracy and literacy skills by using related software to support focused activities.
47. In **Creative Development**, children undertake a series of well-planned activities that are designed to also develop their independence. For example, they use their ideas and imagination to good effect in the role-play 'Doctor's Surgery' area. They draw and paint pictures of animals and plants and enjoy singing simple rhymes.
48. In **Physical Development**, children have daily opportunities to develop their physical skills. They use small tools such as scissors regularly to make models using card and paper. They develop their fine motor skills further when cooking, for example. The children also use a good range of outdoor and indoor resources, including a climbing frame, large

wheeled toys, and a good supply of small equipment. These activities are always enjoyable experiences helping to promote their social and physical skills very effectively.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Achievement, although variable, is good over time.
- Standards by the end of Year 6 are above average.
- Standards by the end of Year 2 are below average.
- The school has identified appropriate key areas for development, for example, pupils' writing.

Commentary

49. By the end of Year 6 standards are above average overall and have risen since the last inspection. Staffing has recently changed, but pupils' past work indicates a very effective quality of teaching and learning in Years 5 and 6, which has enabled pupils, including those with special educational needs, to make up lost ground and achieve well. In recent years test results show that Year 6 pupils have attained well above average standards overall. However, the work in books, particularly in other subjects, does not fully reflect this level of skill. The school recognises that writing is a weaker aspect of English. Its current improvement plan shows that writing is to be fostered and further developed through other subjects, and that by improving speaking and listening opportunities, the quality of writing can be further improved. Small year groups and staff changes partly account for some fluctuation in standards and achievement, and limit the comparisons that can be made with the previous inspection. Overall there has been satisfactory improvement.
50. By the end of Year 2 standards in all areas of English are too low and have fallen since the last inspection. From pupils' past work and a lesson seen, the quality of teaching and learning has not been high enough to promote more effective learning. Achievement is unsatisfactory. Instability in teaching and inconsistent provision, and low expectations of teachers and pupils have constrained pupils' achievement in Years 1 and 2. Observation of the teaching and learning of pupils currently in Year 1 shows improvement with more being expected of the pupils and this augurs well for the future. Pupils currently in Year 2 demonstrate limited independence that restricts their learning.
51. During the inspection observed standards in speaking were overall average. Questioning and discussion in lessons were not always sufficiently focused or rigorous to promote the development of spoken language. Pupils' concentration and listening skills were better. A good whole school assembly on feelings did provide opportunities for pupils to respond and contribute, and showed that pupils have the potential to develop higher spoken language skills. This shows satisfactory improvement since the last inspection when speaking and listening, particularly of older pupils, was an issue.

52. Although Year 2 pupils follow a phonic programme, these skills are not always used sufficiently when reading and attempting new words. As a result their reading is at times hesitant and lacking in fluency. Their alphabetical understanding is weak and therefore restricts their use of non-fiction books to locate information. By Year 6 higher attainers read expressively, show some preference for authors and know more fully how to locate information, recognising the importance of using more than one source.
53. Samples of Year 2 writing show that the skills of spelling, grammar, punctuation and handwriting are taught appropriately most of the time, but inconsistently. Some lack of expectation affects both the quality and quantity of the work produced. In Year 6 past work shows that taught writing skills are more consistently evident in pupils' writing. This has resulted in work that is well presented with a good style of handwriting. The work of higher attaining pupils shows a fuller use of punctuation, a more adventurous use of vocabulary and work set out in clear paragraphs.
54. Overall the quality of teaching and learning is satisfactory. In better lessons good planning shows competent subject knowledge and the effective use of teaching assistants to support pupils' learning in mixed age and ability classes. Where teaching is not as effective, or is occasionally unsatisfactory, the pace of lessons is slow, there are low expectations and pupils are not challenged sufficiently. Hence progress is limited. Classes are well managed promoting the pupils' good behaviour. When teaching is stimulating pupils respond well and show positive attitudes to learning, Marking is generally satisfactory, but does not always identify clear ways forward for the pupils and this limits its impact on pupils' learning. The best examples show pupils how they can improve. At times, however, comments offer too much praise and do not reflect the actual quality of work produced. The provision of homework to support classroom learning is inconsistent.
55. Subject co-ordination is satisfactory. Key areas for development have been identified and form part of the school improvement plan. Assessment is used satisfactorily to support the pupils' learning. Pupils' progress year on year has started to be monitored and level targets set for teachers to plan for and pupils to work towards. However, assessment information has not yet clearly identified where there is underachievement in order to both look for the causes and to provide further support. Some past monitoring has identified weaker teaching. Limited monitoring at the start of the school year, following recent staff changes, shows that the co-ordinator is already identifying strengths and weaknesses in current teaching.

Language and literacy across the curriculum

56. Language and literacy are used satisfactorily across the curriculum. The school has begun to link language and literacy and other subjects in its planning. A few good examples were seen in religious education and in science where pupils described their findings. In general, though, pupils do not have enough opportunities to reflect in depth in their writing and this is constraining their achievement in the subject.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Average standards have been maintained by Year 2 since the last inspection, while those in Year 6 have improved and are now above average, representing good achievement overall.
- Teachers have good knowledge and teach well.
- Lessons are planned well and there is an appropriate emphasis on practical work.
- ICT not used satisfactorily to extend pupils' learning.

Commentary

57. Teachers are knowledgeable and confident, planning is secure and therefore pupils learn and progress consistently well as they move from class to class. Evidence gathered from the full range of learning shows that most pupils attain above average standards by the end of Year 6 and average standards at the end of Year 2. These findings represent good and ongoing improvement since the last inspection and show that the subject has an established and strong focus across the school. Much of this improvement also stems from effective curricular leadership over the past couple of years. Teaching and learning across the school are strengthened by the consistent implementation of the plans outlined in the National Numeracy Strategy. In addition, teachers use effective assessment procedures and use these well to target pupils' future learning at an appropriate level.
58. Pupils in Year 1 are now encouraged to show independence and responsibility in their learning and this is aiding their progress. This was seen, for example, when pupils were comparing the lengths and weights of different objects. Pupils in Year 2 complete a good quantity of exercises in number and develop average skills in addition and subtraction. By the end of Year 6, they have a secure grounding in number calculation and use and apply these across the range of mathematical study, for example, when using decimals, calculating distances and using money in real life problem situations. Mental strategies are well taught, with a clear expectation of what pupils should know and how rapidly they should be able to calculate. As a result, good teaching ensures that by Year 6, pupils' achievement is good.
59. Teaching and pupils' learning in lessons are good overall. Teachers manage pupils' behaviour well and promote warm relationships. Pupils' ideas and responses are valued and consequently pupils show interest and enthusiasm. The teachers use learning assistants effectively, especially in helping pupils with special educational needs, and together they use questioning to good effect by, for example, extending the pupils' understanding of mathematical terms. Co-ordination has been an improving and effective feature in recent years, helping to promote good improvement since the last inspection. Strategies to develop the subject are clearly embedded and the current co-ordinator continues the focus effectively. Provision and pupils' learning are evaluated and assessed well and information is put to good effect to inform future teaching and learning, for example, by setting individual targets for improvement for all pupils. Increasingly these are recorded and examined (tracked) to ensure that pupils have their learning needs met and make appropriate progress. Insufficient use of ICT to aid learning in the subject is a weakness, however, that is limiting the pupils' problem-solving and data-handling skills.

Mathematics across the curriculum

60. The pupils' skills in numeracy are developed and used effectively in other subjects, for example, in science when completing block graphs to show the impact of exercise on

pulse rates. Across the school the teachers place a beneficial emphasis on using appropriate mathematical language, for example, terms such as sequencing, perimeters and interpretation, to extend the pupils' vocabulary. The unsatisfactory use of ICT, however, is a limiting factor, to this cross-curricular work.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Mostly good teaching ensures good achievement by all pupils.
- The above average standards reached by pupils at the end of Year 6 represent an improvement compared to the previous inspection.
- Occasionally there is an over-reliance on pupils completing worksheets and this restricts opportunities for them to reflect in writing about their findings.
- The pupils co-operate well during scientific investigations.
- ICT is not used to best effect in supporting pupils' learning.

Commentary

61. Inspection findings show that pupils achieve well in relation to their capability and reach above average standards by the end of Year 6 and average standards by the end of Year 2. Observations of the pupils in school and an examination of their work shows that their 'higher order skills' such as planning, setting-up and evaluating the effectiveness of their own investigations is not as highly developed as the well above average performances in recent National Curriculum tests suggested. Insufficient use of ICT is also constraining data analysis in the subject. Overall, however, most pupils develop their knowledge and understanding to an above average standard by the end of Year 6. They understand and know how to undertake a fair test and predict outcomes with increasing accuracy. For example, the scrutiny of pupils' work showed that in Year 6 pupils were predicting and considering how to make water pure. Pupils show their above average attainment in their written descriptions but higher order learning skills, for example, considering other ways of investigating, are less well developed. The work scrutiny shows that pupils in Year 2 complete 'fair tests' but do not always evaluate the different findings sufficiently. As they grow older, the pupils have increasing opportunities to reflect about their findings, for example, in Years 5 and 6 when considering what plants need to stimulate growth. However, these are not always recorded sufficiently. The pupils enjoy warm relationships that enrich their work and learning.
62. The quality of teaching and learning is good overall. Most lessons are planned well and include opportunities for the pupils to work at their own level. This enables pupils to approach new problems confidently. The teachers share learning objectives with the pupils and this involves pupils successfully in their learning. Teaching and learning are strengthened by the warm relationships and the value placed on pupils' ideas. At times, though, pupils spend too much time completing worksheets rather than experimenting, and this limits progress.
63. In a lesson in the class of Years 2, 3 and 4 the teacher revisited pupils' previous work with care and reinforced the pupils' understanding of 'science'. This strategy promoted the pupils' self-confidence in addressing new lines of enquiry. Pupils were encouraged to

share their own ideas, about different types of food, for example, and this had a positive effect on pupils' learning. At times however, too much of the learning stemmed from the teacher's instruction and this limited the pupils' opportunities to learn through investigation, for example, by selecting from a range of real foods rather than grouping pictures of foods. The teaching of pupils currently in Year 1 is focused to good effect on promoting the pupils' independence and challenges them to observe, investigate and interpret evidence for themselves, for example, when smelling and tasting different flavours of crisps. Most resources are used effectively during practical work and during introductions to motivate and interest the pupils. ICT, however, is not used sufficiently and this is limiting the pupils' skills in data-handling and monitoring.

64. The co-ordinator leads the subject satisfactorily but has insufficient time to monitor standards or to use assessments of the pupils' work to best effect. With support from colleagues, she has been successful in ensuring that the curriculum is planned effectively, helping to improve provision and standards well since the last inspection. There is an increasing and beneficial focus on promoting learning through practical investigation and this is having a positive effect on the pupils' achievement. The subject is resourced well and the use of the improved accommodation and spacious and 'nature rich' outdoor environment has a supportive impact on the pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

65. At the last inspection standards were in line with the national average. With expectations of the subject having increased since that time, standards have declined and are now below average throughout the school. Improvement is unsatisfactory. With staff changes it has been difficult to maintain effective co-ordination for the subject and to develop and maintain teaching skills. A full scheme of work has only recently been put in place. Pupils have yet to work through this in order to develop skills at appropriate levels in all areas of the subject. Achievement is therefore unsatisfactory. Discussion with staff and pupils shows that there are currently many gaps in pupils' learning and that the teaching of ICT has been inconsistent. There was very little recorded evidence of past work.
66. No direct whole class lessons were observed, but on a few occasions pupils were seen receiving satisfactory adult support as individuals or in pairs when using computers. During these activities pupils made some use of computer programs and were able to work through them satisfactorily. Word processing and keyboard skills are currently the focus of learning and were being used satisfactorily. Classroom computers were not used sufficiently during the course of the inspection, showing that pupils do not have enough opportunity to develop their skills.

Information and communication technology across the curriculum

67. ICT is not used sufficiently to support the pupils' learning in other subjects. The scrutiny of pupils' work provided very little evidence of ICT being used to support pupils' learning. Discussion with older pupils showed limited evidence of research from the internet, the use of data-handling programs, or of word processing to present work.

HUMANITIES

Religious education was sampled and is reported below. Geography and history were not inspected.

68. Due to the timing of the inspection in relation to the school's planned curriculum it was possible to observe only one lesson in **religious education**. The subject was therefore sampled and overall provision is not judged. Observations of teachers' plans showed that the curriculum has been improved since the last inspection and is now planned in accordance with the requirements of the locally agreed syllabus. Pupils in Years 5 and 6 were observed enjoying a lesson about good and evil. The teacher built carefully on the pupils' prior knowledge and utilised their observations supportively to develop their thinking. The pupils showed good, maturing attitudes and valued each other's contributions. Their discussions and shared observations about the Hindu story of the Ramayana illustrated the useful contribution such work makes to the pupils' personal development. A scrutiny of the pupils' recorded work shows that they learn the stories of Jesus and make useful connections between stories in other world faiths, for example, Islam. Work in this subject is also supported by good links with school assemblies through themes such as 'Feelings'. The examination of the pupils' work, however, also showed that they have too few opportunities to research by using computers or to reflect at length in writing about religious belief and practice. The curriculum is enriched by links with the local community, for example, visits to the local church to take part in the Harvest Festival.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education was sampled. Art and design, design and technology and music were not inspected.

69. Observations of a few lessons, discussions with staff, pupils and parents and an examination of teachers' plans shows that the school places an increasing emphasis on promoting pupils' learning and experiences in **physical education**. Pupils in Years 2, 3 and 4 considered body movements associated with a poem about a snake to create their own 'snake dance'. Pupils in Year 6 developed their dance skills by interpreting Irish dance movements. Pupils across the school enjoy a wide range of after-school clubs, including for example, athletics, dancing, football, netball and rounders. There was an appropriate emphasis on skills in the lessons seen. Occasionally, however, expectations of the pupils' level of skill development were not always sufficient, and whilst the pupils enjoyed their activity, more could have been achieved during some sessions. Pupils enjoy and benefit from a range of inter-school competitions. The curriculum is planned well and clubs are supported effectively by parents and members of the local community. Most of these opportunities, including swimming, are available to pupils at some stage in Years 3 to 6, but the school does well to include those younger pupils who wish to join in at an earlier stage in some of the clubs. The pupils' enjoyment of these activities contributes to their positive attitudes and good relationships.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship was sampled.

70. No direct teaching was observed and evidence was, therefore, insufficient to report in detail on this area. However, sampling showed that the curriculum is planned well and is strengthened by good connections between assembly themes and with the pupils' work in geography, history and religious education. Health education is a focus for curriculum development and the school's links with the community and other schools create wider opportunities for the pupils to extend their learning in this area. The 'school council',

whereby elected representatives of the pupils raise issues for consideration, is a supportive avenue through which pupils express views and develop their awareness of the school as a community. Work in this area of the curriculum also contributes to the pupils' moral and social development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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

