

# INSPECTION REPORT

## **Hampstead Norreys C of E Primary School Thatcham**

LEA area: West Berkshire

Unique Reference Number: 109964

Inspection Number: 186740

Headteacher: Mrs B. A. O'Dwyer

---

**Reporting inspector: Mr. S. F. Lake**  
**OIN-22191**

**Dates of inspection: 8<sup>th</sup> to 10<sup>th</sup> November 1999**

Under OFSTED contract number: 706990

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

© Crown Copyright 1999

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

Under the School Inspections Act 1996, the appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable.

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline  
Tel: 0171421 6567

## INFORMATION ABOUT THE SCHOOL

Type of school: Primary

Type of control: Voluntary ~~C~~controlled

Age range of pupils: 4 to 11-years

Gender of pupils: Mixed

School address: Newbury Hill  
Hampstead Norreys  
Thatcham  
Berks  
RG18 0TR

Telephone number: 01635 201371

Fax number: 01635 202951

Appropriate authority: The Governing Body

Name of Chair of Governors: Mrs. D. Browne

Date of previous inspection: January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Stephen Lake, RgI	Mathematics Science Religious education Art Design and technology Equal opportunities	Attainment and progress Attitudes, behaviour and personal development Pupils' spiritual, moral, social, and cultural development Leadership and management Efficiency
Margaret Davie, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Clive Whittington, Team Inspector	Under-fives English History Geography Music Special educational needs	Curriculum and assessment Staffing, accommodation and learning resources

The inspection contractor was:

**Full Circle**  
35 Trewartha Park  
Weston-super-Mare  
North Somerset  
BS23 2RT  
Tel. 01934 412260

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

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

# REPORT CONTENTS

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  
Key indicators

1 - 6

## PART A: ASPECTS OF THE SCHOOL

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

7 - 25

Attainment and progress  
Attitudes, behaviour and personal development  
Attendance

### **Quality of education provided**

26 - 63

Teaching  
The curriculum and assessment  
Pupils' spiritual, moral, social and cultural development  
Support, guidance and pupils' welfare  
Partnership with parents and the community

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

64 - 75

Leadership and management

Staffing, accommodation and learning resources

The efficiency of the school

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

**Areas of learning for children under five**

76 - 83

**English, mathematics and science** 84 - 103

**Other subjects or courses** 104 - 130

**PART C: INSPECTION DATA**

**Summary of inspection evidence** 131 - 133

**Data and indicators**

## MAIN FINDINGS

### What the school does well

- The very good leadership and management of the school.
- The good quality of the teaching.
- The very good-quality curriculum.
- The good procedures for assessing pupils' progress.
- The very good attitudes and behaviour of the pupils.
- The very good relationships within the school.
- The very good provision for pupils' personal development.
- The very good provision for the support, guidance and welfare of the pupils.
- The very good -partnership with parents and the community.
- The very good provision for pupils' moral and social development.
- The school is efficient.

### • Where the school has weaknesses

- I. The school does not meet the recommended minimum hours at Key Stage 2, which limits the time available for some aspects of the curriculum, in particular religious education.

**The weaknesses identified will form the basis of the governors' action plan, which will be sent to the parents of all pupils registered at the school.**

**In the light of the school's many strengths a number of minor areas for improvement are identified in the report that the governors should consider when drawing up their action plan.**

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

The school has made good progress in addressing the key issues in the detailed action plan, which has been followed carefully, resulting in many improvements since the last inspection. The governing body now monitors effectively the impact of spending decisions upon the quality of education offered. Schemes of work have been revised and good guidance is available to teachers. The quality of reporting to parents on pupils' progress is good. Targets are discussed for pupils, and parents are kept well informed. Accommodation is used to best effect and continually monitored. Standards attained by the pupils are above those observed in the last inspection. The governing body has revised its procedures and operates very effectively in partnership with the headteacher and staff. Taking all factors into consideration, the school is very well placed to bring about further improvements.

### • Standards in subjects

This table shows the standards achieved by 11 year olds in 1999, based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	•	Key
			<i>well above average</i>	A
			<i>above average</i>	B



English	N/A	N/A	<i>average</i>	<i>C</i>
Mathematics	N/A	N/A	<i>below average</i>	<i>D</i>
Science	N/A	N/A	<i>well below average</i>	<i>E</i>

The cohort in 1999 was too small to make the figures that would normally be in this table statistically reliable. Care must be taken when reading tables such as this as the small size of the cohort in the school means that fluctuations occur from year to year. When the rolling average of the last four years is considered attainment in the national tests is above average overall.

The inspection finds that attainment is improving. The results of the national assessments at the age of seven are well above average for the last two years. At the end of Key Stage 1 attainment in reading, writing and mathematics is above average.

At the end of Key Stage 2 attainment in English and mathematics is well above average, and attainment in science is above average. Attainment in information technology is in line with national expectations, and attainment in religious education is broadly in line with the requirements of the locally agreed syllabus for religious education. In the lessons observed, pupils' attainment in art is well above that normally seen in pupils of the same age. Attainment in all other subjects where it was possible to make a reliable judgement is in line with that normally found in pupils of a similar age.

• **Quality of teaching**

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

In the lessons observed, 97 per cent of the teaching was satisfactory or better. This included 55 per cent of lessons graded good or better and 11 per cent of all lessons graded very good.

Significant strengths of the teaching are the very good relationships between teachers and pupils and the high-quality questioning by teachers which challenges pupils well.

*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	Very good. Pupils are polite and courteous. They are eager to help visitors to the school.
Attendance	Satisfactory. Pupils' regular attendance makes a positive contribution to their attainment and progress.
Ethos*	Very good. Relationships are very good. The school is a friendly and

welcoming community that is committed to achieving high standards.



Leadership and management	Very good. The headteacher provides excellent leadership and is supported by a hardworking and very effective governing body. The subject co-ordinators understand their role and fulfill it very effectively. Teaching and learning are monitored very well and the school development plan is a very good working document that is effective in leading the school forward. The school does not meet the recommended minimum for taught time at Key Stage 2.
Curriculum	The quality of the curriculum is very good. Pupils have access to a broad and balanced curriculum that provides a rich experience, although the limited time available makes it difficult to ensure that all subjects receive appropriate teaching time at Key Stage 2.
Pupils with special educational needs	The school has few pupils with special educational needs, but the provision for those few is very good and ensures that they make good progress.
Spiritual, moral, social & cultural development	Very good provision overall. The provision for moral and social education is very good. Opportunities for spiritual development are good but are underdeveloped in collective worship and religious education. The provision for pupils' cultural development is good, although opportunities for the promotion of positive attitudes to the rich cultural diversity to be found in Britain and wider global community are underdeveloped.
Staffing, resources and accommodation	Satisfactory overall. The school has sufficient staff to meet the requirements of the National Curriculum and in the spring and summer terms, when an additional teacher is employed, staffing is good. A satisfactory quantity of learning resources is available and most are of good quality. The accommodation has many good features. However, the school hall is very small, which limits the physical education curriculum, and the children under five do not have access to a suitable secure outside area for physical activity and play.
Value for money	Taking into account the high standards attained, the good quality of education provided, and the very good leadership and management the school gives very good value for money.

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

· **The parents' views of the school**

**What most parents like about the school**

II. Parents feel that the school encourages them to play an active part in the life of the school.

III. Parents feel that the school gives them a clear understanding of what is taught.

IV. Parents feel that the school enables pupils to achieve a good standard of work.

V. Parents feel that the school encourages children to get involved in more than their daily lessons.

VI. Parents feel that the school achieves a high standard of good behaviour.

**What some parents are not happy about**

VII. There were no issues on which a significant number of parents expressed concern.

Inspectors agree with the positive comments of the parents.

·  
**KEY ISSUES FOR ACTION**

In order to improve standards further the governors, headteacher and staff should:

VIII. review the taught time at Key Stage 2 in light of the recommended minimum in order to ensure that sufficient time is available for religious education and to enable more time to be available for other areas of the curriculum. (paragraph 38)

In light of the school's many strengths a number of minor areas that the governors should consider in their action plan are indicated in paragraphs 29, 30, 32, 40, 50, 64, 73, 82, 89, 99 & 109.

## **INTRODUCTION**

### **Characteristics of the school**

1. This is a small village school situated in the village of Hampstead Norreys in the Berkshire Downs. The catchment area is mixed and contains outlying farms and estates. Approximately 22 per cent of the school population live in rented accommodation.
  2. There are 73 pupils on roll, including one child under five who is taught alongside pupils in reception, Year 1 and Year 2 at the time of the inspection. In the spring and summer terms an additional teacher is employed to enable children under five to be taught in a mixed reception/Year 1 class. The number on roll is reasonably stable, varying from 69 to 83 over the last few years. This is similar to the time of the last inspection.
  3. The percentage of pupils entitled to free school meals is three per cent, which is below average and broadly the same as at the time of the last inspection. The percentage of pupils on the school's register of special educational needs is in line with the national average. The school does not have any pupils with English as an additional language.
  4. There is no specific nursery provision, but the village has an accredited pre-school playgroup and most pupils come into school with pre-reading and good social skills. Attainment on entry to the school at the age of four is above average.
  5. Key issues from the previous inspection were to:-
    - monitor the impact of financial decisions on the quality of education offered by the school;
    - review subject guidance and short-term planning to ensure that teachers have a practical and easily accessible framework for their teaching that takes account of the revised National Curriculum;
    - improve the quality of reporting to parents so that they are clear about the progress made by their child in each subject and are aware of the next steps in the child's educational programme;
    - keep the use of available space under review so that best use is made of limited accommodation.
1. The school has set detailed and realistic targets for school improvement in the national assessments in English, mathematics and science, and other immediate targets for the next 12 months are:
    - to develop the provision for information technology;
    - to develop the early years provision;
    - to develop investigative opportunities in numeracy and science.

· **Key indicators**

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

The small cohort size for 1998 means that no figures are published in the table below.

Number of registered pupils in final year of Key Stage	Year	Boys	Girls	Total
1 for latest reporting year:	1999	8	5	13

National Curriculum Test/Task		Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils at NC Level 2 or Above	Boys	6	8	7
	Girls	5	5	5
	Total	11	13	12
Percentage at NC Level 2 or above	School	85	100	92
	National	82 (80)	83 (80)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	6	6	6
	Girls	4	4	4
	Total	10	10	10
Percentage at NC Level 2 or above	School	77 (88)	77 (88)	77 (88)
	National	82 (80)	86 (84)	87 (85)

.....  
<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

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



The small cohort size in both 1998 and 1999 means that no figures are published.

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	5 (4)	5 (4)	10 (8)
	(1988)			

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage at NC Level 4 or above	School	N/A	N/A	N/A
	National	70 (65)	68 (59)	78 (69)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage at NC Level 4 or above	School	N/A	N/A	N/A
	National	68 (65)	69 (65)	75 (69)

---

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attendance

Percentage of half days (sessions)			%
missed through absence for the latest	Authorised	School	3.7
complete reporting year:	absence	National comparative data	5.7
	Unauthorised	School	0.1
	absence	National comparative data	0.5

.

## Exclusions

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

.

## Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	11
	Satisfactory or better	97
	Less than satisfactory	3

· **PART A: ASPECTS OF THE SCHOOL**

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

· **Attainment and progress**

1. The small cohort size in 1998 and 1999 means that no detailed comparison has been made of the attainment in those years. A much better indicator of school performance is the trend over time and the rolling average of the results. In the light of this, overall judgements are made based upon the results of the national assessments for the years 1996 to 1999.
2. When the results of national assessments are examined over a period of four years attainment overall is above average. Of particular importance is the fact that the school's records show that attainment is rising as a result of the various initiatives that have been introduced. This improvement is moving up through the school as groups of pupils who have had longer being taught under the new arrangements begin to be assessed. This can be seen in the improvement in attainment at the age of seven, which has been well above average for the last two years. Examination of the assessments made of pupils in other year groups confirms that attainment overall is rising. Potentially higher-attaining pupils are achieving very high standards and this is an important factor in the overall high achievement noted.
3. When they enter the reception class, the attainment of the majority of children is above average for their age. Children of all abilities make sound progress overall in all areas of learning. By the time the majority of children reach compulsory school age, their standards of attainment are above those expected nationally for children of this age.
4. At the time of the inspection attainment at the end of Key Stage 1 was judged to be above average overall. At the end of Key Stage 2 attainment is judged to be well above average overall. This is a clear improvement on the standards observed in the last inspection.
5. Attainment in English is above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. Progress over the time pupils are in the school is good. By the time they leave the school, pupils listen carefully to adults and to each other and speak confidently in variety of situations. Pupils read clearly and fluently. By the end of Key Stage 1 many pupils have begun to recognise and correct their own errors when reading, and by the end of Key Stage 2 most read clearly, fluently and with good expression. By the end of Key Stage 1 pupils write clearly with accurate spelling and good punctuation. By the end of Key Stage 2, pupils write at length in a variety of styles. Spelling is very good most and pupils use punctuation and paragraphs well. Pupils have good literacy skills at Key Stage 1 and very good literacy skills at Key Stage 2, which they use well to support their learning in subjects such as history and geography.
6. In mathematics pupils' attainment is above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. Progress is good overall. By the end of Key Stage 1 most pupils are able to add and subtract numbers up to 100 and recognise place value in these numbers. Many are confident in using their knowledge of number and applying it to money and measure. Most pupils know the names of basic two and three-dimensional shapes. At Key Stage 2, pupils develop further their concept of number and by the end of the key stage almost

all know their tables to 10 x 10 and many are confident with much larger numbers. Many pupils have a wide range of strategies to help them deal with mental calculations and demonstrate very good understanding when working on simple investigations. Pupils' numeracy skills are good at Key Stage 1 and very good at Key Stage 2 and are used effectively to support learning in other subjects such as science and design and technology.

7. In science pupils achieve above-average standards at the end of Key Stage 1 and standards well above average at the end of Key Stage 2. Progress is good throughout the school. By the end of Key Stage 1 pupils classify and sort materials well and have an appropriate understanding of their own bodies and how they work. Pupils learn to use appropriate scientific terms and make good use of their numeracy skills to display the information gained from their investigations. At Key Stage 2, pupils build well upon the skills and knowledge gained at Key Stage 1 and by the end of Key Stage 2 have a very good knowledge and understanding of scientific facts appropriate to their age.
8. Attainment in information technology is in line national expectations at the end of both key stages, with pupils making satisfactory progress. The use of information technology to support art is good. By the end of Key Stage 1 pupils know that the computer responds to commands and signals and understand the basic functions of keyboard and mouse, using them with accuracy. By the end of Key Stage 2 pupils word-process, handle data, and research information, often through the Internet.
9. Attainment in religious education is broadly in line with the requirements of the locally agreed syllabus for religious education and pupils make satisfactory progress, but there are some strengths and weaknesses. Pupils' knowledge of different religions is above average, but the limitations on time at Key Stage 2 mean that they do not extend this knowledge sufficiently well into understanding and this aspect of religious education is underdeveloped.
10. Attainment in art is well above average. Pupils produce very good detailed painting, using shade and shape well. They experience a wide variety of media and consistently produce work of a high quality, demonstrating very good skills in using tools and techniques.
11. In all other subjects where it was possible to make a reliable judgement, attainment is in line with that found amongst pupils of a similar age. Standards in swimming are above average, with almost all pupils swimming 25 metres by the time they leave the school and most able to swim much further.
12. Progress overall is good. Pupils enter the school with standards that are above average and leave with standards that are well above average. When standards are examined over a period of time progress over time is good. Standards are rising as a result of the initiatives that the school has put into place and as a result of the good teaching that takes place.

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

13. The children under five respond and behave well. They develop positive attitudes to learning and they enjoy coming to school. Their personal and social development is good.
14. Pupils in both key stages demonstrate very positive attitudes to learning and show interest,

involvement and pride in their work and achievements. Pupils across the school are enthusiastic and well motivated, and come to school with a clear willingness to learn. They listen and carry out instructions well and respond well to challenges; for example, when designing toys with moving parts or emulating the work of Cézanne. Pupils are keen to improve and most are willing to contribute ideas and use information technology to support independent research, for example, in science.

15. The behaviour of pupils in most lessons, around the school and at break and lunch times is excellent. This supports learning considerably and has a very positive effect on the ethos of the school. Pupils are very clear about how to behave. They show self-discipline and behave well when not under the direct supervision of staff, for example, in the playground. Pupils are courteous and polite to visitors. On the rare occasions when it is necessary to remind pupils about their behaviour they respond promptly. There have been no exclusions in the last year. The overwhelming majority of parents are happy with the standard of behaviour in the school.
16. Pupils are trustworthy and show respect for property and the fabric of the school. The quality of relationships throughout the school is very good and reflects the positive leadership and example of the headteacher and staff. Adults in the school provide good role models, and constructive relationships are formed between all groups in the school. Pupils work well together, with older or more able pupils often supporting younger ones. Pupils co-operate very well in lessons, sharing resources, materials and ideas freely.
17. Pupils' personal development is good. The school encourages respect for other people's feelings. Pupils conscientiously carry out the responsibilities allocated to them in the classroom. The regular activities such as orienteering and the annual residential visit make a good contribution to this aspect of the school. Pupils make good contributions to the wider community through their involvement in local activities and village events, and their support for local and national charities. The good provision noted in the last inspection is being maintained.

23. **Attendance**

18. Attendance rates are satisfactory and broadly the same as national averages. Pupils' regular attendance makes a positive contribution to their attainment and progress. Last year's published figure for unauthorised absence was high in comparison to national averages, but represented the absence of only one pupil. There is no truancy.
19. Pupils are generally punctual at the start of the day. Registers are well maintained and in accordance with legal requirements, but are not centrally stored or always kept with teachers during the day to ensure that they are to hand in case of an emergency.

25. **QUALITY OF EDUCATION PROVIDED**

25. **Teaching**

20. The quality of teaching is good overall and some teaching is very good. Of the lessons observed 97 per cent were satisfactory or better, 55 per cent were good and 11 per cent were judged to be very good. This is an improvement since the previous inspection, and most of the minor

shortcomings noted in that inspection have been overcome. For example, few lessons are based upon published schemes and pace is good in almost all lessons.

21. The arrangements for the one child under five at the time of the inspection meant that it was only possible to observe a small amount of direct teaching with children under five. Additional evidence was obtained from teachers' planning and discussions with staff. Overall, the quality of the teaching with the children under five is good. A particular strength of the teaching with the children under five is the very good use of classroom assistants, who work closely with the teacher and have a good understanding of the needs of children of this age.
22. The school is aware of the limitations on the teaching of the children under five in a class containing both Year 1 and Year 2 pupils, and addresses this as effectively as possible within the constraints of the budget. Previously an additional teacher has been employed during the summer term when the numbers in reception have been at their highest. Monitoring of the effect of this teaching upon all groups concerned in Key Stage 1 has shown that this benefits both the children under five and the pupils in Year 2. Based upon the information, the decision has been taken by the governors to employ an additional teacher for the spring and summer terms this year. This means that the limitations on the teaching of children under five are confined to this term. The governors have also ensured that the classroom support assistants are suitably qualified to work with children under five and receive regular professional development. When all factors are taken into consideration the arrangements for the teaching of the children under five are satisfactory.
23. At both key stages teachers have a good subject knowledge of the subjects that they teach and understand the requirements of the National Curriculum Programmes of Study. Teachers have high expectations of behaviour and attainment and constantly challenge pupils to achieve high results. The high-quality questioning of most teachers demands a high-quality response from the pupils and thus deepens their understanding; for example, in a mathematics lesson where pupils were questioned to determine the methods that they had used for mental calculation. However, this questioning is inconsistent. Some questioning tends to be on a more individual basis, which limits the opportunities for pupils to develop understanding through group discussion. The school is aware of this and has included it in the school development plan as an area to address.
24. The medium-term curriculum planning is detailed and effective in setting down what should be taught and when. However, teachers do not always translate this into detailed short-term planning. Although pupils generally make good progress, the lack of clear learning objectives in some lessons limits the ability of teachers to judge the effectiveness of the lessons. This reduces opportunities for assessment; for example, a religious education lesson in which the focus appeared to be related more to historical detail in a parable than the message gained from the parable.
25. In the vast majority of lessons teachers use a suitable range of methods to motivate and stimulate pupils. These strategies vary according to the subject being taught and are effective in evoking a very positive response from pupils. Examination of pupils' past work reveals a wider range of strategies than could be observed during the inspection. Good use is made of classroom assistants and parents to support learning.

26. Discipline is very good. Teachers manage pupils effectively. They make good use of praise to reward and motivate; for example, in an art lesson where the positive encouragement of the teacher motivated the pupils to produce work of a very high standard. The classroom environment is calm, supportive and secure and this has a positive effect on pupils' learning and well being. Resources are used well and good use is made of the accommodation to provide additional teaching spaces; for example, using the school hall for science lessons. The use of time in lessons is inconsistent throughout the school. In some classes the pace is brisk and promotes good progress, but in a minority of lessons the pace is too slow and this limits progress in those lessons.
27. Teachers mark pupils' work thoroughly and make helpful oral and written comments. They know their pupils well and make good use of informal assessments to match work to the needs of pupils. Pupils with special educational needs receive good support. Although teachers' short-term planning does not make reference to pupils' good-quality individual education plans, pupils with special educational needs are assessed appropriately and work is well matched to their needs. Reading homework is set every night. Other homework, consisting of learning spellings and times tables and some project work, also makes a strong contribution to pupils' progress.
33. **The curriculum and assessment**
28. The school provides a broad and balanced curriculum, which meets the statutory requirements of the National Curriculum, sex education and drugs education and the requirements of the locally agreed syllabus for religious education. The headteacher and staff work hard to promote pupils' intellectual, physical and personal development and to ensure that all pupils have equality of access to the curriculum.
29. The good breadth and balance are achieved in part by strong cross-curricular links, which help to ensure good coverage of all subjects. This happens, for example, within literacy, when pupils may be given writing tasks linked to a history topic. Curriculum planning generally takes account of other subject areas to ensure that all possible links are made.
30. Provision for the curriculum for those children under five in Class 1 is generally sound. It is based on the Desirable Learning Outcomes<sup>1</sup> for children of this age. Links with the Key Stage 1 National Curriculum are made clear and the children are very well prepared for Key Stage 1. The draft policy and scheme of work provide very good guidelines for planning in most areas of learning. However, provision for equality of access to all the recommended activities is limited. There are insufficient resources for physical development, such as large construction equipment and outdoor toys such as tricycles and pedal cars. Opportunities for free play are also restricted. However, at the time of this inspection there were only two in the reception group, one of whom was under five. Given the number and the above-average ability of children on intake, the curriculum that is planned and operated is appropriate. As numbers in this group of children rise, the school makes effective provision for them (within the limitations

---

<sup>1</sup> Desirable Learning Outcomes: QCA (Qualifications and Curriculum Authority) formally SCAA (School Curriculum and Assessment Authority) has produced a set of "Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education". These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

for physical activity already mentioned) by employing an extra teacher. Detailed assessments are taken when children start school. These are used very well to plan suitable programmes of work. Detailed records are kept for each individual child in all areas of learning. These identify targets for development and achievements in each area. Children under the age of five are prepared effectively for the next stages of their education.

31. Provision for pupils with special educational needs is very good. The curriculum is well matched to the individual needs of each pupil. There is a very good level of support given and all staff work effectively to ensure that these pupils make good progress.
32. At both key stages subjects are covered well and the time given to these is appropriate. However, pupils at Key Stage 2 attend school for a somewhat shortened day when compared to the national average. This limits the time available for the curriculum and as a result the time available for religious education is considerably less than that recommended in the locally agreed syllabus for religious education.
33. There are effective policies and schemes of work and the curriculum is planned very effectively to ensure that pupils build steadily upon their prior learning. This represents an improvement since the last inspection, when the one relevant key issue for action was to 'review subject guidance and short-term planning to ensure that teachers have a practical and easily accessible framework for their teaching that takes account of the revised National Curriculum'. The school has addressed this key issue fully, and the planned developments in curriculum and assessment show that improvements are likely to continue. The long, medium and short-term planning is very good and is a direct result of the way all adults in the school work well together towards commonly-agreed objectives. Subject co-ordinators are given time to plan and monitor classroom practice in their areas of the curriculum and they play a crucial role in curriculum development. Literacy and numeracy are used effectively across the curriculum, with writing and mathematical skills developed well through a variety of cross-curricular topics.
34. A very good level of extra-curricular provision enhances the curriculum. This includes a variety of sports, clubs for the Internet, environment, art, a newspaper and a wide variety of musical instrument tuition. Most pupils and staff are involved.
35. Baseline assessments to determine what children know, understand and can do are carried out when children enter Class 1. These provide an indication of early attainment and help in planning so that all pupils make the best possible progress. Very effective systems are in place throughout the school for assessing pupils' attainment. All test results are analysed thoroughly to identify those pupils who need extra help. There is a thorough and specific policy for assessment and one for more-able pupils. Pupils are involved in self-assessment, and exercise books for the core subjects contain specific targets for each pupil. Samples of work are saved for reference.
36. This assessment information is used well to plan the next step in the pupils' learning. Teachers use the results of assessment tasks to ensure that all tasks are suitably planned to raise the attainment of each individual. Teachers keep thorough records, which they then use when setting appropriate work for different ability groups within their class. Pupils are involved in setting appropriate targets, which gives them a shared sense of commitment to improve.



42. **Pupils' spiritual, moral, social and cultural development**

37. Overall the provision for the spiritual, moral, social and cultural development of pupils is very good, although there are variations between the elements. The high standards note in the last inspection are being maintained.

38. The spiritual development of pupils is provided for well in the wider curriculum. Pupils have good opportunities for reflection and for expressing their feelings; for example, when painting pictures to reflect on the feelings evoked when listening to piece of music. However, opportunities for reflection and consideration of deeper issues in collective worship and religious education are underdeveloped. In collective worship too little time is allowed for pupils to reflect upon the message or themes. In religious education too much emphasis is placed upon pupils acquiring knowledge of different faiths without allowing sufficient time for the development of their understanding of the reasons for religion and the underlying similarities in all faiths.

39. The provision for the moral development of pupils is very good. They are taught to distinguish right from wrong and this message is reinforced very well by the clear and positive example set by the adults in the school. Clear rules for behaviour provide pupils with good guidance upon the difference between right and wrong and are signed by pupils to show their agreement and involvement. This code of conduct is followed and respected, and pupils are tolerant and considerate of the views of others.

40. The provision for the social development of the pupils is very good. The school is a warm and welcoming community that encompasses all and extends into the communities outside the school. Pupils begin to develop their sense of citizenship through taking part in local events such as the Newbury show. Good links are established within the Downs Federation of Schools. Further opportunities for social development are provided through sharing assemblies, which are often attended by members of the village community. Pupils of all ages are given, and respond well to, opportunities to take responsibility; for example, giving out books or keeping the classroom tidy. The school council enables pupils to develop a sense of citizenship.

41. The provision for the cultural development of pupils is good. Through art and music they learn how to appreciate their own culture. Visits to museums and visitors to the school all make a good contribution to cultural development. Pupils' understanding of the some faiths and cultures are developed through such activities as visits to the Reading Synagogue, and opportunities to develop cultural awareness and tolerance are provided through an Asian parent who comes into school to work with pupils and teach them how to cook Indian food. However, opportunities to develop a broad awareness of the rich diversity of cultures in Britain are underdeveloped in comparison to the high-quality provision in other areas of this aspect.

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

42. Provision in this area is very good. Opportunities are provided for the children under five to learn the importance of taking turns and to share equipment fairly. They learn respect for other people and property and they develop a sound sense of the difference between right and wrong.

43. There is a very high degree of care for all pupils in the school. All members of staff are

responsive to the pupils' needs and help to create a caring and friendly environment in which they appear happy and can confidently deal with school routines.

44. Teachers know their pupils very well and keep detailed records of their development. Work is well matched to their academic needs, teachers ensuring that pupils' knowledge is secure before moving on. Pupils with special educational needs receive good support. Visual displays in classrooms are stimulating, celebrate pupils' work and assist them in their learning. The school library is well situated and inviting but is not used well to help pupils develop independent learning skills. Teachers and parents give generously of their time, enabling the school to offer an excellent choice of extra-curricular activities such as drama, football, gym and recorders, which make a significant contribution to pupils' personal development.
45. Good attendance and punctuality are successfully encouraged. Parents say they are aware of procedures and the importance of regular attendance. Both the headteacher and local education welfare officer peruse the registers regularly in order to pick up any problems at an early stage. There are well-established links with outside agencies to help support pupils. For example, there are regular visits from the school nurse, educational psychologist and education welfare officer.
46. Parents feel strongly that a high standard of behaviour is achieved. Procedures for monitoring and promoting discipline are good and the positive approach to behaviour management along with the school's caring ethos help to encourage self-discipline and socially acceptable behaviour. There is, however, some inconsistency in the application of procedures during lessons. The behaviour policy is regularly agreed by all staff, and a whole-school code of conduct is drawn up at the beginning of each school year. It is on prominent display in the school hall and has been signed by all pupils. Teachers use a combination of high expectations and skilful behaviour management in order to achieve a calm and orderly atmosphere in classrooms which enhances the quality of learning. Bullying and all forms of harassment are taken seriously. Although a few parents feel that the school should be more proactive in its approach to dealing with bullying, inspectors found that procedures are appropriate. Rewards and sanctions are used sensibly, and achievement in all areas of school life is celebrated at the sharing assembly. School awards include the Golden Boot for sportsmanship and the chairman's kindness and courtesy cup.
47. The school follows agreed guidelines in matters of child protection, and a senior member of staff is designated as responsible. All staff members take part in regular training and are aware that matters of concern must be reported to the headteacher immediately. Pupils receive talks by the local police concerning personal safety, and the oldest have the opportunity to visit Safety Street in Reading and take part in a Junior Citizenship program. Sex and drugs education are taught appropriately as part of the school's personal, social and health education.
48. The school has a responsible attitude to matters of health and safety, ensuring that regular checks are carried out to identify and deal with any potential hazards. Fire fighting and electrical equipment is checked regularly to ensure that it is in good working order, and fire evacuation procedures are prominently displayed. Both teachers and pupils deal adeptly with using the school hall for physical education lessons, but its size limits free movement, particularly for the oldest. Arrangements for the storage and administration of medicines and first aid are appropriate. Lunch times are well managed. Pupils of all ages share tables and

take part in a short prayer of thanksgiving before eating. The outdoor play area is spacious and there is a good range of play equipment for pupils' use. However, there is not a separate, secure play area for children under five.

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

49. The school follows the local education authority procedures for the admission of children into the school. The induction arrangements for the children to be introduced into the school are good. For example, during the inspection children from the playgroup, due to start school after Christmas, visited the school at the end of a morning session and joined in with activities taking place.

50. Partnership with parents and the community is very good. Parents feel that they are encouraged to play an active role in the life of the school and they are highly supportive of their children's learning. The very good links the school has with the local community make a strong contribution to pupils' personal development.

51. Parents feel that staff are very approachable, and that the school is very open and welcoming. They feel that any concerns they may have will be dealt with seriously and have sufficient opportunities to discuss their children's progress. Parents of pupils with special educational needs are suitably involved in discussions about the pupils' individual education plans.

52. The quality of information for parents is very good. Regular newsletters which contain social as well as curriculum information keep parents up to date with school matters, and there are notice boards both outside and in the main school entrance. The prospectus and the governors' annual report to parents are both very informative and well written. However, some required information such as an update on the school's post-inspection action plan is missing from the governors' report. Although all items in the plan have been addressed, this omission prevents parents new to the school from being aware of the fact. Formal parent-consultation evenings take place in the spring and summer term, and Monday evenings during the autumn term are set aside for informal consultations. Parents have been consulted about the home/school agreements, which are in place and homework. There have also been well attended literacy and numeracy evenings. The key issue during the last inspection about improving the quality of reporting progress to parents has been addressed successfully. Annual reports on pupils' progress are informative and detailed, and also set targets for future learning.

53. The school prospectus gives parents a very clear understanding of their child's homework requirements. All pupils have home/school reading diaries used as a record of shared reading and pupils in Key Stage 2 have a homework diary which parents are required to sign. Homework is planned into the curriculum to enhance learning objectives, and time is set aside twice a week for marking and review.

54. A small number of parents help regularly in school, assisting with science, cooking and design and technology. Parents organise and run the Saturday football club, and help with transport and school trips. There is a hard-working parent-teacher association that raises substantial additional funds for the school by arranging social functions such as quiz nights, fashion shows and a masked ball. Money raised has recently been spent on information technology equipment, benches for the playground and building the millennium wall, thereby enhancing resources

available for children.

55. The school plays an important role in the village community and this contributes to the quality of education. Parents and friends are invited to sharing assemblies and there are church services to celebrate festivals such as Harvest and Easter. The local vicar takes assembly regularly and is also a member of the school's governing body. The premises are not let out of school hours. However, a judo club is run in school once a week, and computers are used for training pensioners by the local educational business partnership.
56. The school and neighboring playgroup work closely together to ensure that children make a smooth transition to formal education. Children visit school weekly during the half term before they start, and the reception classroom assistant visits playgroup regularly. The school is also a member of the Down's School Federation, comprising its main primary feeder schools. Parents feel that the opportunities given to their children to take part in activities and meet with other children and teachers they will meet in secondary school is very beneficial to their ability to settle quickly. The netball and football teams compete successfully with other teams in the federation.
57. Pupils are keen fundraisers. It is established practice that children in Year 6 decide annually which charity will be supported and give the rest of the school a presentation about its benefits. Pupils go on regular outings to enhance their curriculum; for example, to the Ashmolean Museum and Newbury Weekly News, and take part in the Newbury Festival. The oldest pupils also benefit from the team-building experience of a residential visit. Pupils received coaching from the Compton Cricket Club last year and there was a Lent Lunch to which all villagers were invited.

63.

## 63. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### 63. **Leadership and management**

58. The school is very well managed. An effective and hardworking governing body supports the excellent leadership of the headteacher. All staff with leadership responsibilities exercise them well. The headteacher has a very clear educational vision and has established a clear partnership with the governors in which they have a shared vision of how the school can improve further. The governing body has a clear committee structure to enable it to fulfil its responsibilities, and all statutory requirements are met apart from some minor omissions in the governors' annual report to parents. A good range of policies guide the work of the school. Regular meetings of the governing body and its committees have clear agendas and are well minuted. Governors are very supportive of the school and closely involved in its day-to-day life. They visit the school regularly and take an active role in monitoring the quality of education.
59. The clear set of aims that are outlined in the prospectus are met and the ethos of the school is very good with a very clear commitment to high standards. The school development plan is an effective tool for guiding school improvement. It is based upon a realistic evaluation of what needs to be done in the school and is modified appropriately in the light of changed circumstances.

60. The quality of leadership and management has been at least maintained at the good level noted in the previous inspection, and in many areas management has improved. Overall management of the curriculum is good. Subject co-ordinators provide good leadership. Arrangements for the monitoring of standards of attainment and learning are good and the arrangements for the monitoring of teaching are effective. Core subject co-ordinators have release time to enable effective monitoring and support. The school has good-quality schemes of work in all subjects, but the implementation of these schemes is inconsistent in some areas. For example, although the school uses the locally agreed syllabus for religious education, insufficient time is available to ensure that all aspects can be covered appropriately.
61. The management of special educational needs is good. The special educational needs co-ordinator has developed a comprehensive policy which covers all the various stages of need and arrangements for referral. All staff are fully aware of these. The special educational needs teacher and support assistants provide very effective help and work closely with the class teachers in planning, assessing and monitoring achievements. Individual education plans are suitably detailed and regular reviews involve the parents concerned. There is a governor with responsibility for special educational needs, and her role is developed fully to include classroom visits. All the statutory requirements of the Code of Practice<sup>2</sup> are met.
67. **Staffing, accommodation and learning resources**
62. The number, qualifications and experience of teachers and other classroom staff match the demands of the National Curriculum. Classroom assistants contribute very effectively to the quality of learning. Pupils with special educational needs receive good-quality support. The school secretary is efficient and hard working and the midday assistants provide a happy environment at lunch times where the pupils play well together. Staff are good role models. As numbers rise in Class 1, the headteacher and governors are committed to employing extra staff.
63. Appraisal of teachers takes place regularly and arrangements for the development of staff are good. The professional development of staff is both regular and linked well to the identified needs of the school and the staff. All staff have appropriate job descriptions.
64. The school is housed in a very pleasant, clean and well-maintained building, which allows the curriculum to be taught effectively. The hall, however, is small, which limits space for movement in physical education. The high quality of displays around the school enhances opportunities for learning. The outside environment is very good and well planned, and contains a variety of different stimuli such as an adventure playground, a quiet seating area and an environmental garden. It is used very effectively, encouraging social behaviour during playtimes. The indoor accommodation for children under five is satisfactory. Resources are satisfactory and accessible to staff and children, and good use is made of them. However, the school does not have a suitable secure outdoor play area for children under five and this limits

---

<sup>2</sup> On SEN Code of Practice: Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

the opportunities for their physical development. This is an area for improvement noted in the school development plan.

65. The quantity and quality of resources are generally satisfactory, except in English and information technology, where they are good, and for the under-fives, where, although they are generally sufficient, there is a lack of large play equipment. Resources are accessible and are used effectively to enhance learning. The library is well stocked with a good range of non-fiction and reference books. Information technology is used effectively as a resource for researching information. Satisfactory use is made of resources beyond the school, which includes borrowing artifacts from the county loan service and having visits to places of educational interest.

71. **The efficiency of the school**

66. The efficiency of the school is good overall, with some very good elements. This maintains the standards noted in the last inspection. Financial planning is very good. The clear focus on raising standards ensures that financial planning is directed towards this aim. Governors evaluate the needs of the school identified in the school development plan and then link this very well to budget planning. For example, the planned decision to support Key Stage 1 by employing an extra teacher in the summer term has helped to keep standards at the end of Key stage 1 well above average for several years since the decision was taken. Through the planning process this success has been evaluated and this year funds have been allocated to provide extra teaching in Key Stage 1 for the spring and summer terms.
67. Good use is made of all teaching and support staff. Day-to-day administration is smooth and efficient. Some discrepancy is apparent; for example, the need for the headteacher or senior staff to unlock and lock the school every day takes these people away from other duties. This is largely outside the control of the school due to the lack of other suitable staff to undertake this duty. Learning resources are used effectively to support teaching and learning, and good use is made of the accommodation. The school does not meet the recommendations for minimum taught time at Key Stage 2 by at least one hour a week. This limits the time available for the curriculum by around 38 hours a year.
68. School administration is very smooth and efficient. The capable school secretary keeps detailed records on all expenditure and provides monthly statements for the governing body, which monitors expenditure very well. All funds designated for specific purposes are spent appropriately and all of the minor recommendations made in the last auditors' report have been met.
69. The cost per pupil is high but is broadly in line with that found in similar-sized schools. Taking into account the consistently high and improving standards attained, the many significant strengths of the school and the very good leadership and management, the school gives very good value for money.

75. **PART B: CURRICULUM AREAS AND SUBJECTS**

75. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

70. At the time of the inspection there was one child under the age of five. The school has three intakes of pupils every year and in this school year the majority of the children under five will not be present until the summer term. In view of this the following section concentrates upon the provision made within the school for children under five. Insufficient evidence is available to make a reliable judgment upon the quality of teaching for the children under five in every area of learning, but where evidence was available a judgment is made.

71. The results of the baseline assessment carried out soon after children enter school show that, although children enter the school with levels of attainment generally above those found nationally, there is a wide spread of ability. In the autumn term any children under five are taught in a class containing reception, Year 1 and Year 2 pupils. Qualified nursery assistants support them in this class. In the spring and summer terms this year children under five will be taught in a class with reception and Year 1. Again, qualified nursery assistants will support children under five. This is an improvement since the time of the last inspection and since last year. The school has reviewed provision for children under five and chosen to invest in extra staff as the most effective way of achieving high standards.

77.

77. **Personal and social development**

72. Good provision is made for the development of personal and social skills and discussions with staff reveal that the children make good progress. This reflects the positive attitudes of both teachers and support assistants. Children settle happily and confidently to a variety of tasks. Evidence from children who have just turned five shows there is evident enjoyment and enthusiasm, and relationships are good. Children are encouraged to concentrate well, persevering with their work and play. They play well together and take turns, relating well to adults and other children.

78. **Language and literacy**

73. Many children enter the school with well-developed language skills. Good provision is made for them to listen to stories, songs and rhymes and to develop early reading skills. Time is allocated for children to talk about themselves, using increasing vocabulary to express their thoughts. Opportunities are provided for role play, at present in a 'hospital' linked to the Class 1 study of Florence Nightingale. Early writing skills are taught when appropriate. Assessment is used effectively to plan future learning. During the inspection language and literacy were taught as part of the literacy hour, and additional support was provided for the child under five. The quality of teaching observed was good.

79. **Mathematics**

74. Most children enter the school with mathematical development which is above the national average. Satisfactory provision is made for the further development of mathematical skills, which are promoted effectively through various activities, many of them practical. Teacher's planning and observations on children who have already turned five shows that children are

given opportunities to learn number songs and rhymes, recognise and create patterns, add and subtract numbers. A variety of activities encourage mathematical language, including the use of a programmable toy for programming direction and distance. Lessons are appropriately planned and resourced, and good links are made between the whole-class mental activity and group work. The classroom assistants are fully involved and support the children well during the class numeracy sessions. The quality of teaching observed was good.

80.

### **Knowledge and understanding of the world**

75. Good provision is made for development in knowledge and understanding of the world, where a number of topics are used to widen children's experiences. The role play area in the classroom is a hospital and children have the opportunity to dress up as doctors and nurses, developing their understanding and imagination through role play. Opportunities are provided for sand and water play, and during this inspection the sand tray was filled with rice and pasta, giving a very different experience. When working with the computer, children operate the mouse accurately and many are familiar with the keyboard. No direct teaching was observed and therefore no reliable judgement can be made on the quality of teaching.

### **81. Physical development**

76. The provision for physical development is unsatisfactory at present. Currently it is not possible to provide separate provision within physical education lessons and this is a significant limitation upon the progress that pupils can make. However, this is being addressed through the employment of extra staff, and satisfactory alternative arrangements have been planned for the next two terms. The excellent outdoor climbing apparatus, provided by the parents, is used well during a short period of outdoor play provided by the midday assistants. However, the lack of other large play equipment, such as tricycles or pedal cars, and opportunities for building with large apparatus, limits the ability of the school to provide high-quality opportunities for physical development. There is no secure outdoor play area specific to children under five. The school is aware of this and has identified an area that is to be developed. No reliable judgement on teaching is possible

### **82. Creative development**

77. The provision for the development of imaginative and creative skills is good. Many high-quality opportunities are provided for children to paint and print, exploring different colours, enabling them to recognise patterns and colours. They use playdough to make shapes and have access to a wide range of construction materials. Good opportunities are provided for role play in an area of the classroom set aside for this purpose, where children are able to act out stories. Good use is made of support staff to ensure that children under five receive special provision when involved in activities planned for older pupils. The quality of teaching observed in this area was good.

### **83. ENGLISH, MATHEMATICS AND SCIENCE**

#### **83. English**



78. Pupils enter Key Stage 1 with levels of attainment, which are above the national average. Overall standards of attainment at the end of Key Stage 1 remain above the national average, and standards at the end of Key Stage 2 are well above average.
79. The small cohort size makes results from any one year variable. However, when assessed over several years, attainment at the end of Key Stage 2 is above average and improving. Judgements made during this inspection find that standards by the end of Key Stage 2 are now well above the national average. Standards at both key stages have risen over the last few years.
80. Pupils make good progress throughout the school. This is largely a result of good-quality teaching and, at Key Stage 1, high levels of adult support. Tasks are targeted well so that every pupil is given suitable work. A 'rolling' programme for literacy ensures that the full range of the curriculum is covered well, with work planned for those of all abilities. Those pupils with special educational needs are supported very well, enabling them to make good progress towards the clear targets identified for them. Pupils with the potential for high attainment are given appropriately challenging work.
86. **Speaking and listening**
81. Attainment in speaking and listening at the end of Key Stage 1 is above that expected nationally. All pupils, including those with special educational needs, make good progress within the key stage. Pupils listen with increasing concentration as they move through the key stage and demonstrate this by their ability to answer questions quickly and appropriately. They listen well to instructions and follow them carefully. Pupils speak confidently and clearly. They respond well to teachers' questions. This good progress continues through Key Stage 2, at the end of which attainment is well above the national average. At Key Stage 2 ample time is provided for discussion, and pupils listen with sustained concentration, sharing ideas from their own experiences. They relate well to adults and other pupils, and in all classes express themselves with clarity and coherence.
87. **Reading**
82. Pupils enter Key Stage 1 with standards in reading which are above average. They make good progress through the school and, by the end of Key stage 2, standards are well above average. Pupils talk confidently about what they like in their books, describing the various characters and events. By the end of Key Stage 1, many pupils recognise their errors and correct themselves, using a variety of methods from sounding out and splitting the words to looking for clues in the pictures. By the end of Key Stage 2, most are reading confidently with expression, some very fluently. Many pupils are very enthusiastic readers, reading widely for pleasure and for information. A variety of books are used (some from reading schemes), depending on the needs of the individual. Many pupils talk about authors and explain why they like a particular book. They have experience of poetry and non-fiction and can talk about these.
83. Books are taken home on a regular basis and home-school reading records are used, containing the book's title, pages read, dates and comments, usually by a parent, but sometimes the pupil. Many pupils use public libraries. Library skills within school are less well developed than other aspects of reading. Although pupils have a good understanding of contents, index and how to

retrieve information from non-fiction books, many have less knowledge of how to find a particular book within the library. The school is aware of this and has identified it as an area for improvement in the current school development plan.

89. **Writing**

84. Standards in writing are above the national average at the end Key Stage 1 and well above at the end of Key Stage 2. By the end of Key Stage 1, pupils are developing skills in narrative and non-narrative writing, understanding and using sequencing words. They draft poems and write instructions. Spelling is generally accurate and handwriting is usually neat, joined and consistent. By the end of Key Stage 2, pupils undertake various tasks to further improve their writing skills. These include creative work, a study of word meanings and dictionary work, grammar, poetry and extended writing. Spelling is accurate and handwriting is legible, joined and fluent. Many pupils use paragraphs and speech marks accurately. They plan and redraft pieces of work. Most understand the difference between active and passive verbs, writing appropriately for different audiences. Much of this writing is lively and thoughtful, with some pupils writing very expressively. Words are chosen adventurously, and sentences are often complex. In Class 1, pupils write about their journeys from home to school, describing the various routes. In Class 2 the pupils have studied a variety of poets from Ogden Nash to Spike Milligan. They understand the difference between fact and opinion from looking at newspaper reports. Pupils have explored homophones, clerihews and alliteration, reinforcing the pleasure to be gained from the subject. In Class 3, development in English culminates in a wide variety of work, including the rhythms of 'Night Mail', and a study of poets and writers such as Dickens, Shakespeare and Wordsworth, writing their own work in the style of the 'Prelude'. Word processing is used effectively in all classes to provide another approach to writing.
85. Displays around the school are used well to stimulate learning and record the high standard of written work produced across the curriculum. These include retelling of fables in words and pictures, very imaginative descriptions of fruit and vegetables, extended writing about Eyam and the plague, and work on life in Victorian England. Literacy is used very effectively across the curriculum to develop writing and research skills through a variety of cross-curricular topics.
86. Pupils' attitudes to English are good at both key stages. They are attentive, eager to take part and interested in the contributions of both the teacher and other pupils. They are enthusiastic and confident and in many lessons their enjoyment is obvious, with some pupils totally absorbed in their tasks. They work well, whether individually or with others, persevering with tasks set. Relationships and behaviour are good.
87. The quality of teaching is generally good at both key stages. Teachers plan well for pupils of all abilities, so that all have the opportunity to succeed. Tasks are challenging but realistic and are explained clearly. There is generally a brisk pace, most teachers are relaxed, humour is used well and lessons are enjoyable. In the majority of lessons questions are used very effectively to stimulate and extend learning. Learning points are reinforced and assessment is used well to inform planning. Support staff are fully involved in lessons and provide good-quality support.
88. Test results are analysed thoroughly to ensure that all areas are covered and that all pupils are

set work that will ensure good progress. The National Literacy Strategy is used consistently throughout the school and has helped to raise standards. All staff work well together. Whole-school planning is thorough and the co-ordinator works very effectively to plan and monitor the subject. Resources are generally good, particularly for implementing the literacy strategy. The number of both fiction and non-fiction books is good.

94. **Mathematics**

89. By the end of Key Stage 1 attainment is above average and by the end of Key Stage 2 it is well above average. Pupils make good progress overall.

90. The small cohort means that results from any one year can be unreliable. However, standards have been rising steadily for several years and, although the small cohort size means that variations do occur from year to year, over the last three years attainment has remained above well above average overall, and standards are rising.

91. The inspection finds that attainment at the end of Key Stage 1 is above average and that at the end of Key Stage 2 is well above average. Progress is good at both key stages. Records show that pupils have improved their attainment faster than would normally be expected. The improvement in standards over time is good. Standards are now higher than those noted in the last inspection and an examination of the work of pupils in other year groups shows that standards are continuing to rise as the school's good strategy for numeracy takes effect.

92. At Key Stage 1 pupils build successfully upon the good early foundations laid down with the children under five. They experience a variety of tasks that enable them to consolidate and extend their basic skills in number, space and measure. By the end of the key stage most pupils are able to add and subtract numbers up to 100 and recognise place value in these numbers. Most understand grouping for multiplication of numbers by two, five and ten and many know their tables to this level. Many are confident in using their knowledge of number and applying it to money and measure. Most pupils know the names of basic two and three-dimensional shapes and some can use simple co-ordinates on a grid. At Key Stage 2, pupils develop further their concept of number and by the end of the key stage almost all know their tables to 10 x 10 and many are confident with much larger numbers. Many pupils have a wide range of strategies to help them deal with mental calculations and use these well. Most pupils are confident with fractions, decimals and percentages and undertake mental problems using them. Many pupils work on simple mathematical investigations and problems and demonstrate very good understanding; for example, when investigating the nets of three-dimensional shapes. Pupils with special educational needs receive good support and make good progress in relation to their prior attainment.

93. Pupils clearly enjoy mathematics and this has a positive effect upon the standards attained. The quality of teaching is consistently good. The high-quality questioning by the teachers and the brisk pace of most lessons ensure good progress; for example, in a lesson on fractions the questions asked by the teachers led pupils to suggest various ways in which a number could be halved mentally. The school has adopted the National Numeracy Strategy and is using it effectively. Detailed assessments of pupils enable specific targets for improvement to be set, and progress against these targets is monitored well. The co-ordinator provides good leadership and monitors the quality of teaching and learning effectively. However, although discussion

revealed that mathematical displays are put up regularly, at the time of the inspection mathematics was under-represented in classroom displays, which limits opportunities for providing good exemplars for pupils.

99. **Science**

94. The results of the 1999 national assessments for pupils aged 11 show that the standards attained are well above average when compared with those in all schools and in similar schools. The small cohort size makes results from one year less reliable but an examination of the results over a period of time shows that standards are above average and improving. The results of the 1999 teacher assessments for pupils aged seven show that standards are above average.

95. On entry to the National Curriculum at the age of five, pupils' scientific knowledge is in line with that normally found in pupils of this age. By the end of Key Stage 1 attainment is above average and by the end of Key Stage 2 it is well above average. Pupils make good progress throughout the school.

96. At Key Stage 1 pupils learn to classify and sort materials. They learn to distinguish between living and non-living things and gain an appropriate understanding of their own bodies and how they work. Pupils learn to use appropriate scientific terms and makes good use of their numeracy skills to display the information gained from their investigations; for example, in an investigation on food, linked to their study on how living organisms grow. At Key Stage 2, pupils build well upon the skills and knowledge gained at Key Stage 1. They extend their investigations and begin to draw good conclusions from them. For example, they use the information gained from an investigation into the contents of their rubbish bins to draw conclusions about their own life styles, the food that they eat and the amount of rubbish produced. Pupils have a good understanding of the environment, of magnetism and uses of materials and by the end of Key Stage 2 have a very good knowledge and understanding of scientific facts appropriate to their age. As they move through the key stage pupils improve their skills of prediction and hypothesis, although these are not developed as fully as possible until near the end of the key stage and this limits the effectiveness of some of their investigations. The school is aware of this and development of better investigative skills is a key element of the current school development plan. The effectiveness of the school's action in this area is already becoming apparent in the discussions with pupils, which show an improving understanding of the need to predict and hypothesise. Pupils with special educational needs receive good support and make good progress in relation to their prior attainment.

97. Pupils clearly enjoy science. They settle well to tasks and work with great concentration. They discuss their work with each other and work very well in groups; for example, in an investigation into which tights stretch the most. The quality of teaching observed was good overall and an examination of teachers' planning showed that great attention is being given to ensuring progression and continuity. However, assessment procedures in science are not as well developed as those in English and mathematics and this limits a little the ability of teachers to ensure that all tasks set for pupils are based firmly upon what pupils already know, can do and understand. The school has adopted the Qualifications and Curriculum Authority's scheme of work and adapted it appropriately for the mixed-age classes in the school. The co-ordinator provides good leadership and monitors teaching and learning well.

## OTHER SUBJECTS OR COURSES

103.

### Information technology

98. Attainment in information technology is in line national expectations at the end of both key stages, with pupils making satisfactory progress. Within this, there are some areas where attainment is above average; for example, the use of information technology to support art. This is an improvement from the last inspection, which found standards of achievement in information technology to be sound overall. Increased resources and a raised awareness of the subject as an integral part of learning have improved standards.
99. Pupils enter Key Stage 1 with standards of attainment which are generally above average and make satisfactory progress. By the end of the key stage, pupils know that the computer responds to commands and signals and understand the basic functions of keyboard and mouse, using them with accuracy. Pupils within this key stage use a variety of programs for word processing and data handling with confidence, inputting information and designing graphs. They use a programmable toy to programme movement in different directions. The high quality of computer-generated pictures is a strength at both key stages. At Key Stage 1 pictures are based on the work of Joan Miro; in Key Stage 2 this is extended to copies of work by da Vinci and Millais, designing 'Greek' pots, wallpaper in the style of William Morris and a wide variety of other well-drawn pictures. During this key stage, pupils further develop their ability to word-process, handle data, and research information, often through the Internet. Although not all strands of the information technology curriculum were evident during the inspection, planning shows that all are intended to be covered during the year.
100. Pupils' attitudes to information technology are good at both key stages, with pupils interested, attentive and generally very confident. They are co-operative and willing to take turns. When working independently, they concentrate well, persevering with their task.
101. The quality of teaching is good. When skills are taught, the tasks are explained clearly and carefully, with good-quality support given. Clear instructions on how to scan, produce graphs and word-process are on display in the library. The effective co-ordinator has developed a useful policy and scheme of work. Resources are good, and are used very effectively. Information technology is further developed well through extra-curricular activities.

107.

### Religious education

102. Standards attained in religious education are generally in line with the requirements of the locally-agreed syllabus at the end of both key stages. However, there are some anomalies. Pupils' knowledge of religions is better than is normally found in pupils of a similar age, but their understanding of religion is below that normally found.
103. At Key Stage 1 pupils begin to learn about the life of Jesus and that Jesus is a special person. They make good progress in gaining knowledge of different religions and of special people and places. They learn that they are special and that different religions have different festivals; for example, Christmas, Diwali and Eid. Although the locally agreed syllabus for religious education does not require a study of Islam until Key Stage 3, examples from Islam are drawn

in throughout the school. A study of pupils' books reveals a considerable amount of knowledge on all major religions. However, discussion with pupils shows that many do not have a secure understanding that religions give rules for communities to live by, nor do they reflect sufficiently upon the information that they are gaining. As a result religious education does not provide sufficient opportunities for pupils' spiritual development.

104. Insufficient time is allowed for religious education to meet the requirements of the locally agreed syllabus. This is a key factor in the anomalies referred to above, as the shortened time is insufficient for reflection or in-depth discussion of the information gained by pupils. Assessment systems in religious education are not secure and as a result insufficient attention is given to planning lessons based securely upon what pupils understand. The detailed marking of pupils' books and the monitoring of their completed work provide information on what pupils know, but no detailed assessment of pupils' understanding is undertaken. This is an area that many schools are looking into at present and advice to schools on assessment in religious education is only just becoming widely available. This limits the ability of the school to obtain suitable advice in this area.

110. **Art**

105. The work observed in pupils' portfolios and on display in the school is well above the standard normally found among pupils of a similar age. It was only possible to observe one art lesson during the inspection and so it is not possible to make a reliable judgement on teaching.

106. The school plans very well for art, and pupils receive a rich and varied diet that enables all, including those with special educational needs, to make good progress throughout the school. At Key Stage 1 pupils learn to use colour well and begin to make detailed observational drawings. They emulate the work of artists such as Miró and develop skills steadily through the key stage. Pupils learn basic screen-printing techniques and produce three-dimensional work using papier maché and clay. These skills are extended well at Key Stage 2, where pupils show a very good understanding of shade and form; for example, when painting still life in the style of Cézanne. Printing techniques are improved and high-quality screen prints are produced. Information technology is used well to support this subject, and pupils demonstrate good control of the mouse when drawing on the screen to copy famous paintings.

107. Pupils enjoy this subject very much. Activities such as taking part in Newbury Open Studio days, when adults visit the school as an open studio, provide very good stimulation and motivation. Pupils regularly produce pieces of work to display at the entrance to the Newbury show and examples of the pupils' work have been shown in national magazines. Pupils reflect upon various aspects of art-work and this not only enhances the provision made for their cultural development but also makes a good contribution to their spiritual development. The displays of pupils' work greatly enhance the school environment.

113. **Design and technology**

113.

108. It was only possible to see one lesson of design and technology during the inspection and so it is not possible to make a reliable judgement of teaching. Pupils' past work was examined, teachers' planning was scrutinised and discussions held with pupils. The work observed was in line with that seen from pupils of a similar age.

109. At Key Stage 1 pupils learn simple joining techniques and how to cut safely. They use their knowledge well; for example, when making cards with moveable parts based upon hinges and levers. At Key Stage 2, pupils' cutting and joining skills are improved and they learn to use a range of tools and techniques. Discussions with pupils reveal a suitable understanding of the safe way in which to use tools and an awareness of which tools are appropriate for each task. An examination of pupils' books shows a sound understanding of the design process and appropriate attention to evaluating and improving designs. Some designs seen were very detailed and very well drawn. This care is demonstrated in the items produced; for example, moveable toys based on simple cams.
110. Pupils clearly enjoy this subject and have good attitudes towards work. In the one lesson observed most pupils worked very carefully and with good concentration. Good use is made of parent volunteers to support work in small groups.

116. **Geography**

111. As only one lesson in geography was observed during the inspection week, there is insufficient evidence available to make an overall judgement on the quality of teaching. Additional evidence was obtained from an examination of pupils' past work and teachers' planning. In the work observed, standards of attainment were in line with those found amongst pupils of a similar age.
112. Pupils at both key stages make satisfactory progress in developing geographical skills and an interest in the subject. Displays around the school and a scrutiny of work covered show good-quality work in all classes. This includes an introduction to geography in Class 1, where Barnaby Bear travels around the world. Pupils in Class 2 have studied the environment and the problem of rubbish and recycling. This has provided a good link with information technology, through handling information and reading graphs. Pupils in Class 3 have produced interesting work on rivers, researching and sharing information found. Pupils in this class are encouraged to collect information from newspapers and the Internet. Good links are made with other subjects where possible. Pupils with special educational needs make sound progress, due to high levels of support.
119. Geography is part of a two-year rolling programme, which is planned for and monitored effectively. This planning shows that geography is covered effectively by all classes through the year. There is a satisfactory range of resources to support the subject. The school uses the local environment well and pupils have the opportunity to extend their learning through visits out of school.

119.

119. **History**

113. Standards of attainment observed in lessons and pupils' previous work are in line with those found in pupils of a similar age.
114. During both key stages, pupils make good progress in developing their historical skills, knowledge and understanding. They are interested in learning about the past, have a good concept of the value of historical evidence, posing questions and finding answers about the past from books and other sources. Lively displays are used effectively to enhance and record pupils' learning. For example, one on Victorian life, comparing the life of the rich children with that of someone poor, and extended writing on Eyam and the plague. There are a number of timelines within the school, from an annual one linked with a photo-montage of school activities in the entrance hall, to another starting from 2800 BC in Class 3. Other work covered effectively includes a study on hospitals, linked to Florence Nightingale in Class 1, where pupils consider some of the differences between the past and the present.
115. Pupils' attitudes to learning are good and sometimes very good. During lessons they listen very attentively, contributing to discussion thoughtfully and valuing the opinions and contributions of others. They collaborate very well, sharing tasks. Behaviour is good and many pupils become totally involved with their work, approaching it with great enthusiasm. This happened in a lesson in Class 3, where pupils researched and shared information about eminent Victorians from Dickens to Disraeli.
116. Of the lessons observed, the quality of teaching was at least sound and often good. Lessons are



prepared well, they are imaginative and purposeful and the pupils are totally involved. The pace is brisk and learning is enjoyable. The tasks are matched well to the needs of all individual pupils. The subject is effectively planned and monitored, and good cross-curricular links with other subjects are developed. The quantity and quality of resources are satisfactory and others are borrowed from the county's resources library.

123.

**123. Music**

117. Timetabling arrangements meant that it was only possible to observe one lesson in music during the inspection, so there is insufficient evidence to report on the quality of teaching or the attitudes of the pupils. In the lesson observed, standards were in line with those found among pupils of a similar age.

118. Although only a narrow range of music was observed during the inspection, evidence from talking to pupils and the co-ordinator and looking at planning shows that pupils, including those with special educational needs, make satisfactory progress through the school. By the time pupils reach the end of Key Stage 2 they have experience of composing, performing, listening and appraising music in a variety of contexts.

119. The conscientious and committed co-ordinator has produced a satisfactory up-to-date policy and scheme of work. Recorders and guitars are taught effectively within the school and pupils benefit from regular visits from peripatetic instrumental teachers who take groups for woodwind, strings and keyboard tuition. Opportunities provided by the Southern Symphonia for pupils to experience the work of an orchestra have a beneficial effect upon pupils' attainment and progress.

**126. Physical education**

120. It was only possible to observe one lesson of physical education, but additional evidence was obtained from talking to pupils and parents, examining teachers' planning and talking to teachers, and from photographic records of previous activities. The evidence from these sources shows that attainment is in line with that normally found among pupils of a similar age, and pupils have access to a better range of activities than is normally found in schools of this size.

121. The swimming provision in this school was subject to a focused examination as part of the inspection. Pupils are taken swimming for one term every two years. This fits in with the school's two-year cycle of topics. A local pool in Newbury is used and qualified staff are employed to teach swimming. These staff are supported by a teacher from the school who is a qualified teacher of lifesaving. Parents are used to provide extra supervision and support in the changing rooms. All pupils in Years 3 and 4 are taken swimming and those pupils in Years 5 and 6 who have not attained 25 metres join in with these sessions. Almost all pupils are able to swim 25 metres by the time they leave the school and many can swim considerably farther. The standards attained in swimming by the end of Key Stage 2 are above average. No swimming was observed during the inspection, but evidence was obtained from discussions with teachers, teachers' planning and records and discussions with pupils.

122. The detailed planning by the co-ordinator ensures that pupils experience a wide range of

physical education activities. Additional key features are the provision for kayak canoeing during the regular residential visits and the orienteering for both key stages. In Key Stage 1 a photo orienteering trail is used and more complicated routes are introduced in Key Stage 2. These activities have a positive effect upon pupils' personal development.

123. Pupils are very enthusiastic about physical education and have very positive attitudes when they talk about their achievements. Many opportunities for extra-curricular activities enhance this subject. Parents run a football team that meets on a Saturday morning, teachers run a netball club, and other activities include cross country and orienteering for both Key Stage 1 and Key Stage 2.

130. **PART C: INSPECTION DATA**

130. **SUMMARY OF INSPECTION EVIDENCE**

124. Three inspectors, including a lay inspector, visited the school for seven inspector days. A total of 32 lessons or parts of lessons were observed. Assemblies were observed and inspectors observed pupils before and after school, and during break and lunchtimes.

125. The work of a representative group of pupils from each year was examined in detail and inspectors also examined school portfolios of work, displays and photographs. The work of many other pupils was examined during lessons. A representative sample of pupils was heard reading, in addition to those pupils heard reading in lessons.

126. A meeting was held for parents, and 24 parents returned a questionnaire on the school. Discussions were held with governors, teaching and support staff, visitors to the school, and parents.

133.

133. **DATA AND INDICATORS**

133. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	73	1	12	2

133. **Teachers and classes**

133. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	3.4
Number of pupils per qualified teacher:	21.47

133. **Education support staff (YR – Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	65.5

133. **Primary and nursery schools**

Average class size:	24.3
---------------------	------

133. **Financial data**

Financial year:	1998 – 1999
	£
Total Income	148,812.00
Total Expenditure	149,640.00
Expenditure per pupil	1968.95
Balance brought forward from previous year	19,657.00
Balance carried forward to next year	18,829.00

133. **PARENTAL SURVEY**

Number of questionnaires sent out: 73

Number of questionnaires returned: 24

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	75	25	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	79	17	4	0	0
The school handles complaints from parents well	42	37	21	0	0
The school gives me a clear understanding of what is taught	67	33	0	0	0
The school keeps me well informed about my child(ren)'s progress	46	50	4	0	0
The school enables my child(ren) to achieve a good standard of work	62	33	0	4	0
The school encourages children to get involved in more than just their daily lessons	67	33	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	46	50	4	0	0
The school's values and attitudes have a positive effect on my child(ren)	62	33	4	0	0
The school achieves high standards of good behaviour	71	29	0	0	0
My child(ren) like(s) school	67	29	4	0	0