

# INSPECTION REPORT

**Churchend Primary School**

Reading

LEA area: Reading

Unique Reference Number: 109797

Headteacher: Mrs Kate Dethridge

Reporting inspector: Mr John Messer  
15477

Dates of inspection: 18<sup>th</sup> to 21<sup>st</sup> October 1999

Under OFSTED contract number: 706976

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Usk Road Tilehurst Reading RG30 4HP
Telephone number:	0118 9015450
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Spokes
Date of previous inspection:	April 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
John Messer, Registered Inspector	Art	Attainment and progress Teaching Leadership and management
John Baker, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Tony Green	Mathematics Design and technology Information technology Music	Staffing, accommodation and learning Resources
Maureen Reardon	English Under fives Special educational needs	
John Laver  Derek Watts	Geography Physical education Religious education Science History Equal opportunities	Pupils' spiritual, moral, social and cultural development The efficiency of the school The curriculum and assessment

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London WC2B 6SE

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## MAIN FINDINGS

### What the school does well

- Teaching in the nursery is very good and pupils make good progress.
- A strong partnership with parents and the community has been developed.
- The headteacher provides very strong leadership and is given good support by governors, staff and parents.
- Financial control and school administration are very good.
- There are instances of exemplary teaching of the literacy and numeracy strategies.
- The curriculum is well planned and promotes continuity in pupils' learning.
- Pupils are generally well behaved, polite and keen to learn.
- Pupils make good progress in English and by the age of eleven most attain standards which are well above national expectations by the time they leave the school.
- A quarter of the teaching in the school is very good and promotes very good progress.

### Where the school has weaknesses

- The quality of teaching is inconsistent and is unsatisfactory in just under a tenth of lessons, mostly in Key Stage 2.
- The teaching of information technology is unsatisfactory and pupils make insufficient progress.
- The roles and responsibilities of curriculum co-ordinators in supporting teaching and learning are under developed.

**What the school does well far outweighs the weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.**

"

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

The school has improved since the last inspection and has overcome most of the weaknesses identified in 1996. Schemes of work have been developed for all subjects and these give teachers good guidance. Structures have been established to enable the monitoring and evaluation of teaching. Financial planning is very good and is closely linked to the school improvement plan and more attention has been given to long-term planning. Positive attitudes to work and good behaviour have been maintained. Some weaknesses remain. Standards have not been raised sufficiently in information technology, music is still underdeveloped and in several classes there is still insufficient variety in teaching strategies and lessons lack pace. The new headteacher's very strong leadership and her provision of clear educational direction means that the school is well placed to make further improvements.

"

### Standards in subjects

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

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

Science	B	B	<i>well below average</i>	E
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Compared with all schools nationally and when compared with similar schools, pupils attained standards in English which were well above the national average in 1998. In mathematics standards were average when compared with all schools but below average when compared with similar schools. In science standards were above average when compared with all schools and when compared with similar schools. In 1999 the yet unpublished National Curriculum test results show that the proportion of eleven-year-old pupils who attained at least the national target of Level 4 in English has been maintained. There was a significant increase in the proportion of pupils who attained this standard in mathematics and science. Inspection findings concur with the latest test results. Pupils' competence in information technology is below the standard expected of eleven-year-olds. The work seen in religious education is in line with the expectations described in the Locally Agreed Syllabus. By five years of age, almost all children do well across the range of their work.

"

### Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	very good	good	Good
Mathematics	very good	good	Good
Science		good	Good
Information technology		unsatisfactory	unsatisfactory
Religious education		good	Satisfactory
Other subjects	very good	good	satisfactory

Teaching is at least satisfactory in 91 per cent of lessons; it is very good in 25 per cent; good or better in 60 per cent and unsatisfactory in 9 per cent. The quality of teaching is consistently very good in the nursery. The consistency of teaching varies widely between classes for the seven to eleven year olds.

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

"

### Other aspects of the school

Aspect	Comment
Behaviour	Good. Pupils are generally well behaved in lessons and around the school. They work and play happily together. Behaviour deteriorates in assemblies when few teachers are in attendance.
Attendance	Good. Pupils enjoy coming to school and lessons start punctually.
Ethos*	Good. Pupils have positive attitudes to learning, relationships are good and the school strives to improve standards.
Leadership and management	Good. The headteacher provides very strong leadership and gives clear direction to the work of the school.
Curriculum	Satisfactory overall but the teaching of information technology is unsatisfactory. The practical aspects of mathematics and investigative aspects of science are under-emphasised in Key Stage 2. The curriculum provided for children under five is very good and curricular provision in Key Stage 1 is good.
Pupils with special educational needs	Good provision; good quality support ensures equal opportunity of access to the curriculum and sound progress.
Spiritual, moral, social & cultural development	Good.
Staffing, resources and accommodation	Satisfactory. Classrooms and other areas of the school are well decorated and are enhanced by good displays of pupils' work.

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

### The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>●.Parents are encouraged to play an active part in the life of the school.</li> <li>●.The headteacher and staff are very approachable.</li> <li>●.Parents receive good information about their children's progress.</li> <li>●.The school helps pupils to attain good standards of work.</li> <li>●.The school promotes positive values and attitudes.</li> <li>●.The school achieves high standards of behaviour.</li> <li>●. Children like school.</li> </ul>	<ul style="list-style-type: none"> <li>●. Not being given a clear understanding of what is</li> <li>●. Too few opportunities for involvement in extra-</li> <li>●. Homework.</li> </ul>

Inspectors' judgements support the parents' positive views of the school. Inspection findings show that parents are given a clear understanding of what is taught, there is good provision for extra-curricular activities and there is good use of homework which is appropriate for the age of pupils.



## **KEY ISSUES FOR ACTION**

In order to raise standards further, the headteacher, governing body and staff should:

### **1 Improve teaching and learning in information technology by:**

- using the school's computers more fully;
  - developing staff expertise and knowledge of how to use computer programs to support learning;
  - providing clear guidance on how skills will be developed progressively from the nursery to Year 6;
  - developing systems to monitor and evaluate pupils' progress.
- (paragraphs 12, 28, 56, 61, 66, 97, 105, 112, 115, 117)

### **1 Improve the quality and consistency of teaching by:**

- introducing a greater range of teaching strategies in those classes where the range is currently too narrow;
- raising expectations of pupils' performance in those classes where they are too low;
- introducing a brisker pace in learning in those classes where it is too slow;
- developing consistent strategies for the management of pupils' behaviour;
- refining daily lesson plans so that they take account of pupils' differing stages of development in each class. (paragraphs 25, 26, 91, 93, 110, 153)

### **1 Develop the role of subject co-ordinators and the role of the co-ordinator for special educational needs so that they have a good overview of provision across the school and are in a better position to monitor and support teaching and curriculum developments.**

(paragraphs 57, 59, 111, 116, 133, 144)

### **In addition to the key issues above, the following less significant weaknesses should be considered for inclusion in the school's action plan:**

- There is insufficient emphasis on the practical application of mathematics and the investigative aspects of science. (paragraphs 30,99,102,108)
- Targets set for pupils, including those with special educational needs, are frequently too vague. (paragraph 33)
- When too few teachers attend assemblies behaviour deteriorates. (paragraph 17)
- Pupils are withdrawn for extra learning support at key points in lessons and therefore miss the teaching of important parts of the curriculum. (paragraphs 32,33)
- The amount of time spent teaching the National Curriculum falls below the recommended minimum. (paragraph 30)
- The governing body does not fulfil legal requirements regarding the provision of information to parents in its annual report. (paragraph 56)

## · **INTRODUCTION**

### · **Characteristics of the school**

1. This community primary school, which is situated on the outskirts of Reading, admits boys and girls aged between four and eleven years old. There are currently 217 full time pupils on roll and a further 51 children, most of whom are under five years old, attend the nursery unit on a part time basis, either in the morning or in the afternoon. There is an almost equal number of boys and girls and from the term following their fifth birthday they are taught in eight classes in the main school. There is a waiting list for places in the nursery. The school admits pupils into the reception class from its own nursery and from other nursery classes and playgroups, according to how close they live to the school or whether they have brothers or sisters in the school. A small number of pupils who transfer from infant schools enter the school at the beginning of Year 3. Well over a half of all pupils, 64 per cent, come from outside the school's catchment area as a result of parental choice.
  
1. Attainment on entry to the school is broadly average. Around 15 per cent of pupils are entitled to free school meals which is below the national average. Very few pupils come from ethnic minority backgrounds and five come from homes where English is spoken as an additional language. Few pupils come from disadvantaged backgrounds and most come from supportive homes. Socio-economic circumstances in the area are broadly average. Currently five pupils have statements of special educational needs and the school has identified a further 60 pupils who are on the school's register of special educational needs because they need some extra learning support. The proportion of full-time pupils on the register, 26 per cent, is above the national average as is the proportion of pupils, 2.3 per cent, with statements of special educational need. The composition of the school has changed little since the time of the last inspection in 1996. Pupils leave the school at the end of Year 6 when they transfer to local secondary schools.
  
2. The school aims to enable children to do their best by building on previously gained experience, knowledge and skills. It seeks to encourage children's confidence by celebrating their achievements and strengths, whilst identifying and addressing areas for development. It aims to manage the school's resources and curriculum effectively so that children receive a high quality education. It encourages children to be curious, self-reliant and to enjoy learning. It aims to teach the National Curriculum within a stimulating and co-operative learning environment. It endeavours to enable children to achieve their full potential through a broad and balanced curriculum. It seeks to encourage self-discipline, set high standards of behaviour, develop harmonious relationships and to foster the moral, spiritual, cultural and social development of all pupils.
  
3. The school's main curricular aims, as described in the current school improvement plan, are to develop pupils' use of information technology, to create a more stimulating outdoor environment, to improve assessment procedures, to develop music and to introduce the National Numeracy Strategy. In liaison with the local education authority, the school has set the target of 79 per cent for the proportion of pupils who will attain at least the national target of Level 4 in English and mathematics by 2000.
  
- 4.

4. **Key indicators**  
**Attainment at Key Stage 1<sup>1</sup>**

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

Year	Boys	Girls	Total
1998	12	17	29

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9	10	11
	Girls	15	13	15
	Total	24	23	26
Percentage at NC Level 2 or above	School	77(75)	74(80)	84(83)
	National	80(80)	81(80)	84(85)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	10	11
	Girls	15	14	18
	Total	25	24	29
Percentage at NC Level 2 or above	School	81(77)	77(86)	94(89)
	National	81(80)	85(84)	86(85)

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

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1998	15	18	33

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	8	10
	Girls	15	11	13
	Total	27	19	23
Percentage at NC Level 4 or above	School	84(67)	59(66)	72(79)
	National	65(63)	59(62)	69(69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	10
	Girls	16	11	14
	Total	26	21	24
Percentage at NC Level 4 or above	School	81(67)	66(60)	75(79)
	National	65(63)	65(64)	72(69)

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

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

### Attendance

Percentage of half days (sessions) missed

%
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through absence for the latest complete reporting year:	Authorised	School	4.6
	Absence	National comparative data	5.9
	Unauthorised	School	0.1
	Absence	National comparative data	0.5

4.

4. **Exclusions**

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

4. **Quality of teaching**

Percentage of teaching observed which is:			%
	Very good or better		25
	Satisfactory or better		91
	Less than satisfactory		9

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

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

#### 4. **Attainment and progress**

4. Most pupils enter the school with achievements which are broadly in line with expectations for their age. There is a substantial minority of children who enter the school with stages of development which exceed expectations of four-year-olds and a smaller proportion whose development does not meet such expectations. By the time they are five nearly all pupils have attained the desirable learning outcomes described in national guidance in each of the six areas of learning and many children have exceeded such expectations. Good foundations are laid in the nursery so that children are well prepared to commence National Curriculum studies when they are five. The under fives make good progress in all areas of learning. A highly structured learning environment ensures that no opportunities are lost to develop language skills and pupils' general understanding of the world around them. The classroom contains a wide range of signs, labels, questions and interesting displays which encourage children to talk about such things as their families, dinosaurs or favourite books. The nursery teacher and the nursery nurse seize opportunities to develop children's language skills. Learning opportunities which stem from shared reading are grasped and exploited to the full. After reading a book about dinosaurs, for example, several children confidently attempted to spell 'stegosaurus' and 'triceratops' with very little support. Opportunities offered in everyday life for examining numerical data, such as those concerning absences recorded during the registration period for example, are fully exploited. Good use is made of voluntary helpers who are well primed in order that activities, such as planting bulbs outside, are accompanied by language relating to the number of bulbs, their relative weight and size, how deep they will be planted and how long they will take to grow. The good use of such opportunities results in good progress. The appropriate standards and good progress which were described at the time of the last inspection have been maintained.
5. In the National Curriculum tests for seven-year-olds in 1998, pupils' performance when compared with all schools was average in reading but below average when compared with schools which have pupils from similar social backgrounds. Pupils' performance in writing and mathematics was above average both when compared with all schools and when compared with similar schools. The proportion of pupils who attained the national target of Level 2 or above in the reading tests was close to the national average but the proportion who attained the higher Level 3 standards or above was below the national average. In writing the proportion who attained the national target of Level 2 or above was below the national average but the proportion who attained the higher Level 3 standard was well above the national average. In mathematics the proportion who attained Level 2 or above was close to the national average and the proportion who attained Level 3 was well above the national average. The teacher assessments for science indicate that the proportion of pupils who attained at least the national target of Level 2 was above the national average and the proportion who attained the higher Level 3 standard was broadly in line with the national average. The as yet unpublished results of the 1999 tests and assessments indicate that standards have been maintained in reading and mathematics and are better in writing than in 1998 though have declined slightly in science. The trend in results since 1996 indicate that reading standards are maintained at a broadly average level; writing, mathematics and science has been maintained at a level which, overall, is above average. Overall the standards pupils attain by the end of Key Stage 1 in reading, writing, mathematics and science, as indicated by the proportion of pupils who attain at least Level 2, are broadly similar to those described at the time of the last inspection in 1996. Inspection findings show that, by the end of Key Stage 1, pupils attain standards in reading, writing and science which exceed national expectations and that standards overall in mathematics are in line with expectations, though the performance of those in the set for higher-attaining pupils consistently exceeds expectations of seven-year-olds. These findings broadly reflect the most recent test results and indicate an improvement in standards in English and science since the time of the last inspection whilst standards attained in 1996 in mathematics have been maintained.

6. In the National Curriculum tests for eleven year olds in 1998, pupils' performance when compared with all schools, and when compared with schools which have pupils from similar social backgrounds, was well above the national average in English and above average in science. When compared with all schools, pupils' performance was average in mathematics but below the national average when compared with similar schools. In the National Curriculum tests for eleven year olds in 1998 the proportion of pupils who attained the national target of Level 4 in English and the proportion who attained the higher Level 5 standard was well above the national average. In mathematics the proportion of pupils who attained the national target of Level 4 and the proportion who attained the higher Level 5 standard was close to the national average. In science the proportion who attained Level 4 was close to the national average and the proportion who attained the higher Level 5 standard was well above the national average. The proportion of pupils who attain at least Level 4 has increased significantly since 1996. Inspection findings largely reflect the 1999 test results and, by the time they leave the school at the end of Key Stage 2, most pupils attain standards in English which are well above national expectations. In mathematics pupils attain standards which are in line with expectations of eleven-year-olds and in science standards exceed national expectations. Overall the standards pupils attain by the end of Key Stage 2 in English are much better than in 1996, they are also better in science and in mathematics they are broadly similar to those described at the time of the last inspection. The school now analyses results in great detail and uses this analysis to identify areas of weakness. In liaison with the local education authority, the school has set the target of 79 per cent for the proportion of pupils who will attain at least the national target of Level 4 in English and mathematics by 2000. It exceeded its target in English and met its target in mathematics in 1999 and is, therefore, currently reviewing the targets to ensure that they are sufficiently challenging. It is in a good position to improve standards further.
7. Across the school pupils generally make good progress. In both key stages pupils with special educational needs make satisfactory progress. Progress for these pupils is impeded where there is insufficient attention paid to matching tasks to their particular stages of development. Pupils make good progress in English in both key stages and those with special educational needs make sound progress. The National Literacy Strategy is having a positive impact upon progress. Pupils speak with increasing confidence and use an increasingly wide vocabulary to express their views and opinions. Pupils in Key Stage 1 explain clearly the underlying irony in a story about taking a cat to the vet's where the vet is in need of medical treatment as a result. Pupils in Year 1 beat out the rhythm of a poem about a bear hunt and drama helps their appreciation of the mounting excitement generated by the poem. Pupils in Key Stage 2 are encouraged to give considered responses to taxing questions on issues such as the effects of martial law which resulted from the recent military coup in Pakistan. They are encouraged to take an interest in current events and to express their own opinions openly, honestly and without prejudice.
8. Pupils in Years 1 and 2 make good progress in writing, especially where writing is for a particular purpose such as writing letters or describing the work of a favourite artist. Pupils in Key Stage 2 write in a range of forms including descriptive poems, play scripts and newspaper articles. Their critical faculties are sharpened as they listen to favourite stories, such as 'Goodnight Mr Tom', for example, and explore how the author develops empathy for the characters in the story. Pupils make better progress in English than at the time of the last inspection.
9. Pupils make sound progress in mathematics in both key stages. Progress for pupils with special educational needs make good progress in Key Stage 1, where they have more support, and satisfactory progress in Key Stage 2. The introduction of the National Numeracy Strategy is already having a positive impact upon progress across the school. The question and answer session, which introduces each lesson, is particularly effective in developing pupils' mental skills and their quick recall of number facts. Pupils enjoy work on shapes and their language skills are developed where they have to hold and describe a hidden two- or three- dimensional shape to a friend who has to deduce the name the shape from the description. The sound progress noted at the time of the last inspection has been maintained.
10. Pupils, including those with special educational needs, make good progress in science at key Stage 1. In Key stage 2 progress is generally sound and pupils with special educational needs make good progress. Pupils make good progress where they are involved in first hand experiences. In one lesson pupils

donned rubber gloves and analysed the contents of rubbish bags. They sorted the rubbish into different categories and, using their prior knowledge of mould and microbes, made hypotheses about which types of rubbish were biodegradable and which were not. This activity generated great enthusiasm. Pupils compared their piles of rubbish with a description and analysis of rubbish in the 1930s. They used their skills of numeracy well as they estimated the proportions of different types of rubbish and converted the proportions into percentages to make comparisons with the rubbish collected in 1930. There is, however, a lack of sufficient emphasis on enabling pupils to develop the key skill of planning experimental work and using the results to draw conclusions. Whilst progress in most areas of the National Curriculum Programmes of Study is good, progress in this key element is just satisfactory and the lack of development in this field restricts overall attainment. This weakness was also identified at the time of the last inspection.

11. Pupils' progress in information technology is unsatisfactory and by the end of both key stages standards are below national expectations of seven and eleven-year-olds. Pupils' standards of attainment and progress which were reported at the time of the last inspection have not been maintained. Pupils have limited word processing skills and information retrieval skills are under developed. There has been little work on controlling mechanisms through the use of computer programs. Pupils make good use of programs which enable them to create pictures after the style of famous artists, such as Mondrian. Pupils have not yet begun to use the Internet to access information and very limited use is made of CD ROMs. The subject was identified as an area of weakness at the time of the last inspection and standards have not improved sufficiently since 1996.
12. Throughout the school, pupils attain standards in religious education which are in line with the expectations described in the agreed syllabus which the school has adopted. Pupils, including those with special educational needs, make good progress in Key Stage 1 and sound progress in Key Stage 2. The sound standards of attainment and progress which were reported at the time of the last inspection have been maintained. There are good links with other subjects, such as science, where the need to look after our wonderful planet is emphasised in lessons on the significance of recycling materials. Pupils have a sound basic knowledge of Christianity and aspects of other religions.
13. In both key stages, progress is sound in art, geography, history, music and physical education. Progress is sound in design and technology at Key Stage 1 but there was insufficient evidence available to make a judgement about progress at Key Stage 2. Pupils with special educational needs are usually well supported by teachers and learning support assistants and overall, they make sound progress towards the targets described in their individual education plans. These targets are, however, often too vague and are often not identified in teachers' planning. In lessons where tasks are not sufficiently adjusted to meet their needs, pupils with special educational needs struggle and tend to produce much less work than higher attaining pupils. There is no evidence of any significant differences in pupils' attainment or progress as a result of gender or social background. By the time they leave school at the age of eleven pupils have attained standards which prepare them well to continue their studies in the secondary phase of their education.

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

14. By the time they are five years old children attain the nationally defined desirable learning outcomes for personal and social development. Across the school, pupils' attitudes to learning are good which makes a positive contribution to their attainment and progress. They are attentive, keen to answer questions and undertake tasks enthusiastically. Powers of concentration are good overall and pupils sustain interest in lessons. They take a pride in their work and are keen to show the results of their efforts to adults.
15. Behaviour in the classroom is good overall. Pupils are aware of the high standards of behaviour expected and most respond well to discipline which creates an orderly environment conducive to learning. However behaviour is unsatisfactory in a few lessons, owing to ineffective management of pupils, and this has an adverse effect on learning.



16. In assembly behaviour is satisfactory overall but deteriorates on occasions because, other than the teacher leading the assembly, teachers are not present to help keep order. In the playground behaviour is good and all pupils play happily together. There is some boisterous behaviour but no signs of aggression or bullying.
17. Relationships between pupils are good and they show respect for and listen to others. For example, in sharing news sessions in the infants and in the 'School Forum'. Relationships between pupils and staff are also good and pupils feel secure in their relationships with other adults. For example, they are friendly, courteous and polite to visitors.
18. Pupils care for their local environment, keeping the school litter-free and they also show respect for the school's resources and other people's property. For example, they are very diligent about collecting up all equipment at the end of playtime. They are also aware of others' needs and raise funds for various charities. Pupils are developing some awareness of the beliefs and cultures of different ethnic groups through the study of world religions and through art.
19. Pupils willingly take on increasing responsibilities as they progress through the school and this contributes positively to their personal development. Responsibilities range from tidying up after themselves in Reception, carrying out classroom duties in Years 4/5 and carrying out whole school duties in Year 6. These include helping younger ones in the dining room and organising 'School Forum' meetings. However, pupils' personal study skills and research skills are underdeveloped because of the limited opportunities provided. The school is aware of this and has devised plans to address this shortcoming later in the term.
20. Since the last inspection, good standards of behaviour have been maintained. The very good attitudes to work and very good relationships apparent at the time of the last inspection have largely been maintained and are good. Personal development is good. There is considerable capacity for improvement in developing strategies to assist pupils to take greater responsibility for their own learning, to develop greater independence and to be provided with more opportunities to use their initiative.

## **Attendance**

21. Attendance is good and there are few unauthorised absences. Nearly all pupils arrive punctually and lessons begin on time. These factors have a positive effect on attainment and progress. Registers are completed in accordance with statutory requirements. Good attendance has been maintained since the last inspection and unauthorised absence has decreased significantly.

## **22. QUALITY OF EDUCATION PROVIDED**

22.

### **22. Teaching**

22. Overall teaching is at least sound in 91 per cent of lessons; it is good or better in 60 per cent and it is very good in 25 per cent. Teaching is unsatisfactory in 9 per cent of lessons. While there is strong teaching in each year, there are also relative weaknesses and pupils are not guaranteed teaching of equal strength in every class as they move through the school. The quality of teaching has improved greatly since the time of the last inspection when a fifth of teaching was unsatisfactory and only 3 per cent was judged to be very good. In both key stages teaching is good in English, mathematics, science and history, sound in art and unsatisfactory in information technology. In Key Stage 1 teaching is good in religious education, music and physical education; it is sound in design and technology but there is insufficient evidence on which to make a judgement about geography. In Key Stage 2 teaching is sound in religious education, geography, music and physical education; there is insufficient evidence on which to make a judgement in design and technology. The National Literacy Strategy is taught well and the new National

Numeracy Strategy is taught satisfactorily.

23. Teaching in the nursery is always very good. The children in the nursery benefit from a very well structured learning environment. Learning areas for different types of activity are clearly defined. Neat labels help children to find the equipment they need and to put it away after use. There are good displays of work and interesting displays of themes being studied, such as dinosaurs, which include questions and instructions. Children are encouraged to choose appropriate 'weather words' for the weather chart and select the correct days of the week for the calendar. Teaching is very good mainly because the teacher maintains high expectations of pupils' performance. She expects pupils to be able to understand opposites and to find words which are opposite in meaning, such as 'fierce' and 'meek'. Opportunities to develop language skills are seized. When discussing dinosaurs, for example, one child referred to the nails at the tips of the dinosaur's feet. A lively discussion followed where pupils made the connection between their finger nails and a dinosaur's claws and concluded that they are probably made of the same type of material. The teacher plans each activity with precision and the nursery nurse is closely involved in planning and assessment. Together the teacher and nursery nurse form a very effective team. They receive good support from a good number of mothers and fathers who give their time to assisting in the nursery. This makes a valuable extra contribution to the quality of provision. In the nursery work is carefully matched to the needs of all pupils, including those with special educational needs. The teacher uses questioning strategies effectively to assess levels of understanding and to extend thinking. She notes that some children, mainly boys, are more reticent in discussion sessions than others and she involves these children by directing appropriate questions which enable them to experience success. The very good teaching enables the children to make good progress.
  
24. Teaching in Key Stage 1 is mostly good and it is very good in a quarter of lessons. The generally good teaching promotes good progress. There are wide variations between parallel classes however, a feature that was also noted at the time of the last inspection. In two similar lessons on precisely the same aspect of a subject, for example, which had been planned together by the teachers in parallel classes, one lesson was unsatisfactory and the other was very good. The difference was that in the highly successful lesson the reason for the activity was explained in detail so that the pupils knew the purpose of the task and exactly what they were endeavouring to achieve. In the unsuccessful lesson the reason for the activity was unclear, expectations of pupils' performance were too low and there was no indication about what would happen to the work produced on pieces of paper; whether it was to be displayed, stuck in a book or kept in a portfolio. Classrooms are well organised for effective learning. Teachers generally have appropriate expectations of pupils' performance. Very effective teaching for the youngest pupils was seen in mathematics and was based on precise detailed planning, careful grouping of pupils according to their stages of development and the provision of appropriately challenging tasks for all. Teachers' planning is generally good. Teaching is less effective where planning does not include details of how work will be suitably adjusted for both higher and lower attaining pupils. In such cases work is often too difficult for lower attaining pupils and presents insufficient challenge for higher attaining pupils. Teachers' management and control of pupils is generally good. Teaching is occasionally marred by inconsistent management of behaviour where the teacher asks pupils not to call out answers and then accepts answers which have been called out.
  
25. Teaching in Key Stage 2 is mostly good and in 15 per cent of lessons it is very good but it is unsatisfactory in a tenth of lessons. Examples of exemplary teaching were seen in lessons on literacy and numeracy. Teachers have generally a sound knowledge and understanding of the subjects which they teach though their confidence in music and information technology is insecure. Teachers usually have appropriate expectations of pupils' performance. Lesson planning is mostly good but plans do not always take account of the pupils' widely varying stages of development in each class. Where pupils are grouped in ability sets, as in English and mathematics, teaching is more readily matched to pupils' particular learning needs. Pupils are well managed and positive attitudes to work are promoted successfully. Lessons start on time, lessons progress at a reasonable pace and resources are used appropriately. Teachers mark pupils' work carefully and the best marking includes details of how pupils might improve their work by including phrases such as 'this is good but make your writing a bit bigger'. Homework is set regularly and makes a good contribution to pupils' progress and attainment.

26. Examples of very good teaching were seen in English, mathematics, history and geography in Key Stage 2. In a particularly good history lesson a battered old box tied with string appeared on the teacher's desk. The class gathered round as the string was carefully untied. Excitement mounted as the box was tentatively opened. As the box was unpacked a collection of photographs and artefacts from the Victorian period were revealed. The pupils studied the objects and added their prior knowledge to make deductions based on the evidence before them. One group, for example, studied a large rusty horseshoe and considered whether it may have been used by a shire horse which might have pulled barges along the canal bank. Others deduced that a Victorian child was on her way to school because they had spotted a writing slate in her bag. In English, a great deal is expected of older, higher attaining pupils as they study 'Bleak House' and the teacher poses very searching questions to assess understanding and to extend pupils' thinking. Relationships are excellent in these lessons. The teacher confesses to having a 'stunning idea' or requests the class 'metaphor king' to offer an opinion or asks if anybody feels a homework question coming on in order to solve an unresolved aspect of an investigation. Here, energetic teaching and a high level of subject knowledge ensures that lessons progress at a brisk pace and that pupils make very good progress within an exciting learning environment. Examples of unsatisfactory teaching was seen in English, science and poor teaching in physical education and is largely the result of ineffective control of pupils, low expectations and a slow pace in learning. Learning is less effective where teachers spend too much time in direct teaching of the whole class at the expense of time which might otherwise be used for pupils to investigate or become actively involved in individual or group activities.
27. Teachers generally have good knowledge and understanding of the subjects they teach. Where teachers have good subject knowledge, as in English, lessons tend to be more effectively taught than in information technology where teachers' knowledge is often less secure. Relationships are generally good and the gentle use of humour helps to create a happy learning atmosphere. Teachers mark pupils' work carefully and the results of this assessment is used to help teachers plan for the next stages in learning. Lessons start promptly and time and resources are generally used well. Computers are not used effectively to support teaching and learning. An appropriate amount of homework is set and this has a positive impact upon progress by encouraging pupils to practice skills at home in order to consolidate the work they do in school.
28. The teaching of pupils with special educational needs at both key stages is mostly sound both in the class and in withdrawal groups and promotes satisfactory progress in learning. Where very good and good teaching for pupils with special educational needs was observed, the learning objectives were clear and the learning support assistant was deployed well by the class teacher. Occasionally teachers fail to take sufficient account of the varying learning needs of different groups of pupils and progress suffers. The school is currently devising a set of criteria against which to measure the quality of teaching across the school, together with agreed procedures for classroom observations. The significant proportion of exemplary teaching in the school means that it is well placed to make further improvements.

### **The curriculum and assessment**

29. Overall the school provides a curriculum which is mostly satisfactory. The curriculum provided for the children under five is very good. Planning is detailed and thorough. The curriculum incorporates the nationally recommended areas of learning and is broad, balanced and appropriate for children of this age. It prepares them well for their National Curriculum studies. The curriculum for Key Stages 1 and 2 is broadly based and promotes pupils' intellectual, physical and personal development. All subjects of the National Curriculum plus religious education are taught. The time devoted to teaching each week is in line with national recommendations at Key Stage 1 but below at Key Stage 2. The curriculum is reasonably well balanced with all subjects, except information technology, being given sufficient attention. An appropriate amount of time is included each day for the teaching of literacy and numeracy but the practical application of skills in mathematics and the investigative aspect of science receive insufficient attention. The school's strategy for the teaching of literacy is good. The strategy for the teaching of numeracy is satisfactory.

30. The school is meeting statutory requirements for curriculum provision in all areas except in information technology where the areas of modelling and monitoring in the National Curriculum Programmes of Study are not adequately covered at Key Stage 2. The school follows the local education authority's agreed syllabus for religious education satisfactorily. Personal and social education is effectively promoted. The policy and guidance on sex education is good and is appropriate for pupils of this age.
31. The school has a clear policy statement to promote equal opportunities. The curriculum generally provides equality of access and opportunity for all pupils to learn and make progress. However, when pupils are withdrawn from lessons for music and reading, they can miss important aspects of their National Curriculum studies.
32. Just under a quarter of pupils have been identified by the school as having special educational needs. Five pupils have statements of special educational need. Provision for pupils with special educational needs, at both key stages, is broadly satisfactory but targets in the individual education plans for pupils are often too vague and they do not facilitate clear planning and assessment. In some lessons pupils with special educational needs do not have enough support and, on some occasions, pupils are withdrawn for support and they miss the teaching of other important parts of the curriculum. The school has made special provision for one gifted pupil and is aware of the need to ensure that a number of higher-attaining pupils within the school are adequately challenged. The provision for pupils with special educational needs is satisfactory and the school is meeting the requirements of the nationally agreed Code of Practice for pupils with special educational needs.
33. The school has appropriate policy statements for all subjects. Classes throughout the school contain pupils from two age groups. The school therefore plans the curriculum as a rolling programme of two-year cycles. Curriculum planning is complete and is consistently good in all subjects. This is a significant improvement since the last inspection. Long-term plans or curriculum maps for each subject set out the units of work to be covered as pupils move through the school. Detailed medium-term plans for each unit identify clear learning outcomes, learning activities and tasks and resources. The recently improved curriculum planning helps to ensure that pupils learn in a steady and systematic way as they progress through the school. The identification of clear learning outcomes provides clear criteria by which to assess pupils' performance. A good range of extra-curricular activities including art, choir, cricket, cycling proficiency, football, recorders and computer club enhances the curriculum.
34. The school has a good policy on assessment and target-setting. The policy sets out the purpose of assessment and identifies a range of assessment strategies. Assessment procedures for children under five are very good. At Key Stage 1 and 2, procedures for assessing and recording pupil attainment are satisfactory. There are good examples of assessment and target-setting in English and mathematics. This good practice is not yet consistently established across the whole school. The school makes good use of commercially published tests as well as National Curriculum testing material. Results are carefully recorded, analysed and used to guide teaching and learning. The school keeps a portfolio of samples of pupils' work in English, mathematics and science. The samples are annotated and the National Curriculum level attained is indicated. This system is developing and is intended to help ensure consistency in teachers' assessments.

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

35. The school has a coherent policy towards spiritual, moral, social and cultural education. The provision for spiritual education is good. The school meets statutory requirements for collective worship. Assemblies are held each day. They include acts of collective worship which encourage pupils to reflect, to praise and to increase their spiritual awareness. Visitors frequently come into the school to take assemblies on themes such as faith. In religious education lessons pupils reflect on the lives and beliefs of individuals in various religious traditions, including Christianity, Sikhism, Judaism and Islam. These lessons teach pupils the importance of the spiritual dimension of life and of faith, seen for example in a

Year 3/4 lesson in which pupils were encouraged to consider the role of faith in the story of Moses leading his people out of Egypt. Pupils' ideas are valued throughout the school. They frequently experience wonder when studying various subjects of the curriculum. For example, pupils in Years 5 and 6 were fascinated in geography by looking at photographs of mountains; older pupils showed a mature ability to reflect when writing poetry about autumn; some pupils listen to inspirational music when coming into class in the morning; many pupils experienced wonder when investigating the use of spreadsheets for the first time; and many were fascinated by the visiting planetarium with its depiction of the universe and its associations with Greek mythology.

36. The school's provision for moral education is good in several areas. The moral values explicit in the aims of the school and its code of behaviour are prominently displayed on walls in some parts of the school. The headteacher and staff provide good role models for pupils, frequently emphasising the difference between right and wrong. Moral issues are frequently discussed in lessons, including religious education and personal and social education: for example, pupils in Years 4 and 5 were asked to consider the rights and wrongs of revenge. Pupils are given opportunities to exercise responsibility, evident for example in the School Forum, the care which pupils show for children from a special school, and the duties of older pupils as monitors and their participation in paired reading activities. Helping others is also evident in activities like the Bring and Buy sale which enabled pupils to raise money for a local hospital. Although pupils are encouraged to develop personal responsibility, there are limited opportunities to develop independent learning skills outside the classroom, particularly in the library.
37. The school's provision for social education is good. Pupils become good citizens as well as good learners. Frequent collaborative work in pairs and small groups, for example when devising gymnastic activities or taking part in team sports, helps to foster good relationships. The opportunity for older pupils to go on two residential trips a year increases their social awareness. Pupils get the opportunity to participate in a range of clubs outside of school hours, both in sport and activities such as the choir and art. The school fosters a sense of good citizenship, as for example when older pupils carried out a project on recycling and conservation.
38. The school's provision for cultural education is satisfactory. In addition to the clubs outlined above, pupils experience a range of music when going into assembly and some classrooms. Teachers do not make maximum use of these opportunities to increase pupils' broader cultural knowledge, for example not always explaining to pupils the context of the music and art to which they are exposed. Multicultural awareness is fostered through religious education, in which different faiths are discussed and, for example, Jewish artefacts are displayed. However, multicultural resources in the library are limited. The school endeavours to create opportunities to develop a wider multicultural perspective by inviting the 'West Indian Drumming Workshop' into school for example.
39. The last inspection report praised good relationships within the school, the pride which pupils took in the school, and the sense of responsibility of pupils. These strengths have been maintained, although there is still considerable scope to help pupils to experience the rich diversity of other cultures.

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

40. The school provides good support and guidance for pupils on their academic progress and personal development which, together with successfully promoting good behaviour and the general welfare and health of pupils, has a beneficial effect on the quality of education provided.
41. Support and guidance for pupils on their academic progress is good overall and is achieved through satisfactory assessment procedures, good day-to-day assessment in the classroom and good informative marking. These factors, together with some self-evaluation by older pupils and setting individual targets make a positive contribution to standards achieved.
42. Pastoral care is the responsibility of the class teachers who know their pupils well, are sensitive to their needs and thus able to provide good personal support and guidance. The good relationships between

pupils and staff encourages pupils to raise any concerns that they may have in the knowledge that they will be treated sympathetically. Also parents find the school very approachable and are welcome to raise issues at any time. Pupils with special educational needs receive sound specialist support from outside agencies, such as speech and language therapy

43. Procedures for promoting good behaviour are good and include involving pupils in discussing and agreeing class and playground rules. Most staff insists on high standards of behaviour in all aspects of school life which generally creates an orderly environment conducive to learning. However, there are occasions both in the classroom and assembly when behaviour management strategies are not used effectively and behaviour deteriorates accordingly.
44. Procedures for monitoring and promoting regular attendance and punctuality are good and include reminders to parents about the importance of these factors. Arrangements for child protection are good with all staff aware of the child protection procedures and their importance. There is also good liaison with other agencies. Arrangements for ensuring the health, safety and general well-being of pupils are good. Staff have received appropriate first aid training and the medical room is well equipped for treating and caring for pupils. Pupils are advised on personal and road safety by the local police and a wide range of health issues such as personal health and hygiene and drugs awareness are addressed effectively through the school's personal, social and health education programme.
45. The school's approach to health and safety is good overall. Day-to-day procedures are good with the caretaker taking a major part in ensuring that the school is safe. A very good risk assessment document is in place covering a wide range of potential risks including physical education and play equipment and safe practice in design and technology and science. However, although present practice is satisfactory, more formal procedures are needed for recording and monitoring health and safety issues.
46. Since the last inspection, the school has continued to provide a happy, caring and secure environment. Procedures for promoting good attendance, good behaviour, pupils' general well being and health and safety are now good.

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

47. Partnership with parents is very good and is a strength of the school and together with good links with the community make a very significant contribution to pupils' attainment and progress.
48. Parents find the school very approachable and are welcomed and encouraged to be involved in the life of the school. For example, they provide very valuable help in the classroom and also good support on trips and visits as well as helping with the football and netball clubs and strongly supporting all school functions.
49. Parents are very well informed about the school through the prospectus, regular newsletters and very frequent correspondence on specific issues. They are also very well informed about the curriculum through curriculum plans which are issued to each pupil at the beginning of each term. These are supported by parents' meetings and open days on specific issues such as the introduction of Literacy Hour. Annual reports to parents are very good and comply with statutory requirements. They provide detailed comments and judgements about pupils' achievement and effort in each subject. There are comments on the child's personal and social development. The reports invite parental comments and targets for improvement are set.
50. Information to parents about their children's progress is very good and is provided through termly consultation evenings at which individual targets are discussed and through excellent reports which give grades for attainment, effort and personal development.

51. Parents of pupils with special educational needs are invited to discuss pupils' individual education plans termly with the class teacher at open evenings. Parents of pupils with a statement of special educational needs are also invited to an annual review with the special educational needs co-ordinator and other professionals involved. Staff are accessible to parents and parents find staff approachable if they are concerned about their child's progress. Special educational needs support is explained in the governors' report to parents and parents are invited to contact the school for further information.
52. There is very good, parental involvement in their children's learning through homework which is used well in Key Stage 1 and Key Stage 2. Parents are aware of the homework expectations and, through the homework timetables, are aware of what work is set and when it has to be completed. They are thus able to support their children's learning and make a positive contribution to their attainment and progress.
53. Parents are very supportive and raise significant funds for the school through the parents' association. Partnership with the local community is good overall. There are good links with the local church, pupils sing at old peoples' homes and the choir performs at a variety of local venues at Christmas. There are strong links with a local special school and pupils from that school visit weekly. Pupils make a range of visits to local places of interest. There are good induction arrangements for the nursery and reception children, including an open evening and visits. There are good links with other primary schools through participation in local sports events and there are also good links with local secondary schools who invite pupils to use their facilities such as the swimming pool and technology workshops. Secondary school pupils also give performances and lead assemblies at this school. These links with secondary schools, together with satisfactory induction arrangements ensure that pupils transfer happily onto their next stage of education.
54. A pupil at the school won a competition organised by a local company to design the livery of an environmental bus and the school was presented with a computer. Apart from this, links with local businesses and industry are limited. Since the last inspection partnership with parents has improved and is now very good. Good links with the community have been maintained.

55. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

55. **Leadership and management**

55. The leadership and management of the school are good. The headteacher provides very strong leadership and gives clear educational direction to the work of the school. Prior to her appointment a year ago the school experienced a difficult period when for a long time there was no permanent headteacher in charge. In the past year the headteacher has introduced many new initiatives designed to improve standards of attainment and the quality of education provided. The headteacher is given good support by teaching staff, support staff, parents and governors. There are, however, two vacancies in the governing body. There is a strong determination to improve the quality of education provided. Governors are closely associated with the school and are involved in policy making decisions, setting the school budget and monitoring the quality of provision. Governors gain an insight into the workings of the school by regular visits, by receiving clear, detailed written reports from the headteacher presented to the governing body prior to board meetings and through discussions with staff, parents and pupils. The governing body has established a good committee system to assist it with its work and all committees have clear terms of reference which clearly define their responsibilities. It has been successful in ensuring that most statutory requirements are met. Exceptions are that information technology is not taught in sufficient depth to ensure coverage of statutory requirements and it does not report annually to parents on the progress of its post inspection action plan.
56. There are good systems in place for monitoring the quality of teaching but these have only recently been established and are still being developed. Clear criteria against which to measure the quality of teaching have been agreed and the headteacher, together with the senior management team, conduct a programme

of lesson observations. The headteacher teaches classes regularly and especially good practice was observed where the headteacher taught the class of a newly qualified teacher. The newly qualified teacher observed the headteacher's exemplary teaching, made notes and after the lesson discussed those qualities which result in exceptionally good teaching in order to assist him with further developing his own practice. All teachers have been observed teaching the National Literacy Strategy and the National Numeracy Strategy. During these observations strengths and weaknesses in teaching are identified and teachers receive detailed feedback on how to make improvements. This new initiative has been successful in improving the quality and consistency of teaching but it is still in its early stages and there are plans to build on the process in order to further improve teaching. Few subject co-ordinators directly monitor the quality of teaching and learning in this way. The implementation of the National Literacy Strategy and the National Numeracy Strategy have been monitored effectively and this good practice provides a good model on which to build. In most subjects co-ordinators have few strategies for monitoring and evaluating the quality of provision. This aspect of their role is underdeveloped.

57. The key issue raised at the time of the last report which referred to the further development of schemes of work to promote full coverage of the National Curriculum has been tackled successfully. There are now sound schemes of work for all subjects which together provide a good curriculum planning structure. The schemes of work provide a good basis for monitoring and evaluating provision and for assessing progress. The governing body produced a clear action plan designed to tackle the weaknesses described in the last inspection report and it has been largely successful in addressing the key issues. The teaching of information technology remains a weakness and it is not as yet sufficiently well developed across the school.
58. The co-ordination of special educational needs is satisfactory. The co-ordinator works hard to ensure that the school meets its responsibilities towards children with special educational needs. The register is up-to-date and all relevant staff have copies of pupils' individual education plans. Record keeping is sound. The co-ordinator does, however, have full-time class responsibility and her small amount of classroom release time does not allow her to monitor the quality of the provision and the progress of pupils by visiting classes. Also there is insufficient time for her to meet with parents or to give more regular training to the learning support assistants. She has given colleagues good support when writing individual education plans.
59. The school produces a good prospectus which includes all the information required by law and which includes details of its aims. The school is largely successful in the pursuit of its aims which have helped to create a positive ethos which is rooted in a commitment to improve standards and the quality of education provided. The school produces a good management plan which indicates how all aspects of the curriculum will be reviewed most often via each curriculum co-ordinator's development targets. In this way good delegation is achieved. New initiatives are monitored by project managers who accept responsibility for ensuring the completion of projects within an agreed time scale. They produce progress reports and progress is evaluated against clear success criteria. The school improvement plan is closely linked to budgetary allocations. In liaison with the local education authority the school set a target of 79 per cent for the proportion of pupils who will attain Level 4 in English and mathematics in 2002 but this target is unrealistically low. It has already been exceeded in English in 1998 and again in 1999 and it has been met in mathematics. There have been substantial improvements in the leadership and management of the school and it is well placed to make further advances.

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

60. The school has a sufficient number of suitably qualified teachers who, collectively, have appropriate expertise to teach the National Curriculum to all pupils including those pupils aged under five. There is a satisfactory balance of experienced and more recently qualified staff. There are appropriate levels of expertise amongst the staff as a whole, although the majority of staff have insufficient skills and confidence in information technology. This is similar to the findings of the previous inspection. All



teachers, except for the newly qualified teacher, have a curriculum responsibility. Job descriptions are detailed but are not signed and dated by all concerned and, in many cases, are now out of date.

61. Arrangements for the support and induction of newly qualified teachers are sound and include provision for in-service training by the local education authority. Supply teachers are given appropriate information detailing school policies and procedures. Classroom assistants are given satisfactory guidance and make a sound contribution to the school. Voluntary helpers, such as parents, are well supported and make a good contribution to the work of the school. Staff work in effective teams. They have had advice and support in writing individual education plans for pupils with special educational needs. New staff are not given sufficient advice and guidance on the special needs and behaviour policies.
62. Apart from those responsible for English and mathematics curriculum co-ordinators have few opportunities to observe colleagues teaching or to monitor their subjects in order to form a view about present levels of achievement and also how improvements can be made. The school has a designated co-ordinator for special educational needs and additional support is also provided.
63. The building is in good condition both internally and externally, although some external fascias need repainting and repairing. Since the previous report a new nursery annex has been built. There is no evidence of vandalism and pupils take pride in the building. Accommodation is satisfactory. The school entrance, internal steps and staircase do not allow for ease of access for pupils and adults with physical disabilities. No adaptations have been made to toilets. The large grass and playground areas provide ample space for physical education and break times. The playground contains seats and picnic benches for pupils and a safe climbing area. The whole school is clean, tidy and well maintained by the caretaker, staff and pupils. The caretaker has ensured that the high standard of cleanliness has been maintained since the previous inspection. He is carrying out a rolling programme of repainting of classrooms and corridors. Attractive use is made of displays to enhance the environment. Downstairs windows and some upstairs windows open outwards and are a potential health and safety hazard.
64. Learning resources are satisfactory for the delivery of the curriculum. Learning resources are satisfactory to meet the needs of pupils with special educational needs. Since the previous inspection there has been an improvement in resources for English, religious education, music and history. The quality of resources has improved in information technology but there is only one computer per class, which is barely adequate. Educational visits, residential visits and the local community are used well to raise pupils' attainment in a range of subject.

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

65. In relation to its income and the quality of education provided, the school provides good value for money. This represents good progress since the last inspection. Most of the school's resources are used effectively to improve learning outcomes for pupils though there are exceptions. Insufficient use is made of computers in the majority of classes and insufficient use is made of the library for research and individual study. The proportion of the budget devoted to support for special needs is quite high by national standards. This money is spent appropriately overall to ensure that most pupils with such needs make at least satisfactory progress. The school's accommodation is used efficiently, except for the library, which is underused as a place for independent research by pupils, and this is an area which has not been significantly improved upon since the last inspection.
66. The school's finances are efficiently administered by the office staff. High quality accounting procedures are reinforced by effective checks and balances, as commended by the last auditor's report. Good administrative procedures ensure the smooth running of the school. The various financial funds are efficiently administered.
67. At a strategic level, the school's developmental planning is detailed and identified priorities are

underpinned by realistic costings. This represents good progress since the last inspection. Prudent management has allowed the school to sustain a reasonable budgetary surplus, although the unit costs involved in running the school are relatively high. The school has accumulated a contingency fund so that provision can be sustained at current levels despite an anticipated fall in pupil numbers, and hence in income, caused by new admission arrangements. A school fund and extra monies raised by parents help to supplement regular income. The proportion of funds allocated to staffing and staff development is in line with many similarly-sized schools, although the proportion spent on learning resources has been relatively low. Governors have a secure grasp of the financial issues involved in running the school and planning for the foreseeable future, and they assist the headteacher in monitoring the implementation of the budget on a regular and effective basis.

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

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

68. The nursery offers part time places at morning or afternoon sessions for 26 children. At the time of the inspection 21 of the children in the morning session and 20 of the children in the afternoon were under five years of age. Most children start the nursery when they are four years of age and, for the majority, their attainment on entry is as expected for children of their age. Children at differing stages of development, including those with special educational needs, make good progress during their two or three terms in nursery. Children transfer to the reception class at the start of the term following their fifth birthday. By the time they are five the majority of children reach the nationally agreed desirable outcomes for five-year-olds in the six areas of learning specified in national guidance and a substantial minority of children attain standards which exceed national expectations of five-year-olds.

### **Personal and social development**

69. Children in the nursery make good progress in their personal and social skills and by the time they are five the majority of children reach the nationally agreed desirable outcome for five-year-olds in this area of their learning and a significant minority of children attain higher than the nationally expected standard for five-year-olds.
70. Children under five listen attentively in a group and take turns in group discussion. When the teacher was introducing the mathematical vocabulary 'shorter than' and 'longer than' the children sustained concentration, listening carefully and responding to questions. Children under five work independently on an activity, sustaining concentration to complete the task. When children were writing the letter 'd' in lower and upper case, children persevered at tracing and free drawing activities until they had completed the task. The children in the nursery behave very well, co-operating with each other in, for example, outdoor play. They were observed sharing equipment sensibly, treating each other and equipment with respect and taking turns on the pedal-powered vehicles. Children under five form good relationships with their friends and with adults. Children interacted well with each other and with adults in a road safety activity, in a cooking activity and in a gardening activity. By the time they are five children behave confidently towards visitors to the nursery and the children were observed attending well to their own personal needs, like dressing and undressing.
71. The teaching of personal and social development is very good. The teacher has high expectations of children's behaviour and promotes personal and social development through stories and at snack time by reminding children of their manners, of hygiene and of taking turns. Similarly during outdoor play sessions the teacher discussed safety issues with the children and praised them for behaving with consideration for others. Routines for the personal and social development of children are well established in every nursery activity and they effectively support the children's sense of security and growing confidence.

### **Language and literacy**

72. The provision of language and literacy is good and children at all stages of development make very good progress in this area. By the age of five children reach the nationally agreed desirable learning outcome for five-year-olds in their language and literacy and a few children are already working towards Level 1 of the National Curriculum. By the age of five they listen well and can speak fluently and articulately, using a wide vocabulary. This was evident in the 'show and tell' session when each child brought along an object beginning with 'd' to talk about. By five years of age the children in the nursery recognise their own name, the letters of the alphabet, their associated sounds and some words. Children enjoy books, understand how books are organised and they can discuss them well. In a class session, using a big book called 'Dinosaur Roar', the older children displayed their book knowledge and identified the title, the author, and the beginning and end of the book. They could sound out individual letters and read some words. Children play write at length and they use 'writing' in a variety of role play situations, for example as Goldilocks writing letters to The Three Bears. Older children write their name, write upper and lower case letters and use some words in their play writing.
73. The teaching of language and literacy is very good. The teacher has good subject knowledge and asks challenging questions to extend children's understanding and selective questions to bring in those who are more reluctant to contribute. The teacher makes very good use of her individual assessments and plans carefully to meet the literacy needs of every child, deploying the nursery nurse effectively to provide additional speaking and listening support in discussion sessions, and to support writing activities such as the letter writing one. The teacher uses opportunities to develop children's language throughout all the activities in the nursery by introducing, for example appropriate vocabulary into bulb planting or the road safety activity. She continually models good language as she interacts with children and she draws children's attention to their names, letter sounds and shape and to words. All the children have a book bag and take books home twice per week. This extends reading opportunities and enhances the progress they are able to make.

## **Mathematics**

74. Children under five make very good progress in mathematics and by the time they are five the majority of children reach the nationally agreed desirable outcome for five-year-olds in this area of learning and a few are already working towards level one of the National Curriculum. Development of early mathematics takes place through a balanced programme which covers the areas of number, shape, space and pattern. Children develop mathematical skills through a range of practical activities across the curriculum like counting cups at 'juice time' and deciding how many more are needed. Many children in the nursery can match, count, use and recognise numbers up to 10 and the older children can count and use numbers far beyond 10. Older children can find the number of children present on the number line and 'add on' for late arrivals, or find the number on roll and 'take off' the absentees and some children do this mentally. They can also 'measure' the length of a dinosaur using more than ten cubes, make an estimate, count the cubes, find the number on a number square and record the number correctly. They understand and use mathematical terms 'shorter than' and 'longer than' when they compare art straws with lolly sticks.
75. The teaching of mathematics is very good. The teacher plans well, with clear objectives, and uses whole class and group work to meet the needs of individual children, so that all are challenged. There is very good organisation to ensure the involvement of all children and very good pace and variety to keep children's attention. Mathematical vocabulary is constantly reinforced and children are praised for using it.

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

76. Children's knowledge and understanding of the world is being extended daily, through a range of experiences planned for them indoors and outdoors, and they make very good progress in this aspect of their learning. By the time they are five the majority of children reach the nationally agreed desirable outcome for five-year-olds in this area of learning. They have access to sand, water, dough, paint, cooking activities and construction toys, for example, on a regular basis and staff regularly draw attention to environmental features such as the weather. Children under five learn about dinosaurs and the older children understand that they lived a very long time ago and are now extinct. Children plant bulbs and learn about the needs of living things. They use hand lenses to examine the bulbs and are introduced to vocabulary to describe the look and feel of the bulb. Visitors to the nursery include fire fighters, the police, a midwife and a hairdresser and the nursery children had the opportunity to watch new play equipment being constructed. They are introduced to aspects of other cultures through reading the African story, 'Handa's Surprise' and by learning about the Asian festival of Diwali. Children use the computer regularly, alone or with an adult, and older children can use a variety of programs, find letters on the keyboard and perform a few simple operations, such as clicking on a file with the mouse.
77. The teaching of knowledge and understanding of the world is very good. The lessons are well planned and interesting, with clear learning objectives. Good use is made of the nursery nurse, parents and other members of the community.

## **Physical development**

78. Children make good progress in their physical development and by the time they are five the majority of children reach the nationally agreed desirable outcome for five-year-olds in this area of learning. They have regular access to an outside play area consisting of a 'soft' area with a large, wooden bridge and of a paved area. Children play with a variety of large and small equipment, which ensures that they have regular opportunities to develop their physical skills. During one session children spent the time building a long train from blocks, or dragging themselves along in a plastic bath or negotiating the bridge. On the 'bike' day children enjoyed combining their physical skill with the creative element of road safety play. Many children are well co-ordinated and agile and by the time they are five they move confidently with control and co-ordination and are aware of the space of others. They have a regular indoor physical education lesson which was not seen during the inspection. Older children are able to manipulate materials, such as dough, and handle tools such as scissors, brushes and pencils with good control and a variety of materials and equipment are available daily. During the inspection week

children persevered with drawing round dinosaur shapes with chalk, in the playground.

79. The teaching of physical development is very good. The teacher has high expectations of children's physical control and also of their behaviour in these sessions. She has a relaxed but authoritative manner and, along with the nursery nurse she interacts with children to encourage, to give safety reminders and to make the most of language opportunities.

### **Creative development**

80. Children make good progress in their creative development and by the time they are five the majority of children reach the nationally agreed desirable outcomes for five-year-olds in this area of learning. By the age of five they use different materials to create pictures and models, which are valued by nursery staff through display and sharing. They use a variety of percussion instruments to make music, they sing songs and rhymes and listen and dance to a variety of music. They often express their ideas through role play and during the inspection this was through road safety role play. Using a roadway, a crossing patrol and pedal toys children created and sustained an imaginary situation in which each child took on a role and in which children knew how to act because of its familiarity. Encouraged by the nursery staff who joined in, children enjoyed acting and speaking in different roles.
81. The teaching of creative development is very good. Lessons are well planned and the curriculum is wide. Children are offered a good deal of support and encouragement by nursery staff to express their ideas and to extend their language skills, as in the role play.
82. The leadership and management of the nursery is good. The nursery offers a secure environment and the curriculum is well planned to cover all areas of learning and to meet the needs of all children, including those with special educational needs. The resources and accommodation are satisfactory. There is very good teamwork between the teacher and the nursery nurse and very good use is made of parents, a student nursery nurse and community members to enhance the curriculum and increase the support offered to children. There is good information for new parents and they receive a good introduction to the nursery. Parents support the nursery well and some parents come in and help with art, cooking, using the computer and gardening. There are good assessment procedures and careful records of attainment and progress are kept. These are used well in planning and provide good information for the reception class teacher when children transfer to the main school.
83. Since the last inspection the good attainment and progress has been maintained and the good teaching has been enhanced and is now very good. The accommodation has been substantially improved and the resources improved so that these are now satisfactory. The very good teaching and the high level of care and commitment by the staff indicate that the capacity for future improvement is good.

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

#### 84. **English**

84. At the time of the last inspection in 1996 pupils' attainments at the end of both key stages were in line with national expectations. In the National Curriculum tests for seven-year-olds in 1998, pupils attained average standards in reading and above average standards in writing. When compared with schools with pupils from similar backgrounds, standards were below average in reading and above average in writing. Between 1996 and 1998 standards in reading steadily declined and standards in writing declined in 1997, but then rose in 1998. The 1999 results for reading show that a greater proportion of pupils at Key Stage 1 have attained the national target of Level 2 and the higher Level 3 standard than in 1998. The 1999 results for writing show that a far greater proportion of pupils at Key Stage 1 have attained the national target of Level 2 than in 1998. These test results indicate an improving trend. In the National

Curriculum tests for eleven-year-olds in 1998 pupils' attainments at the end of Key Stage 2, when compared to all schools and when compared to schools with pupils from similar backgrounds, were above average. Between 1996 and 1998 standards rose and the 1999 results indicate the proportion of pupils at Key Stage 2 who attained the national target of Level 4 and the higher Level 5 standard is similar to that of last year. These results indicate that the high standards achieved in 1998 has been maintained.

85. By the end of Key Stage 1, pupils attain standards in speaking and listening which are in line with national expectations of seven-year-olds. At Key Stage 1, pupils' skills are developing appropriately and the majority can listen carefully and talk confidently. Pupils listen to the ideas of others, participate in class discussions and take their turn to speak. They use these skills when sharing 'big' books in the daily literacy hour and in other areas of the curriculum during the whole-class part of the lesson. An example of this was seen when Year 2 pupils were enthusiastically discussing their ideas about the Apollo moon landings as a class group. By the end of Key Stage 2, pupils attain standards in speaking and listening which exceed national expectations of eleven-year-olds. The majority of pupils listen attentively and speak very confidently in the class group. In a literacy hour in Year 6, pupils were observed responding articulately to questions about the text and supporting their views with quotes from the passage. In the same lesson about biographical and autobiographical writing, pupils took on the role of a famous person, Walt Disney, and performed confidently in front of the class. They are aware of the need to use 'Standard English' in formal situations, and a pupil was observed reminding another of this during a geography lesson.
86. By the end of Key Stage 1, pupils attain standards in reading which are above the national expectations of seven-year-olds. Pupils are familiar with books when they enter Key Stage 1 and they know some initial letters and their sounds. By the end of Key Stage 1, most pupils have a range of strategies for reading unknown words and they use the pictures, the context of the story and the sounding out and splitting up of the words to do this. They use these strategies well when tackling unfamiliar reading material. They are keen to read and can discuss a simple story plot and identify the main characters. Pupils read with understanding and express an opinion about their reading. The National Literacy Strategy is having a positive impact upon pupils' attainment and progress. Pupils are introduced to a wide range of literature during the literacy hour and most pupils are enthusiastic readers of fiction and non-fiction. By the end of Key Stage 1, pupils are able to use the index of a book to find out their own information but, during the inspection week, only higher attaining pupils were confident in their use of the library and could find a book unaided on a particular topic.
87. By the end of Key Stage 2, pupils attain standards in reading which are well above the national expectations of eleven-year-olds. Pupils respond well to the use of increasingly challenging texts during the literacy hour and by the end of Key Stage 2 are very fluent readers demonstrating a high level of comprehension. A Year 6 class was observed in which pupils read aloud expressively. They displayed a very good level of understanding and were able to infer intelligently from the passage they were studying and to support their inferences by quoting from the text. By the end of Key Stage 2, pupils read avidly in their independent reading and high attaining pupils have a large amount of books listed in their reading records. Pupils can now self-correct when they are reading and they can name favourite books and authors. The range of books read, however, does not fully reflect the breadth and quality of literature studied in the literacy hour, such as a range of fiction, non-fiction, poetry, play scripts and biographical works. Reading records give few opportunities for pupils to reflect upon or evaluate their reading. Only a proportion of children visit a library out of school and most children are reading books only from school. Higher-attaining readers develop very good reading skills, but the library itself is underused for research across the curriculum. Most classrooms have a book display on a particular topic such as the war years, the earth, the sun and the moon, the Victorians and pollution.
88. By the end of Key Stage 1, pupils attain standards in writing which are above national expectations of seven-year-olds. Most pupils write in sentences, using full stops and capital letters. They re-write stories such as the 'Three Little Pigs,' using interesting vocabulary and good spelling; they write a good description about their special place in religious education and they write down how they carried out their investigations in science. Higher attaining pupils produce extended pieces of writing as was seen in

the detailed written work on man's exploration of the moon. Pupils' handwriting is good, of correct size and often joined. By the end of Key Stage 2, pupils attain standards in writing which are well above national expectations of eleven-year-olds. The majority of pupils write at a high standard, with very good use of vocabulary, spelling and punctuation. The school has ensured that there is time in the curriculum for pupils to produce extended pieces of writing. Pupils describe characters and story settings very well, using adjectives and adverbs to good effect and they write very good poems using evocative vocabulary and similes. They write in a variety of genre which they demonstrate in the literacy session as well as in other areas of the curriculum. For example, pupils produced a skilful account of a visit to St Michael's Church and wrote interesting letters in role, as evacuees, in history. They wrote a very fluent, extended diary of a residential field studies excursion to Avon Tyrell in geography. They wrote very good instructions, using imperatives, on how to make a sandwich, in science. Their handwriting is well presented, fluent and joined.

89. Higher and medium attaining pupils, both boys and girls, make good progress across both key stages. The structure of the literacy hour and the school's careful planning help to promote good progress. Pupils with special educational needs make satisfactory progress but literacy targets in individual education plans are often too general, with terms such as 'to improve reading skills' used to describe the target. Several children are withdrawn from other lessons to follow a structured reading programme or a structured phonics programme with a learning support assistant. Progress within lessons at Key Stage 1 is good. Overall progress in Key Stage 2 is good but it is inconsistent, varying from very good to unsatisfactory. Progress is good when there is firm class management, good pace, challenging questioning and a good match between the work and the pupil's stage of development. Progress is slow when the management of pupils is not sufficiently firm and adversely affects the pace and challenge of the lesson.
90. Pupils' attitudes to learning at Key Stage 1 are always good and at Key Stage 2 are often good. At Key Stage 1, pupils are well-behaved and good relationships between teacher and pupils have been fostered. Pupils are attentive and keen to answer questions. On most occasions pupils stay on task and work well independent of the teacher for an appropriate amount of time. Pupils at Key Stage 2 are generally highly motivated and keen to learn, but in a significant minority of classes pupils become unsettled when the pace is slow and the management of pupils not sufficiently firm.
91. Teaching at Key Stage 1 is good. Teachers clearly indicate the learning objectives of the lesson in their planning and these are written on the board and shared with the pupils. This means that the whole-class part of the lesson is very focused with the teacher constantly reminding the pupils of the key objectives of the lesson. Pupils are firmly managed to prevent the whole-class discussion from losing a brisk pace and straying from the key objectives. Teachers use a variety of strategies during whole-class teaching, such as puppets, flashcards, rhymes and songs to achieve the learning objectives and they organise a variety of group activities, well matched to the needs of the pupils in terms of task and adult support. Teaching is good where the teacher finishes the lesson by asking questions of each group who had been working independently to assess how far they had achieved their objectives.
92. Teaching at Key Stage 2 is good overall, but ranges from very good to unsatisfactory. Teaching is very good where teachers have high expectations of pupils' achievement. They are very confident in the subject and move pupils forward by high quality modelling of a reading or writing skill and by using challenging questions to develop pupils' understanding. Teaching is very good when teachers consistently draw on pupil's prior learning of grammar and vocabulary and continually encourage pupils to applying their knowledge to new tasks. Teachers have clear learning objectives and give pupils feedback on their prior performance at the start of a lesson and offer praise and encouragement during the lesson. Teachers manage pupils' behaviour well, keeping them involved in the lesson by maintaining a lively approach, quick pace and varied, challenging activities. Whole-class and group activities are well organised and purposeful, enthusing pupils and often promoting good progress. Where teaching is unsatisfactory the teacher's expectation of behaviour is not sufficiently high and pupils are not inspired. On such occasions pupils develop inappropriate attitudes and the behaviour of a minority is unsatisfactory. This slows the pace of the lesson and adversely affects the focus of planned objectives and

the quality of whole-class or group activities.

93. The staff have worked hard to implement the National Literacy Strategy and their hard work has contributed substantially to the rising standards of attainment in English. The National Literacy Strategy has been satisfactorily co-ordinated throughout the school and supported by the headteacher and governors. The English co-ordinator's role is not sufficiently developed and more opportunity is needed for training, to monitor teaching and learning, for strategic review and development and to address whole-school curriculum and assessment issues.
94. The curriculum is well planned and regular formal assessments are made of the pupils to measure their progress. Teachers mark pupils work well and they make good use of the information gained from marking and from their classroom assessments to inform their future planning. Teachers are beginning to record children's progress against the key objectives in a common format across the school. Giving feedback to pupils on how far they have met key objectives is less well developed across the school, but is an important feature of classes where very good teaching was seen. Good use is being made of individual literacy target cards for pupils, but the practice is not yet established in all classes and some targets are not sufficiently specific.
95. The school has communicated well with parents to inform them about the National Literacy Strategy. To support the home/school partnership, each child has an individual reading record in which the school gives useful guidance to parents on reading with their child. The record is not, however, consistently used and the purpose of the record is not always clearly understood by parents, teachers or children. The school places emphasis on pupils learning spelling at both key stages and these are regularly given to children to learn. Spelling lists often contain a large number of words to be learned during the term. Several parents do not fully understand the school's procedures. Other English homework was given in some classes during the inspection week but arrangements for this are inconsistent across the school.
96. The use of information technology in English is underdeveloped. Only a few examples were seen during the inspection of children using tape recorders or computers in their learning or as a tool for presenting information. Re-drafting skills are not given sufficient status across the school and the use of word processing by pupils in order to record and edit their work is not fully developed.
97. The school has made satisfactory progress on issues raised in the last inspection report. Children now have a satisfactory range of strategies for tackling unknown words. There has been a thorough audit of reading material and the school has invested substantial amounts of money in improving the quality and range of books available but there is room for further improvement. The range of reading material provided for the youngest pupils is particularly limited. The library has been developed and has good stock but it was underused during the inspection. A lesson teaching library skills took place during the week of the inspection, but these skills are not consistently taught across the whole school. Despite these inconsistencies and shortcomings in provision, the high proportion of good teaching and high level of staff commitment indicates that the school is well placed to make further improvement.
98.     **Mathematics**
98. Results of the National Curriculum tests at the end of Key Stage 1 in 1998 showed that the proportion of pupils who attained at least the national target of Level 2 was close to the national average. The proportion of pupils who attained the higher Level 3 standard was well above the national average. Results for the previous two years were close to the national averages. The teacher assessment for 1998 was well below the national average for the proportion of pupils attaining Level 2 or above and did not match test results because teachers' assessments erred towards a less optimistic view of pupils' achievements. The teacher assessment for the proportion of pupils attaining Level 3 or above was in line with test results. National Curriculum test results in 1998 at the end of Key Stage 2 showed that the proportion of pupils who attained at least the national target of Level 4 was close to national averages as



was the proportion who attained the higher Level 5 standard. Inspection findings show that the attainment of pupils at both key stages is in line with national averages. Compared with pupils who are in similar schools, results were above average at Key Stage 1 but below average at Key Stage 2. Key Stage 2 test results for the previous two years show a rise in standards from 1996 to 1997 but a fall from 1997 to 1998. Results for 1998 show that boys are performing slightly better than girls at both key stages. However, no evidence was seen of any gender differences during the inspection week. Results for 1999 show a substantial improvement since 1998. At both key stages the different strands of the subject, together with the use of number to support other subjects, are broadly in line with national expectations though there is a lack of emphasis on the practical application of mathematical skills.

99. At both key stages, pupils generally make sound progress, as evident from the scrutiny of work, though in the majority of lessons observed during the inspection week pupils made good progress. In their work on shape, space and measurement pupils at Key Stage 1 can describe common two-dimensional and three-dimensional shapes, find lines of reflective symmetry and estimate and measure capacity and mass. Pupils in the higher attaining Years 1/2 set were observed using a 'feely bag' to describe two-dimensional shapes to the class by only using touch and then using the same technique to describe shapes to a partner. Good use was made of mathematical vocabulary. When handling data, pupils in Key Stage 1 can sort objects using a variety of reasons and draw and interpret simple bar charts. By the end of Key Stage 1 the majority of pupils identify odd and even numbers and number patterns, add and subtract small numbers, identify halves, quarters and eighths, and understand place value of hundreds, tens and units. The higher-attaining pupils confidently add and subtract three digit numbers.
100. Higher-attaining pupils in a Years 3/4 set, taught by the co-ordinator, make very good progress in lessons. This is due to the fast pace of the lesson, the challenging tasks set and the opportunities given for pupils to discuss their work with each other and the teacher, in order to refine and consolidate their learning. In Key Stage 2, pupils use appropriate language when describing three-dimensional shapes. They draw acute, obtuse and reflex angles to the nearest degree, measure in centimetres with accuracy and find the area and perimeter of regular and irregular shapes. At the end of Key Stage 2 pupils produce bar, pie and line graphs and compare results. For example, pupils produce graphs of the shops most frequently used in the local shopping precinct. Pupils have a sound recall of number facts and the four rules of number. When given the opportunities, they describe their mental strategies for recalling number facts. However, opportunities for pupils to select and use their own resources for mathematical activities and to discuss their work during lessons, are often restricted because of an overemphasis on whole-class teaching. For example, in a Years 5/6 set of higher-attaining pupils, they were not encouraged to explain strategies when using the twelve times table or when using number cards to develop mental recall against the clock.
101. Numeracy is used soundly across the curriculum. Instances include time lines which are used in history, graphs of shadow experiments which are produced in science and the 24-hour clock which is used to compare world times in geography. However, links to other subjects are largely incidental and are not always planned systematically. In several classes opportunities to use mathematics for practical investigations are infrequent.
102. Pupils' response to lessons is good. In the mixed Reception/Year 1 class, and the Year 1 and Year 2 set for higher-attaining pupils, response is very good. In the Years 5/6 set for lower-attaining pupils, attitudes are also very good. Pupils respond with enthusiasm to questions, work well together, share willingly and treat resources with care. When given the opportunity, pupils are eager to share mental strategies during numeracy sessions. Generally, they do so in a spirit of support and encouragement from their peers. They are not afraid to offer answers and strategies, which may be incorrect. In doing so they learn from their mistakes. Pupils can work independently as required. Relations between pupils, and between pupils and adults, are good.
103. In Key Stage 1 teaching is mostly good. In two classes observed teaching was very good. However, in one class teaching was unsatisfactory because of the slow pace of lessons resulting from the teacher's

unsatisfactory strategies for maintaining sound discipline. Overall teaching is good at Key Stage 2. Teaching by the subject co-ordinator is very good. In the very good lessons observed, the teachers shared the key objectives and the key vocabulary with the pupils and ensured pupils were motivated by good questioning and practical activities, which matched the different abilities within the set group. However in two sets, the pace of introductions is slow and opportunities are missed for pupils to discuss their work with each other. In all lessons sound use is made of resources. Good review sessions were observed at the end of some lessons, that encouraged pupils to recap and explain their work and so share and refine their understanding. However, not all classes take the opportunity of a review session to recap fully on the objectives of the lesson. Throughout the school, the majority of teachers' marking is good with meaningful comments used to take the pupils on to their next stage of learning. Good use is made of support staff at Key Stage 1 and sound use at Key Stage 2. They work with small groups of lower attaining pupils to support and reinforce the objectives of the lesson. They are given good guidance by the class teacher but are able to use their initiative as needs dictate. They use questions effectively to challenge pupils' thinking.

104. The curriculum is generally broad and balanced. In a minority of classes however there is an under-emphasis of practical activities. Long- and medium-term planning is good and identifies learning outcomes and objectives. The co-ordinator is not qualified in mathematics but is a very good practitioner and role model for the teaching of the subject. She gives good support to staff. Planning, teaching and pupils' work is regularly monitored. This is an improvement since the previous inspection. Sound procedures are in place to assess pupils' understanding of work covered. There is a satisfactory range of resources. The use of information technology to support mathematics is unsatisfactory. At both key stages homework is regularly set to develop pupils' understanding of multiplication tables. At Key Stage 1 number work is also set to complement class work and at Key Stage 2 work is set to reinforce the mathematical theme of the week. Statutory requirements are met.

## Science

105. In the 1998 Key Stage 1 National Curriculum teacher assessments, the proportion of pupils reaching at least the national target of Level 2 was above the national average. The proportion of pupils who attained the higher Level 3 standard was broadly in line with the national average. The 1999 teacher assessments show a similar picture. The school has maintained its Key Stage 1 results since the last inspection. In the National Curriculum tests for eleven-year-olds in 1998, the proportion of pupils who reached the national target of at least Level 4 was close to the national average. The proportion of pupils who attained the higher Level 5 standard was well above average. The 1999 Key Stage 2 test results show an improvement on the 1998 results but national comparative data is not yet available. Since the last inspection, the National Curriculum results at Key Stage 2 have been steadily improving each year. Inspection findings broadly reflect the latest test results. Lesson observations and sampling pupils' work, shows that by the end of both key stages attainment exceeds national expectations.
106. In Year 2, pupils know the names of the bones and main organs of the body. After vigorous exercise they identify changes to the body including tiredness, increased heart rate and sweating. Pupils record their observations in a variety of ways. Pupils' scientific vocabulary is particularly well-developed at this stage. Pupils in Year 4 know that the moon reflects the sun's light. They explain the different phases of the moon during its 28-day cycle. In Year 6, pupils prepare dough and bake bread. They know that yeast and sugar produce carbon dioxide gas and causes dough to rise. Another Year 6 group classified household rubbish based on observable properties. They compared data on household rubbish of 1930s with that of today and drew conclusions from evidence available. Pupils' skills in the experimental and investigative aspects of science are not as well-developed as their knowledge in the other aspects of the subject. Their ability to create hypotheses, predict results, select equipment and set up experiments to test their predictions are underdeveloped.
107. Across the school pupils make sound progress in most aspects of the subject. In Key Stage 1 most pupils make good progress in the acquisition of scientific knowledge, understanding and skills. In Key Stage 2,

most pupils make good progress in knowledge and understanding but progress in the development of experimental and investigative skills is unsatisfactory. The recent improved curriculum planning in science helps pupils to learn in a steady and systematic way as they move through the school. Pupils develop a progressively deeper knowledge and understanding of science. In both key stages pupils with special educational needs make good progress.

108. Pupils have positive attitudes towards science. They are attentive and show interest in the work. Pupils respond well to teacher's questions and many are very keen to demonstrate their knowledge. Pupils work collaboratively when carrying out practical work. Behaviour in science is generally good. In the best lessons, pupils are highly motivated and show a clear sense of excitement. They present their work very well. They take care and pride in their illustrations and written reporting.
109. The quality of teaching is mainly good and this contributes to high attainment and good progress. There are examples of very good teaching in Key Stage 1. Teaching is occasionally unsatisfactory at Key Stage 2. Teachers have a secure knowledge and understanding of science. Expectations of pupils' work and behaviour are generally high. Lessons are well planned with clear learning objectives. However, planning does not always take sufficient account of the differing abilities within the class. Teachers' explanations, instructions and demonstrations are clear. Skilful and challenging questioning techniques are a feature of the very good teaching. At Key Stage 2, some practical work is directed too prescriptively by teachers and pupils have little room to use their own initiative. Insufficient opportunities are given for pupils to plan, carry out and interpret their own investigations and this restricts the development of advanced scientific skills. Teachers manage pupils well and good standards of behaviour are achieved. Where teaching is unsatisfactory, there are low expectations of pupils' performance and the pace of the lesson is slow. Work is not well matched to pupils' differing stages of development. These factors lead to unsatisfactory progress.
110. The leadership and management of science is sound. Curriculum plans are good. Long-term plans set out the science units to be covered as pupils move through the school. Medium-term plans for each unit identify clear learning outcomes, activities and resources. Curriculum planning has improved considerably since the last inspection. Procedures for assessing and recording attainment are satisfactory. The co-ordinator views pupils' work with colleagues in order to moderate standards and quality. National Curriculum test results are carefully analysed and used to inform teaching and learning. At present there are no arrangements to observe and support teaching in the classroom. Learning resources for science are just adequate to meet the needs of the curriculum. The subject meets statutory requirements.

## 111. **OTHER SUBJECTS**

### **Information technology**

111. Standards of attainment in information technology are below national expectations at the end of both key stages. There has been insufficient improvement in standards since the previous inspection. During the inspection week the majority of computers in both key stages were rarely used. An insufficient sample of work was available to indicate that information technology is regularly used in classes. Discussions with pupils and teachers support this judgement. The limited evidence available shows that by the end of Key Stage 1 pupils are familiar with keyboard and mouse operations and are prepared to experiment should anything go wrong. They know the names of parts of the computer such 'mouse', keyboard' and 'disk drive'. They use art and draw programs with confidence and are able to change styles and size of fonts. By the end of Key Stage 2, pupils use the keyboard with confidence. They use simple data handling programs, screen logo and basic word processing skills. Some pupils are able to interrogate information from a CD encyclopaedia and enhance word processing with clip art pictures. In one Years 4/5 class, pupils use a floor robot and are beginning to transfer their knowledge to screen logo, but use is limited. No evidence was available to indicate that pupils have experience of simulations or modelling and use sensors. However, some modelling is being introduced to Years 5/6 pupils during their visits to the local

technology college. Pupils who visit the technical college for lessons are able to log-on, load, change grids and charts in a spreadsheet and with help can add, subtract and multiply cells, print to a network printer, log-off and shut down. However, the lack of opportunity to develop these skills in the majority of classes contributes to the low standards attained by the end of the key stage. There is some evidence of data handling being used to support other areas of the curriculum. As was found in the previous inspection, the school is still not teaching pupils enough about how to use technology to control devices.

112. Pupils' progress throughout the school is unsatisfactory and is limited by insufficient use of the computers. Pupils make satisfactory short-term progress within a given task. The experiences and attainment of individual pupils are not routinely recorded and this makes it difficult to monitor their progress and ensure that they have regular opportunities to extend their knowledge and understanding of the use of computers.
113. Pupils' response to information technology is good. When given the opportunity to use the computer they are well motivated, well behaved, show confidence and co-operative with each other. They respond well to suggestions from their friends. Pupils take pride in their work and enjoy showing and discussing their computer skills with other pupils and adults. A significant number of pupils have computers at home and are able to talk about the skills they use there.
114. Teaching is unsatisfactory. The quality of teaching at both key stages is unsatisfactory over a period of time, though satisfactory in the whole-class lessons observed at Key Stage 1 and good in the whole-class lessons observed at Key Stage 2. However, opportunities for pupils to use computers lack consistency. In some classes programs are selected to compliment other areas of the curriculum. For example, in Key Stage 1 teachers use a draw program to produce pictures in the style of the artist Mondrian. Key Stage 2 teachers use a data handling program to produce bar and pie graphs of school and local surveys. Assessment is mainly used to record coverage of programs and rarely informs the next stage in the teaching of skills and knowledge. However, a new skills assessment sheet has been developed by the co-ordinator and is being trialled, though it has yet to make an impact.
115. The co-ordinator is providing sound leadership. She is very enthusiastic and is beginning to raise the standards and profile of the subject but lacks training. She is aware of the strengths and weaknesses in the information technology curriculum. She has developed a scheme of work. Long- and medium-term planning is good but not put in to practice. No opportunities exist to work alongside colleagues or to monitor teaching and learning. Professional development for the co-ordinator and all staff is unsatisfactory. Insufficient use is being made of the computers because of the lack of confidence and skills that most teachers have in the subject. Good use is made of the technology college for pupils in Years 5/6 to develop skills in clip art, word-processing and spreadsheets. The quality of resources for information technology has improved since the previous inspection but is barely adequate in terms of the ratio of computers to pupils. The school has a laptop computer which is used to support pupils who have special educational needs. Recently, a national competition to raise awareness of environmental issues was won by a pupil. The prize was a computer for the school. The school is not yet linked to the Internet. There is only limited evidence of information technology being used by pupils to enhance displays. The school has a satisfactory number of players for compact discs and cassette tapes and an adequate number of overhead projectors.
116. The subject does not meet statutory requirements. As was found in the previous inspection there is a need to raise standards in information technology. Pupils are not receiving their full entitlement to the curriculum. The full programmes of study are not being taught at Key Stage 2.

117. **Religious education**

117. Standards of attainment in are in line with the expectations for similarly-aged pupils nationally at both Key Stages 1 and 2 in the two areas of learning about religion and learning from religion. Pupils follow the agreed local syllabus prepared by Berkshire Local Education Authority.

118. Pupils at Key Stage 1 make good progress and pupils at Key Stage 2 make satisfactory progress in developing their knowledge and understanding of both contemporary religious belief, including its significance for everyday life; and of religion in its historical context, including the way in which religion has had a significant impact upon the lives of individuals. Pupils at Key Stage 1 learn to appreciate some of the main features of Christian belief such as christening and baptism. They make good progress in learning about the principal features of a range of Christian churches as well as a typical Hindu temple and mosque. Pupils at Key Stage 2 make satisfactory progress in developing their knowledge and understanding of some of the main tenets of Judaism, reinforced through a study of relevant artefacts such as ceremonial objects and dress, and also of Sikh customs and beliefs such as the role of the Golden Rules and the guru. They learn about the significance of Christian symbols such as the cross and the candle and festivals such as Lent and Christmas. Progress is evident not just in discussion but through a growing facility at Key Stage 2 for extended writing. Higher-attaining pupils at Key Stage 2 make good progress in the different strands of the subject.
119. Pupils have positive attitudes towards learning. They respond well to teachers' high expectations of work and behaviour, and the majority of pupils enjoy opportunities for discussion and respond well to questioning. This was evident for example in a Key Stage 1 lesson on celebrations and a Key Stage 2 lesson on Moses, a lesson which raised significant issues about faith. Pupils show a good grasp of moral and spiritual issues in religious education lessons, and can often talk articulately about them.
120. Overall teaching is sound. In Key Stage 1 it is good and it is satisfactory at Key Stage 2. The quality of teachers' planning and their subject knowledge are good. Teachers make good use of visual and written resources and outside speakers, as when a Jewish ex-pupil came into school to talk about his faith. Teachers mostly succeed in catering for the differing range of ages and abilities within classes by careful planning. Assessment of work is suitably constructive and thorough.
121. The co-ordinator plans the syllabus conscientiously and thoroughly, although there is no monitoring of classroom practice. She plays a major role in preparing assemblies for the school. The frequent use of outside speakers including the headteachers of other local schools, clergy and the community police adds another valuable dimension to the school's programme for exposing its pupils to issues of faith and spirituality.
122. The sound standards commented upon in the last inspection report have been sustained. The school has made satisfactory progress in increasing the quality of resources required to teach pupils about major world faiths, an area previously identified as a shortcoming. The school has developed firm foundations on which to make further improvements.

123.

123. **Art**

123. Pupils in both key stages make sound progress and have regular opportunities to practise their skills. Five-year-olds paint bold self-portraits and carefully coloured paintings of rainbows. They cut out paintings of their faces so that they can be lifted to reveal their written descriptions of the things in the world which they like best. In Year 1, pupils paint more detailed self-portraits and add 'speech bubbles' which contain the targets which they are trying to achieve in reading, writing or personal development. In Key Stage 1 pupils are introduced to a range of media, including clay. They follow their written recipes to make plates of their favourite party food in clay and paint the 'food' with appropriate colours. They study the work of other artists such as Mondrian and use his work as an inspiration to paint bold pictures in primary colours. They also use computer programs effectively to create similar pictures inspired by Mondrian. Their understanding is so well-developed that they complain that the blue which the computer generates is too purple and is not at all like the colour which Mondrian would have used. They learn to sketch with increasing care and draw detailed pictures of leaves after close observation of the structure and shape of a leaf.
124. In Key Stage 2 pupils made good progress in the lessons seen but the scrutiny of work and discussions with teachers and pupils showed that overall progress is sound through the key stage. In all year groups

pupils use their colouring skills well to illustrate work in history, geography and science. The younger pupils in Key Stage 2 apply their skills well, as they carefully paint landscapes to fit into good dioramas of the blitz, as part of their work on the Second World War. Pupils in Years 4/5 studied the geometric patterns on an Islamic carpet before designing and printing a repeating pattern inspired by their observations. In this way good links are made between art and other subjects such as mathematics and religious education. They study patterns in nature as they cut cross sections of oranges, limes and passion fruit before painting delicately created water colours based on their observations. The oldest pupils use a mixture of paint and pastels to create good pictures based on the works of van Gogh. A particularly sensitive, collaborative piece of work was created by pupils in Years 5/6. They studied a painting entitled 'Disagreement' by the South African artist Paul Nzalamba and noted how he had used colours to represent the place, the time and the atmosphere. They each took a section of the picture and carefully mixed colours to paint each section, as closely matched as possible to the original. When the sections were assembled a large, powerful picture was created which provided a good talking point for issues surrounding personal relationships and ethnicity. In this way the subject promotes cultural, spiritual and social development well.

125. Pupils throughout the school thoroughly enjoy their lessons. They take a keen interest and rise to the challenges presented. They work industriously and are eager to achieve good results. They are careful and try hard to mix colours accurately. They reflect on their finished work and are often proud of the results they achieve. They work well together in groups, offering sensible suggestions to others and giving praise generously. They often become engrossed and work in near silence.
126. In Key Stage 1 teaching is generally sound though it varies widely in quality; both very good and unsatisfactory teaching was observed in parallel classes. Teaching is particularly effective when there is a clear purpose to the activity. In one lesson, for example, the pupils were asked to draw a leaf from memory before drawing it from real life. The point of looking closely while drawing became obvious when the two drawings were compared and the pupils could plainly see that the reason for looking hard was to achieve greater accuracy. In this lesson, the structure of leaves was explained and the correct terms such as 'veins' and 'serrated' edge, were used as the functions of the different parts of a leaf were explained. Here the teacher maintained high expectations of pupils' ability to understand her requirements, to appreciate the biological structure of leaves and to produce drawings of quality in their sketch books. Teaching is less effective where pupils are simply asked to draw leaves. Where there is no clear learning intention the quality of teaching deteriorates. Where the destination for the work produced is unclear, whether it is for example, to be mounted for display, taken home or pasted into exercise books, then pupils lack an understanding of the purpose of the activity. The teaching observed in Key Stage 2 was mostly good. Lessons are well planned, carefully prepared and present appropriate challenge. Often classrooms become hives of activity and the pace of learning is brisk. Though none has specialist expertise, teachers have sound subject knowledge and are sufficiently confident in teaching the subject.
127. A broad curriculum is offered but it does lack balance. Three-dimensional work is under-represented and materials are occasionally used inappropriately, such as ready-mixed paint used for colour mixing. Pupils have too few opportunities to use sponges, spatulas or rollers rather than brushes to apply paint. The curriculum is enhanced by a good after-school art club where pupils learn techniques such as painting on silk and on glass discs. The scheme of work gives good guidance and the co-ordinator offers sound advice. Resources are adequate to support teaching and learning. The provision reported at the time of the last inspection has been maintained and the school has developed a sound basis on which to make further progress.

## **Design and technology**

128. During the inspection week only one design and technology teaching lesson was observed at Key Stage 1. Based on observations of this lesson, scrutiny of pupils' work, displays, photographic evidence, examples of work from the previous year, teachers' planning and discussions with pupils and teachers, pupils' standards of attainment are, by the end of the key stage, broadly in line with national expectations.

Pupils work well with a range of materials and use simple tools with care when constructing their models.

129. Pupils' progress is satisfactory. Pupils build upon previous skills in their work. At Key Stage 1, they are taught to assemble wooden bases and then add wheels in order to make moving vehicles. Pupils in Years 1/2 are beginning to use scientific ideas when designing and making playground furniture, such as swings. They use a variety of materials to make stick and glove puppets. They also add electrical circuits to their models. At Key Stage 2 the techniques learnt in Key Stage 1 are developed to make frames for photographs, and simple musical instruments. Sound progress is made in designing and evaluating their work.
130. Not enough lessons were observed to make a judgement on pupil's attitudes to design and technology. In the one lesson observed, pupils' response was satisfactory. They worked with enthusiasm and enjoyment as they evaluated puppets made in previous lessons.
131. Teaching is satisfactory in Key Stage 1. Not enough lessons were observed to make a judgement on the quality of teaching in Key Stage 2. Long- and medium-term planning is good. Good use is made of planning and evaluation sheets to encourage pupils to evaluate their models and suggest improvements to their original design. However, there is no systematic evaluation of pupils' progression in acquiring skills.
132. The subject is managed by an enthusiastic co-ordinator. However, she has no time allocated to monitor teaching and learning in the classrooms or to work alongside colleagues. The school has a soundly resourced design and technology room. Good use is made of parents at Key Stage 1 to teach needlework and woodwork skills. Good use is made of the links with the local technology college who have organised design and technology days for pupils. Inspection findings are similar to those of the previous inspection.

## **Geography**

133. During inspection week it was only possible to observe two lessons at Key Stage 2. Therefore, the basis of judgements are derived from the limited number of lessons observed, scrutiny of pupils' work, teachers' planning, displays around the school and discussion with pupils and teachers. The school places an appropriate emphasis on teaching the subject. The curriculum is broad and balanced and based on the study of localities. Appropriate skills are taught and sound use is made of fieldwork in the local area and also residential visits.
134. Pupils' progress at both key stages is satisfactory. By the end of Key Stage 1, they develop an understanding of their location, begin to use geographical terms and have a sound knowledge of plans. Year 2 pupils can follow their route to school on a map and can compare the village of Churchend with a village in Burkina Faso. They can identify patterns and physical processes effectively in their study of the Indian village of Chembakola. By the end of Key Stage 2, pupils develop sound inquiry skills. Pupils use maps to study the development of Tilehurst and the Meadway shopping precinct. They study the impact of traffic and population changes on the local area. They carry out surveys of the use of local shops. This also makes a good contribution to numeracy skills. In the two lessons observed in the mixed Years 5/6 classes, pupils had a sound understanding of the continents of the world and were able to use a key on a physical map to distinguish between mountain ranges, highlands and lowlands.
135. As no lessons were observed at Key Stage 1 and only two lessons were observed at Key Stage 2, it is not possible to make an overall judgement about pupils' response. However in both Years 5/6 lessons observed, pupils' response was good.

136. There is insufficient evidence to make judgements about the quality of teaching in Key Stage 1. In Key Stage 2 teaching is satisfactory overall. In the lessons observed at Key Stage 2, teaching was good in one lesson and satisfactory in the other. In the good lesson pupils were well managed and motivated. The teacher made good use of questions and answers, enthused pupils with stimulating photographs of mountain regions and used her personal knowledge of the Himalayas to encourage discussion. Work was well matched to the abilities of the pupils. In a number of classes, good use is made of wall maps of the world to show where pupils have visited or from where they have received postcards.
137. Good use is made of the local environment and visits further afield. There is a residential visit to Avon Tyrell for Key Stage 2 pupils. The co-ordinator is enthusiastic and has good subject expertise. However, she has no opportunity to monitor teaching and learning or to work alongside colleagues. Resources for geography are satisfactory in quantity and generally up-to-date. World maps are displayed in most classrooms.

## **History**

138. During the inspection only two history lessons were seen, one in Key Stage 1 and one in Key Stage 2. Pupils' work and teachers' plans were examined and discussions were held with staff.
139. In Year 2, pupils demonstrate a good knowledge of life in the nineteen sixties. They recall the events of the 1969 Apollo moon landing with impressive detail. In Year 4, pupils show factual knowledge and understanding of life in Victorian Times. Using photographs and artefacts they compare the lives of Victorian children with the lives of children today. Pupils in Year 6 describe the main changes, events and people of Tudor Times. They compare the lives of rich and poor people of the period.
140. In the lessons seen, the pupils made good progress in historical knowledge and skills. Scrutiny of work reveals that pupils, including those with special educational needs, make sound progress as they move through the school.
141. Pupils have positive attitudes towards the subject. They are interested in the units taught and present their work well. In the lessons seen, the pupils were extremely enthusiastic and responded very well to the teacher's questions. Pupils were keen to demonstrate their knowledge. Very good relationships between pupils and between pupils and the teacher were evident. Behaviour in lessons was very good.
142. In both key stages, the quality of teaching is good. Teachers have good subject knowledge and have high expectations of pupils' performance. Lessons are well planned and prepared. Pupils are managed extremely well and a positive climate for learning is created. Teachers use interesting artefacts and photographs to support teaching and learning in history. In some classes there is an over emphasis on factual knowledge and insufficient opportunities provided to develop historical skills. Pupils' work is regularly marked and constructive comments are included.
143. Curriculum planning in history is good. Long-term plans or curriculum maps set out the units of work to be covered as pupils move through the school. Detailed medium-term plans for each unit set out clear learning outcomes, learning activities and resources. Teaching and learning in history is enhanced by visits. There is a residential visit to Ufton Court, a Tudor House, a visit to a Victorian classroom and an excursion to see a re-enactment of D-Day Landings at Arbofield. The co-ordinator gives good advice and guidance but procedures for monitoring and evaluating standards and quality in history are underdeveloped at present.

144. **Music**



144. Standards of attainment at both Key Stages 1 and 2 are in line with national expectations in the key areas of composing, performing, listening and appraising. Pupils at Key Stage 1 sing and play compositions with an awareness of pitch, dynamics and timbre. Pupils at Key Stage 2 additionally show an ability to evaluate their work, using an appropriate musical vocabulary.
145. Pupils make good progress at Key Stage 1. They develop a good appreciation of pulse and beat and learn to keep time when composing simple pieces and performing them on a range of percussion instruments. This was evident for example, in lessons in which pupils used rhythm squares to compose pieces and demonstrate them to each other. Pupils also make good progress in building on rhythm patterns when singing and learn to identify changes in dynamics, metre and tempo when listening to and performing music. They also make good progress in listening to and appreciating music, for example identifying the different instruments when listening to 'Peter and the Wolf'. Pupils are able to describe the functions of a range of instruments such as Indian flutes, triangles and tambourines. They make good progress in their written work in extending their vocabulary of key musical terms and notes such as pattern, rest, quaver, crotchet and minim. Pupils make satisfactory progress in music at Key Stage 2. They develop their knowledge of various musical elements and compose musical pieces with an increasing awareness of the audience. They show increasing accuracy in the use of appropriate musical symbols. In their appreciation of music, many pupils at Key Stage 2 begin to recognise the different styles of well-known composers and make comparisons as part of articulating their individual response. When listening to music as part of a commercially-produced scheme on the theme of 'David Copperfield', pupils appreciate the contrast between quiet measured verses and a boisterous chorus. Pupils sing well in accompaniment to recorded music.
146. Pupils show considerable enjoyment and collaborate purposefully when composing in pairs or small groups. They listen attentively to music and are keen at all ages to perform their own compositions. The majority listen well to each other and make sensible evaluations of their work.
147. Teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers have high expectations of pupils' behaviour and attainment. Particularly at Key Stage 1, objectives are very carefully explained to pupils and their progress in achieving them is evaluated. Resources are used imaginatively, for example a 'composer of the week' theme has been introduced into one Key Stage 2 class in order to widen pupils' exposure to a range of musical traditions. Teachers' enthusiasm is transmitted to pupils, praise is used constructively, and consequently pupils are motivated to work to the best of their ability.
148. There is currently no co-ordinator to oversee provision. All aspects of National Curriculum are covered. Music does contribute to pupils' personal development and enjoyment. For example the school choir performs at venues outside the school, including the Reading Music Festival, and a visiting percussion expert assisted older pupils with their composition and appreciation. Pupils in Years 4 and 5 have made their own instruments on which they have performed their own compositions. Music is played at the beginning of some assemblies, although sometimes no attempt is made to follow up this activity in terms of extending pupils' knowledge and appreciation.
149. The subject was identified as an area of concern in the last inspection, with low standards of attainment, a lack of clear curriculum planning and restricted opportunities to appreciate music. The school has made good progress since that inspection in increasing teacher confidence and raising standards. A new teacher, who is a music specialist, has recently been appointed and as soon as he has become well established in the school, is expected to take on the role of co-ordinator.

## **Physical education**

150. Lessons were observed in games, dance and gymnastics. Standards of attainment at both key stages are in line with national expectations. The majority of pupils make good progress at Key Stage 1 and satisfactory progress at Key Stage 2 and pupils with special educational needs make satisfactory progress at both key stages. In gymnastics at both key stages pupils learn to make controlled movements when devising methods of travelling and balancing, or making symmetrical and asymmetrical jumps, both on the floor and when using small apparatus such as benches. They increase their ability to devise simple

sequences of movement either individually or in pairs, and these sequences become more complex as pupils become older. Pupils make less progress in their ability to evaluate their performance, but they do make satisfactory progress in their knowledge and understanding of the positive effects of exercise on their bodies. Pupils' progress in dance at Key Stage 2 is good. They improve their ability to make a sequence of inter-related movements incorporating a good sense of rhythm, and respond to music by varying the shape, speed and tension of their movements. They also develop their capacity to evaluate and refine their performance. Progress in games is more variable. Pupils in Key Stage 1 learn in running games to stop and dodge, and then devise and adapt their own games, demonstrating them to each other. A small minority of pupils at Key Stage 2 makes only limited progress in their ability to catch a ball and pass it accurately, although in netball pupils do learn to utilise space more effectively in a game situation and they learn the elementary principles of defence and attack.

151. The attitudes of pupils towards learning in physical education are at least satisfactory in over three quarters of lessons and are good in over half. The great majority of pupils enjoy lessons, and they work to the best of their ability even when they find particular aspects difficult. They generally work well together, for example when devising sequences in gymnastics, and they show an increasing ability to evaluate each others' performance. Many pupils show their enthusiasm and enhance their standards by taking part in extra-curricular sport. A small minority of pupils display a poor response in physical education lessons by not listening to instructions, showing a lack of concern about safety, and being off task when not directly supervised.
152. The teaching of physical education in Key Stage 1 is good and in Key Stage 2 it is satisfactory. Where teaching is good it is characterised by several features. Teachers plan from a common scheme of work, which breaks down the objectives and activities of lessons into manageable steps which are made clear to pupils. Safety awareness is good and pupils are encouraged to show initiative and to plan and evaluate both their own performance and the performance of others. The teaching is enthusiastic and control is good. Where teaching is unsatisfactory in physical education there is too little time spent on actual activity and discipline is ineffective, resulting in poor behaviour by a small number of pupils who therefore do not make appropriate progress.
153. The physical education curriculum is well co-ordinated and this helps to give confidence to non-specialist teachers. A developing scheme of work and a scheme of assessment, incorporating some self-evaluation by pupils, are contributing to a growing awareness of what pupils can achieve in physical education, although the monitoring of the subject is undeveloped. A range of extra curricular activities, including clubs and football fixtures against other schools, helps to increase enthusiasm and enhance the standards of attainment of a substantial number of older pupils. The physical education curriculum is broad and balanced.
154. The sound standards in physical education identified in the last inspection have been maintained and teachers are now more confident in identifying suitable objectives for their lessons.
- 155.

155. **PART C: INSPECTION DATA**

155. **SUMMARY OF INSPECTION EVIDENCE**

The inspection of Churchend Primary School was undertaken by a team of six inspectors who, over a four-day period, completed a total of 21 days on inspection in the school. Members of the inspection team:

- .spent over 56 hours visiting classes when observing 69 lessons and evaluating pupils' work,
- .attended a sample of registration sessions,
- .attended assemblies,
- .observed pupils' arrival and departure from school,

- .held discussions with pupils about their work,
- .held interviews with the headteacher, the deputy headteacher, teachers, support staff and members of the governing body,
- .held discussions with parents and ancillary staff,
- .listened to pupils from each year group reading, assessed their library research skills and evaluated their understanding of books in general,
- .evaluated a wide range of work of a representative sample of pupils from each class,
- .analysed a large amount of documentation provided by the school both before and during the inspection including:
  - .the school prospectus, school policies, the governors annual report to parents, the report of the previous inspection, together with the post inspection action plan, minutes of governors' meetings, financial statements, the school improvement plan, teachers' planning documents, pupils' records and reports, the work of a sample of pupils with special educational needs together with their individual education plans,
  - .scrutinised attendance registers,
  - .considered past work and photographic evidence,
  - .observed playtimes,
  - .noted extra-curricular activities,
  - .held a meeting attended by twelve parents and considered 44 responses from parents to a questionnaire asking them about their views of the school.

" **DATA AND INDICATORS**

" **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	217	5	57	33
Nursery Unit	25.5	0	8	0

" **Teachers and classes**

" **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	10
Number of pupils per qualified teacher:	23.3

" **Education support staff (YR – Y6)**

Total number of education support staff:	7
Total aggregate hours worked each week:	94

" **Qualified teachers (Nursery unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	25.5

" **Education support staff (Nursery unit)**

Total number of qualified education support staff:	1
Total aggregate hours worked each week:	20

Average class size:	25.5
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" **Financial data**

Financial year:	1998-1999
	£
Total Income	396,780
Total Expenditure	384,110
Expenditure per pupil	1648.54
Balance brought forward from previous year	14,000
Balance carried forward to next year	26,670

" **PARENTAL SURVEY**

Number of questionnaires sent out:	285
Number of questionnaires returned:	44

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	32	60	5	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	51	44	3	3	0
The school handles complaints from parents well	12	48	39	0	0
The school gives me a clear understanding of what is taught	22	60	12	5	0
The school keeps me well informed about my child(ren)'s progress	38	54	5	3	0
The school enables my child(ren) to achieve a good standard of work	33	64	0	3	0
The school encourages children to get involved in more than just their daily lessons	22	45	27	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	30	57	5	7	0
The school's values and attitudes have a positive effect on my child(ren)	40	55	5	0	0
The school achieves high standards of good behaviour	31	62	8	0	0
My child(ren) like(s) school	42	55	2	0	0

" **Other issues raised by parents**

Parents are strongly supportive of the school. Several parents feel that the school does not provide enough after-school activities but inspection findings indicate that, for a school of this size, there are a good range of after-school clubs and parents are encouraged to assist with running after-school activities.