

# INSPECTION REPORT

**Warfield CE (VC) Primary School**  
Bracknell

LEA area : Bracknell Forest

Unique Reference Number : 109982

Inspection Number : 182379

Headteacher : Ms Janet Lomas

Reporting inspector : David Westall  
2414

Dates of inspection : 11<sup>th</sup> - 14<sup>th</sup> October 1999

Under OFSTED contract number: 706993

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

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	Voluntary Controlled
Age range of pupils :	5 to 11
Gender of pupils :	Mixed
School address :	All Saints Rise Warfield Bracknell Berkshire RG42 3SS
Telephone number :	01344 862074/6
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Appropriate authority :	The Governing Body
Name of chair of governors :	Mr Nick Shaw
Date of previous inspection :	May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Lizzie Forster, Lay Inspector	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Sandy Wellsted  Brian McCutcheon	English History Physical education Religious Education Special education needs Mathematics Information technology Geography	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development  The curriculum and assessment

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# REPORT CONTENTS

## Paragraph

### *MAIN FINDINGS*

- What the school does well**
- Where the school has weaknesses**
- How the school has improved since the last inspection**
- Standards in subjects**
- Quality of teaching**
- Other aspects of the school**
- The parents' views of the school**

### *KEY ISSUES FOR ACTION*

### *INTRODUCTION*

- Characteristics of the school** 1 - 2
- Key indicators** 3

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

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

- Attainment and progress** 4 - 12
- Attitudes, behaviour and personal development** 13 - 17
- Attendance** 18

#### **Quality of education provided**

- Teaching** 19 - 26
- The curriculum and assessment** 27 - 36
- Pupils' spiritual, moral, social and cultural development** 36 - 41
- Support, guidance and pupils' welfare** 42 - 46
- Partnership with parents and the community** 47 - 53

#### **The management and efficiency of the school**

- Leadership and management** 54 - 60
- Staffing, accommodation and learning resources** 61 - 64
- The efficiency of the school** 65 - 67

*PART B: CURRICULUM AREAS AND SUBJECTS*

**English, mathematics and science** 68 - 94

**Other subjects or courses** 95 - 135

*PART C: INSPECTION DATA*

**Summary of inspection evidence** 140

**Data and indicators** 141

## MAIN FINDINGS

### What the school does well

The teaching is good in four out of every ten lessons, and is rarely unsatisfactory.  
The literacy strategy is being implemented effectively, and English teaching is mainly good.  
Mathematics is taught particularly well in Years 5 and 6.  
The headteacher has good management skills and provides strong leadership.  
The governors are highly committed and well informed.  
Good provision is made for pupils' moral and social development, and pupils behave well.  
There is a strong partnership with parents, and this benefits pupils' learning.  
The school is a caring community, and relationships between pupils and staff are good.

### Where the school has weaknesses

Pupils make mainly unsatisfactory progress in information technology, and their standards are a little below average at the end of both key stages.  
Most subject co-ordinators do not check the quality of teaching and learning with sufficient rigour, across the school.  
  
In Key Stage 2, pupils make mainly unsatisfactory progress in art and design and technology, and standards in these subjects are a little lower than in most schools.  
The planning for geography does not ensure that pupils learn important skills in a systematic way.  
Pupils require more opportunities to use their initiative, to make decisions and to solve problems in their work.

**The weaknesses are outweighed by what the school does well. The first two weaknesses listed above will form the basis of the governors' action plan which will be sent to all parents or guardians at the school. The remaining weaknesses are less important, but should be considered by the school for inclusion in the action plan.**

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

The school has made satisfactory progress in addressing the weaknesses identified in the last inspection, and is now a better school. The quality of teaching has improved in Key Stage 1, and more able pupils are usually given tasks which are sufficiently challenging. Permanent appointments have been made so there are co-ordinators for all subjects; and assessment procedures are currently sound. There are satisfactory schemes of work for most subjects, but weaknesses remain in planning the systematic development of pupils' key skills and knowledge in a few subjects. Resources for information technology are much improved, but standards in the subject need to rise further. In design and technology, standards were low in the last inspection, and they are little changed. The school is in a sound position to make further improvements.

## Standards in subjects

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

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

At the time of the inspection, there were no national statistics to compare with the school's test results in 1999. However, they represent a considerable improvement on the 1998 school results in English, mathematics and science. Inspection findings show that overall attainment in English is above average at the end of both key stages. In mathematics and science, pupils achieve mainly average standards, but a significant minority do better.

In other subjects, pupils generally achieve satisfactory standards for their ages. However, standards are a little below average in information technology at the end of both key stages, and in art and design and technology in Key Stage 2.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	The school admits pupils in the term after their fifth birthday, so there are no under fives.	Good	Good
Mathematics		Good	Sound in Years 3 & 4, and good in Years 5 & 6
Science		Satisfactory	Satisfactory
Information technology		Not enough evidence to make a judgement.	
Religious education		Satisfactory	Satisfactory
Other subjects		Satisfactory, overall, in music and PE, across the school, and in history in Key Stage 2. Insufficient lessons were observed in other subjects to judge the quality of teaching.	

The quality of teaching was sound, or better, in 96% of all lessons; and was good, and occasionally very good, in four out of every ten lessons. Year 6 pupils often benefit from the most effective teaching, but there is little overall



difference between the quality of teaching in either key stage. The National Literacy Strategy is being implemented successfully, and the setting arrangements in mathematics, for Year 5 and 6 pupils, are working well. While little teaching was seen in information technology, geography, design and technology and art, evidence suggests that some teachers would benefit from in-service training to increase their knowledge about these subjects.

*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	Good, across the school.
Attendance	Good
Ethos*	Pupils have positive attitudes to learning. They concentrate well and persevere with their tasks. Relationships are good between pupils and between pupils and adults.
Leadership and management	The headteacher has good management skills, and the governors are committed and effective. Most subject co-ordinators need to develop their overview by more rigorous monitoring procedures, including checking examples of pupils' work. The school development plan is well organised and has a beneficial effect on school improvement.
Curriculum	Sound, overall, with sufficient time allocated for literacy and numeracy. There is good planning for the literacy hour, and sound planning for most other subjects. However, planning for art, design and technology and geography does not ensure that key skills are taught systematically as pupils move through the school.
Pupils with special educational needs	Pupils with special educational needs are well supported, and the work set for them is matched to their needs.
Spiritual, moral, social & cultural development	The school makes good provision for pupils' moral and social development, and sound provision for their spiritual and cultural development.
Staffing, resources and accommodation	The staff are conscientious and have secure knowledge in most subjects. Their knowledge about English is good. Learning support assistants are well briefed and make a valuable contribution to pupils' learning. The building provides sufficient space and is in good condition. Learning resources are satisfactory, overall.
Value for money	Sound

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

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>Parents feel welcome in the school            Parents are well informed about what is taught            The school promotes good values and attitudes            The school encourages good behaviour</p>	<p>The work children are expected to do at home            The receptiveness of the school to suggestions            Being well informed about children's progress            The opportunities for extra-curricular activities</p>

Inspection findings fully support the parents' positive views about the school. There is no evidence to support the view that parents are not well informed about their children's progress nor that the school is unreceptive to suggestions. The range of extra-curricular activities is sound. Homework is satisfactory, and has improved to reflect the recently revised school policy.

## KEY ISSUES FOR ACTION

In order to raise standards and to improve the leadership and management of the school, the headteacher, staff and governors should:

- raise standards in information technology by:
  - (a) providing more opportunities for pupils to develop skills and use information technology across the curriculum; and
  - (b) improving teachers' confidence and expertise through well focused in-service training.

(See paragraphs 10, 23, 61 and 98)

- develop the role of subject co-ordinators so that they make more use of work sampling to judge pupils' attainment and progress in order to set well focused targets for improvements, and make a more significant contribution to the strategic management of the school.

(See paragraph 57)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- raise standards in art, design and technology, and geography by:
  - (a) ensuring that key skills in these subjects are systematically taught as pupils move through the school; and
  - (b) improving teachers' knowledge through well focused in-service training.

(See paragraphs 11, 24, 30, 111, 116 and 121)

provide more opportunities, in the curriculum, for pupils to use their initiative, to make decisions and to solve problems.

(See paragraphs 22, 29, 74, 83 and 92)

## **INTRODUCTION**

### **Characteristics of the school**

Warfield Primary School currently has 202 pupils on roll, taught in eight classes. The school admits pupils in the term after their fifth birthday. The percentage of pupils known to be eligible for free school meals is well below the national average, and four pupils speak English as an additional language. The percentage of pupils on the school's register of special educational needs is above the national average, and two pupils have statements. Most children attend pre-school education before starting at the school. On entry to the school, the overall attainment of most pupils is broadly average.

2. School priorities for the current year include raising standards in English, mathematics and science.

### 3. Key Indicators

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

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1998	35	25	60

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	27	29	32
	Girls	20	20	22
	Total	47	49	54
Percentage at NC Level 2 or above	School	82 (94)	86 (92)	95 (100)
	National	80 (80)	81 (80)	84 (84)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	27	33	28
	Girls	20	22	19
	Total	47	55	47
Percentage at NC Level 2 or above	School	82 (94)	96 (100)	82 (94)
	National	81 (80)	85 (84)	86 (85)

<sup>1</sup>

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

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

Number of registered pupils in final year of Key Stage 2

for latest reporting year:

Year	Boys	Girls	Total
1998	16	14	30

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	8	12
	Girls	12	9	8
	Total	21	17	20
Percentage at NC Level 4 or above	School	70 (77)	57 (63)	67 (66)
	National	65 (63)	59 (62)	69 (69)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	8	11
	Girls	12	9	9
	Total	22	17	20
Percentage at NC Level 4 or above	School	73 (80)	57 (80)	67 (91)
	National	65 (63)	65 (64)	72 (69)

Percentage of half days (sessions)		%	
missed through absence for the latest complete reporting year	Authorised	School	4.2
	Absence	National comparative data	5.7
	Unauthorised	School	0.2
	Absence	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

### Quality of teaching

Percentage of teaching observed which is :		%
	Very good or better	10
	Satisfactory or better	96
	Less than satisfactory	4

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

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

In Key Stage 1, the results of the 1998 statutory tests (SATs) were close to the national average in reading but were below the results achieved by schools with a similar proportion of pupils eligible for free school meals. The 1998 results in writing were above the national average and broadly in line with the results achieved by similar schools. In mathematics, the results of the 1998 SATs were well above the national average, and in line with the results achieved by pupils in similar schools. In science, the results of the Key Stage 1 statutory assessments were below the national average, and well below the results achieved by similar schools.

At the time of the inspection, no national averages were available to compare with the school's 1999 test results, in any subject. The 1999 results show a general improvement in reading, with over half of all pupils exceeding the standard expected of seven year olds. However, a slightly smaller proportion of pupils reached the expected standard in writing in 1999, compared with the school's 1998 results. In mathematics, the 1999 test results were broadly similar to the school's 1998 results. In science, the 1999 results, in Key Stage 1, were a considerable improvement on the school's 1998 results. Few pupils did not reach the expected standard, and over one third exceeded this level.

In Key Stage 2, the results of the 1998 SATs were above the national average in English, but were below those achieved by similar schools. In mathematics and science, the 1998 Key Stage 2 results were close to the national average but were well below the results achieved by similar schools. While it is not possible, at present, to make national comparisons with the school's 1999 SATs results, they represent a considerable improvement on the 1998 school results in English, mathematics and science, in Key Stage 2. In all three subjects, about a half of all pupils exceeded the standard expected for 11 year olds, and a relatively small proportion did not reach the standard.

Inspection findings broadly reflect the SATs results in mathematics in Key Stage 1, in 1998. However, they are otherwise more favourable than the 1998 results, and more closely match the school's improved results for 1999 in English, mathematics and science. In English, overall attainment is above average at the end of both key stages. Across the school, all pupils, including those with special educational needs, make mainly good progress in speaking and listening and in reading. In writing, more able pupils make good progress, while most pupils make satisfactory progress, in both key stages. By the end of Key Stage 2, most pupils can read a wide variety of texts competently, both in English lessons and in their work in other subjects. Most can use inference to grasp 'hidden' meanings in texts, and can use skimming and scanning techniques proficiently to select information from various sources. However, few pupils talk knowledgeably about their independent reading and most have a fairly limited experience both of literary genres and of the work of well known authors. The written work of the highest attaining pupils is of a high standard in Year 6, but many pupils sometimes demonstrate weaknesses in spelling and in the organisation of their writing.

In mathematics, inspection findings show that all pupils, including those with special educational needs, make mainly good, and otherwise sound, progress in Key Stage 1, including in numeracy. Their progress is satisfactory in Years 3 and 4, but is mainly good in years 5 and 6 where a setting system is in operation. At the end of both key stages, the vast majority of pupils achieve the nationally expected standard, and a significant minority do better.

In science, all pupils make broadly satisfactory progress in Key Stage 1, and most demonstrate average standards at the end of the key stage. In Key Stage 2, all pupils make mainly satisfactory progress in Years 3, 4 and 5, but good progress in Year 6. As a consequence, most pupils reach the expected standard, and a significant minority do better. More able pupils make satisfactory gains, overall, but sometimes mark time in lessons.

In information technology, pupils make uneven and mainly unsatisfactory progress, across the school. Many pupils



have sound keyboard and mouse skills. However, they make slow progress, overall, in using information technology to communicate and handle information and to support their problem solving, recording and expressive work. As a consequence, the attainment of most pupils is a little below average at the end of both key stages.

In religious education, pupils make satisfactory progress across the school and attain the standards set out in the locally agreed syllabus at the end of both key stages. In history and music, pupils make sound progress across the school, and achieve standards which are satisfactory for their ages. In geography, pupils' progress is barely satisfactory across the school, and they demonstrate standards which are only just adequate for their ages. In art and design and technology, pupils make sound progress and achieve satisfactory standards in Key Stage 1. However, their progress in both subjects is mainly unsatisfactory in Key Stage 2, and pupils generally demonstrate standards which are a little lower than are achieved in most schools. In physical education, pupils make mainly sound but sometimes good progress, across the school. Their standards are mainly satisfactory for their ages, but are sometimes good.

Throughout the school, pupils with special educational needs make sound progress towards the targets in their individual education plans and attain standards which reflect their capabilities. More able pupils make good progress and attain high standards in their work in both English and mathematics, although they sometime make unsatisfactory progress in science.

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

Pupils in all years have positive attitudes to their work and do their best to meet the expectations established by their teachers for work in different subjects. They are conscientious and diligent, listen attentively to teachers and to one another, and are always willing to answer questions. When required to work independently, for example, during the literacy hour, they apply themselves to the task in hand, concentrate well, and, as far as they are able, apply what they have learned. They persevere when tasks seem difficult, and they work at a fair pace. They take their homework seriously and are aware that it is helpful to them, for example, to improve their spelling. Although many pupils are unfamiliar with the system for locating books in the library, all pupils are learning some of the important skills of independent study. For example, they readily turn to dictionaries, and, when asked to find things out, can locate information in books and make relevant notes in their own words. When pupils are given the opportunity to use their initiative, they respond confidently and appropriately. However, such opportunities do not occur as regularly as they should.

Pupils behave well in lessons, on the playground, and in the dining-hall. They have a good understanding of the school's mission statement to 'take care of everyone and everything', and this is reflected in the way they conduct themselves. They know the difference between right and wrong, and they behave responsibly. They move around the school in an orderly fashion, hold doors open for others to pass through without being prompted to do so, and respect the school environment. In the dining hall, they are helpful, queue in an orderly way and take their turn fairly. There is no evidence of bullying. In the playground, they respect others' personal space well, share resources constructively, and play together without fuss or argument. If a pupil is accidentally hurt, they are caring, protective and helpful. During lessons, they support one another in their work and value others' contributions. During assemblies, they observe silence at the appropriate times, and some use the opportunities for prayer and reflection well. A significant minority of pupils, however, though quiet and well behaved, do not seem to understand the true purpose of reflection, and allow themselves to be distracted by their surroundings and by others.

Pupils with special educational needs, associated with behaviour, work hard to meet their targets and to control their behaviour. There have been no exclusions in recent years.

Good relationships are a strong feature of the school. They are evident in the trust that exists between pupils and all members of staff, and also in the readiness of pupils of all ages to work co-operatively with one another. They gladly share ideas, and they willingly share resources.

When pupils are given responsibilities, they undertake them sensibly and reliably. Pupils in all classes help with

routine jobs, while older pupils take on other duties conscientiously, for example, as house captains or when working in reception. Pupils have a good sense of personal responsibility for their own behaviour, and are aware of the need to care for others less fortunate than themselves. However, they have only limited opportunities to take responsibility for their own learning, for example by initiating research, making decisions and making choices.

### **Attendance**

Attendance at the school is good and there are very few unauthorised absences. Registers are completed correctly and carefully monitored. School sessions always start promptly and pupils arrive at school in good time.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

Across the school, the quality of teaching was sound, or better, in 96 per cent of all lessons; and good, and occasionally very good, teaching was demonstrated in 38 per cent of all lessons. This represents a considerable improvement since the last OFSTED inspection, in 1996, when over a quarter of all lessons were unsatisfactory and good teaching was observed in less than one in every ten lessons. Although Year 6 pupils often benefit from the most effective teaching, there is currently little overall difference between the quality of teaching in both key stages. This is a contrast with the 1996 inspection, when the quality of teaching was uneven in Key Stage 1, and some teachers did not have sufficiently high expectations or manage their pupils effectively.

In English, the National Literacy Strategy is being implemented successfully, and the teaching is mainly good and is sometimes very good. Teachers in Key Stage 1 give their pupils a thorough grounding in initial literacy, and teachers in both key stages ensure that pupils read and write for a wide range of purposes in English and other subjects. All teachers take care to develop pupils' vocabulary, and they give appropriate weight to the use of language in all aspects of the curriculum. Any weaknesses in the teaching are associated not so much with the quality of particular lessons, but with more general factors. For example, many pupils need more help to master the organisation of their writing, and require more guidance to encourage them to choose more challenging texts in their independent reading.

In mathematics, the school is making sound use of the National Numeracy Framework. The quality of teaching is mainly good in Key Stage 1, and is sound in Years 3 and 4. In Years 5 and 6, pupils benefit from good or very good teaching, and from the effective use of setting arrangements which enable pupils to be taught in groups according to their mathematical abilities.

In science, the teaching is sound, overall, in both key stages, and Year 6 pupils benefit from good teaching. Teachers' subject knowledge is secure, and they provide their pupils with clear explanations and instructions in science lessons. However, opportunities are sometimes missed to develop pupils' problem-solving and decision making skills, and tasks occasionally lack sufficient challenge for the more able pupils.

In information technology, insufficient teaching took place during the inspection for a secure judgement to be made about the quality of teaching. Following the last OFSTED inspection, the school appropriately organised specific training in modelling and control for Key Stage 2 staff and, in general, staff confidence and competence has improved. However, in both key stages, pupils have insufficient opportunities to develop appropriate skills and to use information technology across the curriculum. Evidence suggests that staff would benefit from additional well-focused training.

In religious education and music, the teaching is sound in both key stages. Teaching is mainly sound, but sometimes good in physical education, across the school, and in history in Key Stage 2. Insufficient lessons were observed to make a judgement about the overall quality of teaching in history in Key Stage 1, and in art, design and technology or geography, across the school. However, evidence suggests that teachers would

benefit from in-service training in geography, in both key stages, and in art and design and technology, particularly in Key Stage 2, to ensure that key skills are systematically taught in these subjects.

Overall, the quality of teaching for pupils with special educational needs is mainly sound, and is often good. Teachers know their pupils well and are skilled at directing suitably accessible questions so that they can take a full part in discussion, for example during literacy and numeracy lessons. Other tasks and activities are usually suitably matched to pupils' capabilities. Where necessary, modified or different resources are provided, for example in the form of easier reading materials. Some pupils with special educational needs benefit from additional support for literacy or numeracy, sometimes through specially designed government projects, and sometimes through additional adult support, in or outside mainstream lessons. Support staff are well briefed, well informed and competent, and make a valuable contribution to the progress and attainment of those pupils with whom they work. Outside agencies are also involved in supporting and planning work for some pupils, and they too make a very positive contribution to the pupils' progress and development. In the last inspection, more able pupils required more challenging work to enable them to achieve appropriate standards. This weakness has been satisfactorily addressed by the school, and the pupils now make sound, or sometimes better, progress in most lessons.

Across the school, the teaching is characterised by positive relationships between teachers and pupils. Teachers explain tasks clearly, create an orderly and purposeful atmosphere in lessons and generally motivate pupils well. In the most effective lessons, skilful use is made of questioning to assess pupils' future needs. Sound use is made of homework to reinforce and extend what is learned in school.

### **The curriculum and assessment**

In both key stages, the curriculum has satisfactory breadth and meets statutory requirements. The amount of time allocated for the development of pupils' literacy and numeracy skills is generous in Key Stage 1 and satisfactory in Key Stage 2. Overall, the balance of the curriculum is sound.

There are effective arrangements for the identification of pupils with special educational needs, and the provision made for them is good. Additional support is made available to them to ensure that they have full access to the curriculum, and to ensure that they have every opportunity to meet the targets which have been identified in their individual educational plans. The targets are specific, achievable and appropriate, and are reviewed regularly in the light of pupils' progress and needs. Arrangements for assessment, reviews, recording and reporting comply with the recommendations of the Code of Practice.

Pupils benefit from good provision for their moral and social development and spiritual and cultural development are soundly promoted. However, more attention should be given to providing opportunities which promote pupils' independence and encourage them to use their initiative. Health and drugs education are given appropriate attention and the school successfully implements its sound policy for sex education. Pupils have access to a satisfactory range of extra-curricular activities and older pupils take part in a variety of competitive sports. All pupils have equal access to the curriculum and to extra curricular clubs. The school makes good use of national test results to review comparative attainment of boys and girls.

The school regularly reviews subject policies, and sound statements are in place for all subjects. The policy for literacy has been redrafted and the school appropriately plans to formulate a new policy for mathematics to reflect the introduction of the National Numeracy Strategy. The policies for design and technology and information technology are to be updated in the current school year. Schemes of work have also been formulated for all subjects and these provide helpful guidance to teachers. A good scheme of work is being developed for English as the school continues to implement the National Literacy Strategy; and further improvements are appropriately planned for mathematics. A local authority scheme for science is being used successfully in Key Stage 2 but there are some weaknesses in the school's scheme for this subject in Key Stage 1. The school recognises that the schemes of work for design and technology, geography and art need to be focused more strongly on progression in the key skills of these subjects. Guidance from the Qualifications and Curriculum Authority has recently been introduced to improve progression in information technology and design and technology but has yet to have a significant impact on teaching.

Teachers plan conscientiously, using an agreed format which provides a sound structure for their teaching. Their medium and short term planning is carefully linked to the programmes established in the schemes of work and to the school's long term plans for each year group. Overall, the quality of planning is sound, and the planning for literacy is good.

The school has developed sound assessment procedures, in line with the recommendations of the last OFSTED report. There is a sound policy for assessment and reporting and this has recently been reviewed to reflect current practice. The learning objectives for lessons are identified in teachers' planning; and in the best practice, these are shared with pupils at the beginning of lessons. These lessons also include the use of skilful questions to probe pupils' understanding and to assess their needs. However, in art, design and technology and geography, learning objectives are sometimes inappropriate due to problems with planning for continuity and progression in these subjects. Teachers evaluate the success of their plans to ensure that assessment often influences future planning; and in Year 6 pupils are encouraged to judge their own attainment in discussion with their teacher, and to identify targets for their learning. The school has recently introduced specific targets in pupils' reports and these are to be discussed with parents.

Baseline assessments, and the careful monitoring of progress in Year 1, provides helpful information and enables the school to identify pupils with special needs at an early stage. Teachers keep pertinent notes about the significant achievements or needs of individual pupils and these usefully inform future planning, in all classes. Sound use is made of a range of nationally standardised tests to monitor and improve the day-to-day assessments made by teachers. The school also uses some assessment tasks to measure pupils' progress in modules of work. A careful evaluation of the annual SAT's results is undertaken, and the analysis of this information usefully informs whole school planning and target setting.

The co-ordinator has started to assemble useful portfolios of pupils' work in history and geography to illustrate progression in these subjects against National Curriculum criteria and to record levels of achievement. An information technology record book has also been introduced to assist teachers in tracking the progress of individual pupils across the school. In addition, samples of work in English, mathematics and science are to be analysed and given commonly agreed levels against National Curriculum criteria, during staff meetings.

The school has recently formulated a satisfactory marking policy, and practice in some subjects has been reviewed as part of a scrutiny of pupils' work. Overall, the quality of marking is mainly sound. However, there is some variation throughout the school. The best marking includes pertinent advice and instruction as well as encouragement.

Record keeping procedures are satisfactory, overall, across the school.

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

The school makes sound provision for pupils' spiritual and cultural development, and good provision for their moral and social development.

Spiritual development is underpinned by the good relationships which exist at all levels in the school, and is satisfactorily promoted through assembly themes. The teaching of religious education also makes some contribution to pupils' spiritual development, although greater emphasis is placed upon teaching pupils about religion than upon what is to be learned from religion in spiritual terms. Discussions and other activities in English and in personal and social education draw pupils' attention appropriately towards reflection upon their inner feelings and towards empathy for others. In science, pupils respond with a degree of awe and wonder to the 'miracles' of nature, such as the growth of a child. During visits within the locality, they wonder at the diversity of life in a lake, and admire the natural beauty of the landscape.

The school has a strong moral and social ethos. The school is fortunate in being able to build on the strong moral foundation already established in the home lives of very many pupils. Effective moral guidance is given to pupils through the school's mission statement, aims and policies. Staff provide very good models for

relationships and behaviour in their daily interaction with pupils, making clear what constitutes acceptable and unacceptable behaviour. Personal and social education lessons give pupils opportunities to reflect on their moral responsibilities and on their attitudes to life.

Pupils receive many opportunities to develop social awareness and social responsibility. They are frequently required to work together co-operatively in class, in pairs and in small groups. In physical education lessons, they often work together in teams, while their membership of 'houses' further develops their understanding of the importance of individual effort and collective responsibility. The celebration of pupils' achievements during open assemblies strengthens pupils' views of family and community; and there are meaningful links with the local parish church whose vicar leads occasional assemblies. All pupils develop a sense of personal responsibility through carrying out classroom duties, while older pupils are given wider duties within the school, such as handling enquiries in the reception area. A few of the oldest pupils assume leadership roles as house captains and vice-captains.

Pupils' cultural development is soundly promoted through the curriculum and through a suitable range of extra-curricular activities. Both the choir and the annual drama productions involve many pupils in activities which promote both cultural and social development. History lessons give pupils valuable insights into different societies in the past, and the study of a contrasting locality in geography familiarises pupils with a different, though contemporary, culture. Pupils have opportunities to explore the customs and traditions of followers of major world faiths in their religious education lessons, and both pupils and parents occasionally contribute to pupils' wider knowledge of different cultures by drawing on their own experiences to illustrate points arising during lessons. Christian and other major festivals and ceremonies are noted in assemblies. Samples of art from various cultural traditions around the world are displayed throughout the school, and pupils have benefited from the support of an artist in residence. Organised visits, for example to the Roman villa at Chedworth, and to the National Gallery, further enhance pupils' awareness of their cultural heritage.

### **Support, guidance and pupils' welfare**

Warfield is a caring and happy community where all pupils receive good support. Strong emphasis is placed on good communication with parents and they particularly value the open access to teachers. This ensures that staff are quickly made aware of any matters for concern. The school is an orderly community where each child is valued. This helps pupils develop a positive attitude to all aspects of school life. Children are encouraged to visit on several occasions before starting and this helps them settle quickly to school routines.

Teachers and support staff get to know the pupils well and regularly monitor their progress or behaviour in order to identify any significant changes in their academic progress, and to ensure that appropriate support is given. Good use is made of outside specialists to help pupils with specific medical or behavioural problems. Traveller pupils receive appropriate help from the county traveller support team.

The school's effective behaviour policy is consistently implemented by all adults in the school, and pupils quickly learn the high standards of politeness, good manners and respect for others expected of them. This is further reinforced through the regular opportunities to reflect on values and social awareness provided in personal and social education. As a consequence, pupils learn to care for others and develop positive attitudes to their work. There is no evidence of racial harassment, and incidents of poor behaviour or bullying are rare and promptly dealt with.

The importance of regular attendance and punctuality is stressed, and the school monitors absences closely. All staff are aware of child protection issues and the school procedures are sound. Many aspects of health, drugs and sex education are appropriately taught as part of the science curriculum. Healthy eating is sensibly promoted. Pupils also learn about personal safety issues from occasional visits from the police or other speakers.

The school has well established procedures for medicines, accidents and emergencies, and maintains appropriate documentation. There is a detailed policy to cover all aspects of health and safety in school, and there are termly checks of the buildings and grounds. Pupils are reminded of safe practice in lessons and are well

supervised at playtimes. The buildings and grounds, which are clean and well maintained, provide a safe and attractive environment for the pupils.

### **Partnership with parents and the community**

The headteacher and staff have worked hard to build up strong links with parents and this partnership is a strength of the school. The school fully appreciates the value of good communication with parents and this underpins all aspects of parental involvement. There is no evidence to support the view of a small minority of parents that the school is not approachable.

Parents receive clear and comprehensive documentation and regular newsletters keep them well informed about events and activities. The school pays particular attention to ensuring that parents know about the curriculum. As well as receiving regular information on what will be taught each term, parents are welcomed to weekly celebration assemblies which are popular and well attended. There are opportunities for pupils to show parents what they have been learning in their classes. The school also runs workshops for parents about new initiatives in the curriculum.

The headteacher and staff are available for informal contact before and after school, and are careful to ensure that any concerns expressed by parents are thoroughly investigated. There is no evidence to support the view of a small number of parents that complaints are not dealt with efficiently. Parents have opportunities each term to discuss their children's progress with teachers, and annual written reports give appropriate indications of pupils' strengths and weaknesses.

The headteacher surveys parental opinion on the school from time to time in order to identify areas that might be improved. This has resulted in the recent revision of the school's homework policy. This will shortly be issued to parents, setting out expectations on frequency and content of homework, as well as the need for parental support. An appropriate home/school agreement, developed in consultation with parents, is now in place.

The school benefits from a good number of parents and friends who help in classes and with other regular school activities such as the book fair and uniform shop. Occasionally, parents are asked to share their particular expertise or knowledge with pupils. The flourishing Parents Association organises regular social activities, and fundraising makes a significant contribution to the school's facilities and equipment.

The school continues to play its part in being a focus for the local community. There are strong links with the local church, which holds well attended services for the parishioners each Sunday in the school. The school also hosts an after school club to meet the needs of pupils from local schools with both parents working.

The school makes sound use of its wooded area and pond, for science and environmental studies, and pupils visit the local area to enrich their learning in geography and history. Visiting theatre, dance and music groups also perform, from time to time, broadening pupils' cultural horizons. Pupils have a variety of opportunities to mix with others through sporting fixtures and participation in music festivals. Pupils are encouraged to think about the wider community through charity fundraising events, recycling of stamps and by the donation of harvest goods to the elderly. The school has established some links with local businesses and the infants have been prize winners in the local scientist of the year competition.

## THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### Leadership and management

The school benefits from a highly committed governing body which makes a valuable contribution to the life of the school. Attendance at governors' meetings is good; agendas are well planned and meetings are efficiently minuted. Appropriate governors' committees have been established, and provide good support. The governors have a good understanding of the workings of the school, and policies and test results are rigorously debated. The governors with specific responsibility for monitoring literacy and numeracy have observed lessons, across the school, and are taking a keen interest in the development of their subjects. The governor for special educational needs visits regularly and has a sound overview of provision, and the governor with responsibility for information technology is well informed. Statutory requirements are fully met, and the governing body is a strength of the school.

The headteacher has good management skills and provides a firm steer to the school's work. She monitors teachers' planning, observes lessons and examines samples of pupils' work, and provides pertinent feedback to the staff. She has established a good relationship with parents and is highly conscientious.

The headteacher works very effectively with the governors and staff to create a good development plan which has a beneficial effect on school improvement. The plan identifies relevant priorities until 2001, and includes appropriate success criteria and information about costings, time scales and personnel involved in each initiative.

Co-ordinators monitor medium term planning for their subjects, and sometimes provide feedback to their colleagues. They make a sound contribution to the development of policies and schemes of work, willingly provide advice and organise resources for their subjects carefully. The mathematics co-ordinator has observed lessons in both key stages, but most co-ordinators have no experience of monitoring through lesson observation. While the English co-ordinators have collected samples of work for analysis, co-ordinators generally make insufficient use of work sampling to judge pupils' standards and progress in their subjects, across the school. Some co-ordinators are new to their roles, and most require additional support and guidance, from the headteacher, to enable them to make a more significant contribution to the strategic management of the school.

Overall, the school has formulated sound plans to address most of the weaknesses identified in the last OFSTED report, in 1996, and has made satisfactory progress in rectifying these. The quality of teaching is better in Key Stage 1 and more able pupils are usually set tasks which are sufficiently challenging. Permanent appointments have been made so that there are co-ordinators for all subjects, and assessment procedures are currently sound. There are satisfactory schemes for most subjects, but weaknesses remain in planning for the systematic development of key skills and knowledge in a few subjects. Resources for information technology are much improved, but standards in the subject still need to rise. In design and technology, standards were low in Key Stage 2 in 1996, and they are little changed.

Statutory requirements related to special educational needs provision and management are met, and the school's policy and practices reflect the recommendations set out in the Code of Practice. Day-to-day management is appropriately delegated to the special needs co-ordinator, who is effective in her role. She ensures good co-operation and communication amongst the teachers and support staff, and has established constructive links with external agencies and individuals involved in the assessment and support of pupils and in providing specialist advice for staff. All those involved in special needs work, both inside and outside the school, make every effort to serve the best interests of the pupils and to meet their individual needs.

The school's aims are clearly stated in the prospectus. They emphasise the importance of pupils' personal development as well as their academic achievement, and are clearly reflected in the work of the school. The day-to-day management of the school is good. Routines are well organised and help to promote an orderly atmosphere in the school.

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

### **Staffing**

The school has sufficient teachers and they are appropriately qualified. The staff have the experience and expertise to cover the age and ability range of the pupils. Their subject knowledge is mainly secure, and they are well informed about the teaching of English. However, there are weaknesses in some teachers' knowledge about information technology, art, design and technology and geography. In these subjects, evidence suggests that teachers would benefit from well focused in-service training. Learning support staff in classrooms are well briefed by teachers, develop positive relationships with pupils and make a valuable contribution to pupils' learning.

Procedures for the recruitment and selection of staff are good, and the governors are appropriately involved in making appointments, using job and person specifications. The staff willingly attend a sound range of in-service training courses, and the school is meeting statutory requirements for the appraisal of teachers.

### **Accommodation**

The school is in good condition externally and internally. All classrooms are of satisfactory size, and the Year 5 class benefits from generous space. There is a good hall and a well sited library. The school has good wheelchair access. Teachers take care to create attractive displays of pupils' work which enhance the environment. There is adequate playground space and a good school field. An environmental area in the grounds provides pupils with opportunities for scientific enquiry, and there is a well organised adventure play area. The school is kept in clean condition by the conscientious caretaking staff.

### **Learning resources**

Resources for English are adequate, although some reading scheme books are very dated. Resources for information technology have improved since the last inspection, and are good. There are good resources for physical education but resources for geography are barely adequate. In religious education, there are sufficient books but few artefacts to support the study of major faiths. In all other subjects, learning resources are satisfactory. Resources are well organised and are easily accessible in all subjects.

### **The efficiency of the school**

The day-to-day administration of the budget is carried out efficiently by the headteacher and the school finance officer. Spending is also carefully monitored by the finance committee of the governors. The most recent auditor's report (1999) found the school's procedures were good and control systems were sound. Two minor weaknesses were identified, and these have been successfully addressed.

The finance committee provides good support for the management of the school. There are regular meetings, and the budget is analysed with particular care in the spring term. A number of draft budgets are prepared, and these are rigorously debated before the agreed budget is set. Financial planning is strongly linked to the strategic planning identified in the school development plan; and the governors take care to predict future pupil numbers and their effect on the budget.

The school makes sound use of staffing, learning resources and accommodation. Funds to support pupils with special educational needs are used efficiently. Pupils have positive attitudes to their work, and the school makes mainly good provision for their personal development. The quality of teaching is rarely less than satisfactory, and is good in about four in every ten lessons. Pupils make mainly good progress in English, across the school, and in mathematics, in Key Stage 1. Progress is otherwise sound in all subjects except in information technology, across the school, and in art and design and technology in Key Stage 2, where it is unsatisfactory. Overall, the school provides sound value for money.



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

### **ENGLISH, MATHEMATICS AND SCIENCE**

#### **English**

The school's results in the national tests (SATs) at the end of Key Stage 1 were broadly in line with the national average in reading, though below the results achieved by 'similar' schools, (as defined by the proportion of pupils entitled to free school meals.) In writing, results were above the national average, and broadly in line with those of similar schools. The 1999 results indicate a general improvement in the results for reading, with over half the pupils exceeding the standard expected of pupils aged seven, although the results for writing were slightly lower than in 1998. At the time of the inspection, no national averages were available to compare with the school's 1999 results, in either key stage.

At the end of Key Stage 2, the school's results for English in 1998 were above the national average, but were lower than those of similar schools. The 1999 results show that the proportion of pupils achieving or exceeding the standards set nationally for pupils aged eleven rose, and about half the pupils exceeded the standard. Attainment was considerably better in reading than in writing in 1999. Boys and girls achieved broadly similar results in both key stages.

Inspection findings confirm the pattern of the 1999 results. Attainment in English is above average, overall, at the end of both key stages, with high proportions of pupils exceeding the standards set for seven and eleven year olds, and only a small number of pupils failing to attain the appropriate standards for their ages.

In Key Stage 1, all pupils, including those with special educational needs, acquire a secure foundation in initial literacy. By the end of the key stage, most read fluently and confidently using an appropriate range of strategies to decode unfamiliar words. They observe the cues to phrasing and expression offered by punctuation in the texts they read, and they interpret what is happening. For example, they comment on the characters' actions, and they demonstrate their understanding of characters' moods by changing the tone of their voice when reading dialogue. They can explain their reading preferences in simple terms, and they can use information books well to find things out. They understand and use alphabetical order, and they are familiar with features such as an index and a contents list. Most pupils have a well developed general vocabulary for their age, and they have also acquired a suitable repertoire of technical and subject-specific terms relevant to their studies in English and in other aspects of the curriculum. The written work of the higher attaining pupils is above average for their age in every sense. However, the written work of many other pupils is not as well developed as it might be by the end of Key Stage 1. For example, while their stories may have well defined openings and conclusions and may engage the reader, spelling is often weak, and writers do not always convey their meaning clearly.

Similar strengths and weaknesses are also evident in the work of pupils at the end of Key Stage 2. By the end of the key stage, most pupils can read a wide variety of texts competently, both in English lessons and in their work in other subjects. Most can use inference to grasp 'hidden' meanings in the texts they encounter, and most can use skimming and scanning proficiently to select relevant information from various sources. Pupils in Year 6 dealt competently with scenes from 'A Midsummer Night's Dream' during one lesson observed. However, few pupils talk knowledgeably about their independent reading, and most have a fairly limited experience both of literary genres and of the work of well known authors and poets. They tend to select very accessible texts for their personal reading, and even the most able pupils seldom choose texts with an appropriate level of intellectual and linguistic challenge. While the written work of the highest attaining pupils is of a very high standard by the end of Key Stage 2, weaknesses in spelling, in organisation and structure, and in presentation often persist in the work of pupils of average and lower attainment. In addition, they do not always adopt an appropriate style or form to match the purpose of their writing, and pieces of unfinished or undeveloped work are quite common as a result of pressures on the timetable.

Most pupils in Key Stage 1 attain good standards for their age in speaking and listening. They listen well, their ability to concentrate increasing with their developing maturity, and they use Standard English competently for a variety of purposes and audiences. In Key Stage 2, pupils' attainment in speaking is often good, but is

sometimes constrained by a shortage of opportunities to engage in sustained discussions and to present detailed arguments.

Pupils' response in English lessons is consistently good in both key stages. They are positive in their attitudes, concentrate well, and persevere. Most take part willingly in discussions. They listen courteously to their teachers and to each other, raise their hands politely and take turns to answer questions, and generally behave well. When working independently of their teachers, they co-operate, support one another, work purposefully and quietly, and apply whatever coping strategies they can. Relationships at all levels are caring, constructive and respectful. Most tasks they are given are, however, somewhat 'prescriptive', and this means that pupils seldom have the opportunity to display initiative, make informed choices, or solve problems.

The quality of teaching is mainly good, and is sometimes very good. The National Literacy Hour is being implemented successfully, and all staff have worked, and are working, very hard to bring this about. Good relationships underpin the teaching and secure an appropriate climate for learning in both key stages. Planning is detailed and conscientious, and it ensures that structured sequences of lessons and activities progressively deepen pupils' knowledge, understanding and skills. Teachers have a secure understanding of the requirements of the National Curriculum programmes of study and of the Literacy Strategy, and they present competent role models in their own use of language and in their teaching. All teachers take care to develop pupils' vocabulary, and they give appropriate weight to the use of language in all aspects of the curriculum. Discussions during English work on shared texts is handled well, and teachers do their best to ensure that pupils of all abilities are included. Teachers in Key Stage 1 give their pupils a thorough grounding in initial literacy, and teachers in both key stages ensure that pupils read and write for a wide range of purposes in English and in other subjects. Any weaknesses in the teaching are associated not so much with the quality of particular lessons, but rather to more general factors. For example, there is insufficient intervention to help lower and average attaining pupils to master the organisation and the structure of their writing, and little direct use of pupils' own writing or of literary models to demonstrate these skills by example. Similarly, there is too little intervention to directly influence the range and quality of pupils' personal reading.

Staff have benefited from recent training in preparation for the literacy hour. The headteacher has given a strong lead to the development of work in the subject, and ensures that assessments are used effectively to predict results, set targets, and identify those pupils in need of support. As a result, many pupils receive the help they need to improve their progress and attainment, either through the special needs support structure, or through the additional literacy strategy. In addition, teaching has been monitored, and useful feedback given to staff by the headteacher, the literacy governor, and local authority advisory staff. A well informed team of co-ordinators has responsibility for the day-to-day management of the subject, and they too play an important role in developments. They monitor planning across the school, and they have ensured that teachers have the appropriate resources to introduce the Literacy Hour by carefully selecting good quality materials. As yet, they have not had the opportunity to monitor teaching, although they have sampled and assessed pupils' work across the school. There is a sound draft policy for literacy, and a scheme of work developed over the last few years provides a useful bank of ideas which can be drawn on as teachers interpret the Literacy Strategy into practice. Reading resources are generally adequate, although some of the books from reading schemes used as core materials are very dated.

## **Mathematics**

On entry to Key Stage 1, the attainment of most pupils in mathematics is broadly average. The results of the 1998 Key Stage 1 SATs indicate that the percentage of pupils reaching the standard expected was above the national average; as was the proportion exceeding this level. Overall, these results were well above the national average and in line with those achieved by similar schools. In the 1999 Key Stage 1 SATs, the vast majority of pupils reached the standard expected and almost a third of the pupils achieved higher standards. There are currently no national figures available for comparison with the school's 1999 results.

Inspection findings indicate that all Key Stage 1 pupils, including those with special educational needs, make mainly

good, and otherwise sound, progress in the key learning objectives for this age group. They have a good understanding of numbers and calculations and satisfactorily apply this knowledge to solve problems. Pupils also make good progress, across the key stage, in developing their understanding of measures, shape and space. At the end of Key Stage 1, the vast majority of pupils reach the nationally expected standard in mathematics and a significant minority achieve higher standards.

In the 1998 Key Stage 2 SATs, the percentage of pupils achieving the standard expected was close to the national average, as was the percentage exceeding this level. Overall, these results were broadly in line with the national average but were well below the results achieved by similar schools. The results of the 1999 SATs show that the vast majority of pupils achieved the national standard and almost half exceeded this level. At present, there are no national averages to compare with the school's 1999 SATs results. However, they indicate a considerable improvement on the percentages achieved in 1998.

Inspection findings indicate that, at the end of the key stage, the vast majority of pupils achieve the nationally expected standard and a significant minority demonstrate higher attainment. Progress is satisfactory in Years 3 and 4 and older pupils make mainly good, and otherwise sound, progress in the key learning objectives for Key Stage 2. At the end of the key stage, most pupils have a good understanding of the number system and of measures, shape and space and can handle data competently. They make sound progress in learning to apply these mathematical skills to solve problems.

Throughout the school, pupils show an interest in the subject, and behaviour in mathematics lessons is good. Pupils respond particularly well to practical activities, for example, when estimating and measuring in Year 4. Many pupils are developing good work habits as they move through the school and older pupils, demonstrate a mature approach to their learning. However, in some lessons there are limited opportunities for pupils to demonstrate initiative or to take responsibility for organising their work.

In Key Stage 1, the quality of teaching is mainly good and otherwise satisfactory. In Key Stage 2, teaching is sound with some good features in Years 3 and 4 while pupils in the oldest classes benefit from good or very good teaching. Throughout the school, teachers plan conscientiously, using common formats based on the requirements of the National Numeracy Strategy. Learning objectives are clearly defined and, in the best practice, are shared with pupils at the beginning of lessons. Teachers make effective use of assessment to inform their planning, and tasks are usually well matched to pupils' capabilities. Setting arrangements for Years 5 and 6 assist teachers in this respect. Resources are well prepared and appropriate, and instructions and teaching points are clearly explained. Satisfactory use is made of homework to support pupils' learning in school.

All teachers are appropriately beginning to implement the recommended three stage numeracy lesson which includes an introduction consisting of a variety of short oral and mental activities. In the more effective lessons, this is well paced and teachers use skilful questioning to probe pupils understanding and to extend their thinking. Most lessons include a plenary session. However, there is some variation in how well this time is used to summarise key ideas and vocabulary. In a minority of lessons, insufficient opportunities are provided for pupils to make decisions, to demonstrate or to explain their thinking.

The co-ordinator assumed responsibility for the subject at the beginning of the last school year. She has attended training for the introduction of the National Numeracy Strategy accompanied by the headteacher, special educational needs co-ordinator and the governor with responsibility for numeracy. The co-ordinator maintains an effective overview of mathematics through monitoring teachers' planning, observations of lessons, work sampling and analysis of test results. Some written feedback has been provided for staff, to inform teaching across the school, but there is scope to extend this good practice.

The school is aware that the current policy for mathematics requires review, following the introduction of the National Numeracy Strategy and that planning for progression will need to be carefully monitored during the current school year. The co-ordinator has led staff training sessions and Key Stage 2 staff have benefitted from observing demonstration lessons, some of which were taught by the numeracy governor who is a teacher in a local school. The school appropriately plans to organise similar opportunities for Key Stage 1 staff. The co-ordinator has also undertaken an audit of the subject and has formulated a sound action plan

for mathematics.

Resources for mathematics are satisfactory. An audit of equipment has been carried out and additional funding has appropriately been allocated to facilitate the introduction of the National Numeracy Strategy.

## **Science**

On entry to the school, the scientific knowledge and understanding of most pupils is broadly average. The results of the 1998 statutory teacher assessments, at the end of Key Stage 1, were below the national average and well below the results achieved by similar schools. In Key Stage 2, the 1998 results were broadly in the line with the national average but were well below the results achieved by similar schools. In 1999, the results were considerably better in both key stages. In Key Stage 1, few pupils did not achieve the national standard, and over one third exceeded this level. In Key Stage 2, eighty six per cent of pupils reached the expected level, and nearly half of all pupils went on to achieve a higher standard. At the time of the inspection, there were no national averages to compare with the school's 1999 results.

Inspection findings show that all pupils, including those with special educational needs, make broadly satisfactory progress in Key Stage 1, and most demonstrate average standards at the end of the key stage. In Key Stage 2, all pupils make mainly satisfactory progress in Years 3, 4 and 5, but good progress in Year 6. As a consequence, most pupils reach the national standard, and a significant minority do better. More able pupils make satisfactory gains, overall, but occasionally mark time in lessons in Key Stage 1 and in Years 3, 4 and 5.

Inspection findings are more favourable than the 1998 statutory assessments in both key stages, and more closely match the improved 1999 results. However, the percentage of Year 6 pupils who demonstrate above average standards is lower than in the 1999 results.

In Year 1, pupils make sound progress when learning to name and recognise the main external parts of the human body. They carry out simple investigations to discover whether materials will squash, bend or stretch; and make sound progress when learning about their senses. In Year 2, pupils make sound progress when learning about healthy eating and the importance of exercise. Most pupils make adequate progress when describing the basic characteristics of materials and reinforcing their knowledge about the senses, but more able pupils require more challenging work to make appropriate progress. In Year 3, pupils make satisfactory gains when identifying similarities and differences between materials, and understand that some materials are more absorbent than others. However, their progress is sometimes inhibited by a lack of opportunities to make predictions and to develop their decision making skills. In Year 4, pupils have a sound understanding of the human life cycle, and make satisfactory progress when learning about the skeleton and muscles. In Year 5, pupils carry out simple investigations but most have yet to distinguish, adequately, between an evaluation and a description of their results. They make broadly satisfactory progress when identifying materials which are natural and those which are manufactured. In Year 6, pupils make good progress when investigating the Gilbert White Field Studies Centre in Selbourne. They classify a range of creatures they find, and identify the characteristics of the two contrasting habitats they study, using light meters and thermometers. Pupils recognise that feeding relationships exist between plants and animals in a habitat, and describe these relationships using food chains and terms such as predator and prey. Year 6 pupils also make good progress when planning an investigation to discover how quickly different foods decay in a range of conditions, and have a secure grasp of the principle of fair testing.

Across the school, pupils have positive attitude towards science. They listen attentively to their teachers, concentrate well and persevere with their work. Relationships between pupils are constructive, and their behaviour is good in science lessons.

The quality of teaching is sound, overall, in both key stages, and Year 6 pupils benefit from good teaching in science.

All teachers prepare resources carefully and organise their lessons efficiently. Their subject knowledge is secure, and they provide their pupils with clear instructions and explanations. The quality of teachers' planning is sound, overall, and the learning objectives of individual lessons are clearly identified. However,

opportunities are sometimes missed to develop pupils' problem-solving and decision making skills, and tasks occasionally lack sufficient challenge for the more able pupils. In the most effective lessons, teachers use skilful questioning to probe pupils' understanding, and good use is made of time.

There is a satisfactory policy for science and a scheme of work is in place. The scheme for Key Stage 1 is broadly satisfactory but requires some improvement to ensure that tasks in Year 2 build in earlier work and always provides sufficient challenge. The school introduced the Bedfordshire science scheme for Key Stage 2 pupils in the last educational year, following the co-ordinator's analysis of recent test results. This is having a beneficial effect on standards in the subject. The headteacher, as science co-ordinator, has a sound overview of provision in the subject. She monitors teachers' planning, analyses examples of pupils' completed work, and has observed science teaching.

Resources for science are satisfactory.

## **OTHER SUBJECTS OR COURSES**

### **Information technology**

Across the school, pupils make uneven and mainly unsatisfactory progress in information technology. Many pupils have access to computers at home, and demonstrate sound keyboard and mouse skills. However, they make slow progress, overall, in using information technology to communicate and handle information and to support their problem solving, recording and expressive work. At the end of each key stage, the attainment of the majority of pupils is a little below average.

When given the opportunity, pupils make mainly sound progress in their work with texts, data, design and control. The youngest pupils make satisfactory progress in learning techniques such as 'click and drag' when drawing human faces and figures. Year 2 pupils achieve average standards when using a simple data base to enter information about themselves, and when printing the results. Pupils in this key stage also have experience of controlling a floor robot. In Year 3, pupils satisfactorily use drawing and painting programs and can change the style of fonts and the colours of texts. With adult support, they are beginning to learn how to access useful websites. In Year 4, pupils achieve sound standards when writing narrative or factual accounts, and when using a data handling program to support their work in science. Older pupils also achieve broadly average standards when using data handling programs and controlling devices, but make slower progress in working with texts and graphics. They are currently being introduced to the Internet.

When given the opportunity, pupils enjoy using computers and other information technology equipment. They show an enthusiasm for the subject, concentrate well and their behaviour is good.

Insufficient teaching of information technology took place during the inspection to make a secure judgement about the quality of teaching. The co-ordinator made good use of a short period of time to teach her class new skills and, in Year 4, the teacher's effective management of the numeracy hour enabled pupils to use a data handling program. Following the last OFSTED inspection, the school appropriately organised specific training in modelling and control for Key Stage 2 staff and, in general, staff confidence and competence has improved. However, in both key stages, insufficient opportunities are provided for pupils to develop skills and use information technology in a range of subjects. Evidence suggests that staff would benefit from additional well-focused training.

The co-ordinator has attended appropriate training and is enthusiastic about the development of the subject. She scrutinises teachers' planning, but strategies for monitoring pupils' progress are not well established. There is a satisfactory policy and good support is provided by a well-informed school governor. However, although helpful guidance, published by the Qualifications and Curriculum Authority, has recently been introduced to improve planning, it has yet to have a significant impact on teaching.

Resources for information technology have recently been improved and are good.

### **Religious education**

Only four religious education lessons were observed during the inspection. Further evidence was obtained from the scrutiny of pupils' current work, from displays, from teachers' planning, and from formal and informal discussions.

All available evidence indicates that pupils make satisfactory progress, overall, in both key stages, and that they attain the required standard set out in the locally agreed syllabus. The youngest pupils in Key Stage 1 learn about the special nature of families and of the special contribution made to a family by each of its members, young or old alike. They develop an understanding of their own unique identity and of their own worth within a family, and they realise that 'giving' and 'receiving', in non-materialistic ways, are essential to good relationships.

Older pupils, in Key Stage 2, acquire sound knowledge about major world faiths, including Christianity, Judaism,

Hinduism and Sikhism. They learn about the influence of people's religious beliefs on their everyday lives, and draw simple comparisons between different religions. For example, pupils in Year 3 consider how the birth of a child is celebrated and marked by Christians, Jews and Moslems. They can explain Christian ceremonies such as christenings, and they learn about the Moslem practice of shaving the hair of a seven-day-old child and of giving to the poor, in silver, the equivalent of the weight of the hair that has been removed. Pupils in Year 4 study the Judaeo-Christian version of the story of the Creation from the Bible, and draw simple comparisons with creation stories from other cultures, for example, from North America and from Africa. Pupils in Year 5 know the story of Moses. They recognise that Moses was selected by God to lead the Israelites out of exile in Egypt, and they know that the laws given by God to Moses are still central to the way Christians try to live their lives. In Year 6, pupils learn about the roles and responsibilities of religious leaders today. They know that Roman Catholics regard the Pope as supreme head of the Church, while Quakers favour a more 'democratic' approach with an emphasis on collective responsibility; and many can talk knowledgeably about the various duties carried out by the vicar of the local parish church, including his role in the communion service.

Overall, however, pupils' factual knowledge about religion is stronger than their understanding of what it means to be religious, and of what is to be learned from religion.

In both key stages, pupils are very positive in the way they respond to religious education lessons. They are interested in the subject, listen attentively, think carefully about the issues that are raised, and are keen to answer questions. They remember, well, the things they have learned about various faiths, and they are also eager to contribute ideas gleaned from their own general knowledge and from their own experience. They show respect for others' views and beliefs, listening with great interest, for example, as a Moslem pupil describes the shaving of a baby's head. They also have an interest in the deeper issues affecting life and arising from religion, as is evident from the comments they make and from the sometimes challenging questions they raise.

The quality of teaching is broadly satisfactory in both key stages. Good relationships at all levels create a suitable ethos for the study of religion. Lessons are well organised and well managed, although teachers are not always secure in their understanding of what is to be taught and, as a consequence, cannot always answer some of the pertinent though challenging questions posed by the pupils. Opportunities for meaningful and sustained discussion are missed and, particularly in Key Stage 2, there is an emphasis on teaching facts rather than on revealing insights into the impact of religious experience on followers of different faiths. Occasionally, too, the focus on the religious content of lessons is lost at an early stage when too much emphasis is placed on the English skills required to record what has been learned.

The policy for religious education is sound, and the scheme of work, though not new, provides a sufficiently detailed framework to help teachers with their planning. Inspection evidence indicates that coverage of the agreed syllabus lacks depth, and that religious education does not always make the contribution that it should to pupils' spiritual development. The co-ordinator has only very recently assumed responsibility for the subject and has not yet had the time or opportunity to gain an overview of teaching and learning. She recognises the need for training in order to fulfil her new role, and is keen to improve provision. Library resources for religious education are adequate, but there is a shortage of artefacts to support the study of major faiths. Pupils, and occasionally their parents, talk to classes about their own religious traditions and practices, and the school has sound links with the local parish church which is sometimes visited by classes, and whose vicar leads occasional assemblies.

## **Art**

Pupils make sound progress in art in Key Stage 1, and achieve standards which are satisfactory for their ages. In Key Stage 2, pupils make uneven and mainly unsatisfactory progress, and their standards are generally a little below average.

In Year 1, pupils achieve sound standards when painting abstract patterns, and their pastel drawings of their classmates demonstrate average skills. They create expressive drawings and paintings of owls, and make

sound progress when learning about primary colours. Year 2 pupils make satisfactory progress when creating repeating patterns, and take care when making simple leaf prints. In Key Stage 2, there is some evidence of sound work. For example, Year 4 pupils achieve satisfactory standards when mixing a range of different colour tones to create abstract designs, and demonstrate average standards when drawing plants and natural materials from direct observation. However, pupils do not develop their art skills systematically as they move through the key stage. Their drawing skills are often underdeveloped, and their paintings usually demonstrate limited colour mixing skills.

Pupils have positive attitudes towards the subject and, in the lessons observed, their behaviour was good. They enjoy art lessons, share resources amicably and support and encourage each other. Most pupils are confident, but a small minority of Year 4 pupils make unnecessary use of rulers when drawing.

Insufficient lessons were observed to make a secure judgement about the quality of teaching in the subject. Evidence suggests that Key Stage 1 pupils have the opportunity to use a sound range of art mediums. The range is broadly satisfactory in Key Stage 2, but little evidence of printing or 3D work was available for scrutiny during the inspection. Pupils are sometimes given opportunities to develop their awareness of the work of famous artists, and Year 5 pupils clearly derived considerable benefit from the informed instruction they received from the staff of the National Portrait Gallery during a recent visit. However, strategies for developing pupils' knowledge and understanding about art are underdeveloped in the school, and pupils often derive limited insights by simply making direct copies of the work of famous artists. Throughout the school, but particularly in Key Stage 1, insufficient attention is given to planning which ensures that key skills in drawing and painting are progressively developed. The planning is often too dependent on historical topics as the vehicle for art work, and this inhibits continuity in pupils' learning. Pupils generally have insufficient opportunities to develop their drawing and painting skills from the direct observation of the natural and made world, particularly in Key Stage 2. Evidence suggests that teachers would benefit from in-service training to increase their knowledge and skills in Key Stage 2, and to develop more coherent planning for the subject.

## **Design and technology**

In Key Stage 1, pupils make sound progress in design and technology, achieving standards which are satisfactory for their ages. In Key Stage 2, pupils make mainly unsatisfactory progress, and their overall standards are a little below average.

In Year 1, pupils make satisfactory progress when cutting and joining paper and card. They achieve sound standards when making lunch boxes and model vehicles, using recycled materials. They attain sound standards when using construction kits to make simple models, and make satisfactory progress when learning to sew. In Year 2, pupils design coats of many colours, demonstrating satisfactory standards, and create carefully made model vans, with simple axles.

In Years 3 and 4, pupils create replicas of Greek jewellery and plaques, using salt dough and clay. These represent satisfactory achievement for Year 3 pupils but are a little below average for Year 4 pupils. In Year 5, pupils create very simple model vehicles which incorporate a simple electrical circuit. The construction skills used in these models differ little from those employed by pupils in Key Stage 1, and are below average. In Year 6, pupils create models of playground apparatus. However, these generally demonstrate limited joining skills, lack finesse and are typical of work usually associated with younger pupils.

From discussions with pupils, it is clear that they have positive attitudes to the subject and enjoy design and technology lessons. In the single design and technology lesson seen, in Key Stage 2, pupils concentrated well, persevered with their tasks, and their behaviour was good. They have constructive relationships with their peers and co-operate well together.

Insufficient lessons were observed to make a secure judgement about the quality of teaching in the subject. However, evidence suggests that Key Stage 1 teachers have satisfactory subject knowledge but that most Key Stage 2 teachers would benefit from in-service training to increase their expertise and to raise their expectations of pupils' attainment. Planning for the subject does not secure the systematic development of pupils' key skills



in designing and making, especially in Key Stage 2. The school has very recently enhanced the scheme of work by incorporating guidance from the Qualifications and Curriculum Authority. This is a sensible strategy, but has yet to have an impact on the standards achieved by pupils.

In the last inspection, in 1996, standards in Key Stage 2 were also judged to be low. As a result, some in-service training was provided for teachers, but improvements in planning were not secured and the subject has been a relatively low priority for the school in the last two years.

## **Geography**

As a result of timetabling arrangements, few geography lessons could be observed during the inspection. Findings are based on those lessons seen, an analysis of school documentation and pupils' work, and discussions with staff and pupils.

Overall, the progressive development of pupils' geographical enquiry skills is uneven across the school and is barely satisfactory, due to insufficient opportunities are provided for pupils to ask and answer questions, analyse geographical evidence, and to communicate their conclusions, through the study of a suitable range of places and through fieldwork. In Key Stage 1, pupils make broadly satisfactory progress in extending their knowledge of the weather; and undertake some work in the school's locality when studying homes or visiting the nearby supermarket. They make satisfactory plans of the playground and can map simple routes. In Key Stage 2, pupils make barely adequate progress when undertaking work on settlements as this does not always have a clear geographical focus or develop their knowledge and understanding of their own region. Progress in extending mapping skills is slow, across the key stage. Year 5 pupils make broadly satisfactory progress when studying a contrasting locality in Africa and, in Year 6, pupils achieve sound standards in their work on rivers. Overall, pupils are achieving standards which are only just adequate for their ages, and are sometimes unsatisfactory, across the school.

Pupils are well behaved in geography lessons and they show an interest in the subject. However, their concentration wanes in lessons where inappropriate or undemanding tasks are set.

Insufficient lessons were observed to make a secure judgement about the quality of teaching in the subject. Across the school, however, weaknesses in long and medium term planning for geography mean that the progressive development of pupils' geographical enquiry skills is insecure. As a consequence, the overall quality of teaching is barely adequate. The scheme of work for the subject does not show when the key skills will be taught or when opportunities arise for practical fieldwork. Although some use is made of the local area, it is currently underused to support the study of geographical features in the landscape; and, in Key Stage 1, the timing of the study of a contrasting locality results in inappropriate tasks being set. Evidence suggests that teachers would benefit from in-service training to increase their confidence and knowledge in the subject.

The co-ordinator appropriately attends relevant local authority meetings and has started to assemble a portfolio of evidence of pupils' attainment in the subject. She monitors teachers' planning but does not regularly sample pupils' work across the school and, as a consequence, currently lacks a whole school overview.

The school recognises that resources for geography are barely adequate and has arranged for an audit to be carried out with the help of the local authority adviser for the subject.

## **History**

As a result of timetabling arrangements, no history lessons were observed in Key Stage 1. Evidence was gathered from teachers' planning, from a scrutiny of pupils' work and from discussions with pupils.

In Key Stage 1, pupils make sound progress and achieve satisfactory standards when exploring simple differences between the past and the present. Through their class topics, they develop a satisfactory understanding of how things have changed and can use words relating to the passage of time. Pupils explore changes in their

own lives and those of their family, and they are beginning to develop a sense of chronology. They also extend their knowledge and understanding about famous people such as Guy Fawkes, Anna Seacole and Florence Nightingale.

In Key Stage 2, pupils make mainly sound, and sometimes good, progress through their studies of various periods of history; and achieve standards which are satisfactory for their ages. In Year 3, they satisfactorily extend their knowledge of Ancient Egypt, while in Year 4, pupils make good progress when developing their understanding of life in Roman times, based on a visit to a Roman villa. As pupils progress across the key stage, they are increasing their knowledge of the similarities and differences in various periods of history; and their understanding of people and of change. Older pupils, in Years 5 and 6, also make sound gains in understanding the key elements of history, as outlined in the National Curriculum programme of study. For example, in Year 6 pupils increase their understanding of differing interpretations of history through their studies of the Victorian era; and in the Year 5 study of Tudor England, pupils explore a range of sources of information, including paintings.

Evidence from the limited number of lessons observed, and from discussions with pupils, indicates that pupils have positive attitudes to the subject and that they enjoy history lessons. They respond particularly well to visits to places of historical interest.

No teaching of history was observed in Key Stage 1. In Key Stage 2, the quality of teaching is mainly sound and sometimes good. Teachers plan conscientiously and evidence suggests that they have secure, and sometimes good, subject knowledge. Visits are appropriately arranged to places of historical interest such as Chedworth Roman Villa and the Corinnium Museum in Cirencester. Teachers also make effective use of recorded school television programmes and of books, and of artefacts borrowed from the local authority loan service. Resources are carefully prepared and, in the best lessons, good questioning promotes pupils' interest in the subject and extends their thinking. Some use is made of information technology to enable pupils to access information or to record their findings, but this is not consistent throughout the school. In Key Stage 1, there is some evidence of less effective teaching when pupils are given worksheets which provide limited opportunities for them to develop research skills.

## **Music**

Pupils make sound progress in music, and attain standards which are satisfactory for their ages, in both key stages.

In Year 1, pupils make satisfactory progress when recognising and repeating simple rhythms, using body percussion. They demonstrate satisfactory listening skills, and can identify long notes and simple repeated patterns in recorded music. Year 3 pupils achieve satisfactory standards when describing the mood of musical pieces and make sound progress in developing their singing skills. In Year 5, pupils make satisfactory gains when learning basic notation, and when learning to perform songs which have two parts. Across the school, standards in singing are broadly satisfactory. Pupils generally sing tunefully but are sometimes insufficiently aware of when to sing more loudly and when more quietly.

In both key stages, pupils have positive attitudes to the subject. They listen attentively to their teachers, and to music, and behave well in lessons. They concentrate and persevere with their tasks, and most perform confidently.

The quality of teaching is satisfactory in both key stages. Teachers' planning is sound, and is based on a commercial scheme of work which provides useful guidance. Resources are prepared carefully, and teachers provide appropriate instruction as well as praise and encouragement.

## **Physical education**

Physical education (PE) lessons seen during the inspection focused on dance in Key Stage 1 and games in Key Stage 2. School planning documents show that pupils follow a suitably broad curriculum in both key stages. Most

pupils attain satisfactory standards for their ages, and a significant minority do even better. Pupils make mainly sound, but sometimes good progress, across the school.

The youngest pupils in Key Stage 1 listen carefully to instructions and follow them well. They show good body control when skipping and striding to music, and use the available space to good effect. Pupils in Year 2 move safely, without touching, even when working in close proximity with partners. They can explain the safety rules they have learned, giving sound reasons for the need to apply them. They interpret music imaginatively, using strong, slow and sudden gestures to represent an angry 'red' mood, and flowing, swirling movements to show the curved pathways of colours mixed by the 'Colour-maker's apprentice.'

In Key Stage 2, pupils in Year 3 show good co-ordination in their general movements, and sound skills in shadowing and marking an opponent while developing netball skills. In a rugby lesson taught by a specialist coach, pupils in Year 5 demonstrated very good control in a range of skills. For example, they dodged and weaved through an 'Auckland grid' and kept possession of the ball within small teams without dropping it. They can pick up a ball while running, place tries, and throw and catch the ball using both forward and backward passes. In netball in Year 6, pupils show satisfactory skills in marking an opponent, and in throwing and catching. Pupils of all ages sustain energetic movement well, understand the effects of exercise on their bodies, and participate appropriately in warm-up and cooling-down activities. Their attainment is often constrained, however, because they are given too few opportunities to use their initiative and to plan and evaluate their own performance. No swimming lessons could be observed during the inspection, but school records show that pupils make good progress: many attain the required standard by the end of Key Stage 1, and almost all have achieved it by the end of Key Stage 2. Pupils with special educational needs are fully integrated into lessons, receive appropriate support, try hard, and make very sound progress.

Pupils of all ages respond well in PE lessons. They enjoy the activities, practise conscientiously, and try hard to develop their skills and improve their performance. They listen attentively to instructions, and they also work responsibly independently of their teachers, whether with a partner or in a small group or team. They play fairly, taking turns and sharing equipment with a minimum of fuss. Pupils in Year 2, in particular, show remarkable self-discipline for their age, working quietly and thoughtfully in a well managed lesson.

The teaching of PE is mainly sound, though sometimes good, in both key stages. In the best lessons, teachers are confident and demonstrate secure knowledge and understanding of how to develop pupils' skills in well ordered steps. They have high expectations of self-discipline and control, and pupils' behaviour is managed well, allowing the lessons to be conducted at a good pace. Lessons offer both physical and intellectual challenge, and are organised so as to promote teamwork and fair play. Teachers give pupils very specific targets, and informed, individual feedback about their performance. They encourage the pupils to demonstrate their skills and to evaluate both their own work and that of their peers. In some lessons, however, little evaluation is carried out by teachers and pupils and, overall, pupils are given too little responsibility, either for simple practical tasks such as moving equipment, or for planning relevant aspects of their work.

The co-ordinator for PE has a satisfactory understanding of the subject requirements, and has been instrumental in developing certain aspects of provision. For example, pupils benefit from opportunities to join football and netball clubs and to take part in competitive league games; non-contact rugby has been introduced, and is taught well by a coach from Bracknell Leisure Centre; pupils in Year 6 attend Ufton Court residential centre, where they explore a variety of outdoor and adventurous activities; and, 'top-play' and 'top-sport' activities are shortly to be introduced, the school again taking advantage of schemes set up by the local education authority. There is a sound policy for PE; and a scheme of work, while based on past work, provides a satisfactory basis, overall, for the planning of lessons until such time as the QCA scheme can be adopted, as is intended. The use of a rather dated commercial dance programme limits pupils' own creativity and constrains their initiative, and should be reviewed as part of any future development. The co-ordinator supports and advises colleagues, and is aware of relative strengths and weaknesses in provision.

Resources for PE are good. They include a suitable range of games equipment and apparatus for gymnastics, and a wide variety of playground equipment which can be used during break and at lunch-times. There is also an out-door adventure playground, much enjoyed by the pupils, a level field of adequate size for games, and a

suitable court for netball.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

The inspection was carried out over four days by a team of four inspectors, including one lay inspector. Fifty lessons, or parts of lessons, were observed during the inspection. For the majority of the time in school, inspectors visited classes, talked with individuals and groups of pupils and evaluated work. A sample of pupils from each year group, and across the attainment range, was heard to read: and pupils were questioned about their knowledge and understanding of books. A range of pupils' work, from each year group, was scrutinised by inspectors. In addition, the team studied documentation, including the school development plan and the figures for the budget. They also inspected registers, the records kept on the pupils and the teachers' planning documents. Inspectors met with a group of governors, and with the headteacher and all teachers. Discussions were also held with classroom assistants, the finance secretary and with parents who visited the school during the inspection. A meeting for parents was held on 20<sup>th</sup> July 1999 and responses from parents to the pre-inspection questionnaire were analysed.

## 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
Y1 - Y6	202	2	49	3

### Teachers and classes

#### Qualified teachers (Y1 - Y6)

Total number of qualified teachers (full-time equivalent)

7

Number of pupils per qualified teacher

25

#### Education support staff (Y1 - Y6)

Total number of education support staff

12

Total aggregate hours worked each week

121.45

Average class size:

29

## Financial data

Financial year:

1998

	£
Total Income	347,727
Total Expenditure	376,145
Expenditure per pupil	1,733
Balance brought forward from previous year	68,548
Balance carried forward to next year	40,130

**PARENTAL SURVEY**

Number of questionnaires sent out:

202

Number of questionnaires returned:

58

**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	48	50	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	40	6	12	2
The school handles complaints from parents well	13	47	27	11	2
The school gives me a clear understanding of what is taught	28	64	6	2	0
The school keeps me well informed about my child(ren)'s progress	22	50	14	14	0
The school enables my child(ren) to achieve a good standard of work	12	67	19	2	0
The school encourages children to get involved in more than just their daily lessons	19	55	15	9	2
I am satisfied with the work that my child(ren) is/are expected to do at home	9	52	8	31	0
The school's values and attitudes have a positive effect on my child(ren)	33	59	6	2	0
The school achieves high standards of good behaviour	29	55	14	2	0
My child(ren) like(s) school	29	50	16	5	0