

INSPECTION REPORT

Uplands Primary School Sandhurst

LEA area: Bracknell Forest

Unique Reference Number: 109847
Inspection number: 182355

Headteacher: Ms Anita Warwick

Reporting inspector: Mr John Earish
23216

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
Type of control:	Local Education Authority
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Bracknell Forest
Name of chair of governors:	Diana Pidgeon O.B.E.
Date of previous inspection:	December 1995

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Diane Willson <i>(Lay Inspector)</i>		Attendance; Support, guidance and pupils welfare; Partnership with parents and the community; Staffing, accommodation and learning resources; Efficiency of the school. Pupils' spiritual, moral, social and cultural development.
Gavin Jones <i>(Team Member)</i>	Mathematics; Music; Physical education; Under fives.	
Jean Morley <i>(Team Member)</i>	English; Geography; Special educational needs.	Curriculum and assessment.
James Walsh <i>(Team Member)</i>	Science; History; Art; Religious education.	Teaching.

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MAIN FINDINGS

What the school does well

- Attainment in speaking and listening, reading, writing, mathematics and science are above national expectations at the end of Key Stage 1.
- Pupils with special educational needs are well supported, and make good progress at both key stages.
- Partnership with parents and the community is very good.
- Financial planning and school administration is very good.
- The headteacher provides positive leadership and is well supported by the governing body.
- Development planning, monitoring and evaluation are very good.

Where the school has weaknesses

- I. Standards in information and communication technology are unsatisfactory at the end of Key Stage 2.
- II. Pupils' writing in Key Stage 2 is functional rather than imaginative or original.
- III. The provision for outdoor play is unsatisfactory for children under five.
- IV. The new behaviour policy is good, but is not being consistently applied across the school.
- V. Pupils with special educational needs do not always have access to the full curriculum. Support outside the classroom results in some pupils missing all, or part, of another lesson, on a regular basis.
- VI. There are insufficient opportunities for higher attaining pupils, particularly at Key Stage 2, to be involved in planning and organising their own work.
- VII. Subject co-ordinators are not sufficiently involved in the close analysis of assessment data generated by school assessments, and end of key stage tests.

The school has many more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be addressed. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Progress since the last inspection has been good. The quality of teaching is now monitored by the headteacher on a termly basis, and curriculum co-ordinators have begun to observe lessons. Ability grouping has been introduced in mathematics and English and the 'More Able' policy has been fully revised. The school's educational priorities and available finance are now carefully considered when the annual budget is drawn up. The governing body, through its finance committee, is working very closely with the headteacher and the local education authority to ensure the future stability of the school. The school has successfully introduced whole school curriculum planning to achieve better continuity and progression. Teachers produce half-termly plans for each curriculum area and weekly, short-term plans, which are monitored by subject co-ordinators. Regular key stage meetings now take place,

and the allocation of curriculum hours has been reviewed to ensure that all subjects have adequate time. There are new policies and schemes of work for all subjects, mostly based on the Qualification and Curriculum Authority [QCA] guidelines. Health and Safety issues mentioned in the previous report have been satisfactorily addressed. Statutory requirements are now being met in relation to the teaching of religious education, the prospectus and governors' annual report to parents.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>Well above average</i>	<i>A</i>
			<i>Above average</i>	<i>B</i>
English	B	D	<i>Average</i>	<i>C</i>
Mathematics	B	C	<i>Below average</i>	<i>D</i>
Science	B	C	<i>Well below average</i>	<i>E</i>

This information shows, for example, that standards in science are average when compared with those of similar schools and are above the national average.

Inspection evidence indicates that attainment in speaking and listening, reading, writing, mathematics, and science at age seven is above national expectations. Standards in information technology are broadly in line with national levels.

At age eleven, standards in speaking and listening are above national expectations. In reading and writing, science and mathematics they are in line with national expectations, and in information technology they are below national levels. The apparent drop in standards is attributable to the fact that unusually just over thirty per cent of the current Year 6 pupils are on the special educational needs register.

Standards in religious education are in line with the expectations of the locally agreed syllabus at both key stages.

Quality of teaching

	Under 5	5 – 7 years	7 – 11 years
Teaching in English	Insufficient evidence	Good	Satisfactory
Mathematics	Insufficient evidence	Satisfactory	Satisfactory
Science		Good	Satisfactory
Information technology		Insufficient evidence	Good
Religious education	Insufficient evidence	Satisfactory	Satisfactory
Other subjects	Insufficient evidence	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

The quality of teaching is satisfactory overall. In just over 92 per cent of lessons teaching was satisfactory to good, and 3 per cent was very good. It was unsatisfactory in just over 4 per cent of lessons. The quality of teaching of literacy and numeracy is satisfactory. At the time of the inspection there were only two children under five, and there is insufficient evidence to make an overall judgement about teaching. However, provision for the two children in the reception class is good. Activities are planned to take into account the national 'Desirable Learning Outcomes for Children's Learning', with clear links to the National Curriculum programmes of study. Activities proceed at a lively pace, and there is good use of questioning to develop children's learning and understanding. There is good teamwork between the class teacher and the support assistant, who are skilful at sustaining the interest and concentration of the youngest children.

Other aspects of the school

Aspect	Comment
Behaviour Attendance	Standards of behaviour are satisfactory throughout the school. Good.
Ethos*	Satisfactory. Pupils are polite, courteous and get on well with each other. The school is committed to raising standards of attainment, and has begun to make progress in achieving this aim.
Leadership and management	Good overall. The quality of leadership and management displayed by the headteacher and governors is very good. The school has undergone a great deal of change during the last two years, but is now well placed to move forward.
Curriculum	Satisfactory. It is broad and balanced
Pupils with special educational needs	Provision for pupils with special educational needs is good overall, and they make satisfactory progress.
Spiritual, moral, social & cultural development	Satisfactory overall. Provision for pupils' spiritual, moral and social development is sound, and provision for cultural development is good.
Staffing, resources and accommodation	Good. Support staff working in classes make a significant contribution to pupils' development. Provision of a safe, secure outside play area with large play equipment for children under five is unsatisfactory.
Value for money	The school provides satisfactory value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- VIII. Children like school.
- IX. It easy to approach the school with questions or problems.
- X. Parents are encouraged to play an active part in life of the school.
- XI. The school achieves high standards of good behaviour.

What some parents are not happy about

- XII. The school gives a clear
- XIII. The way the school handles
- XIV. The work that children are expected

Inspectors' judgements support parents' positive views. Pupils enjoy school, and form good relationships with their teachers and each other. The school has worked hard to involve parents in the life of the school, and they find it easy to approach the headteacher and staff with suggestions and problems. The concern that some parents have about the lack of information provided by the school is not supported by the findings of the inspection team. The quality of information for parents is very good. Parents have recently received curriculum information. They have completed a questionnaire, and have been kept very well informed about the recent changes in staffing, and the restructuring of the classes. Inspection evidence concerning homework suggests that it is set, but is not consistent across all classes. Homework tasks are not always sufficiently challenging.

KEY ISSUES FOR ACTION

To secure recent significant improvements in this rapidly developing school, the headteacher, senior managers, staff and governors should work together and support each other to:

XV. Raise attainment in information technology especially at Key Stage 2 by:

(Paragraphs: 13, 17, 128, 131, 135, 136)

- *. consolidating the good start, already made, in implementing the new scheme of work;
- *. raising levels of staff expertise.

●. Raise standards in writing especially at Key Stage 2 by:

(Paragraphs: 14, 101, 104, 122, 143, 173)

- *. approaching the development of pupils' writing with greater vigour;
- *.improving the range of pupils writing to include a greater number of different forms of writing, for a greater variety of purpose and for different audiences;
- *.improving standards of handwriting through regular practice and the progressive development of pupils' skills from an early age.

●. Improve provision for outdoor play for children under five by:

(Paragraphs: 1, 84, 95)

- *.developing a secure outdoor play area with sufficient large play equipment.

●. Implement consistently the good, new behaviour policy across the school.

(Paragraphs: 31, 57, 113,144, 167)

●. Ensure that appropriate systems are in place to re-integrate pupils with special needs into the classroom on their return from additional teaching.

(Paragraphs: 19, 40, 45)

●. Develop the role of subject co-ordinators by ensuring that they:

(Paragraphs: 47, 48, 79, 115, 124, 155, 176, 182)

- *.identify strengths and weakness within their subjects through regular analysis of assessment data generated by school assessments, end of key stage tests, and pupils' work;
- *.consistently implement all school polices.

●. Provide an increased level of challenge for higher attaining pupils, particularly at Key Stage 2, by:

(Paragraphs: 15, 16, 33, 43, 100, 110, 112, 123)

- *.involving these pupils more in planning and organising their own work;
- *.improving the match of work to their abilities;
- *.raising teachers' expectations.

INTRODUCTION

Characteristics of the school

1.Uplands Primary School is situated in the Central Sandhurst ward. The school serves an area composed mostly of privately owned housing. The school was built in the 1960's, and additional modular classrooms were added in the 1980's to accommodate a rising school roll. Since 1997 the number of pupils has significantly reduced. This has mainly been through demographic changes within the catchment area, and larger than average cohorts of pupils leaving the school each year for the past three years. The school is now returning to the size it was seven years ago.

2.The governors have taken positive and determined action to tackle the fall in pupil numbers with the resultant falls in budget. The deputy headteacher post, one full-time teaching post and two part-time teaching assistants were made redundant during 1997/98. This year, a further two full-time teaching posts were declared redundant.

3.The majority of pupils live within the immediate area, and parents have high expectations of their children, and value the work done by the school. The school works hard to make itself accessible to the community.

4.There are 234 full-time pupils on roll. The majority are from white European families, and there are few pupils from ethnic minority groups. There are thirty-five pupils on the register of special educational needs, of which three have statements. This is below the national average. The percentage of pupils entitled to free school meals is below the national average at 4.27 per cent. During the previous year there has been one fixed-period, and one permanent exclusion.

5.Pupils are admitted at the start of the term in which their fifth birthday falls. At the time of the inspection there were two under fives on roll. The attainment of children on entry to the school is above national expectations, and socio-economic backgrounds are favourable

6.The school aims to provide a challenging learning environment for its pupils, and to continue working to raise attainment within a community that celebrates their achievement. Its current targets in key areas include:

- *.implementing the requirements of the National Literacy Strategy;
- *.introducing the Numeracy Strategy across all classes;
- *.raising standards in English, mathematics and information technology.

1.Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1		Year	Boys	Girls	Total
For latest reporting year:		1998	25	22	47
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Number of pupils at NC Level 2 or Above	Boys	27	24	26	
	Girls	18	17	14	
	Total	45	41	40	
Percentage at NC Level 2 or above	School	100	91	89	
	National	80(80)	81(80)	84(84)	
Teacher Assessments		Reading	Mathematics	Science	
Number of pupils at NC Level 2 or Above	Boys	26	27	25	
	Girls	17	16	16	
	Total	43	43	41	
Percentage at NC Level 2 or above	School	96	96	91	
	National	81(80)	85(84)	86(85)	

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2		Year	Boys	Girls	Total
for latest reporting year:		1998	34	30	64
National Curriculum Test Results		English	Mathematics	Science	
Number of pupils at NC Level 4 or Above	Boys	22	24	26	
	Girls	23	21	27	
	Total	45	45	53	
Percentage at NC Level 4 or above	School	70	70	83	
	National	65(63)	59(62)	69(69)	
Teacher Assessments		English	Mathematics	Science	
Number of pupils at NC Level 4 or Above	Boys	24	24	25	
	Girls	28	24	28	
	Total	52	48	53	
Percentage at NC Level 4 or above	School	81	75	83	
	National	65(63)	65(64)	72(69)	

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised	School	4.4
Absence	National comparative data	5.7
Unauthorised	School	0.0
Absence	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	1

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	3.1
Satisfactory or better	95.4
Less than satisfactory	4.6

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

8. Attainment on entry for children under five is above that normally expected for children of a similar age, and by the time the children reach the age of five, they have made good progress in their personal and social development and sound progress in their mathematical and creative development. They make good progress in their speaking and listening skills and satisfactory progress in their knowledge of the world. As they do not have access to a wide variety of climbing apparatus or large outdoor equipment, their overall physical development is limited.

9. Results of the National Curriculum Tests for 1998 show that, when compared with all schools, the attainment of seven-year-olds is above the national average in reading and writing, and in line with national figures in mathematics. When results are compared with those of similar schools, standards are average in reading and below in writing and mathematics.

2. Inspection findings support the test evidence, and show attainment to be above the national average in reading, writing, speaking and listening, mathematics and science. Attainment in information and communication technology is in line with national expectations, and in religious education it is in line with the expectations of the locally-agreed syllabus. Improvements in mathematics can be explained by the systematic introduction of regular mental arithmetic and the adoption by all teachers of National Numeracy Project strategies. This is having a significant effect on pupils' confidence in dealing with numbers, and on their knowledge and understanding of mathematical concepts. In all other subjects, standards are in line with what would be expected for pupils of a similar age, with the exception of geography, where they are higher.

3. Results of the National Curriculum Tests for 1998 show that in comparison with all schools, attainment of 11 year olds is above the national average in English, mathematics and science. When these results are compared with those of schools with pupils from similar backgrounds, standards are broadly in line in mathematics and science, and below average in English.

4. Inspection findings conflict with the test evidence, and show that the attainment of the current cohort of Year 6 pupils is broadly in line with national averages in mathematics, science, reading and in writing. However, standards in speaking and listening are above national expectations. Year-on-year attainment in classes across Key Stage 2 is above national expectations. However, the school recognises that the apparent drop in standards of the current Year 6 is attributable to the fact that thirty per cent of pupils are on the register of special educational needs. Additionally, the Key Stage 1 test results for these same pupils confirm that they attained national expectations when in Year 2, and they have, therefore, made satisfactory progress throughout the key stage. Inspection evidence indicates that, with the exception of the current Year 6, the higher standards that the school has attained lately are being sustained.

5. Attainment in information and communication technology is below national expectations, but standards in religious education are in line with the expectations of the locally-agreed syllabus. In all other subjects, standards are in line with what would be expected for pupils of a similar age, with the exception geography, where they are higher.

6. Pupils are making satisfactory progress in speaking and listening at both key stages. All pupils read their own work with growing confidence and expression and have regular opportunities to do so. They are articulate and have a good grasp of vocabulary for their age. Listening skills on the other hand, are less well developed. Progress in reading is satisfactory in both key stages. Pupils use a range of strategies to decode unknown words and the majority use phonic skills and contextual clues well. Progress in writing is satisfactory at both key stages. Nearly all of the youngest pupils have a 'sense of sentence' and write to an acceptable length. The most able pupils are using commas, speech marks, question and exclamation marks accurately. In the work of most pupils, spelling is a particular strength and remains so throughout the school. However, most of the writing the older pupils produce is functional rather than imaginative or original. The older pupils are articulate; but the school does not translate their oral skills into writing which embraces adventurous vocabulary, interesting and varied sentence structure and figurative language.

7. Progress in mathematics varies across the school. It is good in Key Stage 1 and satisfactory at Key Stage 2. This is because effective strategies are used as the basis for planning, such as the introduction of regular mental arithmetic, and the use of the draft National Numeracy Strategy materials. Overall, pupils are making satisfactory progress over time in number, shape, space, measure and data handling. The system of setting pupils is already having a positive impact on the progress of the average and lower attaining pupils. However, the higher attaining pupils particularly at Key Stage 2, although identified through testing, are not always being sufficiently challenged. Often they are simply given 'more of the same', when more adventurous and challenging work is needed.

8. Progress in science varies across the school. It is good in Key Stage 1 and satisfactory in Key Stage 2, where it is best at the beginning and end of the key stage. Pupils in Key Stage 1 make good progress, especially in investigative science. The consistent use of well-focused questions by all the teachers successfully extends the pupils' scientific vocabulary' and this enables pupils to build progressively on previous knowledge, skill and understanding. In Key Stage 2, progress is satisfactory. Lower-attaining pupils make good progress when compared to their peer group. Higher-attaining pupils make satisfactory progress, but activities often lack opportunities for these pupils to plan and organise their own work. Pupils are making sound progress in the consolidation of knowledge, skills and understanding across each year group. For example, pupils in Year 3 and 4 can devise fair tests to measure the strength of magnets. They make predictions before conducting a fair test accurately and then record their results using correct scientific vocabulary.

9. Improvement in information and communication technology is one of the school's priorities, and a new range of skills has been successfully introduced, including the use of the Internet and digital imaging. Progress is now good within the range of activities that have been successfully introduced across both key stages. The recently opened information technology room is significantly increasing the available time for individual pupils to practice new skills

and to develop information and communication technology competencies. However, progress overall is satisfactory in Key Stage 1, but unsatisfactory in Key Stage 2. This is because pupils have been unable to develop their skill in all aspects of the subject year by year, because of a lack suitable hardware available within the school.

10. Pupils are making satisfactory progress in religious education at both key stages. In Key Stage 1, pupils are aware that the Bible is the holy book of Christians, and are making sound progress in understanding other world religions, including the festivals and rituals associated with Judaism, Hinduism and Islam. In Key Stage 2, pupils make sound progress in understanding the Christian religion and its impact on people's lives. They make satisfactory progress in identifying the different beliefs and teachings of other faiths, through stories including Guru Nanak. However, pupils are insufficiently encouraged to explore, reflect and respond to religious beliefs, values and experiences.

11. Overall, the majority of pupils with special educational learning needs are making good progress towards their individual targets within classes. This is largely due to the good level of support they receive from class teachers and learning support staff. However, these pupils do not always have access to the full curriculum. Support outside the classroom results in some pupils missing all or part of another lesson on a regular basis – art or physical education for example. This is unsatisfactory because, currently, there are no appropriate systems in place either to integrate pupils back into the classroom on their return, or to ensure that they are not disadvantaged by their absence from it. However, the quality of support that they do receive during withdrawal sessions is very good and, as such, is far too valuable to discard.

Attitudes, behaviour and personal development

12. Overall, pupils' attitude to their work is satisfactory. The majority of pupils concentrate well, and listen carefully to their teachers. They are eager to answer questions and join in discussion. When given a challenging task, for example, during a historical simulation based on the court of King Henry VIII, pupils responded with enthusiasm, and asked relevant and thoughtful questions. However, in some classes a number of pupils lose interest when they are not sufficiently challenged, or work is not appropriately matched to their ability.

13. By the time the children reach the age of five, their personal and social development is at least satisfactory and in some cases it is good. They are attentive and respond positively when asked. Children are well behaved, eager to please, and can work collaboratively or by themselves. They are able to find and use resources well, and learn quickly that they have responsibilities for tidying up after themselves.

14. Behaviour in lessons, and around the school is satisfactory overall. The great majority of pupils are courteous and polite to adults, and greet visitors in a friendly manner. They quickly learn to distinguish between right and wrong, and know what is acceptable behaviour. However, when there is insufficiently challenging work, a minority of pupils display inappropriate behaviour such as calling out, and do not carefully follow the teachers' instructions. The great majority of pupils behave well in the playground, but a minority were observed running in, and through, a flowerbed, trampling on low-lying shrubs. There have been two exclusions over the past year, one fixed term and one permanent.

15.The relationships between pupils are good. They share resources well, and co-operate well together in paired and group work. For example, in the newly converted information and communication technology room, pupils helped each other to familiarise themselves with the new equipment. The great majority show respect and listen to each other's views and beliefs. A good example of this was seen during an infant assembly, where pupils were given the opportunity to discuss occasions they had shared things with a friend or member of the family.

16.Pupils' personal development is satisfactory. Pupils have responsibilities within their classrooms and around the school. For example, Year 6 pupils act as prefects, and are assigned to younger classes to help during wet playtimes, and help them to line up in the playground before entering their classrooms. The school choir takes part in local music and dance festivals, and entertains the local 'Good Neighbours Club'. Pupils willingly help to raise money for local and national charities. The great majority of pupils are eager to please and show a willingness to improve their work. However, in some lessons, over-directed teaching does not allow more able pupils to take responsibility for their own learning.

Attendance

17.Since the last inspection, attendance rates have remained above the national average and are good. However, there has been a small gradual decline in the attendance rate, which needs to be monitored. The unauthorised absence rate is low and below the national average. The great majority of pupils come to school on time, and make a prompt start to the school day. Pupils' good attendance contributes positively towards their standards of attainment, since they can make regular, uninterrupted progress in their work.

QUALITY OF EDUCATION PROVIDED

Teaching

18.The quality of teaching is satisfactory overall. In just over 95 per cent of the lessons observed, the quality of teaching was at least satisfactory and in 43 per cent it was good. In 49.2 per cent it was satisfactory, with just under five per cent of lessons unsatisfactory.

19.These inspection findings are better than those reported during the last inspection, when teaching at Key Stage 2 was described as variable.

20.During the inspection there were only two children under five on the school roll, and there is insufficient evidence to make an overall judgement about teaching. However, provision for the two children in the reception class is good. In the limited number of lessons seen, activities are planned to take into account the national 'Desirable Learning Outcomes for Children's Learning', with clear links to the National Curriculum programmes of study. Activities proceed at a lively pace, and there is good use of questioning to develop children's learning and understanding. There is good teamwork between the class teacher and support assistant, who are skilful at sustaining the interest and concentration of the youngest children.

21.In Key Stage 1, the quality of teaching is satisfactory overall, with some good features. In this key stage just under 44 per cent of lessons were good or better, and no unsatisfactory teaching was observed. The quality of teaching in Key Stage 2 is also satisfactory. Two per cent of lessons were very good, just under 44 per cent were good and 48 per cent were satisfactory. Six per cent were unsatisfactory.

22.In the best lessons in both key stages, teachers know their subjects well. Planning is detailed, takes account of previous learning, and is well matched to the differing levels of attainment of all pupils. There is a good balance between activities directed by the teacher, and opportunities for pupils to learn through investigation. Teachers' responses are positive and encouraging. This was illustrated in a religious education lesson where the teacher displayed good knowledge of the Sikh faith, and ensured, through direct questioning, that pupils gained a good understanding of the religion. In a Year 6 geography lesson, the teacher displayed good subject knowledge and extended the learning across other areas of the curriculum. A good feature of these lessons is the skilful way in which teachers use question and answer techniques, particularly in mathematics, science and history.

23.When teaching is satisfactory lessons are well planned, teachers have a sound understanding of what they are to teach, and resources are well matched to the differing needs of pupils. There is a satisfactory pace to lessons, and time is given for learning, for consolidation of skills, and for reflection. However, there are occasions when teachers accept work which is not sufficiently well presented, and do not deal consistently, according to the school behaviour policy, with the poor behaviour of a small minority of pupils. In some lessons activities are too prescribed, and opportunities are missed to challenge higher-attaining pupils to plan and resource their own research and investigations.

24. When teaching is unsatisfactory expectations of behaviour are insufficiently high and teaching fails to captivate or inspire pupils, even when teachers know their subjects well. Pupils do not understand clearly what is being taught or what they are to do as the lesson progresses.

25. Lesson planning is satisfactory overall. Long and medium term planning is based on the national QCA subject guidelines. However, short-term planning varies across the school, in quality and content. The best planning shows in detail what pupils are going to learn, how the learning will be structured, the pupil grouping and the resources required. All teachers plan for the full ability range, but on some occasions tasks are not sufficiently well matched to the abilities of higher-attaining pupils.

26. The high priority given to literacy and numeracy within the school is appropriate, and lessons are planned in line with the National Numeracy and Literacy Strategies. Literacy is planned well and provides a structured progression of skills for pupils. Numeracy is also well planned, and mental arithmetic is well used by teachers to assess pupils' knowledge and understanding. It is common to observe teachers introducing lessons to the whole class and, at the end of the lesson, summing up with the class what has been learned; this has a beneficial effect on pupils' progress.

27. There is a satisfactory range of methods and strategies to support pupils' learning. Pupils are grouped according to prior attainment for literacy and numeracy throughout the school. These arrangements work well and pupils are generally prompt to start lessons. Most lessons have a sound balance of activities, and introductory sessions successfully consolidate previous learning and prepare pupils for group and individual work. At the end of sessions, teachers make time to sum up with pupils what they have learned, in order that they might be able to evaluate their work and that of others. A good example of this was when a Year 5/6 teacher asked pupils to read out their historical accounts of Victorian childhood experiences so that they could share what they had learned.

28. The management of pupils is satisfactory, and allows learning to continue unhindered for most of the time. Occasionally, when pupils are leaving the classroom to join their sets for mathematics and English, teachers are not sufficiently in control, and some pupils become noisy and confused. However, the setting arrangements are new, and at the time of the inspection routines had been in place for only three weeks. Relationships are good between teachers and pupils throughout the school.

29. Time and resources are used satisfactorily in both key stages. Teachers set a good pace in most lessons, which generally start on time. Good use is made of support assistants who work closely with the class teacher.

30. Teachers build effectively on pupils' previous learning and assess their work appropriately, on a regular basis, through questioning. Marking is satisfactory in most subjects, and teachers share additional comments with pupils. In some subjects teachers do not keep sufficiently detailed records of pupils' progress, and rely on their good knowledge of the pupils and formal assessment data to plan the next stage of learning.

31.Homework is set across the school. A homework diary has been introduced for pupils in Key Stage 2. At the recent parents' meeting, some parents felt that homework tasks were often unimaginative and repetitive. This is supported by inspection evidence, which suggests that although homework is set, it is not always sufficiently challenging.

32.Teachers generally provide well for pupils with special educational needs, particularly in English and mathematics. The individual support they receive is effective, and all teachers and support assistants co-operate effectively to ensure that these pupils make good progress towards the targets set in their individual education plans. However, these pupils do miss sections of lessons, when they are supported outside the classroom, and, for the most part, teachers make inadequate arrangements to ensure that they are not disadvantaged by this system when they return to the classroom.

The curriculum and assessment

33.The school has addressed the curriculum issue, highlighted in the last inspection report. It has, 'improved curricular planning to achieve better continuity and progression and to ensure appropriate coverage of the National Curriculum programme of study'. In doing this, it has also ensured that all subjects of the National Curriculum now have adequate time allocated to them.

34.The curriculum for children under the age of five is satisfactory overall, and offers an appropriate range of experiences based on what is recommended for this age group. However, provision of a safe, secure outside play area with large play equipment to improve their large motor skills is unsatisfactory.

35.Although it has some weaknesses, the school's curriculum is broad and balanced and meets statutory requirements. It adequately promotes pupils' physical and intellectual development, because it allows pupils, progressively, to acquire skills, knowledge and understanding. It is not always successful, however, in providing opportunities to promote the personal development of pupils. This is because there is no whole school agreement on the consistent and rigorous implementation of the school's behaviour policy. This has a negative impact on some pupils' learning because, as a direct result, some pupils do not develop the inclination to work hard without very direct teacher supervision. Additionally, the curriculum provides too few opportunities for higher attaining pupils to take responsibility for their own learning.

36.The school plans adequately in English, mathematics, science and religious education and, although not yet fully effective, the newly-implemented scheme of work for information and communication technology is beginning to have a very positive effect on the progress that pupils make. In design and technology, geography, history and music, the school has adopted published schemes of work. This is a very recent development and the school has yet to realise the full impact of the wise decision it has made. There are clear plans to replace the existing, barely adequate schemes for art and physical education with published schemes as soon as they are available. The school promotes literacy well across the curriculum, offering pupils opportunities to produce longer pieces of writing in most subjects, particularly in history and religious education. This is a positive feature of the curriculum.

37. Pupils with special educational needs do not always have access to the full curriculum. Support outside the classroom results in some pupils missing all or part of another lesson on a regular basis – art or physical education for example. This is unsatisfactory because, currently, there are no appropriate systems in place either to re-integrate pupils into the classroom on their return, or to ensure that they are not disadvantaged by their absence from it. However, the quality of support that they do receive during withdrawal sessions is very good and, as such, is far too valuable to discard. The co-ordinator has correctly identified ways in which the current, good system of support can be further improved. These are: the earlier identification of pupils who are experiencing difficulty in the classroom; more specific 'triggers' for identifying pupils to complement the good professional judgement which class teachers already use; an extension of the support the school offers to include mathematics and, lastly, support to the most able pupils in school. Assessment systems in place for pupils with special educational needs are effective and give a clear indication of the progress they make. Individual education plans drawn up for pupils are used well. The school follows the guidance in the Code of Practice.

38. The school has a satisfactory policy for sex education and drug awareness. The curriculum is enriched through a good range of extra curricular activities. They include clubs for calligraphy, choir, cookery, dance, netball, running, recorders and football. These involve nearly all staff and the majority of pupils in Key Stage 2.

39. The school is developing effective strategies to assess pupils' attainment. In addition to baseline assessment, the school uses standardised tests to assess pupils' standards in reading and mathematics. Together with the results of national testing, this assessment data is sufficient to enable the school to identify strengths and weaknesses in overall performance. It gives teachers valuable information that helps them to group pupils, to plan future lessons and to set realistic but challenging targets for individuals, groups, and cohorts at both key stages. Additionally, however, the school is wisely considering the use of optional assessment tests in Years 3, 4 and 5 to enhance the currently satisfactory assessment procedures, in order to enable co-ordinators to be very specific about particular areas of strength and weakness.

40. The school has begun to make satisfactory use of this assessment data. Currently, however, the responsibility for the analysis rests too heavily with the headteacher. There is too little active involvement in data analysis by the assessment co-ordinators to establish targets aimed at raising standards. Additionally, subject co-ordinators are not adequately aware of the strengths and weaknesses in the subjects for which they are responsible. They do not undertake the close analysis of assessment data generated by school assessments, end of key stage tests, and the monitoring of pupils' day-to-day achievements, which would make this possible.

Pupils' spiritual, moral, social and cultural development

41. The provision that the school makes for the spiritual, moral, social and cultural development of pupils is satisfactory overall. At the last inspection the provision for both spiritual and cultural development were noted as weaker elements. Both of these have improved since the last inspection, and the provision for cultural development is now good.

42. The provision for pupils' spiritual development is satisfactory. The school fulfils the requirements to provide daily acts of collective worship. Through prayer and collective worship, during class and whole school assemblies, pupils have opportunities to reflect on their own lives and those of other people. There are satisfactory opportunities for pupils to develop their spiritual awareness through the formal taught curriculum. For example, they examine a number of world religions and reflect on the images which Hindus, Muslims and Christians have of their gods. Others respond with awe and wonder at the works of famous artists such as Van Gogh and Kandinsky.

43. The provision for pupils' moral development is satisfactory and reflects the aims of the school. Whilst staff, parents and governors all have high expectations of behaviour required in the school, there is an inconsistency in the way the behaviour policy is put into practice. As a result, some pupils are confused and do not always have a clear picture of what is expected of them and how they will be treated if they transgress. Pupils do have a clear picture of natural justice and are capable of working hard to support a number of charities and organisations working for those children who are less fortunate than themselves. Each year the pupils support a charity, and recently raised over a thousand pounds to purchase a heart monitor for a local children's hospital. At the same time, they all supported a pupil who was given a national 'Child of Achievement' award. They freely celebrated her success and joined her in money raising activities.

44. There is satisfactory provision for the pupils' social development. Pupils in all classes take on regular, helpful tasks with enthusiasm, while school monitors help by setting out equipment and distributing registers and newsletters. Year 6 pupils also take on roles as prefects in the school. They take these roles seriously and can be seen supervising the younger pupils lining up after break time, and even helping younger ones read blessings during a Harvest Festival assembly. Within lessons, pupils are given good opportunities to work in small groups and as a whole class. In a Year 1/2 dance lesson, pupils co-operate well with each other as they perform to jungle music. Year 6 pupils, working with a visiting coach at rugby skills, happily work in teams for both skills practice and for small-side games. Pupils collect and then deliver small food parcels to the local elderly folk, and then, later in the term, they will sing Christmas songs for them. The wide selection of educational visits made by the pupils, including a visit to France, gives pupils confidence at being away from both school and parents, building their self-reliance and self-confidence.

45. Cultural development, noted as being a weaker element at the last inspection, is now good. Pupils have a growing understanding of their own cultural background. This is gained through work in both history and geography. Well developed topics on the years around the Second World War, and then again on the Tudor period and the Vikings, give pupils a clear understanding of both modern history and of the effects that ancient history has had on the pupils' lives. Through geographical studies on their own locality in Sandhurst, and studies of places further afield in the Peak District and then in India, pupils have opportunities to compare and contrast their lives and localities with those of other people.

46. Pupils now have better access to opportunities to develop their multi-cultural understanding of the world in which they live. Work in religious education provides them with good opportunities to look closely at such faiths as Judaism and Islam, in order to gain an understanding of the cultural and faith background of large sections of the world community. The satisfactory stock of ethnic musical instruments allows pupils to emulate some of the musical traditions of other countries, but this aspect of music is not sufficiently well exploited.

47. The spiritual, moral, social and cultural development of the children who are under five is satisfactory. The social development of the children is good. They mix well with the pupils who are slightly older and settle quickly to school, with many benefiting from the good start provided by the on-site nursery provision.

Support, guidance and pupils' welfare

48. Overall, the provision for pupils' support, welfare and guidance is sound. Teachers and non-teaching staff know the pupils very well and offer them encouragement and support, and the school monitors adequately pupils' academic progress. The work of the school is further enhanced by the full use it makes of outside agencies, such as the educational psychologist, a learning support teacher, a hearing impairment specialist teacher, and the school nurse.

49. The procedures for monitoring and promoting good behaviour are unsatisfactory. As a result of the previous inspection report, the new headteacher has consulted widely and recently drawn up a good new behaviour policy. However, this now needs to be consistently applied across the school, and has yet to make an impact. Parents indicate that they are supportive of the school's behaviour policy. Incidents of poor behaviour are recorded, and monitored by the headteacher. Procedures are in place to deal with any incidents of bullying should they arise. These incidents are rare, and pupils understand the action they must take if they feel threatened in any way. No signs of bullying were seen during the week of the inspection.

50. Overall, the school has satisfactory procedures for monitoring and promoting good attendance. The school places a high emphasis on the need for regular attendance. Parents are encouraged not to take their child out of school during term time for their annual holiday, and pupils with very good attendance are rewarded with a certificate at the end of the school year. Following the last inspection, the rates of absence are now reported in the school prospectus and in governors' annual report to parents. Currently, monitoring of attendance rests primarily with class teachers, the school secretary, and the educational social worker. Incidents of constant absence are drawn to the attention of the headteacher, who formally scrutinises registers once a term. The reporting of absence is not fully met. Parents are informed of the number of unauthorised absences on the annual report, but the number of authorised absences is not shown. The school is now aware of this deficiency, and has plans to adjust the format for the next annual report.

51. The school has sound procedures to ensure the wellbeing, health and safety of pupils. Health and safety procedures are overseen by the headteacher, and governors are involved in regular inspections of the school site. The governing body is currently reviewing the health

and safety policy. Appropriate procedures are in place to ensure the safety of pupils on

school visits, and three members of staff hold current full first-aid certificates. The school site is kept clean and tidy, and in good repair. The school has a designated child protection co-ordinator, and effective procedures are in place should any incident occur

Partnership with parents and the community

52. Overall, the school's partnership with parents and the community is very good, and a strength of the school. Parents make a very valuable contribution to the school. They are involved with their children's work at home through reading and other homework assignments. Parents help in the classroom with, for example, reading, computers and working with small groups. Parental help has enabled the school to up-date the colour coding on the reading-scheme books, bar-code the books in the library, and enter them on to the new computer system. Parents also offer their help in other practical ways, such as repainting the school hall and helping with a 'Gardening Day'. A very active Parent Teacher Association organises a wide range of events, which make a significant contribution to the social and fund-raising life of the school. These considerable funds provide extra resources for the leasing of computer equipment for the classrooms, installing a computer system for the library, and purchasing a shed for the storage of games equipment. The school greatly values the support of parents, and shows appreciation by holding an afternoon tea in the summer term for all helpers.

53. The quality of information for parents is very good. The concern that some parents have, about the lack of information being provided by the school, is not supported by the findings of the inspection team. Parents receive good information through a very informative prospectus and governors' annual report, both of which now meet statutory requirements. They have had opportunities to attend curriculum evenings to discuss reading, spelling, and the Literacy Hour. The school has arranged this term for parents to receive information about what their children will be learning, which has been well received by parents. After a recent information meeting held for parents of children in Key Stage 1, a resume was sent to those parents who were unable to attend. Parents receive copious amounts of information through regular newsletters, from both the school and the Parent Teacher Association. They have been able to complete questionnaires sent out by the school, and have been given an opportunity to discuss these issues at a meeting with the governing body. Parents have been kept very well informed about the recent changes in staffing, and the restructuring of classes, and are consulted on various aspects of school policy, such as the review of the behaviour policy and the future of the school swimming pool. Parents are kept informed about their children's progress in an annual report, and are offered two consultation evenings during the school year, together with further opportunities to discuss their child's annual report in July. Parents indicate that they feel able to approach the school at any other time with any problems or questions they may have. The quality of information parents receive about their children's work has improved since the last inspection, but in some classes the annual report does not always sufficiently identify where pupils can improve the quality of their work.

54. Parents of children under five receive satisfactory information about their children's progress in their early weeks at the school, and the reception teacher is available to discuss any problems with parents, both before and after school.

55.The school continues to enjoy very strong links with the community. Particularly strong links have been developed with the senior citizens day centre, and with the 'Good Neighbours Club'. Pupils hold parties for the club members at the school, and make visits to their centre to play recorder, read stories and perform extracts from their Christmas production. Year 6 pupils, accompanied by parents, deliver Harvest Festival gifts to members of the local community. During Book Week, pupils visit the local library, and members of the Thames Valley Tigers and local dignitaries read to the children. The school choir took part in the 'Ocean World' concert in Bracknell, and the annual Bracknell Forest Schools' Carol Concert. Pupils recently raised considerable funds for their local hospital, enabling it to buy a heart monitor for babies. Pupils enjoy the valuable expertise of a local, national athletics champion, who supports and guides them in the development of their running and throwing skills. Pupils have many opportunities to take part in local sporting events including Kwik Cricket, cross-country relays and athletics championships. The school welcomes visitors from wide range of local organisations including the local churches, dance groups, theatre groups, a sanctuary for sick birds, and the local police. Sponsorship and links with local and national companies have made significant contributions to the school's resources.

56.The school's very good partnership with parents and the community makes a significant contribution to pupils' achievement and personal development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

57.Leadership and management of the school is good overall. The headteacher and governors provide very good leadership, and have a clear vision for the future development of the school. Since the last inspection in 1995, the school has been through a period of turbulent change. On appointment two years ago, the headteacher was immediately faced with asking the governors to consider implementing redundancy procedures in order to secure the future financial stability of the school. These procedures had to be repeated again last academic year. She also identified as unsatisfactory the progression and continuity of the curriculum, procedures for assessing pupil's attainment, the use of assessment information, and aspects of planning. A good start has been made on restructuring the school with the full knowledge, support and approval of the governing body, and changes are already having an impact on the standards achieved by pupils. The headteacher and governors continue to show a high level of commitment to the continued development of the school, and they have shared their vision with the wider community, including parents and staff. However, in order to secure present improvements and to promote future developments all members of the school community, including senior managers, staff, governors and parents, must redouble their efforts to work as a team and support each other with a shared sense of vision and commitment.

58.The headteacher and senior managers play an active role in the day-to-day organisation of the school. They know pupils, and the area that the school serves, well. The governing body is very supportive and successfully fulfils its role as critical friend to the school. It is very well organised and fulfils its legal responsibilities by means of an effective committee

structure. Governors take a keen interest in the work of the school. The headteacher provides informative and detailed reports, which enable the governing body to have a good oversight of the progress and implementation of the school development plan. All the principal statutory requirements that were examined during the inspection were well met.

59. The school development plan is very good. It is detailed, and identifies strengths, weaknesses and areas for improvement. It makes clear the tasks and key persons involved in changing aspects of the school. Intended outcomes by a specific date are clearly stated, and the people who are designated to evaluate the success of the initiative are named.

60. Following the last inspection in December 1995, an inspection plan was prepared, which sets out targets for future development. Since the appointment of the new headteacher progress has been good, and most targets are being met effectively.

61. **Key Issue 1:** *'Seek ways to raise the quality of teaching in some classes in Key Stage 2 to improve pupils' learning and the standards they achieve'*

62. Progress has been good. The quality of teaching is monitored by the headteacher on a termly basis, and curriculum co-ordinators have begun to observe lessons and are also feeding back to staff. Grouping by prior attainment has been introduced in mathematics and English and the 'more able pupils policy' has been fully revised. Teachers produce half-termly plans for each curriculum area and weekly short-term plans, which are monitored by subject co-ordinators. There have been opportunities for teachers to attend in-service training [INSET] courses run by the local education authority, together with the school's own programme of INSET, and regular professional development interviews.

63. **Key Issue 2:** *'Establish more effective procedures for strategic planning and introduce systems to monitor, review and evaluate the effectiveness of provision'*

64. Progress has been very good. The school's educational priorities and available finance are now carefully considered when drawing up the annual budget. Curriculum co-ordinators draw up their priorities for their areas of responsibility, and the staff meet to discuss whole school issues. The governing body, through its finance committee is working very closely with the headteacher and the local education authority to ensure the future stability of the school. Each term, the governors' strategic review committee, comprising the chair of governors, the chairmen of each of the committees, and the headteacher, monitors the strategic plan. They evaluate progress against agreed success criteria, and report to the full governing body.

65. **Key Issue 3:** *'Improve curricular planning to achieve better continuity and progress and ensure appropriate coverage of the National Curriculum programmes of study'*

66. Progress has been good: The school has recently addressed this issue, successfully, by introducing whole-school curriculum planning to achieve better continuity and progression. Regular key stage meetings now take place, and the allocation of curriculum hours has been reviewed to ensure that all subjects of the National Curriculum have adequate time. There are now policies and detailed schemes of work for all subjects, mostly based on qualification and curriculum authority guidelines, and systematic curriculum monitoring.

67.Key Issue 4: *'Address the following health and safety issues;*

- *. procedures to be followed in physical education lessons;*
- *. emergency exit from the special needs teaching room'*

1.Progress has been satisfactory. Escape routes have been clearly signed from the special needs teaching room, after consultation with the local fire officer. Plans are in place to install a new exit when existing windows are replaced. Health and safety procedures for physical education lessons are now based on local education authority guidelines. However, some teachers are inconsistent in the application of guidelines about the safe carrying of apparatus, safe positioning of equipment and the need for pupils to respond exactly to the tasks set for them.

2.Key Issue 5: *'Ensure that statutory requirements are met in relation to ;*

- *. teaching religious education;*
- *. reporting to all parents on their children's progress in religious education, the information provided in the prospectus and the governors' annual report to parents'*

1.Progress has been good. Statutory requirements are now being well met in relation to the teaching of religious education. All the principal statutory requirements that were examined during the inspection regarding the prospectus and governors' annual report to parents were well met.

2.The support and monitoring of teaching and the curriculum are satisfactory overall. There is good quality support and monitoring of teaching and curriculum development by the headteacher, supported by the senior managers. They regularly visit classrooms, have discussions with co-ordinators, and evaluate statutory assessment tasks. All these help to provide a clear picture of progress of pupils in school. However, the monitoring of planning, teaching and learning by co-ordinators is only satisfactory. Some of them are not adequately aware of the strengths and weaknesses in their subjects because they do not undertake the close analysis of assessment data generated by school assessments, end of key stage tests, and day to day pupils' work, which would make this possible.

3.The very recently-appointed special educational needs co-ordinator manages the day-to-day systems well. She has rightly recognised the action that needs to be taken in order to extend and enhance the good levels of literacy support currently in place. A high level of commitment and support is shown by the governing body and a clear statement about special needs provision is included in the governors' annual report to parents.

4.The school's ethos is sound and is fully reflected in its work. It is based on clear aims to create a welcoming, safe and stimulating learning environment. Pupils with special educational needs are very well supported and receive extra teaching, through effective individual education plans. The school is committed to raising standards of attainment, and has begun to make progress in achieving this aim. However, although there are some features of subject leadership and management that need improvement, there are many good features that provide a secure base for future development.

Staffing, accommodation and learning resources

5.The school is adequately staffed and teachers are appropriately qualified to teach the subjects of the National Curriculum. Subject co-ordinators have received appropriate training to enable them to effectively take the lead in their areas of responsibility. The provision of classroom support staff is good. They are well trained and make a positive contribution to the school. The daily administration, caretaking, and midday supervision is carried out smoothly and conscientiously.

6.Arrangements for the professional development of staff are good. They are well organised and fully costed, with training matched against whole school and individual needs. The staff appraisal process is in line with requirements. There are job descriptions, which outline general duties as well as specific curriculum responsibilities. A comprehensive staff handbook has been prepared, which fully supports the day-to-day running of the school. The reception teacher is nursery trained, but has yet to have the opportunity of seeing other reception classes at work.

7.The accommodation both inside and outside the school is good, and is kept clean and well maintained. The school has benefited from a recent building programme to create an information technology room, as well as the renovation and redecoration of public areas, all of which have made a positive contribution to the overall quality of the accommodation. The school grounds provide a very attractive environment with ample space for the provision of physical education, including hard playing surfaces and a small field. The reception class is housed in a modular classroom, which provides adequate space for activities for children under five. However, there is no secure outdoor play area with large play equipment, although they do have good access to the school hall and the hard and grassed play areas.

8.Overall the school has good resources. This is an improvement on the last inspection, when resources in religious education, science and music were identified as having 'some gaps'. These have been successfully addressed and music resources are now satisfactory, and science and religious education are good. The school has recently benefited from a new computer system for the recently established information technology room. The library is very well stocked with books and also has a new computer installed. During the inspection week, the computerisation of the library stocks had just been completed. Currently, the library is underused, but the school is introducing a programme for the development of research and library skills after half term.

The efficiency of the school

9.The headteacher and the governors work hard to ensure that educational developments are supported through very good financial planning. Governors have a long-term, costed strategic plan through which the school's objectives are prioritised, and their effectiveness evaluated. The school's educational priorities and available finance are carefully considered when drawing up the annual budget. Curriculum co-ordinators draw up their priorities for their areas of responsibility, and staff meet to discuss whole school issues.

10.The governing body, through its finance committee, is fully involved in financial matters

and very well informed about them. They have a very clear grasp of funding issues, budget setting and spending priorities. For example, they are fully aware of the need to match staffing levels to the constraints of the available budget. They are working very closely with the headteacher and the local education authority to ensure the future stability of the school. Each term, the strategic plan is monitored by a governors' review committee, comprising of the chair of governors, the chairmen of each of the governors' committees, the headteacher, the senior management team, and the teacher governors.

11.The deployment of teaching staff is satisfactory overall. However, due to the need for redundancies over the past two years, one teacher is currently teaching in a year base for which she has little recent experience. The school makes good use of support staff, who make a valuable contribution to pupils' learning, although occasionally some non-teaching staff spend parts of lessons unoccupied, listening to the teacher's initial introduction to the lesson. The school makes satisfactory use of accommodation and resources for learning. The recent conversion of an art area to an information technology room makes a positive contribution to pupils' learning. However, at the time of the inspection the room had only been in operation for one week, and the school is still experimenting with the use of this area.

12.The education of the children who are under five is efficient and effective. Good use is made of the existing accommodation and very good use is made of the ancillary staff to support children under five.

13.Financial control is very good. The administrative team work closely together to ensure the smooth, day-to-day running of the school. Staff follow clear procedures to ensure that financial transactions are checked and balanced. An audit, undertaken a year prior to the inspection, revealed no recommendations for action.

14.Children enter the reception class with good levels of attainment. They make satisfactory progress at Key Stage 1 and Key Stage 2. Pupils achieve standards above the nationally expected levels in English, mathematics and science by the age of eleven. Pupils' attitudes to learning, behaviour, and personal development are satisfactory, and relationships with others are good. The quality of teaching is satisfactory at Key Stage 1 and Key Stage 2. The school's curriculum is sound for the core subjects. Procedures for assessing pupils' attainment and the use of assessment to inform curriculum planning are satisfactory. However, unit costs per pupil are high. In view of the educational standards achieved, the good progress since the last inspection and the satisfactory capacity that the school has to improve, the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

15.Children join the school from a private nursery located on the school site, and from local playgroups based in the community. A significant minority of children also enter the school having had no previous pre-school experience.

16.The school has good arrangement for the admissions of children at the beginning of each term. At the time of the inspection there were two children under five who had very recently started school full time, and there is consequently insufficient evidence to support judgements about attainment and progress. These children are incorporated within the reception class of twenty pupils who have already reached their fifth birthday. The school provides full time ancillary support for the under fives.

17.The management and curriculum development of children under five is good. On entry to the school, baseline assessments are completed to enable the class teacher to plan work appropriate to the needs of each individual. While taking account of the Desirable Outcomes for Children's Learning as a basis for the curriculum, due regard is given to effectively working toward the National Curriculum Programmes of Study. Children under five would usually start lessons with their slightly older peers, for example when working on literacy and numeracy. However, they then work with the ancillary assistant to follow the remainder of the lesson in a very much smaller group receiving close support. In this way the children have access to the Desirable Outcomes for Learning, but equally are well prepared for entry to the National Curriculum when they are five. Children who cause concern are quickly identified, and appropriate strategies for support are provided. Parental involvement is a strength of the school, and contributes effectively in promoting good progress. There is very good teamwork between the ancillary support and the class teacher. The class teacher is nursery trained, and she shares planning with other adult helpers on a daily basis in order to ensure that the children receive appropriate teaching. The school's efforts to develop high standards in numeracy and literacy is reflected in the commitment of all concerned to ensure that children are well prepared for statutory education at the age of five

18.The curriculum for children under the age of five is satisfactory overall, and offers an appropriate range of experiences based on the desirable learning outcomes recommended for this age group. However, the provision of a secure outdoor play area with sufficient large play equipment is unsatisfactory, although they do have good access to the school hall and the hard and grassed play areas.

19.The reception class is housed in a separate modular classroom. Good use is made of this existing accommodation which provides adequate space for activities for children under five. Very good use is made of the ancillary staff.

ENGLISH, MATHEMATICS AND SCIENCE

English

20. At the end of Key Stage 1, the 1998 test results show that, when compared with national benchmarks, the number of seven year olds reaching Level 2 or above in reading was very high. The number reaching the higher Level 3, was close to the national average. In writing, the number of pupils achieving Level 2 or above was above the national average, while the number achieving Level 3 was below the national average. These results indicate an improvement since the last inspection in the number of pupils reaching Level 2 in both reading and writing, but a reduction in the number who achieve the higher level in writing. Inspection evidence suggests that pupils in Year 2 are on course to achieve standards that are above national expectations, but that writing remains the weaker element. When compared with similar schools, attainment in reading is broadly in line with the national average, while in writing, results are below the average. Data provided by the school shows that the results in the 1999 tests were broadly similar to those of 1998, although no national comparisons can yet be made.

21. The 1998 tests at the end of Key Stage 2 show that the percentage of pupils achieving the national target of Level 4 was above average. The percentage of pupils achieving Level 5 was close to the national average. The results of the 1999 tests are better, but cannot yet be compared against a national average figure, since the data is not available. These results represent an improvement since the previous report, when standards in English were judged to be in line with national expectations. Current inspection evidence, however, finds that the majority of pupils in Year 6 are on course to attain standards close to national averages. The apparent drop in standards is attributable to the fact that thirty percent of the current Year 6 pupils are on the register of special educational needs. Additionally, the Key Stage 1 test results for these same pupils confirm that they attained national expectations when in Year 2, and they have, therefore, made satisfactory progress through the key stage. The evidence available indicates that, with the exception of the current Year 6, the higher standards, which the school has attained lately, are being sustained.

22. Standards of speaking and listening are good overall. Standards in speaking are very good in both key stages. This is a strength of the school. All pupils read their own work with growing confidence and expression, and have regular opportunities to do so. They are articulate and, for their age, have a good grasp of vocabulary. A Year 1 pupil who was receiving additional support with literacy described the rules of a simple game to her group with great clarity. Pupils from every class read a prayer at the Harvest Festival and were clearly audible from the back of the hall. With the exception of the reception class, where pupils listen well, pupils' listening skills are just satisfactory. This is because the expectation that they should do so is not rigorously applied. They do not listen to the contributions of others or the instruction from their teachers as fully as they should.

23. Standards of reading are good by the end of Key Stage 1 and sound by the end of Key Stage 2. These satisfactory standards in Key Stage 2 apply only to the current Year 6 pupils. In all other year groups, standards in reading are good. Pupils use reading to serve their learning. The library is used by pupils on an individual basis to select books to read, or to browse through. Pupils are not competent users of the classification system. While pupils do

have research skills - for example to use an index and contents page, to skim and to scan-

they currently do not have sufficient opportunities to practice and sharpen these skills. During the inspection week the computerisation of the library stocks had just been completed, and the school is introducing a programme for the development of research and library skills after half term.

24. Standards of writing at the end of Key Stage 1 are good. Nearly all pupils have a 'sense of sentence' and write to an acceptable length. The most able pupils are using commas, speech marks, question and exclamation marks accurately. In the work of most pupils, spelling is a particular strength and remains a strength throughout the school. By the end of Key Stage 2, pupils attain standards in writing which are satisfactory. In other year groups in the key stage, standards in writing are good, but barely so. Standards are, however, low when compared to those in similar schools. Presentation is unacceptably variable and largely dependent on the expectations of the teacher. Basic punctuation is in place, but some punctuation conventions are not used well. For example, very few pupils use a comma to introduce or conclude direct speech and fewer still use punctuation to create a specific effect – brackets to signal an aside to the reader or dots following an unfinished sentence to create suspense. Pupils do not read their work to edit it as a matter of course, with the result that completed work is seldom of the quality that it could or should be. Pupils' basic writing skills do serve them well in other subjects of the curriculum. Additionally, the school wisely uses other subjects to give pupils opportunities to improve their writing skills. However, most of the writing that pupils produce is functional rather than imaginative or original. The school does not use the skills of its articulate pupils well - to translate them into writing which embraces adventurous vocabulary, interesting and varied sentence structure and figurative language. Raising attainment in writing is dependent upon addressing these underdeveloped elements against a backcloth of higher expectation.

25. All pupils, other than those with special educational needs make satisfactory progress through Key Stage 1. Despite an apparent 'drop' in standards by the end of Key Stage 2, pupils still make sound progress through this key stage in relation to their potential to do so. Pupils with special educational needs make good progress through both key stages. This is due largely to the high-quality, additional support they receive. The evidence available indicates that, with the exception of the current Year 6, the higher standards, which the school has attained lately, are being sustained.

26. The National Literacy Strategy has been appropriately implemented into the school, although the guided reading or writing element of it is not functioning as well as it should in any classroom.

27. Pupils' attitudes to English are generally satisfactory. They particularly enjoy lessons which are brisk, exciting and challenging, and when their teacher's expectations of them are high. However, attitudes are very heavily dependent on the expectations of the teacher and do deteriorate when pupils are not working directly with her or another adult. Pupils are acutely aware of what their teacher will accept from them, particularly with respect to the quality and quantity of written work. When this expectation is too low, pupils exploit the situation with fussy behaviour, work of mediocre presentation and minimal quality.

28. The quality of teaching is satisfactory overall. In Key Stage 1, three quarters of the teaching was good and one quarter was satisfactory. In Key Stage 2, 38 per cent of lessons

were good and 50 per cent were satisfactory. One lesson was unsatisfactory. Planning during the week of inspection was good and made a positive contribution to the quality of teaching because the focus for the lesson was sharp. In the best lessons, the pace was brisk, the subject matter interesting and the work challenging. The main weakness exists in every classroom, to a greater or lesser extent, and concerns the section of the lesson where some pupils are expected to work independently of their teacher. Routines that require pupils to concentrate fully on what they are doing and not to disturb others on their table, or their teacher while she works with another group, have not been fully established. In addition, during satisfactory lessons, some teachers do not make their expectations clear with regard to the quality and quantity of the work they require pupils to complete. In the single unsatisfactory lesson at Key Stage 2, the introduction to the session was overlong, and pupils were unsure of the tasks they had to complete.

29. The literacy co-ordinator has worked hard to ensure that the literacy hour is established and runs smoothly in every classroom. With the exception of the group-work session, she has been successful. She has overseen the purchase of resources. These are good and serve the subject well. She writes and produces annual Christmas productions where pupils perform to a high standard. However, the monitoring of standards in English is not sufficiently rigorous, particularly in writing, since there is insufficient analysis of the data, which is necessary to pinpoint areas of weakness and strength.

Mathematics

30. At the end of Key Stage 1, the 1998 test results show that the number of seven year-olds reaching Level 2 or above was above the national average, while the number reaching the higher Level 3 was close to the national average. Inspection evidence suggests that pupils in Year 2 are on course to achieve similar standards. These results show an improvement since the last inspection report. The results of the most recent 1999 tests, for which there are no national comparative figures, shows a further increase in pupils achieving Level 2.

31. The 1998 test results at the end of Key Stage 2 show that the percentage of pupils achieving the national target of Level 4 and the higher Level 5 were both above the national average. Performance figures from previous years show that standards at Key Stage 2 have been gradually rising, with a slight dip in the 1998 figures. The figures show that, although the results are above average when compared with all schools nationally, they are only broadly in line when compared with similar schools. Whilst the results of the 1999 tests show a further improvement, they cannot yet be compared with national averages. Inspection evidence suggests that most of the current Year 6 pupils are on course to achieve standards that are close to the national average, with a smaller proportion attaining the higher Level 5. This is accounted for by the fact that one third of the pupils are designated as having special educational needs. Inspection evidence indicates that, with the exception of the current Year 6, the higher standards that the school has attained lately are being sustained.

32. Pupils in Year 2 can count in 10's starting at any number. They can count backwards from 100 and all show good recognition of coins. They can use this knowledge effectively when 'shopping' in the class shop. The scrutiny of previous work shows that pupils in this year group can tell the time using 'a quarter past' and 'to the hour', and can also write times

using a digital format, such as 6.55pm. They have good experience of measuring length, using centimetres and metres, and use graphs effectively to display information they have themselves collected from classmates. Less evident is their use of mathematical language and their use and selection of strategies for solving problems.

33. Pupils in Year 6 show sound numeracy skills and can make calculations in all four rules, calculating answers up to and often past a thousand. They set out their long multiplication and division sums correctly and have sound knowledge of their tables. The higher attaining pupils understand how to calculate equivalent fractions and can then find two sevenths of a given number such as 28. The pupils who show average ability can change whole numbers and fractions into vulgar fractions and vice versa. The scrutiny of work shows that the pupils have sound knowledge of measuring angles, and can recognise which angles are acute, obtuse and reflex. They are able to use their numeracy skills to calculate perimeter and area, and can often operate to two places of decimals. Pupils can illustrate some of their work with the use of graphs and pie charts. The higher attaining pupils are able to interrogate the graphs and answer questions about them, whilst lower attaining pupils often find this task difficult. Work in 'probability' is sound, with many pupils knowing the difference between 'mean, mode and median'. Good use is made of their investigational powers when they are asked to carry out an investigation using coloured cubes. However, once again, in placing too much reliance on its core books for mathematics, the school is sometimes not providing higher achieving pupils with enough appropriate challenges to extend their ability to use and apply their mathematical understanding.

34. Pupils in Key Stage 1 make satisfactory progress overall. However, lower attaining pupils make good progress because of good support in the lessons. The system of setting pupils according to prior attainment is already having a positive impact on the progress of the average and lower attaining pupils. However, the higher attaining pupils, although identified through testing, are not always being sufficiently challenged. Often, they are simply given 'more of the same', when more adventurous and challenging work would be appropriate. As a result their progress is only satisfactory. All pupils are making good progress in their numeracy work. This is partly due to the way in which the school organises groups for mathematics, but is also due, in no small part, to the way in which the teachers in this key stage organise the work in the Numeracy Lesson.

35. Progress across Key Stage 2 is satisfactory. Pupils consolidate skills, knowledge and understanding. They are seen putting into practice their knowledge in numeracy, through calculations using both long division and long multiplication techniques. Their work shows that they are making sound gains in knowledge about shape, space and measuring. Good examples are noted of sound progress being made in the use of graphs and charts. However, information and communication technology is used insufficiently. Whilst opportunities for using mathematical programs are sometimes noted on plans, in practice there is little evidence of the use of information and communication technology. Progress in this area is, therefore unsatisfactory. Levels of progress are sometimes reduced during group activities, when some pupils are unable to get on with tasks on their own. Some teachers have yet to establish a classroom culture where pupils are expected to take some responsibility for their own work without constant reassurance and personal contact. Pupils with special educational needs make sound progress overall, and when they have specialist support within lessons, progress is good.

36. Pupils' attitudes to their mathematics lessons are good. They are satisfactory or better in more than ninety per cent of lessons. The vast majority of pupils are able to sustain good levels of concentration and relationships within lessons are good. Pupils show confidence in giving answers to questions and, when required, can work well in small groups, sharing equipment and ideas. Within this positive picture, small groups of pupils sometimes become restless when the pace of the lesson drops or when the work is insufficiently challenging. Such misbehaviour is dealt with differently in different classes.

37. The quality of teaching in mathematics is satisfactory at both key stages, with many lessons having good features. No unsatisfactory teaching was observed in either key stage. In both key stages teachers know their subject well, and are putting the Numeracy Strategy into practice effectively. Planning throughout the school relates directly to the National Numeracy Strategy, but where teachers take more time and trouble building in extra detail into their plans, lessons are more successful. Teachers manage their lessons satisfactorily in both key stages. They provide clear direct teaching of knowledge and skills, and use good, direct questioning techniques to revise thoroughly the work covered. Appropriate time is devoted to group work, but often too little time is left to conclude the lesson appropriately. The final section of some lessons is often lost, through poor time management, to a flurry of tidying up and returning pupils to their registration classes. However, when teaching is good, sufficient time is devoted at the end of sessions for pupils to explain what they have learned, for the revision of teaching and learning points, and to explain how the learning will be developed during the next lesson. Day to day assessment is sound, and it is possible to see from the scrutiny of planning, that teachers do make changes to their plans, based on the results of assessment activities. Although homework is set, some tasks are insufficiently challenging, and do not adequately consolidate work undertaken in class.

38. The co-ordinator has organised the Numeracy Strategy well throughout the school, and the recent introduction of grouping based on previous assessments, is working well. Although the dating of work, the school's marking policy and the setting of work for higher attaining pupils have all been carefully discussed, the co-ordinator has yet to see where this is being done well, and to help other colleagues to adjust their teaching in order to incorporate the changes. A close analysis of the end of key stage tests has not been made and, consequently, small changes to the curriculum have yet to be made to take account of its strengths and weaknesses.

39. Assessment is satisfactory, with good elements such as the 'maths check list', which enables teachers to keep an accurate picture of pupils' progress as they move through the school. The school portfolio of agreed samples of pupils' work, used to exemplify attainment in each level in mathematics, is still being completed, but when finished it will provide a useful reference for staff to compare individual performance across the school.

Science

40. The results of the 1998 teacher assessments at the end of Key Stage 1 show that the number of seven year olds reaching Level 2 is above national expectations. However, teachers' assessments indicated weaknesses in some strands of science, including experimental and investigative science and the study of physical processes at the higher Level 3 in 1998. Inspection evidence suggests that pupils in Year 2 are on course to achieve standards that are above national expectations by the end of Key Stage 1. Data provided by the school indicate that results of the 1999 teacher assessments show an improvement upon 1998 figures, although no national comparisons can yet be made.

41. The results of the 1998 National Curriculum tests at the end of Key Stage 2 show that the percentage of 11 year olds reaching the national target of Level 4 or above, was above the national average, and the number reaching the higher Level 5 was close to the national average. Performance data from previous years show that standards at Key Stage 2 were broadly in line with national figures in 1996, but improved in 1997 to be above national trends. The 1998 results indicate that standards are still above national averages when compared to all schools, and broadly in line in comparison with similar schools. Whilst the results of the 1999 tests show a further improvement, they cannot yet be compared with national averages. Inspection evidence suggests that most of the current Year 6 pupils are on course to achieve standards that are close to the national average, with a smaller proportion attaining the higher Level 5. This is accounted for by the fact that one third of the pupils are designated as having special educational needs. Inspection evidence indicates that, with the exception of the current Year 6, the higher standards that the school has attained lately are being sustained.

42. Attainment at the end of Key Stage 1 is above national expectations. Pupils in Year 2 identify correctly the different parts of a plant and understand that plants need water and light to grow. They label accurately parts of the human body, and they realise the importance of their senses. Pupils describe what plants and animals need to survive, and are sure of the essential differences between living and non-living things. They recognise different habitats, and the animals that live above and underground. They make simple predictions about the possible outcomes of their investigations. They begin to understand the dangers of electricity and make accurate diagrams of an electrical circuit. By the end of Key Stage 1, pupils have good skills in measuring and fair testing.

43. Attainment at the end of Key Stage 2 is broadly in line with national expectations. Pupils in Year 6 understand the need for a fair test, and can carry out focused investigations. They know the names of the various parts of the body, and accurately illustrate diagrams of the eye and the ear. Pupils distinguish correctly between vertebrates and invertebrates. They understand the functions of a root, and how water and food are distributed through the vessels of a plant. Pupils can set up a circuit and record, after testing, which objects are better conductors of electricity. They understand the differences between solids, liquids and gases. For example, pupils investigate the properties of carbon dioxide using vinegar and sodium bicarbonate. They are able to demonstrate the use of this gas to extinguish a flame, and relate this property to the function of some types of fire extinguisher. By the end of the key stage, pupils are able to present their ideas through the use of diagrams, graphs and charts, and to use appropriate scientific vocabulary.

44. Pupils in Key Stage 1 make good progress especially in investigative science. The consistent use of well-focused questions by all the teachers successfully extends the pupils' scientific vocabulary and this enables them to build progressively on previous knowledge, skills and understanding. Work planned is successfully based on pupils' investigative skills. For example, pupils test sunflower seeds to show that plants require water and light to grow. Lower attaining pupils throughout Key Stage 1 make good progress. In Key Stage 2, progress is satisfactory. Lower attaining pupils make better progress than their peer group. Higher attaining pupils make satisfactory progress, but they do not have enough opportunities to plan or organise their own work. Pupils are making sound progress in the consolidation of knowledge, skills and understanding across each year group. For example, pupils in Year 3 and 4 can devise fair tests to measure the strength of magnets. They make predictions before conducting a fair test accurately and then record their results using correct scientific vocabulary.

45. Pupils' attitudes to learning in science are good in both key stages, and they show enthusiasm for the subject. They listen well to instructions and they are very eager to offer ideas and to answer questions. In the vast majority of lessons, pupils work well together and sustain good levels of concentration and perseverance. However, a minority of pupils in both key stages become restless when lesson introductions are overlong, or when they are asked to work on their own without constant reassurance from the teacher. Good relationships between staff and pupils enrich the quality of teaching and learning. Presentation of pupils' work can sometimes be untidy.

46. The quality of teaching in science is satisfactory overall. In Key Stage 1, all the teaching was at least satisfactory, and 50 per cent was good. In Key Stage 2, one third of the lessons were good, and two thirds were satisfactory. No unsatisfactory teaching was observed in either key stage. Teachers in both key stages show good knowledge of the subject, explain clearly the meanings of scientific terms, and build successfully on pupils' previous knowledge. Weekly planning is satisfactory and clearly identifies learning objectives. At Key Stage 1, teachers use time and resources well, have good firm control and give clear instructions. At Key Stage 2, questioning is used well to extend pupils knowledge as well as to probe their understanding. In the best lessons in both key stages, teachers are enthusiastic about the subject matter and instigate lively discussions involving all the pupils. However, when teaching is satisfactory learning opportunities are sometimes restricted, when teachers demonstrate experiments instead of providing exploratory and investigative opportunities for pupils. Planning for the lower-attaining and average pupils is satisfactory in both key stages. However, planning for the higher-attaining pupils across the school does not always take account of the need to involve these pupils more in planning and organising their own work.

47. Leadership in science is satisfactory. The co-ordinator is knowledgeable, experienced and is well intent on building upon the good ethos of scientific investigation already established in the school. At present she does not monitor consistently teachers' planning or teaching of science. The curriculum is satisfactory and is based on the qualification and curriculum authority's exemplars. This new exemplar scheme of work, with increased focus on learning outcomes, has had a very positive effect on pupils' progress. This is a significant improvement since the last inspection, which reported that a 'detailed scheme of work would assist in raising standards.'

48. Assessment is satisfactory. The school keeps a portfolio of pupils' work but this has yet to be annotated against National Curriculum levels. Currently, assessments from the 'expectation section' of the exemplar scheme of work are used to assess pupils' attainments, and this information is used to inform curriculum planning.

49. There is equality of access and opportunity for all pupils. Pupils with special educational needs make good progress in relation to their prior attainment.

50. Resources are good, and the library has a good range of scientific books. The school makes good use of the local science and environmental centre at Bracknell. Work in science is sufficiently supported by information and communication technology. The accommodation is good for the teaching of science. The subject contributes to the pupils' spiritual development. For example, pupils were amazed at the strength of an invisible force when experimenting with magnets.

OTHER SUBJECTS OR COURSES

Information technology

51. The previous inspection report stated, 'most pupils attain levels expected for their age and ability, although some pupils in Key Stage 2 do not reach the levels they are capable of'. Inspection evidence indicates that attainment in information and communication technology is in line with national expectations at the end of Key Stage 1, but below at the end of Key Stage 2. This occurs because pupils have previously not received their full entitlement to the breadth of the National Curriculum programmes of study, and have not been able to systematically develop their skills, knowledge and understanding, in all aspects of the subject, year by year. Since the appointment of the new headteacher, improvements in information technology have been one of the school's priorities, and new ranges of skills are being successfully introduced, including use of the Internet and digital imaging.

52. Information technology is integrated into many of the subjects taught, as well as appearing on the timetables for most classes. Inspection evidence was obtained from the direct observation of pupils using information technology equipment, from scrutiny of pupils' work and teachers' plans, and through discussion with pupils. There was insufficient evidence to make a judgement about the quality of teaching at Key Stage 1.

53. At the end of Key Stage 1, pupils in Year 2 enter text into simple word-processing packages and produce sentences that communicate meaning. For example, they write their news on the computer in complete sentences, and use a CD-ROM to support their work in science. At the end of Key Stage 2, pupils in Year 6 can enter text into word-processing packages, successfully select appropriate fonts, and change the properties of text, including size, style and spacing. They can analyse data and ask questions using complex searches. For example, pupils used questionnaires to collect views about favourite party foods. They successfully entered the information into a data handling package, and presented the results using appropriate formats such as line, bar and pie charts. Some have used sensors to track the change in temperature of hot water over time, and presented the data as a line graph.

54. Progress is now good within the range of activities that have been successfully introduced across both key stages. The recently opened information technology room is significantly increasing the time available for individual pupils to practice new skills and to develop information technology competencies. Progress overall is satisfactory in Key Stage 1, but unsatisfactory in Key Stage 2. Pupils have been unable to develop their skills in all aspects of the subject year by year because, previously, there was a limited range of suitable hardware available within the school. In Year 1, pupils are introduced to simple word processing skills, including the use of a keyboard and mouse. Pupils in Year 3 continue to develop their keyboard skills, and change the size of fonts and the colour of their work when writing stories. They choose effects that match their purposes so that the graphics and the text complement each other. Pupils are introduced to simple databases to support their work in mathematics. Pupils in Year 4 continue to develop their skills in data handling. They practice their word-processing skills, and many are beginning to successfully merge digital pictures using a digital camera. Pupils in Year 5 can store information in simple databases, and are developing their understanding that data can be retrieved, interrogated and displayed in different formats. However, there are limited opportunities for pupils to systematically develop modelling, monitoring and control skills, nor do they have enough opportunity to learn how to use spreadsheets to analyse data.

55. Pupils with special educational needs are well supported by teachers, and make sound progress in relation to their prior achievement.

56. Pupils' attitudes to information technology are always good. On the occasions when pupils were observed using computers, they worked well either individually or in small groups. They sustained satisfactory levels of concentration on their tasks, and treated equipment sensibly.

57. The quality of teaching at Key Stage 2 is good. Sixty per cent of lessons were good and 40 per cent were satisfactory. There was no unsatisfactory teaching observed during the inspection. When teaching is satisfactory, subject knowledge varies but is never less than adequate. All lessons are well planned, and teachers make best use of available resources. Where teaching is good, activities are carefully matched to pupils' abilities to provide achievable challenges, and previous learning is carefully reviewed before new techniques are taught. Whole class teaching of routines is an effective way of attempting to overcome the difficulties caused by the limitations of the equipment. It ensures that all pupils have an understanding of where useful information can be found. Staff monitor pupils' progress through the use of pupils' recorded work, as well as through on-the-spot guidance during lessons

58. The school has recently devised a good new scheme of work to support teaching based on qualification and curriculum authority guidelines. The detailed planning of new units of work is nearing completion. The co-ordinator is wisely planning to ensure that information technology will be clearly identified within all schemes of work.

59. Leadership is good. The co-ordinator is very knowledgeable, and has worked very hard to support colleagues with the introduction of new curricular initiatives. She has a clear vision for the development of the subject; she is aware of the previous shortcomings, due to the lack

of sufficient good quality hardware, and of the need for continual staff support and training.

60. Assessment is satisfactory overall. Recently, the co-ordinator has successfully introduced a recording format to document pupils' attainment. She is collecting together an impressive portfolio of moderated pupil's work against which all teachers could standardise their judgements.

61. The quality of hardware is now good. The very recently built computer room has good numbers of multimedia machines of good quality, and there are also good quality machines based in classrooms. The school has as yet no policy for the systematic replacement of hardware.

Religious education

62. Attainment at the end of both key stages is now in line with the expectations of the locally-agreed syllabus, which is a significant improvement since the last inspection.

63. At the end of Key Stage 1, pupils know about Christianity and an appropriate range of Bible stories. They know about other principal world religions and the festivals and rituals associated with Judaism, Hinduism and Islam. Pupils learn about Hanukkah as a festival of light, and link this effectively to the festival of Christmas. They celebrate Divali by making Diva lamps, and listen to the stories of Rama and Sita and other traditional Hindu stories. Pupils understand the meaning of harvest time both in class, and during the assemblies, where they celebrate by singing and listening attentively to stories and prayers. By the end of the key stage, pupils understand the importance of religious symbolism and of different religious festivals, places of worship and writings.

64. At the end of Key Stage 2, pupils have a sound knowledge of Christianity as well as other major world faiths. Through the study of Judaism, pupils look closely at the story of Moses and the giving of the Torah. For example, pupils have researched the Ten Commandments, and have applied these laws to everyday life. Pupils have studied the synagogue as a place of worship, and made comparisons with a church and a temple. Festivals of Pesach and Purim have been included to celebrate important times of the year in Judaism. Pupils identify the different beliefs and teachings of other faiths satisfactorily through stories including Guru Nanak. They study aspects of Sikhism, and the Khalsa initiation ceremony. For example, pupils examine the 'five K's' through the good use of artefacts, and appreciate the importance of these symbols in this rite of passage.

65. The progress of pupils across both key stages is satisfactory. They learn to appreciate the messages in religious stories, and are able to make links with other stories and incidents from daily life. For example, after hearing the story of harvest and the meaning of sharing, pupils collected both money and food to share with other, less fortunate people. There is clear evidence of progress in knowledge and understanding for all pupils including those with special educational needs. However, there is less progress in exploring, reflecting and responding to religious beliefs, values and experiences.

66. Pupils have satisfactory attitudes to this subject. They are eager to contribute what they

remember and understand. Pupils concentrate well and respond enthusiastically to new facts presented to them, or to the further exploration of previously learned facts. Behaviour

is satisfactory, and pupils take good care of artefacts, including the many displayed in classrooms. The presentation of pupils' handwriting and drawing is often untidy. Religious education makes a good contribution to assemblies and the spiritual, moral and cultural aspects of the school.

67.The quality of teaching is satisfactory in both key stages. In Key Stage 1 all lessons were satisfactory. In Key Stage 2 one lesson was good, and one was unsatisfactory. In the best lessons, teachers have sound subject knowledge, plan well and chose relevant artefacts. Teachers are skilled at asking questions to which pupils can respond at their own level. Expectation of pupils' work is satisfactory. Teachers' planning is clear and shows concise learning objectives. Relationships are good in most lessons and an atmosphere of trust is established. When teaching is unsatisfactory, the outcomes of lessons are not fully met because the pace of the lesson is slow, and the teacher fails to control adequately an uncooperative minority of pupils.

68.The curriculum is sound, planned to meet the requirements of the locally-agreed syllabus, and ensures that pupils make progress in knowledge and understanding. Appropriate time is now given to religious education, an improvement since the last inspection, and statutory requirements are being met. There are assessment procedures in place, through marking and looking at samples of work.

69.Leadership is satisfactory. The new co-ordinator is beginning to raise the profile of the subject, and has a clear view for its development.

70.There is a good range of school-based resources, including artefacts of all the principal religions, and a good selection of books in the library. The available resources are easily accessible and well used. Visits to places of worship have not yet been established.

Art

71.By the end of Key Stages 1 and 2, pupils' attainment in art is in line with that expected for pupils of a similar age, and they make satisfactory progress. Standards are broadly similar to those at the time of the last inspection. There was insufficient evidence to make a judgement about teaching in Key Stage 1.

72.In Key Stage 1, pupils work carefully with a good range of media. They are developing appropriate skills in drawing, painting and collage, and work effectively with a variety of materials, such as pencils and pastels. They mix paint effectively and use sound brushwork to create autumn scenes. They are able to make observational drawings of fruits and leaves, and paint in the style of some European artists.

73.In Key Stage 2, pupils make good use of a wider variety of materials, including paint, pastels, charcoal and textiles. Year 6 self-portraits show careful use of patterning and shading to create meaningful effects. Pupils show a sensitive feel for the use of colour and tone when linking their painting to express 'happy and sad' feelings. They create models of Viking ships and design posters of the Second World War with careful precision. Pupils are able to paint portraits in the style of Tudor artists. They show knowledge of shape, form and

texture in the handling of paper and other materials when creating three-dimensional sculptured faces. The use of computer aided art to enhance pupils learning is being developed successfully across this key stage. Pupils use a sketchbook from Year 3 to record their ideas and practise their use of line, shade and tone.

74.Overall, pupils make satisfactory progress. They develop a sensitivity to the work of different cultures. For example, pupils created Roman mosaic tiles in Year 3 and other year groups have looked at the works of Van Gogh and Picasso. Pupils with special educational needs make good progress.

75.Pupils in both key stages have satisfactory attitudes to learning. They enjoy looking at different objects, and then drawing and painting them. Most pupils are able to maintain their concentration, and are careful and sensible in the way they handle paint and other materials. Pupils' behaviour is satisfactory. On occasions, a minority of pupils do not stay on task and distract other pupils. Presentation of work shows care and good effort.

76.The quality of teaching at Key Stage 2 is satisfactory overall. One third of the lessons observed were good, and two thirds were satisfactory. No unsatisfactory teaching was seen. Teachers have a secure understanding of the subject, planning is sound at both key stages and builds on previous learning. Teachers give clear explanations of how to develop ideas, and materials and pupils are well organised. The best lessons feature good introductions and demonstrations to gain pupils' interest and to improve their skills and techniques.

77.There is a satisfactory policy and scheme of work that allows for progression in learning. The school intends to replace the scheme of work with a more recent guideline as soon as they are available. The school keeps a portfolio of samples of pupils' work, which is frequently updated.

78.Leadership is satisfactory. The co-ordinator has clearly identified the strengths and weakness within the subject, but a programme of monitoring planning and teaching has yet to be established. However, throughout the school, art is clearly and effectively linked to most subjects, and work is enriched by the imaginative use of illustration and design. Good quality display work contributes to the learning environment. The subject contributes well to the pupils' spiritual and cultural development.

79.There is a satisfactory range of resources for art in the school, and evidence suggests they are well used.

Design and technology

80.There were only limited opportunities to see design and technology being taught during the inspection. Evidence was obtained by direct observation, from displays, from the scrutiny of pupils' work and teachers' plans, and through discussions with pupils. There was insufficient evidence to make a judgement about the quality of teaching at Key Stage 2.

81.The previous inspection report states that standards in design and technology are sound in both key stages. Inspection evidence indicates that standards have been maintained, and that

pupils make satisfactory progress in both key stages. For example, pupils in Year 1 design and make mechanisms based on cardboard levers. They construct the models, paying particular attention to ways of successfully joining the components. Pupils in Year 2 continue to make satisfactory progress in designing, for example when making toys with wind-up mechanisms. They generate ideas using their previous knowledge of materials, assemble and join materials in various ways, and make judgements about how successful they have been. In Years 3 and 4, pupils design pop-up story books using cardboard mechanisms and design and make sandwiches with different fillings. They use labelled sketches to allow the detail of their designs to be seen, and decide whether the product is similar to their original intentions. Pupils in Years 5 and 6 make electrical circuits linked to their work in science, and incorporate them into useful products, such as refrigerator lights and tuck-box alarms. They follow their designs accurately, and construct prototypes. Pupils evaluate their success, and incorporate any changes in the finished model circuit.

82.Pupils' attitudes to design and technology are good. They respond with enthusiasm when talking about what they have done, and are proud of what they can achieve.

83.The quality of teaching at Key Stage 1 is satisfactory overall. In the satisfactory lessons, planning was at least sound, and aims and objectives were clearly identified. In the good lesson, there was effective communication of instructions and information, good changes of pace during the lesson, and good use of praise and encouragement.

84.Leadership in design and technology is satisfactory. The co-ordinator knows the subject well, and is clear about what needs to be improved. Considerable work has recently been undertaken to improve the curriculum, based on the quality and curriculum authority guidelines. This marks an improvement since the last inspection, which indicated that there was no scheme of work for the school. However, the co-ordinator wisely has plans to continue to refine the balance between all the curricular elements, and to include opportunities for pupils to work with pneumatics and hydraulics. Assessment is satisfactory overall. Teachers keep their own records of pupils' achievements, but there is no formal assessment policy for design and technology.

85.Resources for design and technology are good, and are sufficient in range and number to meet the needs of the curriculum.

Geography

86.All pupils, including those with special educational needs, make good progress through both key stages. By the time that the pupils leave school, the breadth of their knowledge and understanding exceeds that normally associated with pupils of eleven.

87.By the end of Key Stage 1, pupils know the names of the countries that comprise the United Kingdom. Pupils know their address, postcode, and can locate their town within the United Kingdom, in Europe and in the world. They know the names and locations of some continents and major oceans. Pupils in Year 1 draw an impressively detailed plan of their route to school, and in Year 2 can contrast their town with a different locality within Great Britain.

88.By the end of Key Stage 2, pupils work with four-figure grid references, describe the journey of a river from its source to the sea, and their writing shows their curiosity about the Severn bore and how waterfalls are formed. They are aware of the causes of pollution and its effects on the environment, and make thoughtful and perceptive comments. Pupils in Years 4 and 5 suggest ways of improving the environment and produce eye-catching slogans such as, 'You enjoy the sea, so why can't the fish?' They begin to understand why settlements develop where they do, learn the vocabulary associated with rivers, and understand the basic principles of the water cycle. Year 6 pupils understand why climates vary across the world, and contrast their own locality with one in India.

89.Pupils' response in lessons is variable. When they are motivated and challenged, they behave very well. This was evident when Year 1 pupils were totally fascinated with photographs 'taken from the sky'. However, they are sometimes restless, inattentive and talkative. This is a direct response to ineffective pupil management

90.During the week of inspection, the quality of teaching in the small number of lessons observed was good overall, and ranged from very good to unsatisfactory. When teaching is good or better, planning is detailed, there are good expectations of work, a positive working atmosphere, and very good use of praise and encouragement. In the single unsatisfactory lesson at Key Stage 2, there was inconsistent application of the behaviour policy to deal with restless pupils in order to establish an atmosphere where effective learning can take place.

91.The co-ordinator provides good leadership, and has been instrumental in raising both the profile of geography in the school and the rate at which pupils make progress.

History

92.The previous inspection reported that standards in history were consistent with national expectations at the end of Key Stage 1, and were 'lower than they should be' at the end of Key Stage 2. Inspection evidence indicates that standards achieved by pupils have been maintained in Key Stage 1 and have improved in Key Stage 2. No history lessons were observed in Key Stage 1, and judgements are based on the scrutiny of pupils' work, displays, teachers' planning and interviews with the co-ordinator.

93.By the end of Key Stage 1, pupils develop an appropriate understanding of the past and changes over time. They look at history through the stories of famous people, including Guy Fawkes, Elizabeth 1 and Samuel Pepys. They make comparisons between then and now by studying family time-lines, and look at the social aspects of family life eighty years ago. Pupils learn about continuity and change, and by the end of the key stage develop an appropriate understanding of 'before and after', and 'then and now'.

94.Key Stage 2 pupils study invaders and settlers, including the Romans, Anglo Saxons and Vikings. Pupils confidently investigate the lives of famous Tudors, and explore the religious and social conditions of this period. Pupils are given very good opportunities to discover more about the past through role-play and simulations. They use pictures and photographs to discuss Victorian child poverty, and use factual knowledge and historical language to write

eyewitness accounts. By the end of the key stage, pupils are beginning to evaluate primary and secondary sources of evidence including artefacts, non-fiction materials and electronic databases.

95. Pupils make satisfactory progress in both key stages. As they move through the school, they draw on an expanding historical knowledge-base of past times, and characteristic features of particular periods of history studied. Their awareness and use of secondary sources of information increases, and they develop a range of methods for selecting, organising and communicating their knowledge, artistically and in writing. Pupils with special educational needs are always supported.

96. Pupils show good attitudes to learning. They are interested in history and enjoy learning about events from the past and talking about the differences between then and now. Pupils relate well to one another, and willingly share historical materials. However, the presentation of work is not consistently neat and tidy at both key stages. Behaviour is satisfactory in the vast majority of lessons. However, on occasion, a few pupils distract others from working when they are not appropriately challenged.

97. The quality of teaching at Key Stage 2 is satisfactory overall. One lesson observed was very good, one was good, and two were satisfactory. This is an improvement on the findings of the last inspection report which indicated that teaching at Key Stage 2 was 'of variable quality', and that in the majority of lessons there were 'shortcomings in teaching'. Teachers' knowledge and understanding of the subject is sound. Planning is satisfactory and draws on a range of resources to support the pupils' learning; there is an appropriate mixture of story, talk and activity. Teachers use questions well to challenge pupils' understanding, and to develop their skills of historical enquiry. They make effective use of a range of secondary sources such as photographs, artefacts and visits, to stimulate interest. Pupils with special educational needs are well supported in classrooms, and make good progress in relation to their prior attainment.

98. The planned curriculum in history is good overall. The school has used the exemplars from the QCA guidelines as a basis for their scheme of work and long term planning. Procedures for assessment are now established, and information derived from assessment is used to inform medium term curriculum plans.

99. Leadership in history is good. The co-ordinator is well qualified and enthusiastic, but does not sufficiently monitor and evaluate the quality of history teaching.

100. Resources are satisfactory overall, with a good range of books, posters, videos and CD-ROMs. However, the range of historical artefacts is barely satisfactory. The school makes good use of visits to museums and places of historical interest to support pupils' learning. History makes a satisfactory contribution to developing pupils' literacy skills in reading and writing in a range of styles, and contributes positively to pupils' cultural development.

Music

101. Standards in music at the time of the previous inspection were sound. Inspection evidence indicates that standards have been maintained, with improvements to pitch and diction in singing which were described as poor in the last inspection report. However, the school no longer has a well-qualified co-ordinator, with the result that composing and appraising are no longer the stronger elements of the programme in music.

102. All pupils, including those with special educational needs, make sound progress at both key stages. Pupils sing tunefully and with sensitivity during collective worship and assemblies. For example, during the rehearsal for the school's Harvest Festival, pupils in Key Stage 2 practised their harvest songs, paying particular attention to diction, and were able to keep in tune and in time. They demonstrated good use of dynamics when singing 'Michaelmas daisies', while the younger pupils in Key Stage 1 enjoyed their action song of the farmer planting his fields.

103. Pupils are enthusiastic about music making, and play a range of untuned percussion instruments. They experiment with rhythmical playing, varying the duration and using tempo appropriately. However, there is little evidence in planning that pupils are exposed to a sufficiently wide range of music from all cultures. There are good opportunities to listen to a wide range of recorded music in assemblies, but assembly leaders sometimes exploit these insufficiently.

104. Planning clearly shows satisfactory opportunities for composing for pupils in Years 3 and 4, but there are few opportunities in the other year groups for them to build on previous learning and move smoothly from pictorial notation to traditional notation. There is little evidence of information and communication technology being used by all older pupils to aid composing, and the music curriculum, therefore, lacks balance.

105. The quality of teaching is never less than satisfactory, and is sometimes good. Teachers are enthusiastic about music and have satisfactory subject knowledge, despite the fact that there are few teachers with specialist musical ability. Planning is satisfactory, and there is a good range of practical music-making activities, which are appropriately matched to the pupils' age and ability. Teachers make good use of resources, such as commercial music lessons on tape, a good range of tuned and untuned musical instruments, and a very competent accompanist. However, the school is aware of the need for a specialist music co-ordinator to oversee developments, to give advice to colleagues, and move the subject forward.

106. There are good opportunities for pupils to take part in extra curricular music making. A large choir practices weekly, and provides the core of singers for the school's several annual concerts and productions. Pupils in Key Stage 2 also have the opportunity to play the recorder, supported by non-teaching staff and parents. Peripatetic music teachers work in school on a weekly basis, successfully teaching woodwind, brass, flute, keyboard and guitar, and pupils also have opportunities to perform at assemblies and concerts.

107. Each year the school puts on a summer concert and a Christmas show or pantomime. These are lavish affairs and give the pupils very good opportunities to perform to larger audiences. Furthermore, pupils take part in a school's annual carol concert and the 'Oceanworld' concert with 26 other schools.

Physical education

108. The standards that pupils achieve in their physical education lessons are in line with what might be expected of pupils of a similar age. Pupils make sound progress in Key Stage 1, and good progress in Key Stage 2. Positive elements of the curriculum noted at the previous inspection are still well represented in the work of the school. The level of games skills, described at the last inspection as being limited, has improved and is now satisfactory, with a number of good elements. The problems noted previously about a lack of health and safety precautions shown in lessons have largely been eliminated. Health and safety procedures for physical education lessons are now based on local education authority guidelines. They are generally adhered to, although inconsistencies in the application of guidelines were observed during gymnastics lessons conducted by some teachers.

109. Most pupils know the importance of warming up before exercise, but some teachers make this part of the lesson too brief to be of any real use. The element of dance is well developed. Through good use of commercial tapes, pupils develop ideas about using space by pretending to be tractor drivers and moving in straight lines while 'ploughing'. Later, in Year 3, pupils move creatively to the beat of jungle music. They work well in groups towards creating a whole class dance, which will be performed to the whole school. They show adequate control over their movements, but some lack the ability to move freely, exploring levels, directions and changes of speed.

110. Considerable work has been undertaken to improve skills in games, particularly in Key Stage 2, which were described as 'generally lower than they should be' at the last inspection. Good use is being made of local initiatives to place recognised coaches in primary schools. During the inspection, a rugby and an athletics coach were working with classes and groups of pupils. Teachers were working alongside them to share in the learning. In the Year 6 outdoor-games lesson, teachers were observed using good direct teaching of skills to improve pupils' performances.

111. Although swimming and outdoor and adventurous activities were not on the timetable during the inspection, planning shows they are covered satisfactorily during the course of the year. The school makes good use of a local pool, and by the end of Key Stage 2 virtually all pupils are competent swimmers.

112. Pupils in Key Stage 1 make sound progress in the aspects of the physical education programme seen. Progress of pupils in Key Stage 2 is good, especially in games and when they receive good-quality, direct teaching of skills.

113. Pupils enjoy their games lessons, and consequently their behaviour is almost always good. In the single lesson where behaviour was just satisfactory, some pupils were not actively involved and the pace of the lesson was not brisk enough to keep them motivated. In all other lessons, pupils worked well in groups, concentrated well on their tasks, and were able to evaluate their own performances.

114. The quality of teaching is satisfactory at Key Stage 1, and good at Key Stage 2. All lessons observed in Key Stage 1 were satisfactory. In Key Stage 2, 75 per cent were good, and 25 per cent were satisfactory. No unsatisfactory teaching was observed in either key

stage. Most lessons contain brisk warm-ups, and some give opportunities for cooling down. Where teaching is good, teachers set high standards of attainment and behaviour. Work is very well focused to improve techniques and quality of movement. Where teaching is satisfactory, teachers' knowledge of the subject is less secure in some aspects of the subject, there are missed opportunities to improve elements of pupils' performance, and the pace of some lessons is not brisk enough to keep all pupils motivated for all of the time.

115.High standards have been achieved in competitive sport played outside school hours. The school has used the time volunteered by members of both teaching and non-teaching staff, parents and friends, to organise activities including football, athletics, rugby, cross country running, Kwik cricket and netball. The trophy cabinet shows how successful the school has been in competitions. The expertise and awareness gained through competition is effectively enhancing pupils' standards in school games lessons.

116.The work in physical education positively supports pupils' social and moral development. They work well in small groups and larger teams, and understand the concept of fair play both in class lessons and in competitions against other schools.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

117. The school was inspected for four days by a team of five inspectors, one of whom was a lay inspector. During the inspection period:

- *.total time spent in direct observation of teaching and learning was 48 hours 42 minutes;
- *.discussions were held with the pupils, staff, governors and parents;
- *.readers were sampled from each year;
- *.samples of pupils' work were inspected from each class;
- *.teachers' records and plans were scrutinised;
- *.assemblies were attended;
- *.a range of documentation and information supplied by the school was studied;
- *.attendance records and pupils' records were scrutinised;
- *.a pre-inspection meeting was held;
- *.fifty-one questionnaires completed by parents were analysed;
- *.lunch and playtimes were observed.

1.DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	234	3	35	10

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	10
Number of pupils per qualified teacher:	23.4

Education support staff (YR - Y6)

Total number of education support staff:	7
Total aggregate hours worked each week:	119.2
Average class size:	26

Financial data

Financial year:	1997 / 1998
	£
Total Income	521009.00
Total Expenditure	505500.00
Expenditure per pupil	1651.96.00
Balance brought forward from previous year	13107.00
Balance carried forward to next year	28616.00

PARENTAL SURVEY

Number of questionnaires sent out: 234
 Number of questionnaires returned: 51

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	24	58	6	12	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	27.5	52.9	11.8	7.8	0
The school handles complaints from parents well	6	42	26	18	6.0
The school gives me a clear understanding of what is taught	21.6	47.1	17.6	5.9	7.8
The school keeps me well informed about my child(ren)'s progress	19.6	60.8	7.8	9.8	2.0
The school enables my child(ren) to achieve a good standard of work	13.7	64.7	13.7	7.8	0
The school encourages children to get involved in more than just their daily lessons	14.6	43.8	31.3	10.4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	19.6	49	7.8	19.6	3.9
The school's values and attitudes have a positive effect on my child(ren)	15.7	60.8	15.7	7.8	0
The school achieves high standards of good behaviour	11.8	74.5	9.8	2.0	2.0
My child(ren) like(s) school	29.4	52.9	11.8	5.9	0