

## Report Erratum

<b>School:</b>	<b>College Town Junior School</b>
<b>Unique Reference Number:</b>	<b>109859</b>

The changes listed below have been agreed with the Registered Inspector who led your school inspection.

Please circulate to all recipients of the final Report.

A copy of this slip will then be submitted to OFSTED for them to incorporate the changes.

**Please note changes for the Inspection Report (page 7) and Summary (page 2)**

The information shows that standards in mathematics are above the national average and for English and science they are broadly average. In comparison with similar schools standards in mathematics are above average and in science and English they are broadly average.

The work seen in information and communications technology is often above the national average. Religious education standards are in line with those expected for the locally agreed syllabus. By eleven years of age, almost all children make good progress. The school has data for the number of pupils who leave and join the school during the four years of Key Stage 2. Analysis of this data shows that pupils who remain for the four years at College Town achieve significantly higher than pupils nationally and in similar schools.

### Attainment at Key Stage 2<sup>1</sup>

Number of registered pupils in final year of Key Stage 2

For the latest reporting year:

(1998 results are shown in brackets)

Year	Boys	Girls	Total
1999	42	43	85
1998	35	38	73

National Curriculum	Test Results	English	Mathematics	Science
		Number of pupils at NC Level 4 or above	Boys (15) 30	(22) 32
	Girls	(27) 34	(24) 35	(25) 37
	Total	(42) 64	(46) 67	(50) 71
Percentage at NC Level 4 or above	School	(67) 75	(73) 79	(79) 84
	National	(65) 70	<b>(59) 69</b>	(69) 78

(Teacher Assessments)		English	Mathematics	Science
		Number of pupils at NC Level 4 or above	Boys (16) 25	(24) 31
	Girls	(27) 30	(26) 32	(25) 30
	Total	(43) 55	(50) 63	(48) 61
Percentage at NC Level 4 or above	School	(69) 65	(79) 74	(77) 72
	National	(65) 68	(65) 69	(72) 75

---

## INFORMATION ABOUT THE SCHOOL

Number of full-time pupils: other schools)	348 (bigger than
Pupils with English as an additional language:	2.6% (high)
Pupils entitled to free school meals: average)	4.6% (below
<b>Pupils on register of special educational needs: average)</b>	<b>18.6% (above</b>
Average number of pupils per teacher: average)	24.27 (broadly

# **INSPECTION REPORT**

## **College Town Junior School**

College Town  
Sandhurst

LEA area : Bracknell Forest

Unique Reference Number: 109859

Headteacher: Mr Nigel Duncan

Reporting inspector: Sheila Browning  
1510

Dates of inspection: 22<sup>nd</sup>-25<sup>th</sup> November 1999

Under OFSTED contract number: 707369

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

© Crown copyright 1998.

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

**Information about the school**

Type of school	Junior
Type of control	County
Age range of pupils	7 to 11
Gender of pupils	Mixed
School address	Branksome Hill Road Sandhurst Berks GU47 0QE
Telephone number:	01276 35292
Fax number:	01276 37455
Appropriate authority:	Bracknell Forest
Name of chair of governors:	Mr Dougal Driver
Date of the previous inspection:	29 <sup>th</sup> January 1996

### INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Sheila Browning, Registered Inspector	Art Music	Attainment and progress Teaching Leadership and management Efficiency
Michael McCarthy, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Norma Myers	Mathematics History	Special educational needs Pupils' spiritual, moral, social and cultural development
K R Wood	Design and technology Information and	Pupils' equal opportunities Staffing, accommodation
Diane Hall	English Religious education	Curriculum and assessment
Graham Hall	Science Geography	

The inspection contractor was:  
*PkR* Educational Consultants Ltd.  
 6 Sherman Road  
 Bromley  
 Kent  
 BR1 3JH  
 Telephone: 0208 289 1923

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
 The Office for Standards in Education  
 Alexandra House  
 33 Kingsway  
 London WC2B 6SE

## **REPORT CONTENTS**

	<b>Page</b>
<b>Main findings</b>	
What the school does well	6
Where the school has weaknesses	6
How the school has improved since the last inspection	6
Standards in subjects	7
Quality of teaching	7
Other aspects of the school	8
The parents' views of the school	8
<b>Key issues for action</b>	<b>9</b>

<b>Introduction</b>	<b>Paragraph</b>
Characteristics of the school	1-2
Key indicators	<b>Page</b> 11-12

## **PART A: ASPECTS OF THE SCHOOL**

<b>Educational standards achieved by pupils at the school</b>	<b>Paragraph</b>
Attainment and progress	3-19
Attitudes, behaviour and personal development	20-23
Attendance	24
<b>Quality of education provided</b>	
Teaching	25-32
The curriculum and assessment	33-41
Pupils' spiritual, moral, social and cultural development	42-46
Support, guidance and pupils' welfare	47-52
Partnership with parents and the community	53-57
<b>The management and efficiency of the school</b>	
Leadership and management	58-66
Staffing, accommodation and learning resources	67-72
The efficiency of the school	73-77

## **PART B: CURRICULUM AREAS AND SUBJECTS**

<b>English, mathematics and science</b>	78-103
<b>Other subjects or courses</b>	104-150

## **PART C: INSPECTION DATA**

<b>Summary of inspection evidence</b>	151
<b>Data and indicators</b>	<b>Page</b> 40-41

## **MAIN FINDINGS**

### **What the school does well**

- |   |
|---|
| <ul style="list-style-type: none"> <li>●. Attainment is above average in mathematics and in information and communication technology.</li> <li>●. Pupils are making good progress.</li> <li>●. Pupils with special educational needs are making good progress. The support and provision for them is good.</li> <li>●. The attitudes, behaviour, relationships and personal development of pupils are very good.</li> </ul> |
|---|



- . The response of pupils to lessons is very good.
- . Attendance is very good and is above the national average.
- . Teaching is good.
  - .The curriculum is good. The implementation of the literacy and numeracy strategies is good.
  - .Extra-curricular opportunities are excellent.
  - .Assessment of the progress which pupils make is good.
  - .The support, guidance and welfare provision for pupils is very good.
  - .The partnership with parents and the community is very good.
  - .The overall provision for pupils' spiritual, moral, social and cultural development is very good.
  - .The leadership and management of the school are very good.
  - .The ethos of the school is very good.
  - .Staffing, accommodation and learning resources are all very good.
  - .Financial planning and school administration are very good.
  - .The school provides good value for money.

**Where the school has weaknesses**

- I. Science investigation work is underdeveloped which affects attainment, teaching and progress.
- II. With the exception of literacy and mathematics, the monitoring and evaluation of teaching and learning including special needs withdrawal groups, is not well developed.

**This is a good school and there are no major weaknesses. The minor weaknesses above should form the basis of the governors’ action plan which will be sent to all parents or guardians of pupils at the school.**

**How the school has improved since the last inspection**

The school has fully addressed all the weaknesses pointed out in its last inspection in 1996, and it is considerably better than it was. The strong caring and purposeful learning atmosphere in the school is a strength of the school. Standards have steadily improved. In design and technology the pupils now cover the full range of the National Curriculum Programmes of Study. Strategies to increase teachers’ subject knowledge and confidence are improved and implemented well. The quality of work is more closely monitored in the classroom. Reporting to parents greatly improved and there is a consistency in reporting to parents on pupils’ attainment in subjects other than English, mathematics and science. The quality of leadership and strong management, and the effective development and improvement since the last inspection all lead to the judgement that the school’s capacity for further improvement is very good.

**Standards in subjects**

The following table shows standards achieved by 11 year olds in 1999 based on the National Curriculum tests.

<b>Performance in:</b>	<b>Compared with all schools</b>	<b>Compared with similar schools</b>	
			<i>Well above average</i> <i>A</i>
English	C	C	
Mathematics	B	B	
Science	C	C	<i>Well below average</i> <i>E</i>

The information shows that standards in mathematics are above the national average and for English and science they are broadly average. In comparison with similar schools standards in mathematics are above average and in science and English they are broadly average.

The work seen in information and communications technology is often above the national average. Religious education standards are in line with those expected for the locally agreed syllabus. By eleven years of age, almost all children make good progress. The school has data for the number of pupils who leave and join the school during the four years of Key Stage 2. Analysis of this data shows that pupils who remain for the four years at College Town achieve significantly higher than pupils nationally and in similar schools.

## Quality of teaching

Teaching in:	7 – 11 years
English	good
Mathematics	good
Science	good
Information and communications technology	good
Religious education	satisfactory
Other subjects	good

Teaching is at least satisfactory in 95 per cent of lessons. In 23 per cent it is very good and in 63 per cent it is good. A minority of unsatisfactory teaching was seen.

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

## Other aspects of the school

Aspect	Comment
Behaviour	The behaviour of pupils is very good.
Attendance	Attendance is very good and is above the national average. The levels of unauthorised attendance are low.
Ethos*	The ethos of the school is very good.
Leadership and management	The leadership and management of the school are very good. The educational direction for the school is very good. Whole school development planning, monitoring and evaluation are very good. Governors are increasingly informed, active and supportive.
Curriculum	The school provides an outstanding broad and balanced curriculum. Planning is good. Extra-curricular opportunities are excellent.
Pupils with special educational needs	Provision for pupils with special educational needs is good. The quality of support is also good.
Spiritual, moral, social & Cultural development	Overall the provision for pupils' spiritual, moral, social and cultural development is very good.
Staffing, resources and accommodation	The match, number and qualifications of teaching and non-teaching staff are very good. Professional development and training of staff is very good. The accommodation is clean, well maintained and very good. Resources are good.

Value for money	The school provides good 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**

· <b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
III. The school is approachable. IV. The school keeps parents well informed through letters. V. The school encourages children to get involved in more than just their daily lessons. VI. The school promotes positive values and attitudes. VII. Good behaviour. VIII. The school gives parents a clear understanding of what their children are taught.	IX.

The inspectors supported the parents' positive views of the school. They found that homework was regularly timetabled and set and that it supported learning.

## **KEY ISSUES FOR ACTION**

There are no key issues for the school to address. This is a good school and there are no major weaknesses. The following are minor weaknesses, which should form the basis of an action plan.

- Science investigation work is underdeveloped which affects attainment, teaching and progress. (paragraphs 98, 101)
- With the exception of literacy and mathematics, the monitoring and evaluation of teaching and learning including special needs withdrawal groups, is not well developed.(paragraph 62)

## - INTRODUCTION

### **Characteristics of the school**

1. College Town Junior School is bigger than other junior schools nationally. There are 348 pupils on roll, 184 boys and 164 girls. The school serves the area of Sandhurst and College Town in Bracknell Forest. The majority of children come from predominantly owner-occupied homes, local housing association estates and the Royal Military Academy in Sandhurst. The school is popular with parents, and most children transfer from College Town Infant School. There is considerable movement and College Town is affected by high mobility or 'turbulence' of pupils. The school serves a mixed socio-economic area resulting in a very diverse intake. The proportion of pupils receiving free school meals, 4.6 per cent, is below the national average. The percentage of children speaking English as an additional language, 2.6 per cent, is high. The percentage of pupils identified as having special needs is 18.6 per cent; this is above the national average. The percentage of pupils with Statements of Special Educational Need, 1.4 per cent, is above the national average. Attainment on entry is broadly in-line with the national average, with some children demonstrating above average attainment. Over the past four years the school has consistently performed above the national average in the national attainment tests.
2. The school's aims are appropriate. They intend to 'create a caring, disciplined, yet challenging environment, with pupils working purposefully and enjoying their lessons'. The mission statement proposes to provide a quality education, and through fostering a caring, disciplined and challenging environment encourages each child to achieve their full potential.

## Key Indicators

### Attainment at Key Stage <sup>2</sup>

Number of registered pupils in final year of Key Stage 2

For the latest reporting year:

Year	Boys	Girls	Total
1999	42	43	85

(1998 results are shown in brackets)

<b>National Curriculum</b>	<b>Test Results</b>	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	(15) 30	(22) 32	(25) 34
	Girls	(27) 34	(24) 35	(25) 37
	Total	(42) 64	(46) 67	(50) 71
Percentage at NC Level 4 or above	School	(67) 75	(73) 79	(79) 84
	National	(65) 70	(59) 69	(69) 78

	<b>(Teacher Assessments)</b>	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	(16) 25	(24) 31	(23) 31
	Girls	(27) 30	(26) 32	(25) 30
	Total	(43) 55	(50) 63	(48) 61
Percentage at NC Level 4 or above	School	(69) 65	(79) 74	(77) 72
	National	(65) 68	(65) 69	(72) 75

## Attendance

Percentage of half days (sessions) missed			%
Through absence for the latest complete Reporting year:	Authorised	School	4.0
	Absence	National comparative data	5.7
	Unauthorised	School	0.1
	Absence	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age)		Number
During the previous year:	Fixed period	1
	Permanent	1

## Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	23
	Satisfactory or better	95
	Less than satisfactory	5



## **PART A: ASPECTS OF THE SCHOOL**

### **2. Educational standards achieved by pupils at the school**

#### **Attainment and progress**

1. The previous inspection report found that standards of achievement in relation to pupils' ages were in-line with national averages and were sometimes above. In a minority of lessons and particularly in design and technology, pupils underachieved. This was mainly due to teachers' lack of subject knowledge and confidence with aspects of some subjects they taught. With the exception of mathematics lessons, pupils with special educational needs achieved appropriately and sometimes well for their abilities. Overall standards in literacy skills were satisfactory. Standards of speaking and listening were good and standards in reading were at least satisfactory with some good achievement. Girls achieved higher than the boys particularly in reading. Writing standards were satisfactory to good. Standards in numeracy were satisfactory. Standards in mental arithmetic were satisfactory and sometimes good. Standards in science were good with many pupils achieving above national averages. Overall standards in information and communications technology were satisfactory. Standards in religious education were in-line with the expectations of the locally agreed syllabus. In design and technology, standards were unsatisfactory, and in all other subjects standards were satisfactory. Only limited information about national standards in some subjects was available at the time of the last inspection.
2. The attainment of pupils on entry to the school remains broadly in-line with national averages and with some pupils demonstrating higher attainment. The recent trend is one of steady improvement. Over the past three years, results of National Curriculum tests at the end of Key Stage 2 and standardised tests administered by the school indicate that the school has been successful in raising the standards of the pupils' attainment in literacy, numeracy and science. Attainment in all subjects and in all year groups has also improved. The school has made good progress in addressing the weaknesses pointed out in the last inspection report. Pupils' attainment in design and technology is now good. The targets for raising attainment set by the school and the local education authority (LEA) are exceeded. This indicates the value added by the school.
3. When compared with all schools nationally, the 1999 Key Stage 2 National Curriculum tests and assessment results show that overall most eleven-year-olds reach standards of attainment which are broadly in-line with those expected for their ages in English and science and for mathematics they are above. Taking all the core subjects together the performance of pupils is above the national average. In comparison with similar schools, standards in mathematics are above average and in English and science they are average for similar schools. In the 1999 National Curriculum tests, in English, mathematics and science the proportion of pupils exceeding the expected levels is close to the national average.
4. The difference in performance between boys and girls has not been significant at the end of Key Stage 2. Taking the three years 1996 to 1998 together, the achievement of boys, is slightly better in mathematics and science; otherwise achievement is similar. In 1998 the achievement of boys was higher than that of girls, but not significantly; this is a reversal of the national trend.
5. The recent trend is one of steady improvement, with the performance of pupils in the 1999 national tests at College Town being similar to the previous year, with the exception of science, where results dipped slightly in 1999. When comparing the results with similar schools results are much improved in 1999 for English, mathematics and science. This has been achieved by a combination of factors. These include: improved teaching strategies, the introduction of the National Literacy Scheme, piloting of the Numeracy Strategy, monitoring and target setting,

improved professional development of teachers, teachers are now more knowledgeable and confident about the National Curriculum and improved quality and range of resources.

6. The school has data for the number of pupils who leave and join the school during the four years of Key Stage 2. Analysis of this data clearly shows that pupils who remain for the four years at College Town achieve significantly higher than pupils nationally and in similar schools.
7. Inspection evidence confirmed that the recent test results are a reasonable and accurate reflection of levels of attainment in the school in all three core subjects at the end of the key stage. Work scrutiny and lessons observed demonstrate substantially improved levels of attainment in English, mathematics and science. In information and communications technology (ICT) standards remain above the national average. In religious education, standards are in-line with those expected for the locally agreed syllabus. In other subjects attainment is in-line with national averages and expectations.
8. The school has implemented the National Literacy Strategy successfully and is beginning to monitor its impact on attainment. Standards are satisfactory overall with levels of attainment in reading being higher than those in writing. Pupils have good speaking and listening skills and they make good progress. They receive many good opportunities to present themselves to a variety of audiences. Pupils read well for a variety of purposes, learning much about books and authors. They distinguish between fictional writing and instructional text, learning much about technical vocabulary in other subjects. Standards in writing are satisfactory, but there are clear indications that they are improving. Literacy skills are transferred well in other curriculum areas; for example, in geography when describing the effects of rainfall and in history when writing a thank you letter to Viking visitors. In religious education, pupils write good accounts of familiar stories from the Old Testament. Pupils of higher prior attainment produce very good work due to the high level of challenge set by their teachers.
9. Pupils have very well developed numeracy skills. The Numeracy Strategy has been implemented effectively in the school. Pupils apply their numeracy skills and knowledge well to solve a variety of problems. They use number squares to make multiples, and calculate percentages correctly. In science, pupils record data using simple tables and bar charts. In history, they accurately work out the length of time since the Victorian age and they know how long that period lasted. In ICT and design and technology they use data and present it accurately in different formats. In art pupils accurately measure card templates for a box.
10. In English, pupils speaking and listening skills are good. The majority of pupils speak clearly and confidently and they listen very well. Standards in reading are good, pupils read fluently and with good expression, from a wide range of texts. Pupils have good dictionary and research skills. This is an improvement since the last inspection when pupils did not demonstrate many of these key skills. Standards in writing are satisfactory in fact there are clear indications that standards in writing are improving, although generally boys attain less well than girls. Handwriting and presentational skills are good. In mathematics, pupils have very well developed numeracy skills. They know their multiplication tables, and use their previously acquired knowledge to problem solve and use decimals confidently. Pupils use data and carry out mental calculations well. ICT is used most effectively. In science, pupils have a satisfactory knowledge of experimental and investigative science. They predict outcomes prior to testing and record data and have a good knowledge and understanding of how the human body functions. They identify and classify the differences of natural and man-made materials. Pupils understand some of the basic principals of solids, liquids and gases. They have some understanding of forces and of the physical processes of science.

11. In religious education, standards achieved by pupils are in-line with those expected for the locally agreed syllabus. They know about the Christian religion and have an increasing awareness of other world religions through a variety of themes. The attainment of pupils in ICT is good and sometimes very good. Pupils show effective consolidation of skills in giving commands to the computer or other equipment. They demonstrate competence in word processing, data handling, modelling and graphics. Most pupils throughout the school use a computer with confidence.
12. In art, pupils explore and investigate art influenced by their knowledge and understanding of artists such as Lowry and Picasso. Pupils develop good skills using and controlling different media. They represent what they observe, imagine and remember well in a visual form. In design and technology, pupils' attainment improved since the last inspection and it is good. Pupils plan, design and make products to a good standard for example, small scale rainforest; scenes, and lighthouses some of which are power driven. They show good skills in refining and adapting models during the making process. In food technology pupils measure and weigh ingredients. In geography, pupils show a good understanding of basic geographical skills in order to investigate places and geographical themes. They use maps effectively and identify places and features. Pupils have a good understanding of the main continents in the world. They compare similarities and differences between countries in terms of environment, daily life, language and clothing. They know about the effects of pollution. In history, attainment has improved since the last inspection. Pupils have a good sense of chronology and through topics they study and know about life in Ancient Greece, and know facts about the Vikings and Victorians. Attainment is in-line with national expectations in music and, on occasions in singing and performance it is exceeded. In physical education, pupils extend their range of physical skills and develop control and co-ordination. They understand the importance of warm up and improve their skills in a variety of games. Pupils show a good level of confidence and performance in both dance and gymnastics.
13. Pupils are making good progress overall. Based on a sample of pupils' work through the Key Stage, and the quality of their learning in lessons, over time pupils are making good progress. In almost all lessons pupils make satisfactory progress and in nearly a quarter of lessons seen they make good progress. Performance is much improved from the time of the last inspection. The school also has evidence which shows that pupils who have been at College Town for four years attain consistently higher than other pupils. School results are affected by the high turbulence of pupils.
14. Pupils make good progress in all subjects with the exception of religious education where progress is at least satisfactory and in art where they make satisfactory and occasionally very good progress.
15. In English, in the majority of lessons pupils make good progress but in a few isolated lessons where pupils receive unsatisfactory teaching their rate of progress is also unsatisfactory. In mathematics, pupils' progress is supported very positively by ability related group teaching. Year 4 pupils, make above average progress using collected data and producing well constructed graphs. Pupils' attainment and progress throughout the school is enhanced by the systematic development of correct mathematical terminology. In science, much of the good progress pupils make is due to teachers' good subject knowledge, the breadth and balance in the planned curriculum and opportunities for some investigative work. In religious education, pupils make satisfactory progress. They have an understanding of the Christian and other world faiths. They reflect on their own feelings and experiences and appreciate the feelings of others through selected themes. In ICT, pupils make good progress in developing competency across the attainment targets.

16. In art, progress is satisfactory and occasionally it is very good; for example, improving skills in cutting, drawing and painting. Pupils observe and record with increasing accuracy. They are aware of and discuss the work of influential artists and art from different periods and cultures. In design and technology, progress is good and pupils consolidate their skills. The quality of finished products is good. Pupils combine, join, cut and spread, demonstrating their experience and developing skills. In geography, pupils make good progress, they demonstrate a good use of geographical vocabulary. They use and interpret maps well and make comparisons of different places and lifestyles. In history, they make good progress, and are familiar with the concept of time. In music, progress is good and occasionally very good. Pupils are developing good skills when singing and composing and they recognise different musical elements and instruments. In physical education, pupils make good progress and in dance and gymnastics their progress is sometimes very good. Older pupils make good progress in team games.
17. Pupils with special educational needs make good progress against the targets in their individual education plans, (IEPS) particularly in literacy skills. Progress in their behavioural skills is also good. Numeracy progress is good within ability related maths groups.

### **Attitudes, behaviour and personal development**

18. Overall pupils' attitudes, behaviour, relationships and personal development are very good. Pupil's response to lessons was very good overall, with most showing sustained concentration and a willingness to participate fully in the subject discussion. They were generally well focused. A very few instances of inattention were observed but this mainly occurred when the teacher was not engaging the class directly. Pupils with special educational needs respond well to relevant and interesting work and they have well structured individual education plans which provide effective support. Pupils with special educational needs were generally well motivated and supportive of each other. Their behaviour too was very good.
19. Relationships between staff and pupils and between pupils themselves were excellent. Pupils behave with courtesy and consideration and the general atmosphere was calm and orderly. Pupils moved from class to class in an orderly and disciplined manner. A comprehensive anti-bullying policy that sets out the school's position in the event of instances of bullying offers constructive advice and a range of strategies in dealing with both the bully and the victim. Behaviour record and analysis sheets ensure a detailed individual record is available if required for the implementation of an extensive range of sanctions. The sanctions invariably involve the parents in consultation with the headteacher withdrawing privileges at home in addition to the school's own measures.
20. Pupils take responsibility for many aspects of the school routine. They carry out monitorial duties in the classroom and at break and lunch-time. The older pupils act as mentors to new arrivals and generally take responsibility for the younger ones. In the recreational and relaxation areas during break-times pupils were seen to be acting in a mature and co-operative manner and showing initiative in organising their games and activities.
21. The school encourages and promotes an extensive range of extra-curricular pursuits, including chess, band, choir, computer club and numerous team sports. The school provides many opportunities for pupils to take part in a number of charitable and community activities that foster personal development. Altogether the school has in place sound policies to promote good attitudes and behaviour and effective measures to deal with deviance from them. Additionally it provides a stimulating environment in which personal development is nurtured.

## 23. **Attendance**

22. Attendance is very good and is above the national average. Authorised and unauthorised absences are both below the national average. Punctuality is also very good. The school continues to maintain the high standard reached in previous years in both attendance and punctuality. It has in place effective strategies to monitor and promote the importance of these factors in the effective delivery of the curriculum. Attendance and punctuality are a strength of the school and make a positive contribution to its ethos and academic work. The registers meet statutory requirements and registration procedures are thorough and generally orderly.

## **Quality of education provided**

### **Teaching**

23. The overall quality of teaching is good and in nearly all lessons it is satisfactory or better. Teaching is a key factor in the good progress made by pupils. In nearly two thirds of lessons seen teaching is good and better, in nearly one quarter it is very good or even excellent. In a small minority of lessons teaching is unsatisfactory. These figures are an improvement on the quality of teaching in the last inspection report.
24. This improvement is a result of the effective way in which the school has responded to the key issues identified by the previous inspection. Main factors contributing to the quality of teaching are: improved teaching methods the introduction of the National Literacy Strategy; the piloting of numeracy; improved monitoring and target setting; better curriculum planning and monitoring and evaluation of this and of pupils' assessment; improved resources and teacher training.
25. Teachers know their subjects well. This is an improvement since the last inspection. Expectations of work and behaviour are good and continue throughout the school. Generally work is well matched and targeted for individuals, and pupils are challenged appropriately. Higher-attaining pupils are suitably challenged. The quality of teaching and support for pupils with special educational needs is good overall. Learning support assistants give effective help to individuals and small groups of pupils. Provision to meet their needs in other areas of the curriculum is well supported. In numeracy, some teachers miss opportunities to use learning support assistants during the mental and plenary session. Pupils with English as an additional language are also well supported by specialist teaching. The good quality teaching ensures the progress of lower-attaining pupils. The use of praise supports pupils: they are made to feel secure and their confidence and self-esteem improve.
26. Teachers' planning is good. However, learning objectives are not always clearly and consistently identified in science. Generally, teachers prepare their lessons thoroughly by identifying precise learning objectives and grouping pupils carefully. Lessons are well planned and show a logical progression of activities and are often delivered with good humour. The methods in place for teaching literacy and numeracy are good, although the impact is often dependent on the quality of teaching. Practical activities are particularly well planned. Joint planning by year group teachers is a strength of teaching. Lessons are well structured.
27. Relationships are excellent. Knowledge is consolidated through effective use of question and answer sessions and by assigning tasks that are appropriate. Teachers frequently reinforce the use of subject specific vocabulary and they provide many opportunities for speaking and listening through discussion. Teachers value pupils' input during lessons especially their explanations of methods. In the successful lessons such as in art and music, teaching is enthusiastic and stimulates the pupils' interest. Teachers have good organisational skills as in design and

technology and art. The management of behaviour and class management skills are very good: a calm and purposeful learning atmosphere is achieved. Teachers generate a good response from their pupils.

28. The pace of lessons is often brisk, teachers are anxious to pack in as much as possible in the given time. Occasionally, this is over ambitious and results in unfinished tasks or limited practical opportunities for pupils to experiment and explore their ideas. Occasionally, when teaching is unsatisfactory; for example, in an English lesson the introduction to the activity takes too long, planning is weak, the pace is too slow and challenge is insufficient. In less effective lessons in science, teachers spend too much time in demonstration and do not make the learning objective clear to their pupils. Generally, teachers use a good variety of methods and organisational skills. Resources are used appropriately and particularly well in English, science, ICT, geography, art, music and physical education. The use of classroom space and access to resources are maximised.
29. The quality and use of day-to-day assessment is good. Informative records are kept and are used; for example, in mathematics, the early identification of pupils' need is used to support and group them by ability. Marking generally confirms pupils' achievements with some reference to their next learning goals. Constructive and informative comments are not always applied across the school. Teachers mark regularly. Oral evaluations are good and they are used successfully in all subjects. By using pupils to demonstrate good practice in physical education, teachers provide good opportunities for improvement of all pupils.
30. Homework is regularly given and complements work in classrooms very effectively.

### **The curriculum and assessment**

31. Overall the curriculum provided by the school is good. The school provides an outstanding, relevant, broad and balanced curriculum in all subjects of the National Curriculum and meets statutory requirements where these apply, including those for religious education, sex education and drugs awareness. Throughout the school, the planned curriculum indicates the intention to promote pupils' intellectual development through detailed allocation of time for all subjects. As the core subjects take up such a high proportion of the week, the school has a system of blocking modules of work for foundation subjects; for example, subjects such as art and design and technology are allocated at least six weeks each per term. This results in pupils receiving a very good balance across the Programmes of Study for all aspects of the National Curriculum. This is an improvement since the last inspection when there was a lack of consistency in planning, and design technology did not meet requirements. At that time there were weak features in topic work. In addition, pupils now receive many good opportunities to experience aesthetic subjects such as art, music, drama and dance. The school teaches religious education according to the agreed syllabus for Bracknell Forest. In addition, the school provides a very good programme of sex education agreed by governors which takes place over a period of six weeks for Year 6 pupils. A qualified nurse attends these teaching sessions and is well able to address sensitive issues with the children. The school also undertakes a baseline assessment of pupils' awareness of the use and misuse of drugs. A metropolitan police officer who is a sniffer-dog handler visits the school regularly to support this work.
32. The planned overall curriculum time is in keeping with Department for Education and Employment (DfEE) recommendations. The school has implemented the National Literacy and Numeracy Strategies well and is keeping to the recommended times. The school is also using a published scheme that matches the requirements of the National Literacy Strategy and this helps teachers to plan effectively for each module of work. The balance of time for literacy, numeracy and science is good.

33. The school's curriculum ensures good continuity in pupils' learning by providing teachers with a coherent programme of work for each year group. There are good policy statements for most subjects. In addition, schemes of work set out long and medium term plans, which ensure a coherent programme of progression in knowledge and key skills. Weekly and daily plans are satisfactory, but teachers do not always define the specific learning objectives for each lesson in the foundation subjects. Since the last inspection there has been rapid progress in the provision for information and communication technology (ICT). The timetabling of the new ICT suite provides all pupils with excellent opportunities to develop knowledge of communication systems and key skills in word-processing and control technology.
34. The strategic management plan clearly defines the school's priorities for the curriculum and identifies targets for teachers; for example, a key target within the physical education programme is to identify the full range of skills within a series of study units. These are very specific and help teachers to improve pupils' performance.
35. The school has implemented a formal homework policy that is having a considerable impact on progress. Teachers regularly check that pupils have completed and returned their homework. This also gives them the opportunity to respond to comments by parents. Some parents expressed satisfaction with the present procedures.
36. The school provides good equality of access and opportunity to the planned curriculum for all its pupils and none are disadvantaged. According to the requirements of the Code of Practice the school also makes good provision for its pupils on the special educational needs' register. The school's policy is to provide a high level of teaching assistants to support pupils in their own classes. In addition, members of the local authority's teaching support team withdraw pupils in groups to receive additional support in key literacy and numeracy skills. In a few isolated instances the work of these groups did not match the work of other pupils in the class. The special educational needs co-ordinator (SENCO) liaises with teachers when setting appropriate targets within the individual education plans (IEPs) for pupils. All teachers use these targets to plan the work according to individual pupil's needs. Targets are written by teachers and are securely linked to good assessment procedures for literacy. Not all plans contain targets which are easily measurable. Very few numeracy targets have been identified. Parents expressed satisfaction with the provision and in particular cases have found it very helpful. The curriculum is generally successfully adapted to meet targets on individual education plans.
37. The school provides an exemplary range of extra-curricular activities including sport, choirs, information and communications technology, recorders, line dancing and needlework that enhance pupils' opportunities to improve their aesthetic and social skills. In addition, pupils have the opportunity to join the following fee paying clubs: judo, brass, guitar, violin and woodwind. The range of opportunities has improved since the last inspection when they were found to be good.
38. The school's procedures for assessing pupils' attainment and progress are good. There is a very good policy in place and teachers retain a wide range of evidence. There is an assessment portfolio for each child and a variety of reading and language records. The school collects and interprets data efficiently and this assists the senior management to assess the progress of individuals and cohorts of pupils over time; for example, the data has provided evidence that pupils who have attended the school for four years attain higher grades on average than pupils who joined in later years. It also analyses reading scores on a termly basis in order to identify pupils who need additional support. The school has also developed good systems for assessing pupils' progress in mathematics and physical education. For English, science and ICT the systems are satisfactory; for example, the school retains individual records of achievement for the core

subjects. For art and music, assessment practices are at an early stage of development.

39. The analysis of attainment is used satisfactorily to identify targets for improvement for individuals and groups. In some classes pupils' work is regularly marked and teachers make comments which indicate how work may be improved further. In some classes marked procedures are ineffective and do not match the school's agreed policy to be constructive and informative. Overall the use of assessment procedures to inform curriculum planning matched to the prior attainment of pupils is satisfactory.



## **Pupils' spiritual, moral, social and cultural development**

40. Provision for pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. Support for all pupils with Statements of Special Educational Needs is good and enables them to be fully integrated into all school activities. These high standards have been maintained since the last inspection. A very positive ethos has been established and the school's aims are carried out very well in practice. The importance, which the school attaches to this aspect of its work is seen in the clear commitment to the personal development of each individual, within a secure and caring environment.
41. Provision to meet the spiritual development of pupils is good. Assemblies play a significant part in promoting spiritual and moral awareness. They are thoughtfully planned, covering a wide range of themes. They offer many good opportunities for pupils to reflect on their own feelings and to think about the world beyond; for example, the theme 'Waiting for the gift of Jesus', encourages pupils to think about sharing amicably. Lessons occur regularly where pupils are given the chance to express their personal responses to the work of artists and to the natural world. A strength of spiritual provision is the opportunity pupils have to take part in high quality group singing in classes, in the choir and in whole-school productions. Pupils experience wonder as they successfully create imaginative work, using their good computer skills.
42. The provision to develop moral values is very good. Most pupils enter school with a satisfactory understanding of what is right and what is wrong. Very good provision is made to build on this sound start. The school also puts into place an early programme of behavioural support for those who need extra help. This positive approach to behaviour in the school, where each pupil is valued for his or her own worth, successfully promotes very good moral values. All adults have the same high expectations of behaviour. They provide a structured and caring environment in which pupils can develop sound moral principles. Teachers also provide very good role models as an extremely hard working team and this ethos is passed on to pupils. Provision is made for good work and behaviour to be rewarded in a weekly sharing assembly. Parents are appreciative of the values that the school seeks to teach.
43. The provision to promote the social development of pupils is very good. Pupils are encouraged to value each other's talents and abilities. In lessons they are expected to take turns and to listen to each other with interest and respect. The opportunities to develop social skills, through a wide and varied range of extra-curricular activities open to all, are outstanding. The school is outward looking in its provision to enhance pupils' social learning through an extensive programme of exciting activities, in support of curriculum areas, which include a residential stay. Pupils benefit from a wide range of adult support. This good provision enables pupils to relate confidently to adults both in small groups and on an individual basis. Very good provision is made for all pupils to accept responsibility for a range of classroom and whole-school duties. The school also provides well-targeted support for pupils with identified special needs, which includes the development of social needs.
44. The provision for pupils' cultural development is good. Teachers use opportunities across the curriculum, particularly in art and music, to point out to pupils aspects of their own heritage and of cultural traditions of others. Pupils visit local areas of cultural interest, including museums and galleries. Provision to understand the history of a range of cultures, including their own, is particularly well supported by a well planned programme, involving many first-hand experiences. Pupils study the work of recognised artists and craftspeople and are provided with opportunities to take part in both dance and drama lessons. Pupils take part in regular musical productions. Sound opportunities are provided in religious education to learn about beliefs and values held in esteem by other cultures and to know that their own culture is mainly Christian. The school is

increasingly aware of the positive opportunities offered by its multicultural population.

**46. Support, guidance and pupils' welfare**

45. The support, guidance and welfare provision for pupils is very good. A caring and supportive environment underpins the school's commitment to the safety and development of its pupils. Parents are highly supportive and satisfied with the school's policies and procedures for monitoring academic progress, developing interpersonal skills, promoting good behaviour and ensuring good attendance.
46. Procedures for monitoring academic progress and personal development are very good. The policy for children with special educational needs is comprehensive and is fully implemented in practice. Staff monitoring of pupils' personal and academic progress is very good, particularly pupils with special educational needs, who receive effective help in lessons from staff and external specialists from the learning support services. Teachers have a thorough knowledge of individual pupils and take their pastoral responsibilities seriously. Individual education plans are clear and procedures for screening and assessing pupils are effective. The practice of 'buying in' specialist provision ensures that special educational needs are identified early in a pupil's academic life. Parents expressed satisfaction with the content and standard of the school's reporting system with most agreeing that they could identify their own child from the report.
47. There are very good procedures for monitoring and promoting good behaviour and discipline. An unambiguous behaviour policy sets out the school's expectations of high standards of conduct both in and out of school. A wide range of individual and team reward schemes and an incremental sanctions procedure underpins this policy. Bullying is infrequent but cases are dealt with swiftly and in accordance with a specific bullying policy. This policy illustrates all aspects of this kind of behaviour and its consequences; it also outlines victim support strategies and sets out the range of sanctions used to prevent it. Parents are fully drawn into the process and in association with the headteacher an appropriate course of action is agreed and jointly implemented.
48. Child protection procedures are very good. They follow the local authority guidelines and are accessible to all staff. The headteacher is the named person. In-service training is provided on child protection procedures and issues. The education welfare officer (EWO) visits the school regularly. Although there are presently no children at the school on the 'At Risk' register the EWO visits families of pupils whose parents do not attend the parents' evenings and any family where there is some awareness of domestic difficulty of whatever nature. The headteacher attends multi-agency training days on child protection issues in his capacity as the school's named person for the purpose of child protection. All staff are encouraged to be observant and sensitive to pupils' physical and emotional condition and to report any concerns they may have.
49. The school has very good procedures for health and safety. A risk assessment is carried out regularly by the site manager and the responsible member of the governing body. First Aid boxes and notices on procedures for dealing with asthma and serious allergy reaction are located throughout the school. There are two named staff members trained in first aid in addition to the headteacher. The first aid boxes are regularly checked to ensure that they contain appropriate items. The fire evacuation procedures are clear and drills are routinely carried out and monitored. A fire safety check is made annually and recorded in accordance with the local authority guidelines. Pupils have a satisfactory knowledge of safety procedures in subjects regarded as having an element of risk.

50. Overall the school follows its procedures concerning support, guidance and welfare with the best interests of its pupils in mind and the majority of parents who attended the meeting and responded to the questionnaire consider that the school looks after their children well.

52. **Partnership with parents and the community**

51. There are very good relationships between parents and the school. The parents' meeting and their response to the questionnaire points to a high level of satisfaction with the effort the school makes to maintain good standards of work, behaviour and personal development. Parents also offered positive opinions during the course of the inspection.

52. The information the school provides for parents is very good. The school prospectus is very clear and informative, outlining both curriculum and administrative information. The governors' report to parents fulfils statutory requirements and is written with the reader in mind. There are regular general newsletters, a twice termly 'Newsround' magazine, which is now past its 50<sup>th</sup> edition and a 'Curriculum News' that offers advice on subject matters, together with informative and helpful letters from the school in connection with specific individual needs or events. An active PTA also produces a range of information to parents not only in connection with fund-raising and social events but also in relation to the school uniform shop, the help needed at parents' evenings, on school trips and other school activities within the local community. The reports parents receive about their child's progress are very good. Reports are clear and can be discussed with staff at the parents' evening or, in cases of concern, on an individual basis with the teacher or headteacher within a reasonable time. The majority of parents attend parents' evenings but in cases where parents have not attended the educational social worker makes a home visit to discuss the child's progress.

53. Parents are informed when a pupil is identified as having special educational needs stage and they are properly consulted and fully involved in all aspects of provision made for pupils. Parents are given the opportunity to attend to discuss the implementation of an individual education plan in accordance with the Code of Practice. A view expressed at the parents' meeting showed that special education provision at the school was highly regarded. Parents are very appreciative of the support given by the school, which includes planning of home/school programmes.

54. Parents make a valuable contribution to their child's learning. Parents sign homework diaries and the termly newsletter makes constructive suggestions to parents in assisting their children. There is a clear homework policy that sets out clear guidelines to prevent a pupil becoming overloaded. Parents are also encouraged to assist in the classroom and in extra-curricular activities sponsored by the school.

55. The school has very good community contacts that make a material contribution to pupils' attainment and personal development. The school promotes the value of a range of off-site educational visits and the annual summer camp that have a positive influence on pupils' social skills as well as supporting the taught curriculum. Links with other schools are especially good with a wide range of measures aimed at easing the transition of pupils when joining or leaving the school. Community links and involvement in charitable activities are extensive. The school choir has been invited on three successive years to sing at the 'switching on' of the Christmas lights at the local shopping centre and at harvest time pupils distribute gifts to local pensioners. The local education business partnership sponsors a year six design project. Cultural awareness is enhanced by comparative visits to places of worship. The provision of both team games competitions with

other schools and the extra-curricular sessions for all games, dance and judo is excellent. Overall the school places a great emphasis on activities that strengthen parental and community contacts and promote good behaviour and respect for others.

57. **The management and efficiency of the school**

57. **Leadership and management**

56. The school is strongly led by a committed headteacher who motivates his team and maximises their strengths. He has a clear overview of the school and its future educational direction. He is intent upon improving standards of attainment, teaching, learning and the curriculum and environment. Much has been achieved already with the full support and action of teachers, parents and governors.
57. The headteacher is well supported by a senior management team whose skills are complementary. The senior management team comprises of the deputy headteacher and co-ordinators for lower and upper school. The members form a cohesive team which prioritises tasks well and together they serve the school effectively and reinforce the identified priorities. Subject co-ordinators are encouraged to develop professionally. They are knowledgeable and effectively exercise responsibility for the content of their subjects, associated resources, and the monitoring and support of their colleagues. They also have a close working partnership with the governing body. The headteacher with the inset co-ordinator oversees the Investors in People award (IIP), and supports newly qualified teachers and new teachers to the school; this includes a mentor scheme.
58. Good teamwork together with a strong consultative approach to developments is an underlying and good feature of College Town that consistently runs throughout the work of the school. The management systems and structures in place are good information is cascaded and shared.
59. The governing body acts well as a critical friend to the school. It has welcomed the new direction of the headteacher, who on appointment set up the committee structure for governors. Appropriate and effective committees are in place and they operate efficiently. The governing body brings to the task experience, good expertise and commitment. Governors take an active part in whole-school development planning and monitor curriculum development; for example, they lead on several issues prioritised in the school improvement plan. They are proactive and supportive of the literacy and numeracy strategies. One of the governors set up the school radio station and there are many other examples of governors' full involvement in the development and life of the school. The Chair of Governors maintains close and regular personal contact with the headteacher and other governors.
60. The support, monitoring and evaluation of teaching and curriculum development are satisfactory. The school has successfully addressed the weaknesses identified in design and technology in the last inspection. The current and successful focus to implement the literacy and numeracy strategies has meant that a more rigorous monitoring and evaluation cycle for assessment in all subjects is not as advanced, although it is satisfactory at present.
61. The implementation of the school's aims, values and policies is good. These are shared and underpin the work of the school. The ethos in the school is very good and it has created a strongly supportive, caring and happy learning atmosphere. The very good management of the provision for pupils with special educational needs and of pupils with English as an additional language ensures that they have equal access to the opportunities, which the school provides.
62. Development planning, monitoring and evaluation are all very good. The school has based its development planning upon the action plan drawn up after the last inspection. The school improvement plan for 1999-2000 reflects appropriate new priorities and initiatives and, with whole-school policies and curriculum plans, provides a good, structured and flexible framework. The headteacher takes a strong lead and all members of staff and governors are involved in its

development. It provides a good focus and ensures a firm basis for implementing change in a planned and efficient way.

63. All statutory requirements are met. There is a lack of wheelchair access to some parts of the school.
64. The school has fully addressed all the weaknesses pointed out in its last inspection in 1996, and it is considerably better than it was. The strong caring and purposeful learning atmosphere in the school is a strength of the school. Standards are steadily improving. In design and technology pupils now cover the full range of the National Curriculum Programmes of Study in this subject. Strategies to increase teachers' subject knowledge and confidence are improved and implemented well. The quality of work is more closely monitored in the classroom. Reporting to parents is greatly improved and there is a consistency in reporting to parents on pupils' attainment in subjects other than English, mathematics and science. The quality of leadership and strong management, the effective development and improvement since the last inspection all lead to the judgement that the school's capacity for further improvement is very good.

### **Staffing, accommodation and learning resources**

65. The school has a staffing profile that is a good mix of youth and experience. Subject leaders have drawn up good development plans for the subjects of the National Curriculum and religious education. The headteacher has a clear vision for the development of the school. Curriculum co-ordinators have attended relevant, in-service courses. The co-ordinators for English and mathematics, for example, provide good advice and support for staff and have carried out some monitoring. Teaching assistants are well qualified and properly briefed. They share teaching, make assessments and conscientiously record their observations, when encouraged to do so. They receive appropriate training and bring a personal commitment to their work, which has a positive impact on the progress made by pupils with special educational needs.
66. Teaching assistants and special needs support staff integrate very well with class teachers. They provide for pupils with SEN, and for pupils with English as an additional language good quality specialist help and guidance in their learning. Administrative, supervisory, catering and maintenance staff provide a very efficient service of support for the teachers and pupils. Duties are carried out promptly and pleasantly.
67. Induction arrangements for newly qualified, newly recruited staff or pupils, are very effective. Appraisal arrangements are good and ongoing. They are linked to the professional development of staff where priorities are identified, and the main foci are their areas of responsibility. The school has made good progress in this aspect since the last inspection. It has won recognition as an IIP through its commitment to ongoing training and development, appropriate to staff needs. Teaching of mathematics, physical education and design and technology now exemplifies confidence and good knowledge of subject. Overall, arrangements for in-service training are focused and coherent. Where courses have been undertaken and work continued in the school, as in mathematics, design and technology and ICT, the training of staff has had a very beneficial effect on both teaching and organisation.
68. The school buildings are clean and well maintained and provide an attractive learning environment for the pupils. The school is on one site. It does not restrict the curriculum or access for the pupils with SEN. However, access for pupils with physical disabilities for example, wheelchair bound, remains difficult. Teaching accommodation is generous. Most classrooms are of a good size. All are equipped with appropriate facilities. Specialist provision includes the hall and ICT suite, library, resources room and a kitchen to support the curriculum.

69. There are display areas in all rooms, and along the communal areas such as corridors and the entrance bay. The work displayed is attractive and stimulating, and celebrates many of the activities undertaken in school. The very good outside provision includes: a hard standing playground; multi-sports area; vegetable garden; natural habitat pond; wild life area; quiet garden and a nature trail. These facilities effectively enhance the teaching and learning opportunities for the pupils of the school.
70. Learning resources are generally good. They are good and appropriate in most subjects. Library accommodation is provided. ICT provision is very good and supports most curriculum subjects through the school network. Resources overall are well used and do much to assist pupils to learn effectively. Older pupils have opportunities for residential school journeys which make a significant contribution to their academic and personal development.
- 72.
72. **The efficiency of the school**
71. The quality of the school's financial planning is very good. The headteacher, financial administrator and governors manage the budget effectively. Governors are involved in discussions concerning the budget and are informed fully enabling them to make erudite decisions about expenditure. The recently formed finance committee is well supported by the financial administrator. They meet regularly and make appropriate reports and recommendations to the full governing body. All spending decisions are appropriately linked to financial priorities within the school development plan. Strategic financial planning is good. The effectiveness of spending decisions are evaluated and assessed in an informal, but rigorous, manner.
72. Teaching, support and all ancillary staff are deployed effectively and efficiently. The school's very good accommodation is well used. Central areas such as the library, shared areas between classrooms and the ICT suite are particularly well utilised. Learning resources are good. Resources are used efficiently and without waste.
73. Daily financial control and administration are very good. The administrative and supervisory staff are efficient and hard-working. The site controller works very hard to provide a clean and safe environment in which pupils and staff feel secure and well cared for.
74. Funds for staff development and those designated for pupils with special educational needs are spent appropriately and are well managed and appropriately targeted. All staff are encouraged to and do attend a variety of courses for their professional development. Funding is appropriate for this purpose and it is used to good effect. Funding for the support and help for pupils with English as an additional language is allocated to employ a teacher for this specific purpose and the effectiveness of this decision is making a positive and considerable impact on the progress of such pupils.
75. Unit costs are average in comparison to similar schools. The income has been spent wisely and effectively resulting in many areas of considerable improvement. Taking the average unit costs into account, the good quality teaching, the good quality of all school staff, improvements in the curriculum, above average attendance, very good behaviour of pupils, very good leadership and management, coupled with sensible financial systems, all ensure the school gives good value for money.

## 77. PART B: CURRICULUM AREAS AND SUBJECTS

77.

### ENGLISH, MATHEMATICS AND SCIENCE

#### English

76. By the time they are eleven pupils' overall attainment in English is in-line with the national average. Analysis of the 1999 national tests for eleven year olds, shows that 75 per cent of pupils reached the expected standard: this figure being in-line with the national average of 70 per cent. In addition, 18 per cent attained the higher level (Level 5) which is also in line with the national average of 20 per cent. In comparison with schools of a similar size and of context, the school's results are also in-line. Comparison of test results from the last three years shows that, for the previous three years, standards have remained in-line with national averages, but during the last year have improved.
77. The findings of the inspection are that higher-attaining pupils produce good quality work, which is an improvement since the last inspection. This is due to the implementation of the National Literacy Strategy and to the exemplary planned curriculum, which provides the full range of activities for pupils to improve key skills. The school has recently placed an emphasis on improving standards in writing as in 1998 the test results, particularly for boys, were well below standards in reading. The 1999 results and other test data show that pupils who attended the school in Year 3 made significant progress during their four years in the school.
78. Pupils' speaking and listening skills are good. The majority of pupils speak clearly and confidently. They listen very well to each other and their teachers, and ask sensible, relevant questions. They express ideas well, frequently using rational debate in lessons. They receive many opportunities to present themselves to an audience, such as reading prayers in assemblies, taking lively parts in drama activities and when reading their work in class.
79. Standards in reading are good. Pupils read, fluently and with good expression, from a wide range of literature, including much with a complex narrative. Higher-attaining pupils speak with confidence about the plot and characters in stories by popular authors, such as Roald Dahl and Enid Blyton. They also describe the differences between narrative, plays and poetry. Pupils with average prior attainment, talk confidently about their preferences, being able to distinguish between fact and fiction, and autobiographical and biographical text. Pupils, with lower prior attainment, use a range of strategies, phonic and context cues to establish meaning in text. In addition, pupils have good dictionary and research skills, using contents pages, indexes and glossaries confidently. The school has a good range of resources for these activities. This is an improvement since the last inspection when pupils did not demonstrate many of these key skills.
80. By the time pupils are eleven, standards in writing are satisfactory. During the inspection there were clear indications that standards are improving, although generally boys attain less well than girls. However, there is also evidence that a high percentage of the higher-attainers are boys. The school is aware of and addressing these issues. In Year 6 pupils write for a good range of purposes and audiences that is helping to improve overall standards; for example, they rewrite well known stories in a modern idiom taking the part of a character in the story. They write play-scripts, using stage directions appropriately. They have a good knowledge of direct and indirect speech when writing stories. They write poems about winter, reflecting good use of imagery, alliteration and compound clauses. Pupils use writing skills well across the curriculum; for example, in history they had written about Tutankhamun's tomb and in design and technology they had written instructions for making a Victorian wooden toy. Handwriting skills are good. All pupils use pens and receive many opportunities to practise the required skills. Presentational skills



are good as in work on calligraphy. Standards in spelling are good, due to the concentration on phonics during early morning activities and to a consistent policy of learning spellings for homework.

81. Overall pupils make good progress. In the majority of lessons, pupils are making good progress, but in a few isolated lessons where pupils receive unsatisfactory teaching their rate of progress is also unsatisfactory.
82. Pupils make good progress in speaking and listening. In the lower school pupils receive opportunities to discuss and improve speaking skills, frequently being challenged by their teachers to extend their use of good vocabulary, concentrating on adjectives and adverbs to improve their ideas. Older pupils receive many good opportunities to present their ideas to an audience through drama, when they wear a variety of hats and act out the parts of the relevant characters. They take a very active part in assemblies when they sing solos, recite poetry and read their own prayers. They, also, demonstrate ability to debate issues as when discussing their preferences in a poetry lesson in Year 5.
83. Pupils make good progress in reading. Pupils respond well to the home/school reading programme; parents hear their children read at home and the school sets aside a quiet reading time every day. In addition, the introduction of the Literacy Strategy is improving standards in reading. As a result, younger pupils in Years 3 and 4 know about the main characters in stories. They also identify the author and illustrator. They use a variety of phonic, picture and context clues to establish meaning. They use dictionaries accurately. By Year 4, pupils identify fiction from non-fiction and understand the place of instructional text using technical vocabulary. By Year 5, pupils can re-tell a story in detail, find alliteration in poetry, retrieve information from books and distinguish between biographical and autobiographical text. By Year 6, pupils use a range of strategies when seeking information, developing good library skills and using information retrieval systems. Many pupils can articulate personal responses to literature. These activities are having a positive effect on progress. Pupils with special educational needs make good progress due to the additional support they receive from trained teaching assistants.
84. Pupils also make good progress in writing. Pupils write neatly and present their work attractively. Younger pupils use accurate punctuation and develop their knowledge of vocabulary, using phrases and conventions to improve their style. There are good examples in pupils' previously recorded work of writing for a good range and variety of purposes; for example, pupils in Year 3 used a first-person style when writing about families and in Year 4 used a reporting style for College Town News that was presented in newspaper format. Pupils also write stories to a high standard such as Year 3 'Through the door' and Year 4 'Strange Happenings'. By Year 5 pupils' writing takes on a greater degree of complexity. They discuss and use adjectives and adverbs more appropriately to improve their writing styles. They explore biographies and write considered evaluations on the lives of Helen Keller in Year 5 and Anna Frank in Year 6.
85. Pupils have good attitudes to their work. The majority of pupils behave and listen well. They sustain concentration during group working time and work well independently. They frequently make very good contributions to class discussion as in Year 6 when retelling a story and in Year 5 when analysing their responses to poetry. In drama they produce many good ideas; for example, in Year 6 using a carpet beater for different purposes. Pupils identify mistakes in their work and self-correct. In the best lessons, pupils show good collaborative skills, but generally pupils receive too few opportunities to co-operate in collaborative work. Occasionally, pupils become restless resulting in some pupils not finishing their work to an acceptable standard.
86. Overall the quality of teaching is good. In the majority of lessons teaching is good or very good.

In a few isolated lessons, pupils receive unsatisfactory teaching. In the best lessons, teachers provide an excellent curriculum supported by the good use of resources. Teachers also provide a high level of challenge, for example, higher-attainers in Year 6 were asked to write two versions of the same story. Also, in a library session, for the same class, pupils had to find relevant information about the books. In good lessons, teachers have good subject knowledge, provide clear targets for their lessons and use a variety of strategies including humour to retain pupils' interest. In addition, teachers provide very good support for individuals, helping them with their work and asking pupils how they might improve their work. Occasionally, the introduction to the activity takes too long, the planning is weak and the pace is too slow. In these lessons, pupils do not always receive sufficient challenge and progress is unsatisfactory.

87. The school has successfully implemented the National Literacy Strategy, but its impact is dependent on the quality of teaching; for example, in some lessons the teacher followed the advice in the programme of work and during group activities focused teaching support on the target groups for that day. However, in many literacy sessions, the teachers did not focus sufficiently on the target group in order to extend and reinforce the learning objectives of the lesson.
88. Due to the enthusiasm and good subject knowledge of the co-ordinator and the exemplary curriculum, the management of the subject is good. Resources are satisfactory and the use of ICT is good. The co-ordinator has class release time in order to monitor the quality of teaching and the implementation of the Literacy Strategy, and this is beginning to have a positive impact on progress. The school is targeting groups of children who have the potential to achieve higher levels of attainment and has excellent data on how high levels of pupil mobility affect final test results. The data provides evidence that pupils who have received all four years in Key Stage 2 in the same school are likely to attain better results. The school provides a very good ethos for learning, which is also having a positive impact on progress.

90.       **Mathematics**

89. Results in national tests in 1999 show that pupils' attainments are above the national average, when compared to all schools. They are also above average when compared to similar schools. Inspection findings confirm these good test results. The numbers of pupils attaining higher levels, in the most recent tests, is below average. The school now has support systems to develop the potential of these higher-attaining pupils. Since 1996, the results of national tests show that above average standards have been maintained, with no significant difference in the performance of girls and boys. In the school's previous inspection, standards in mathematics were judged to be in-line with the national expectation. The school has made a significant improvement in mathematics.
90. Attainment, by the age of eleven, is above average. Pupils have very well developed numeracy skills. They know their multiplication tables and use their knowledge to solve a variety of problems. They work confidently with decimals to two and three places, and have a good understanding of the value of these numbers. They successfully develop their own strategies for using data; for example, when comparing the value for money offered by a range of price reductions. ICT is used most effectively to support learning. Pupils present their data accurately in graphs and charts and understand the importance of title, correct scale and labels of axes. Their ability to carry out mental calculations is good, both with whole numbers and when, for example, converting fractions to percentages. Pupils apply their knowledge to real life situations. They quickly and accurately work out the length of time since the Victorian age and know how long that period lasted.
91. The progress pupils make throughout the school is good. On entry to the school pupils have mathematical skills which are in-line with expectations. Pupils' progress is supported very

positively by ability related group teaching. Competency with numbers is systematically developed, and well supported by a positive approach to the numeracy strategy. Year 3 work confidently with three digit numbers, applying their knowledge to money and length problems successfully. Knowledge of the properties of shapes is above average. Higher-attaining pupils work out fractions of whole amounts; for example, one-quarter of 50. Strategies are clearly explained '*I halved it , then halved it again*'. Progress in investigative work successfully employs numerical skills and data handling and is a strength of subject provision in all classes. Year 4 make above average progress, using data collected when sandwich making, to produce well constructed graphs, exemplifying class preferences for certain foods. Very good cross-curricular links are established with design technology. A Year 5 set work successfully at the nationally expected level, when investigating the perimeters of rectangles. Progress in understanding the properties of a wide variety of shapes and measures is most effectively supported by well constructed worksheets. Pupils' attainment and progress throughout the school is enhanced by the systematic development of correct mathematical terminology; for example, all pupils are familiar with the term's denominator, numerator, vertical and horizontal axes. The progress of pupils with special educational needs in relation to their previous attainment is good. Their needs are well assessed and work is at the right level.

92. Pupils' attitudes are very good and they look forward to their lessons. They are enthusiastic about mathematics. Classroom routines are understood and followed. All pupils are keen to answer questions and in group activities they co-operate and work well together. Most pupils work independently and persevere with difficult tasks. Their very good behaviour has a positive impact on the progress they make.
93. The quality of teaching is good. Twelve lessons were seen, nine of which were good or better. There was no unsatisfactory teaching. Subject knowledge is good. Most teachers have a positive approach to the new numeracy strategy. All planning is well structured and securely based on good assessments of what pupils know and can do. The school has correctly identified the need to plan mental mathematics sessions in more detail. Teachers value pupils' input to lessons especially their explanations of strategies. This is a strength of teaching provision. Effective lessons begin with a clear explanation of learning objectives to the whole class and a quick recap of past learning, for example, in a Year 6 class there is a brisk mental starter, followed by good teacher focus on an identified group during the main task session, finishing with a well timed plenary using on-the-spot assessments. In some lessons, the focus group for teacher and learning support assistant is unclear. Pupils spend time waiting for attention and permission to move on. Learning support assistants effectively support pupils' learning. Some teachers miss opportunities to use learning support assistants, during the mental and plenary sessions. Homework is regularly given and complements work in the classroom very effectively.
94. Mathematics is very well managed. The co-ordinator is well supported by the interest, expertise and hard work of teaching and non-teaching staff. This has enabled the school to make a good start to the numeracy hour. The analysis and use of information from statutory and yearly tests, undertaken by all classes, is well used to inform curriculum planning. This has a positive impact on standards attained by pupils. Staff and pupils are supported by a good range of mathematical resources, well organised for ease of access. Effective use is made of display to support mathematics within the school. The subject fully meets National Curriculum requirements.
96. **Science**
95. By the time they are eleven, pupils' overall attainment in science is in-line with national expectations. Analysis of the national 1999 tests for eleven year olds shows that standards in science are in-line with the national average. When the school's test data is compared with

schools of similar size and context, it shows that standards in science remain at the average level. Boys and girls reach similar standards in science. Twenty per cent of the pupils are attaining higher standards than expected, by the age of eleven. This is a similar picture as in the previous inspection report. However, standards have gradually improved over the past three years. Analysis of school data, on the number of pupils who leave and join the school during the four years of Key Stage 2, indicates that pupils who remain for the four years achieve significantly higher than pupils nationally and in similar schools.

96. By the age of eleven, pupils reach satisfactory standards in their work. They have a sound knowledge of experimental and investigative science. They are able to predict outcomes prior to testing and to change variables during their investigations; for example, when pupils in Year 6 were investigating sound they were able to suggest ways in which they could make variations in pitch. They collect and record evidence of their findings accurately and carefully. Pupils record data using simple tables and bar charts. However, during lessons, due to too much direction by teachers, they are less likely to choose their own equipment, make decisions on the collection of evidence and choose ways in which to record their work. Pupils have a good knowledge and understanding of how the human body functions; the need for a healthy diet, the importance of dental care and the reproduction process. They identify and classify the different natural and man-made materials. They also understand that heating and cooling materials can cause change; for example, pupils had made a study of the nature of solids, liquids and gases. They also know how filtration systems work and how some solids dissolve. Investigation into forces: electricity, magnetism, gravity and air resistance indicates a satisfactory range of knowledge of the physical processes of science.
97. Overall, pupils make good progress in science. Much of this is due to teachers' good subject knowledge, the breadth and balance in the planned curriculum and the opportunities for investigative work. In Year 3, pupils classify different trees according to shape of leaves and size and investigate how light passes through different materials. By Year 4, pupils develop understanding of seed dispersal and the need for seeds to grow new plants. They also gain an understanding of which foods constitute a healthy diet. In Year 5, pupils develop insight into the properties of solids, liquids and gases as when they observed boiling water and the subsequent build up of steam and condensation on cold surfaces. Younger pupils receive opportunities to observe experiments demonstrated by their teachers. Older pupils develop improved observational skills and are more able to set up a fair test. For example, pupils in Year 6 were testing the variations in pitch using elastic bands, rulers and string telephones. Pupils make good progress in their written work when recording the class experiments and they use good mathematical skills as when measuring and weighing water in a study on evaporation.
98. Pupils with special educational needs make good progress throughout the school. This is particularly evident when appropriate work is available for them and when they receive support from a teacher assistant, matching work according to their prior level of attainment.
99. Overall, pupils' attitudes to science are very good. They respond thoughtfully to ideas and suggestions from their teachers. They show interest in completing investigations, concentrate well throughout their lessons and demonstrate enthusiasm in the class question and answer sessions. When working in groups they co-operate well with other pupils and often collaborate when investigating; for example, in the investigations about the variations in sound, Year 6 pupils took on different roles within the group, supporting each other and discussing their findings. Pupils behave very well, showing respect for each other when sharing equipment and taking turns when experimenting. In a minority of lessons, when there was less opportunity for pupils to take an active part in investigations, levels of enthusiasm and interest were less evident.
100. The quality of teaching is good overall, although it ranges from unsatisfactory to very good. This is similar to the last inspection report when it was also judged to be good. Each year group plans the work together ensuring a consistent coverage of the science curriculum. Teachers identify learning targets and ensure that pupils also understand them. Teachers' knowledge of science is generally good and this supports the good level of pupil discussion in lessons. They also prepare appropriate resources to support pupils' learning during the lesson. In the very good lessons, teachers use challenging questioning techniques that encourage all pupils to make good progress

and develop their investigational skills. In the less effective lessons, teachers spend too much time in demonstration and do not make clear the learning objectives to their pupils. Consequently, pupils do not develop investigation and questioning skills sufficiently. When pupils receive satisfactory or good teaching, the teachers use appropriate methods of assessment, intervention and support.

101. There is an agreed scheme of work and assessment procedures that ensure breadth and balance covering all aspects of the science curriculum. There is less documentary evidence that the planned curriculum supports the progression of key skills and investigative processes as pupils move through the school. The co-ordinator has a good budget plan for science in order to ensure that sufficient resources are available. Teachers use resources effectively to support learning. Overall, staffing, accommodation and learning resources are very good. The co-ordinator has good scientific expertise and supports colleagues in the planning and assessment processes. Some monitoring of standards in pupils' work has taken place, which is helping to improve breadth and balance in the curriculum. No monitoring of teaching has taken place with the result that some teachers lack confidence in setting up a full range of opportunities for pupils to develop independent investigational skills.

## **OTHER SUBJECTS AND COURSES**

### **103. Information and Communications Technology**

102. The school has made impressive improvements in ICT provision since the last inspection. Licensed software covers all strands of the curriculum, and a computer suite was installed just a year ago with money from the National Grid for Learning.

103. By the end of the Key Stage, attainment is good, sometimes very good. When writing calligrams on the computer, pupils respond to verbal and picture cues with a mouse to build up their essential literacy and ICT skills. In art, they discuss self-portraits, and confidently and competently communicate ideas in picture form using a painting program. They amend their use of colour and brush size, demonstrating their increasing ability to access menus and generate changes through the keyboard. There is effective consolidation of skills in giving commands to the computer or other equipment.

104. Pupils make good progress in developing competency across the attainment targets. Pupils with special educational needs make good progress. Pupils have positive attitudes and enthusiasm for ICT. They work well in pairs when using computers. Pupils use CD-ROMs for research purposes when studying Egyptians or Victorians. Younger pupils demonstrate competence in word processing by producing evocative newspaper-style reports of a missing child, or by discussing the merits of a new healthy cigarette, with obvious and appropriate regard to their intended audiences. They enliven their work on planning party food by introducing graphical and clip art images. They use modelling programs in mathematics and science. Older pupils combine text and graphics in an imaginative project called 'The Violent Earth'. The work is enhanced and enlivened by images of a Californian earthquake downloaded from the Internet. Some demonstrate high levels of skill in designing and making business cards in a publishing program.

105. The quality of teaching is good, particularly when using the computer suite. Additionally, provision of computer bays in classrooms is a good organisational strategy. Posters of instructions or prompts enhance these. Clear and effective questioning ensures all pupils understand. Teachers provide good opportunities for skill development. They give feedback and encouragement. When teaching skills directly, teachers are informative and supportive, drawing

effectively on the pupils' previous learning. Homework contributes to the progress pupils make. In an effort to keep abreast of ICT development, the school is submitting a claim on the National Opportunities Fund for staff training.

106. The subject is led by an enthusiastic co-ordinator. The co-ordinator has been instrumental in the adoption of a scheme of work that demonstrates how software matches ICT delivery. Word-processing is an emphasis in the school and done well. There are clear indications of the planned use of software across the wider curriculum, in English, mathematics, science, history, geography and art. Procedures for assessment of pupils' attainment are in place, enabling teachers to plan future provision to overcome difficulties. The introduction of group folders on the network, allows each pupil to store work, and further facilitate the monitoring and assessment of attainment.

108. **Religious education**

107. Standards achieved in religious education (RE) are satisfactory and satisfactory progress has been made since the last report. By the time they are eleven pupils will meet the required standards for the agreed syllabus for Bracknell Forest. Pupils meet the requirements of the two attainment targets: one, learning about religion and, two learning from religion. By the time they leave the school they know about the Christian religion and understand the place of the church in people's lives.

108. Few lessons took place during the inspection. Evidence of teachers' planning and scrutiny of pupils' work indicates that pupils make satisfactory progress throughout their time in school. Pupils are encouraged to investigate an understanding of the Christian and other world religions through a variety of themes. The scheme provides opportunities for pupils to interpret the meaning of texts, artefacts and symbols from various world religions. This was evident in pupils' work on the harvest and in stories from the Old Testament. They also develop the ability to reflect on their own feelings and experiences and appreciate the feelings of others through themes of love, forgiveness and sorrow. This was evident in Year 4 when they study feelings and relationships in a topic about healthy bodies. The planned curriculum for Years 4, 5 and 6 provides opportunities for pupils to learn about other world religions such as Judaism and Hinduism.

109. Pupils' understanding of the Christian religion is satisfactory. Pupils with special educational needs make satisfactory progress, in particular, pupils in Year 3 learn about major festivals and explore the various ceremonies of marriage and baptism. Year 4 pupils develop their understanding of biblical characters such as David and Goliath, but they also study the lives of influential people such as Louis Braille and Helen Keller. In Year 5 pupils develop a deeper understanding of the meaning behind parables and the stories Jesus told such as the Good Samaritan. In Year 6 pupils compare various religious texts and study the great lives of people such as Dr Barnardo that links well with the historical theme on the Victorians.

110. In the few lessons seen and during assemblies pupils' attitudes to learning are always good. They listen well to stories especially in assemblies on which most of the follow-up work is based. An outstanding assembly time for Year 5 demonstrated a high level of spirituality within the school and recognition of the importance of faith in people's lives. Pupils read their own prayers, many of which had a moving, personal theme. The local Baptist minister who is also a governor, supports the school for assemblies helping them to have a greater Christian emphasis. He also offers pastoral care to the school's community.

111. From the evidence of the few lessons seen, the quality of teaching for religious education is satisfactory. In these lessons, teachers continue on the main theme of the assembly and help pupils to review what they have learned, for example they explore the issues of how even the small

things we do to help people can be important. However, much of the work reinforced pupils' literacy skills rather than developing knowledge of the meaning of religion in people's lives.

112. The newly appointed co-ordinator for the subject is aware of the need for staff training in using appropriately the good resources to support pupils' learning. This is particularly relevant as the school has good resource boxes of artefacts from other world religions.



114. **Art**

113. The satisfactory and sometimes good standards attained in the previous inspection have been maintained. Pupils' attainment in lessons is in-line with expectations and, on occasions, exceeds them. Scrutiny of pupils' work, displays, sketchbooks, photographs and teachers' plans shows a balanced coverage of the curriculum. Progress in knowledge and skills is satisfactory for all pupils, including those with special educational needs. By the time they are in Year 6, pupils produce some exciting studies based on the work of Pablo Picasso. They confidently discuss his work, put it in historical context, describe how feelings and mood are represented and accurately interpret some of the symbolism in his work. Their own interpretations are strong and expressive. Attainment in these Year 6 lessons was above average.

114. Progress throughout the school is satisfactory and at the end of the key stage it is sometimes very good. Pupils with special educational needs are well supported and make good progress. Younger pupils in Year 3 improve their cutting and co-ordination skills by designing and making a monochrome collage. Pupils in Years 3 and 5 develop skills making clay tile reliefs. They study natural forms such as plant life, and apply decoration carefully. Some children show creative embroidery skills using the same theme with threads and felts. Year 4 pupils use ICT programs to design and provide self-portraits with supporting text. Year 5 pupils measure and score templates accurately for an illustrated magic box; this supports literacy and numeracy work. Year 5 pupils also experiment with small scale silk painting. Related to their Egyptian topic work they design and made interesting miniature clay canopic jars. Displays of work show satisfactory progress in all the required areas of the National Curriculum. Pupils paint imaginatively in the style of L S Lowry, Pablo Picasso, Van Gogh and Claude Monet. They are increasingly aware of art from different cultures. Sketchbooks demonstrate some variable but satisfactory development of observational and imaginative drawing skills. However, the use of these is not consistently or systematically reinforced. Good cross-curricular links are made with English, history and geography; for example, depicting the living environment of miners in Victorian times in pastel and chalk. Topic work shows good standards in illustrations to support studies in several subjects.

115. Pupils enjoy their art lessons. They show good levels of concentration as they experiment and explore their artistic ideas. They handle materials and tools with care. They listen carefully to instructions and share equipment and media.

116. The quality of teaching is good, with a few examples of excellent teaching. In the best lessons, teaching is enthusiastic and stimulates the pupils' interest. The use of specific terminology and good quality resources are key features. Work is regularly assessed and pupils are encouraged to evaluate their own and each other's work. Tasks are appropriate, challenging and are well matched to the age and interest of pupils. Skills are developed and refined pupils have opportunities to experiment and mark make with different media. Relationships with pupils are very good and enable good progress to be made. The accommodation is good and the shared areas are maximised. Display is neat, there is scope for the work of pupils to be further celebrated, and it is often displayed alongside that of teachers' support work for the curriculum.

117. The subject is very effectively led by the co-ordinator. Clear plans are in place to address and improve the skills and confidence of teachers. Resources are of good quality, are well organised and available to all staff.

119. **Design and technology**

118. The school has made good progress in addressing the weaknesses pointed out in the last inspection report. The attainment of pupils and the support of pupils with special educational

needs are now good. In a lesson where pupils made running repairs to their corriflute models, good quality work was seen. Younger pupils assemble and disassemble, using tools in constructing a boxed and lighted rainforest scene. Older pupils use their ICT skills in the design and construction of a lighthouse, comparing and contrasting the effectiveness of the computer-controlled flashing unit with one powered by battery-driven motors. There is good precision in their use of sheet materials which produces neatly crafted work. Some pupils adapted and refined their ideas through testing and experimenting, showing good understanding of the need for accurate assembly.

119. Pupils, including those with special educational needs, make good progress. They consolidate skills and attend well to the finish of the product; for example, when cutting and shaping an Egyptian clay pot with lid or a working model of a shaduf. Pupils proficiently and confidently assemble peg cams to insert into moving wooden toys that they have constructed. They consolidate skills in simple measuring tasks and in food technology. Pupils competently follow their designs, working out proportions of ingredients. They combine, join, cut and spread, demonstrating their experience and developing skills.
120. Pupils enjoy their lessons. They concentrate on their designing tasks, and apply ideas confidently. They work productively and animatedly. All pupils have good relationships with teachers and others. In reviewing work they explain what they did with impressive clarity.
121. The quality of teaching is good, and in one lesson, very good. Teachers draw on pupils' previous experience effectively. They have good knowledge of the subject. Pupils are constantly challenged by the teachers' clear questioning to extend their ideas about their healthy sandwiches. The good pace and high expectations in some classes result in an effective learning environment. Teachers have good organisational skills. There are effective strategies to ensure that all pupils have access to the materials and tools provided.
122. Links between the work in design and technology and mathematics, science and ICT are good. An effective policy for the subject is in place and activities are clearly planned across the Key Stage. Good consideration is given to skill development, knowledge and the range of experience pupils receive. Assessment procedures are identified and these inform short-term and medium-term planning. Co-ordination of the subject is very effective. Design and technology is promoted through in-service training and staff meetings, both formally and informally. Accommodation is good, as is the range of learning resources, including books, tools, and everyday materials for delivery of the curriculum and the age range of the pupils. Overall, the organisation, management and deployment of resources are good.

124.

### **Geography**

123. Only three lessons were observed during the inspection. Judgements are also based on evidence from work in pupils' books, work on display and informal discussion with pupils.
124. Pupils make good progress in geography by the age of eleven. Pupils have a good understanding of basic geographical skills in order to investigate places and geographical themes. These include a good knowledge of the effect of rainfall, the formation of rivers and how settlements have grown. Pupils demonstrate a good use of geographical vocabulary indicating an understanding of erosion, disposal, evaporation, river deltas, coordinates and bearings. Year 3 pupils know how to draw accurate plans of the classroom including some use of scale. Pupils in Year 4 successfully use two figure coordinates to indicate the exact position of symbols on a grid and by Year 6 pupils accurately identify places and features on an ordnance survey map using six figure coordinates. Pupils have a good knowledge of the main continents in the world and use a wide range

of maps and globes. By Year 6, pupils accurately use compass directions, bearings, latitude and longitude. In addition, they understand the use of scale when reducing ten metres down to one centimetre when drawing plans. Pupils also have an understanding of places and settlements other than their own. Pupils in Year 4 study life in 'Chembakolli Village' in India and particularly compare the climate and its effect. Rainforests and the Arctic area provide another focus for comparing daily life, local language and different clothing required in various climates. Pupils have a satisfactory understanding of the effects of pollution and know about the effects of river pollution particularly focusing on damage to crops and local communities.

125. Pupils' attitudes to their work are very good. They show an enthusiastic interest in aspects of geographical enquiries. They work co-operatively, as in Year 6 when pupils helped each other to identify features on an Ordnance Survey map. This was a very challenging activity that they enjoyed. They behave well, listen very attentively and maintain good levels of concentration throughout their lessons. They pose an interesting range of questions in class discussions and react positively to targets for completing work. Pupils' workbooks are well presented and they obviously take a pride in completing work carefully and attractively.
126. The quality of teaching is good. Although only a few lessons were seen, the high quality of planning and the expectations of good standards of work in pupils' books support this judgement. Teachers have a secure knowledge of the subject and provide clear direction and open-ended questions to ensure pupils make good progress. When worksheets are used, they encourage pupils to think for themselves and to reinforce their understanding. During lessons, teachers intervene appropriately in order to encourage accurate judgements and answers. Resources are good and pupils have easy access to atlases, maps and photographs.
127. The management of geography is good. The co-ordinator has monitored pupils' books in order to ensure coverage of the school's scheme of work. This is a well balanced programme of work covering all aspects of the geography curriculum with appropriate allocation of time to ensure equal coverage throughout the school. This is an improvement since the last inspection when standards and teaching were judged to be sound.

129. **History**

128. Pupils make good progress in history. The school has improved standards since the last inspection. With the termly rotation of topics, it was only possible to observe direct teaching of history in Year 6. An extensive range of work was provided for sampling.
129. Pupils develop a good sense of chronology. Topic themes have been carefully planned to support pupils' learning in this area. Younger pupils study life in Ancient Greece. Topic books include a wide range of well organised factual information about everyday life. Good links are made with other subjects, as pupils base artwork on Greek patterns and identify Greece correctly on a map of Europe. A Viking topic enables pupils to write a diary, using the runic alphabet creatively. One pupil writes a well constructed letter of thanks to Viking visitors, expressing surprise that chain mail was so heavy and, for Vikings, so expensive! The range and depth of historical studies is regularly enhanced by good opportunities to experience just what life was like in times past; for example, Year 6 visit Katesgrove, and act as Victorian pupils. They talk with first-hand knowledge, about the problems of writing with 'pens with nibs and ink in inkwells'. Pupils use their imagination to draw conclusions about the likely use of artefacts. Year 6 thoroughly enjoy an opportunity to act as historians, for example, they handle wooden laundry tongs, modifying first ideas about their use to move hot coals when one pupil states, '*But wood burns*'. Pupils make very cohesive arguments about the advantages and disadvantages of aspects of Victorian life. Literacy and numeracy skills are enhanced through history. Good attention is given to the

introduction of appropriate vocabulary, related to the passing of time, and this is helpful to progress in literacy. Pupils are very familiar with the concept of time-lines. Pupils with special educational needs are well supported and make good progress.

130. Pupils really enjoy their opportunities to behave as historians. They work co-operatively to investigate unfamiliar artefacts and show real joy when solving historical puzzles. They handle materials and artefacts with appropriate respect and care, and are keen to share their knowledge with visitors. Pupils' behaviour in lessons is good, most show mature, sensible and adult behaviour. Boys and girls collaborate well in pairs and group discussion. Sampling of pupils' work shows that pupils take care and show pride over the presentation of writing, drawings, diagrams and maps.
131. Overall the quality of teaching is good. Teachers demonstrate good subject knowledge and ensure that lessons are interesting and challenging. They are skilful in the way they use artefacts, materials and videos to bring historical facts to life. Visits planned, as well as visitors welcomed to the school, make a very significant impact on pupils' knowledge and understanding. Staff give strong emphasis to the continuity and progression in the development of historical skills and the careful planning in year groups reflects this. History makes a positive contribution to the spiritual, moral, social and cultural development of pupils.
132. The subject is well managed and resources are well organised and well used to benefit pupils' learning.

134. **Music**

133. By the time pupils are eleven they are attaining standards in-line with national expectations and, on occasions, when singing or performing, and playing musical instruments they exceed these. At the time of the last inspection standards were satisfactory, and sometimes good. A good number of pupils receive instrumental tuition; many at this time of the school year are at early stages of music making. There were some particularly good examples of performance in singing, with the school choirs and in the school band.
134. All pupils have some opportunities to develop critical skills in music appreciation through assembly. Before and after assembly pupils are encouraged to listen to the music of an influential composer or a selected musical piece which is played throughout the week, and is a focus for information and further enquiry. Younger pupils use and follow a rhythm square with increasing accuracy playing percussion instruments. They learn to recognise and interpret note values and play together in small groups keeping the beat and rhythm time. They sing familiar and new songs with control and follow directions when singing. Intonation and expression is developing clearly. Pupils playing recorders play a range of notes exceeding one octave and most can repeat simple melodies. They perform simple melodic and rhythmic patterns from ear. Older pupils listen attentively and recognise the shape of melodies and notate melodies. Pupils know how to add an appropriate accompaniment to a melody. They recognise different musical forms and music from different cultures and periods. They name instruments correctly and describe the different sounds instruments make using subject specific terminology. Literacy and numeracy skills are enhanced through music. They use words such as pulse, rhythm, pitch and crescendo with increasing understanding and count time and beats. The two school choirs are very popular and pupils have many opportunities to perform locally and nationally. Pupils sing heartily, in unison, with clear diction and expression. They know the importance of breathing correctly when singing. They enjoy singing in two parts and independently. Pupils write their own compositions using graphic and musical notation to play in classroom and school performances. Some of the pupils receiving instrumental tuition and those who play in the large school band are becoming quite

accomplished.

135. Most pupils make good and occasionally very good progress. Pupils with special educational needs are well supported and make good progress. Younger pupils are developing skills in controlling volume and rhythm when singing and learn how to make short group compositions. Older pupils readily identify individual instruments and recognise the different elements of various musical pieces. Most pupils listen well as an audience. When discussing their own music making efforts they make critical but supportive comments evaluating each other's work. Those pupils learning to play musical instruments are making good progress in gaining skills associated with string, brass, keyboard and wind instruments.
136. The attitudes of pupils are good and often very good. They enjoy lessons and want to achieve. Pupils are keen to demonstrate their skills on instruments when practising to improve. They enjoy singing in assembly and in class.
137. The quality of teaching is mostly good, never less than satisfactory and is occasionally very good. A few teachers have considerable musical expertise and this is maximised by the school. Teaching seen consolidates pupils' knowledge and understanding and challenges pupils well. The methods used make learning fun and enjoyable. Pupils are encouraged to explore their own musical ideas. It is clear that teachers enjoy teaching music and sharing their musical skills. Learning objectives are clear and shared with pupils. Secure subject knowledge is used effectively to generate and sustain interest. Pupils are enthused and are encouraged to make good progress. Subject vocabulary is promoted well. Expectations of both work and behaviour are high, for example, pupils playing in the school band are required to concentrate, keep time, follow instructions carefully and listen to each other. When singing, good attention is paid to developing correct singing techniques and management of volume. The use of time and resources is very good, as is the management of pupils' behaviour.
138. Music has a high profile in the school and provision is good in respect of curriculum planning. Assessment and recording of pupils' compositions support future planning for progress and continuity. Resources are very good and include a range of multicultural instruments. The accommodation is good and there are some interactive displays which pupils are encouraged to use. The choirs, school band and instrumentalists take part in school concerts and productions and in events in the wider community. This is having a real impact on the development of musical and social skills. The enthusiastic subject co-ordinators have good plans to develop music further throughout the school. Teachers are given good guidance and support.

140. **Physical education**

139. Due to timetable arrangements no lessons in gymnastics or games for Year 6 were observed. Discussion with pupils, staff, evidence taken from teachers' planning and pupils' level of achievements in team games and extra-curricular activities supports the judgements.
140. All pupils including those with special educational needs make good progress in physical education as they extend their range of physical skills and develop control and co-ordination as they move through the school. By the age of eleven, pupils have taken part in a full range of physical activities including gymnastics, games, athletics, dance, outdoor adventurous activities and swimming. In addition, older pupils have two opportunities to attend residential activity centres to develop skills in team building. Most pupils understand the need to warm up the body muscles prior to strenuous activity. Pupils' progress in dance and gymnastics is good and sometimes very good, for example, in a Year 3 gymnastics lesson, pupils made very good progress in perfecting jumping skills and forward rolls. They indicate very quick progress in

improving the height and landing skills when jumping using one and two feet take off. In Year 5, pupils demonstrate a good level of skill when interpreting aspects of Egyptian life in dance such as people's jobs, reactions to the River Nile floods and aspects of mummification. They have very good control and hold well balanced positions to reflect the mood of the music. Older pupils have made good progress in team games activities particularly evident when taking part in games activities with local schools. Football, netball, Kwik cricket, athletics, rounders and mini-rugby all feature in the opportunities for pupils to demonstrate games skills practised during lessons.

141. Pupils show a consistently good response in physical education lessons. They are enthusiastic, listen carefully to instructions and carry them out accurately which supports their good progress. Behaviour is always very good. Pupils show a good level of confidence when performing in both dance and gymnastics lessons. They also have good levels of concentration when listening to new instructions particularly when learning new dance sequences and performing new gymnastic movements such as Year 3 pupils when completing a forward roll over a bench.
142. The quality of teaching overall is good. Teachers have very clear objectives for most of the lessons and through clear instructions encourage pupils to respond and improve. The quality of teachers' planning is very good and assessment is good. In the very good lessons, teachers expect a very high level of response and physical activity from pupils. By using pupils to demonstrate good practice, teachers provide good opportunities for improvement of all pupils. Occasionally in dance there are few opportunities for pupils to evaluate their own achievements in order to progress further. Teachers prepare good musical resources to support the dance lessons and in gymnastics the full range of equipment is used. Overall teachers' knowledge of physical education is good. Occasionally, there is limited time available to complete the lesson objectives and this restricts the overall rate of progress for pupils.
143. The management of physical education is good. The co-ordinator has improved the scheme of work for physical education particularly in the provision of a dance programme. The teachers have also been supported through in-service training and attending courses to improve their subject knowledge. The headteacher supports the work of the co-ordinator by giving demonstration lessons in gymnastics to teachers and by encouraging the increase in team games. The provision of both team games competitions with other schools and the extra-curricular sessions for all games, dance and judo is excellent. During the last three years the school has been particularly successful in the LEA championships for athletics, cricket and mini-rugby.

145.

### **Swimming**

144. The inspection of the school included a focused view of swimming. No swimming lessons were observed. These take place during the spring term each year, using a swimming pool six miles away from the school.
145. The school's policy for the provision of swimming instruction focuses on teaching swimming to Year 4 pupils. This decision has been made in order to target the age group of pupils most likely to benefit from instruction. The school has made this decision because of the high incidence of pupil mobility in older year groups. The school identifies the ability to swim as an important part of the development of all pupils.
146. The attainment of pupils is good. The records of swimming for the previous two years indicate that 98 per cent of Year 4 pupils achieve a ten metre swimming award. In addition, the school has records to show that by the age of eleven, 89 per cent of pupils, who received instruction in Year 4, swim 25 metres or more.

147. The planned curriculum for Year 4 pupils identifies progression for non-swimmers, pupils who require improvements in front and back strokes and strong swimmers developing water safety skills and survival. Pupils in Year 4 who fail to reach the ten metres award and are confident in the water receive strong encouragement to continue attending swimming classes. All the instructors at the pool and both the teacher and headteacher involved in swimming instruction are Amateur Swimming Association qualified teachers.
148. All Year 4 pupils attend swimming lessons regardless of ability to provide the full funding. The school uses its delegated budget, school's private fund and the PTA contribution to supplement the parents' contributions in order to finance the whole package of travel and instruction. In addition, the school values the opportunities to develop pupils' social skills when travelling out of school and in public places.

## 150. PART C: INSPECTION DATA

150.

### Summary of inspection evidence

149. The team consisted of five inspectors, including a lay inspector, who spent a total of 20 inspection days in school. The inspection team:

- spent over 88 hours observing lessons or parts of lessons and reviewing pupils' work;
- attended a sample of registration sessions;
- attended assemblies;
- had lunch with the pupils on several days;
- observed pupils' arrival at and departure from school;
- observed all teachers present at least once and most several times;
- had discussions with the headteacher, teaching and non-teaching staff, the chairman of governors, other governors learning support assistants and visiting teachers;
- reviewed all the available written work of a representative sample of pupils from each class;
- held informal discussions with many pupils;
- analysed a large amount of documentation provided by the school both before and during the inspection including the school prospectus, school policies, the governors' annual report to parents, minutes of governors' meetings, financial statements, the school development plan, subject policies and planning documents and pupils' records and reports, including those for pupils with special educational needs;
- held a meeting attended by 11 parents and considered 125 responses from parents to a questionnaire asking about their views of the school. A few positive written responses were also received.



· **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
<b>Y3 – Y6</b>	<b>348</b>	<b>5</b>	<b>65</b>	<b>16</b>

**TEACHERS AND CLASSES**

**Qualified teachers (Y3– Y6)**

Total number of qualified teachers (full-time equivalent)	13.90
Number of pupils per qualified teacher	25.04

**Education learning support assistants (Y3 – Y6)**

Total number of education learning support staff	15
Total aggregate hours worked each week	190

**FINANCIAL DATA**

Financial year:	1998/9
	£
Total income	553966
Total expenditure	559719
Expenditure per pupil	1608
Balance brought forward from previous year	24009
Balance carried forward to next year	18256

## PARENTAL SURVEY

Number of questionnaires sent out:

290
-----

Number of questionnaires returned:

125
-----

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	35	56	5	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	46	50	3	0	0
The school handles complaints from parents well	18	46	19	5	0
The school gives me a clear understanding of what is taught	36	57	2	1	0
The school keeps me well informed about my child(ren)'s progress	26	50	10	6	0
The school enables my child(ren) to achieve a good standard of work	23	62	5	3	0
The school encourages children to get involved in more than just their daily lessons	38	57	2	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	24	60	4	7	2
The school's values and attitudes have a positive effect on my child(ren)	42	53	2	0	1
The school achieves high standards of good behaviour	41	54	1	2	0
My child(ren) like(s) school	48	43	5	0	1

### Other issues raised by parents

Comments received were very positive about the headteacher, the teaching staff, and the provision and quality of education provided.

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