

INSPECTION REPORT

Goring Church of England Primary School

Goring-on-Thames

LEA area: Oxfordshire

Unique Reference Number: 123201

Headteacher: Mr Michael Turner

Reporting inspector: Ms Alison Grainger

Dates of inspection: 29th November – 2nd December 1999

Under OFSTED contract number: 707725

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
Type of control:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Wallingford Road Goring-on-Thames Reading RG8 0BG
Telephone number:	01491 872289
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Appropriate authority:	The Governing Body
Name of chair of governors:	The Reverend Dr. P Nixon
Date of previous inspection:	3 - 6 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Ms A Grainger, Registered Inspector	English Art Music	Attainment and progress Attitudes, behaviour and personal development Teaching Leadership and management
Mr J Bayliss, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Efficiency
Mrs J Denton Team Inspector	Mathematics Design and technology Information technology Equal opportunities Under fives	Curriculum and assessment
Mr M James Team Inspector	Science History Geography Physical education Special educational needs	Spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- Pupils make good progress in mathematics at Key Stage 1, and in science at both key stages, as a consequence of good teaching. Their attainment is above average in both subjects at the end of Key Stage 2.
- History and dance are well taught, and standards are higher than those normally found for the age of the pupils.
- Teaching is good in a third of lessons at Key Stages 1 and 2, including a high proportion of good teaching in Years 3 and 6 which supports pupils in making good progress.
- The identification of pupils with special educational needs is effective, and individual education plans are good.
- The school has high expectations of standards of behaviour to which pupils respond well.
- Relationships are good. Pupils work and play well together.
- The provision for pupils' personal development is good, and they respond well to the opportunities provided.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- Procedures for monitoring and promoting attendance are good, and attendance is well above the national average.
- There is good care for pupils' personal well-being.
- A good range of extra-curricular activities, including a wide variety of clubs, is provided.
- Partnership with parents and the community is good.
- The accommodation is good and there are excellent facilities for physical education.
- Arrangements for the professional development of staff are good.
- Financial planning is good, with very good financial control and administration.

Where the school has weaknesses

- I. Pupils' attainment in information technology is below the national expectation at the end of both key stages. They make unsatisfactory progress because resources are not good enough.
- II. The curriculum and assessment procedures for children under five are not planned to take account of the recommended areas of learning for children of this age.
- III. Staff and governors are insufficiently involved in the process of school development planning.

The strengths of the school outweigh the weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan 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 made satisfactory progress in addressing the issues identified in its last inspection in June 1996. It has developed long-term planning for all curriculum areas, which identifies what is to be taught and when it is to be taught. This supports teachers in providing work which builds on that undertaken previously, and provides a framework to assist in the monitoring and review of the curriculum. Planning for art and music does not specify the level at which work should be covered. Some further action is required to ensure that pupils' knowledge, understanding and skills are progressively developed in art and music. Approaches to assessing pupils' progress have been developed to support teachers in day-to-day lesson planning. They also provide a satisfactory means of support for curriculum planning and the identification of any gaps in pupils' learning. Assessment information is not used sufficiently to inform parents, through annual written reports, of their children's progress in relation to the standards expected for their age. Satisfactory procedures have been developed for monitoring and evaluating teaching and curriculum development, and the school is continuing work in this area. The school development plan has been revised to fit the format prescribed in the last inspection report. Nevertheless, there remain weaknesses in the procedures for development planning and in the effectiveness of the plan as a tool for school improvement. Communication with parents has

improved significantly.

In addition to action taken on the key issues, there have been other changes in the school's provision. The quality of teaching, and pupils' attitudes and behaviour, have improved, especially at Key Stage 1. Pupils make better progress in mathematics and science. Better attention is given to meeting the requirements of pupils with special educational needs. The approach to homework is more consistent. The provision for pupils' spiritual, moral, social and cultural development has improved. There have been significant improvements in the accommodation, overcoming weaknesses identified at the time of the last inspection. Although the provision for children under five was not a key issue at the time of the last inspection, the report did indicate a need for a review of provision. This area has not improved and there are weaknesses which restrict children's progress and the standards they attain. The capacity for further improvement is satisfactory.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key
English	A*	A	very high A*
Mathematics	A	A	well above average A
Science	A*	A*	above average B
			average C
			below average D
			well below average E

The information above shows that pupils' performance in the 1999 tests was very high in English and science in comparison with the national average, and well above the national average in mathematics. When compared with the results achieved in schools with pupils from similar backgrounds, pupils' performance was very high in science and well above average in English and mathematics. The work of pupils presently in Year 6 is above average in mathematics and science, but standards are no better than average in English. The difference in the standards of attainment of pupils now in Year 6, compared with those shown above, reflects variations between small year groups. It does not reflect a change in the school's provision. At the end of Key Stage 1, standards in mathematics and science are above average, and standards are broadly average in reading and writing.

Standards in information technology at the end of both key stages are below the national expectations. Standards are better than those normally found for the age of the pupils in history and dance as an aspect of physical education.

Quality of teaching

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

Teaching is satisfactory or better in 98 per cent of lessons. It is good in 33 per cent of lessons. There is

very good teaching in two per cent of lessons, and teaching is unsatisfactory in two per cent.

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 behave well in lessons and around the school.
Attendance	Very good. Attendance is well above the national average. There is no unauthorised absence. Punctuality is good in the mornings.
Ethos*	Good. There is a commitment to high standards. Pupils have good attitudes to learning. Relationships are good and pupils work and play well together.
Leadership and management	Satisfactory. The headteacher provides satisfactory leadership and a clear educational direction for the work of the school. All staff with management roles are aware of their responsibilities and their roles are continuing to develop as the school places greater emphasis on monitoring teaching and the curriculum. There is no nominated teacher with responsibility for provision for children under five. The governing body is satisfactorily involved in the strategic management of the school.
Curriculum	Unsatisfactory for children under five with weaknesses which restrict children's progress and attainment. Neither the curriculum, nor the procedures for assessing children's learning, are related to the areas of learning for children of this age. Satisfactory for pupils at Key Stages 1 and 2 where it is suitably broad and balanced. There is good team work in planning at Key Stage 1. Weaknesses in resources restrict the provision for information technology.
Special educational needs	Provision for pupils with special educational needs is good. There are clear and effective procedures for the identification of pupils with special educational needs. Suitable work and support are provided and their work is well monitored.
Spiritual, moral, social and cultural development	Good in all aspects. The school has a strong Christian ethos. It clearly teaches pupils the difference between right and wrong.
Staffing, resources and accommodation	Sufficient teachers, support staff and resources. The accommodation is good with excellent facilities for physical education. The arrangements for the professional development of staff are good.
Value for money	Satisfactory. Pupils' attainment on entry to the school is broadly average. Attainment when pupils leave the school at the end of Key Stage 2 based on the present Year 6 is broadly average, with some strengths and weaknesses in different subjects. Pupils' overall progress is satisfactory as a consequence of mainly satisfactory teaching.

*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
IV. They are encouraged to play an active part in school life. V. The school is very approachable. VI. They are given a clear picture of what is taught. VII. Their children achieve a good standard of work.	XII. The amount of homework their children are set is that there is too little.

Inspectors' judgements, based on the evidence of the inspection, support parents' positive views. Inspectors consider that the school's homework policy is well communicated to parents and is appropriate to the needs of the pupils.

Views of parents are based on the forty-seven per cent of parental questionnaires that were returned, and the views of the twenty-three parents who attended the pre-inspection meeting.

KEY ISSUES FOR ACTION

In order to build on the existing good practice, rectify the weaknesses and improve the quality of education in the school, the governing body, headteacher and staff should:

XIII. Raise standards of attainment in information technology by:

- rectifying the weaknesses in computers and software so that the school has the necessary resources to teach the requirements of the National Curriculum;
- ensuring that staff receive the necessary training to use new resources when in place and to implement fully the school's new scheme of work;
- ensuring that teachers in all year groups teach the programme for their year group so that no class is left to catch up at a later stage;

(Paragraphs 11, 15, 17, 26, 33, 72, 123, 124, 125)

• Improve the provision for children under five by:

- reviewing curriculum planning to ensure full coverage of all the recommended areas of learning;
- revising the procedures for assessment to monitor their progress towards the Desirable Learning Outcomes and the start of the National curriculum;
- improving resources to cover all areas including imaginative play;

(Paragraphs 13, 26, 32, 39, 72, 80, 87, 89, 93, 95, 96, 98)

• Increase the involvement of staff and governors in the process of school development planning to ensure that there is corporate identification of priorities with shared responsibility for school improvement.

(Paragraph 65)

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

◆ Pupils at the end of Key Stage 2 do not have the expected breadth of experience in using books or CD ROMs for research.

(Paragraphs 10, 103)

◆ Higher attaining pupils do not make sufficient progress in English in Year 5.

(Paragraphs 15, 30, 59, 105, 107)

◆ There are variations in the effectiveness with which learning support assistants are deployed in English.

(Paragraphs 30, 107)

◆ There are inconsistencies in the quality of marking in English and mathematics.

(Paragraphs 30, 59, 107, 114)

◆ There are no adequate assessment procedures for art, music and physical education.

(Paragraphs 40, 133, 154, 159)

- ◆ The art and music schemes of work do not specify the level at which work should be taught.
(Paragraphs 35, 133, 154)

INTRODUCTION

Characteristics of the school

1. The school, which is a Church of England (Aided) Primary School, is situated in the village of Goring-on-Thames. It admits pupils from 14 neighbouring communities as well as serving Goring-on-Thames. Twenty-eight per cent of pupils travel to the school from outside the catchment area. The area is largely prosperous with many pupils coming from advantaged backgrounds. Children begin school part-time, for mornings only, at the start of the term in which they will be five. They attend full-time from the start of the following term.
2. The school is smaller than most other primary schools nationally, with 160 pupils on roll in Years 1 to 6. At the time of the inspection there were no full-time pupils in the reception class, but ten children attended part-time. Of these children, three boys and seven girls, three were under five. The school has decreased in size since the last inspection.
3. The overall attainment of children on entry to the school is broadly average, based on the group in the reception class at the time of the inspection. There are year on year variations in attainment on entry, with that of pupils now in Year 1 having been above average. The percentage of pupils with special educational needs, 14.3 per cent, is broadly in line with the national average. Two pupils have a statement of special educational need. The percentage of pupils known to be eligible for free school meals, 3.12 per cent, is well below the national average. The percentage of pupils with English as an additional language, 1.8 per cent is a bit higher than in most schools.
4. The school aims to provide a warm, caring community where every individual is valued and expected to grow in responsibility towards others. It seeks to foster each child's curiosity and desire to learn, while encouraging hard work, application and commitment. The school encourages pupils to have an awareness of the wider community and the environment beyond their home and school. The school wishes to involve parents fully in the life of the school and their children's education. Current priorities include becoming part of the National Grid for Learning, and the ongoing review of policies and schemes of work as the school prepares for the implementation of the revised National Curriculum. The school is setting clear targets for standards in English and mathematics at the end of Key Stage 2 and is aware of the need to challenge higher attaining pupils to reach the level above the national standard.

4.

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	10	12	22

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	8	9
	Girls	10	10	10
	Total	18	18	19
Percentage at NC Level 2 or above	School	82(100)	82(92)	86(96)
	National	82(80)	83(81)	87(84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	9	9
	Girls	10	10	11
	Total	18	19	20
Percentage at NC Level 2 or above	School	82(81)	86(96)	91(79)
	National	82(83)	86(85)	87(86)

.....

1

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	17	13	30

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	17	16	17
	Girls	13	13	13
	Total	30	29	30
Percentage at NC Level 4 or above	School	100(90)	97 (100)	100(100)
	National	70(65)	69(59)	78(69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	15	16
	Girls	12	13	13
	Total	24	28	29
Percentage at NC Level 4 or above	School	80(77)	94(93)	97(90)
	National	68 (65)	69(65)	75(71)

4. Attendance

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

		%
Authorised Absence	School	3.51
	National comparative data	5.4
Unauthorised Absence	School	0
	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	2
Satisfactory or better	98
Less than satisfactory	2

2

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

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

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

4. **Attainment and progress**

1. In the end of Key Stage 2 tests in 1999, pupils' performance was very high in comparison with the national average in English and science, and well above the national average in mathematics, based on average point scores. The percentage of pupils reaching the national standard, level 4 or above, was very high in all three subjects. In English and science this represented 100 per cent of pupils. The percentage reaching the higher level 5 was well above the national average in English and mathematics, and was very high in science in which more than two-thirds of pupils reached this level. Over the previous three years, 1996 to 1998, the school's results have been consistently very high, with little discernible difference in the attainment of boys and girls. In comparison with the results achieved in schools with similar backgrounds, pupils' performance in 1999 was well above average in English and mathematics and very high in science. Teacher assessments showed lower results for English and science, most markedly for the percentage of pupils reaching level 4 or above in English. The evidence of the school work of pupils presently in Year 6 is that they are performing at an above average standard in mathematics and science, and at a broadly average standard in English. The lower performance of this year group results from differences in attainment between small year groups, and does not reflect a change in the school's provision.

2. In the 1999 end of Key Stage 1 National Curriculum tests, pupils' performance was very high in comparison with the national average in reading and writing, and broadly average in mathematics, based on average point scores. The percentage of pupils reaching the national standard, level 2 or above, was close to the national average in reading and mathematics, but below average in writing. The percentage reaching the higher level 3 was very high in writing and mathematics, and well above average in reading. Half the pupils gained level 3 in reading. Taking the previous three years, 1996 to 1998 together, pupils' performance was well above the national average in reading and mathematics, and was very high in writing. Boys performed better than girls in reading and mathematics. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in 1999 was above average in writing, broadly average in reading, but below average in mathematics. Teacher assessments showed a similar picture to the tests in reading, but fewer pupils reaching level 2 or above in writing, and a higher percentage at level 3 in mathematics. In science, teacher assessments showed the percentage reaching level 2 or above as broadly in line with the national average, and as very high for the percentage at level 3. Almost two-thirds of pupils were assessed as reaching level 3. The evidence of the school work of pupils currently in Year 2 is that they are performing at an above average standard in mathematics and science, but at an average standard in reading and writing. The difference in the attainment of this year group, compared with those who took the tests in 1999, is a consequence of variations in attainment between separate year groups. As at Key Stage 2, it is not a result of a change in the school's provision.

3. Children's attainment on entry to the school, in the term in which they will be five, is broadly average based on those presently in the reception class. There are variations in the attainment of different year groups, and the evidence of baseline tests shows that the present Year 1 were above average when they started school. Judgements on attainment by the age of five are based on the group of ten children now in the reception class, seven of whom had reached their fifth birthday at the time of the inspection. By the age of five, most pupils reach the Desirable Learning Outcomes for children of this age, in the areas of personal and social development, language and literacy, mathematics, knowledge and understanding of the world and physical development. While most achieve a small part of the Desirable Learning Outcomes in creative development, they do not reach the required standard in imaginative play or in the expression of their own artistic ideas and feelings. This is as a direct

consequence of weaknesses in the school's provision for this area of learning in the planned curriculum, the teaching, and the resources for learning.

4. By the age of five, children listen carefully, answer questions, and talk about what they are doing using a good vocabulary. They enjoy stories and information books, handle them correctly, understand the relationship between text and pictures, and read simple sentences. They form their letters well, and most children write their names with correct use of upper and lower case letters. Children count to ten, and recognise some higher numbers up to twenty, add and subtract with numbers up to seven using apparatus such as counting cubes, recognise simple two-dimensional shapes such as circles and squares and identify objects by size. They have limited understanding of weight and capacity due to a lack of opportunity to play regularly with sand and water.
5. By the end of Key Stage 1, pupils listen attentively to the teacher and to each other. They ask and answer questions clearly and confidently, with higher attaining pupils giving explanations to support their opinions. Most read accurately, understand the plot and characters in stories, and have a range of strategies for tackling difficult words. Higher attaining pupils read fluently and with a good level of understanding. Writing is of the expected length, for a suitable range of purposes such as instructions for cleaning teeth, stories and descriptions. Higher attaining pupils show an awareness of how to use language for effect and atmosphere. Handwriting is neat and evenly formed, with many pupils joining their letters. Pupils mentally add and subtract numbers to 100 and multiply by two and three. All understand place value to three digits, with higher attaining pupils working with four digits. They understand time with analogue and digital clocks and apply addition and subtraction to length, weight and capacity using standard units of measurement. They collect data and interpret it as bar charts. In science, they have a good knowledge of life processes and living things, understand what constitutes a healthy diet and the conditions needed for plants and animals to grow and reproduce. They classify materials according to their properties, recognise the effect of heating and cooling on some, understand a simple electrical circuit, forces such as pushes and pulls, and recognise a variety of light sources. They successfully undertake scientific investigations.
6. By the end of Key Stage 2, pupils speak clearly and give sufficient information to support their answers, with higher attaining pupils being mature and articulate speakers. All listen with the expected care and attention. They make considered choices about the fiction they read, have favourite authors, but do not have the expected breadth of experience in using texts for research. Most read accurately, with higher attaining pupils reading fluently and with good expression. Pupils have the expected understanding of how the style of writing needs to be adapted to fit its purpose, and they write for a good range of purposes, including newspaper reports, stories, poetry and biographies. Handwriting is neat, evenly formed and joined. Pupils competently use the four rules of number with three and four digit numbers, including decimals, in mental calculations. They use mathematical language correctly, have a clear understanding of probability, use map co-ordinates competently, measure angles accurately and use scale to change the size of shapes, and interpret timetables such as for plane flights. Pupils have a good body of scientific knowledge including the main systems of the human body, the parts of a flowering plant, food chains, the differences between solids, liquids and gases, forces such as gravity and friction, light and sound, and the Earth and beyond. They have a more sophisticated understanding of electrical circuits. They have a clear understanding of the principle of a fair test, carry out a wide range of experiments, make careful predictions and observations, and record their findings.
7. In information technology, pupils' attainment is below the national expectations at the end of both key stages. By the end of Key Stage 1, pupils recognise the parts of the computer, use the mouse to draw pictures on the screen and competently use the keyboard to type simple sentences. They save their work with support. They cannot produce work independently or retrieve work that has been saved. Pupils do not have the expected skills in recording statistical information on the computer, using adventure programs or solving problems by

following instructions. By the end of Key Stage 2, pupils have adequate word processing skills, edit their work, and import pictures into text. They have fewer skills than expected in using CD ROMs for research, and do not use the internet to find information or send email. While they present information as pie, bar and line charts, they do not handle data using the computer at the level expected for their age. Pupils in Year 2 have a satisfactory understanding of the control of items such as tape recorders and household appliances. Those in Year 6 know, for example, that traffic lights are controlled by computer but do not have the expected experience of probes or sensors. Weaknesses in attainment are largely a direct consequence of the school not having the necessary equipment in the form of suitable computers and up-to-date programs. The school is seeking to address this through its bid for National Grid for Learning funding. Insufficient use is made of equipment such as a robot toy.

8. Throughout the school, pupils' work in art, design and technology, geography and music is of the standard expected for their age. History standards are higher than those found in most schools. In physical education, standards in games and gymnastics are in line with those normally expected. In dance, standards are above those normally found.
9. Children's overall progress during their under fives education in the reception class is satisfactory in all areas of learning except creative development. In particular, children do not make sufficient progress in imaginative play and in developing a capacity to express their own artistic ideas and feelings. There are also shortcomings in the provision for other areas of learning which restrict progress. In language and literacy, children increase their understanding of alphabet sounds, develop early reading skills with simple texts, improve their letter formation and widen their vocabulary. They do not make sufficient gains in independent writing. In mathematics, children develop their understanding of numbers and addition and subtraction using counting cubes, and gain an awareness of shapes. They do not sufficiently develop early understanding of weights, measures and capacity. Children become aware of the parts of their bodies and of how bulbs grow into plants. They make good progress in using the mouse to control what happens on the computer screen. Progress is also good in the use of pens and paint brushes, and in the co-ordination of hand and eye. It is slower in skills such as cutting and folding because these activities are not sufficiently planned for. While physical co-ordination develops satisfactorily, it is limited by lack of opportunities for outdoor play with large toys. This also restricts progress in creative development and knowledge and understanding of the world. During their under fives education, children gain confidence in their relationships with adults and with each other. They become more independent, for example in changing for physical education lessons.
10. Pupils at Key Stage 1 make satisfactory progress in developing their speaking and listening, reading and writing skills. They listen with greater attention, speak with increased confidence, increase the range of purposes for which they write and develop independence as readers. In mathematics, they increase their competence in working in the four rules of number, using mathematical language, understanding measurement and simple data handling.
11. At Key Stage 2, progress in English is uneven as a consequence of variations in teachers' expectations of the standards that all pupils are capable of attaining. There is evidence that this was also the case in previous years when attainment at the end of the key stage was higher. Progress is satisfactory overall and it is good in Years 3 and 6. In Year 5, there is too little challenge for higher attaining pupils and this results in them making unsatisfactory progress. Progress in writing is limited throughout the school by insufficient attention to drafting and redrafting. In mathematics, overall progress is satisfactory at Key Stage 2 with good progress in Year 6. In Year 3, pupils make good progress in understanding co-ordinates. Progress in data handling is limited by lack of up-to-date software.
12. At both key stages, pupils make good progress in consolidating and developing their scientific

knowledge and understanding. Progress is supported by opportunities for pupils to undertake increasingly complex investigative work, and by the expectation that they will develop independence in choosing their own components and drawing their own conclusions. The emphasis on the use of the correct scientific terminology also plays an important part in their progress.

13. In information technology, pupils make unsatisfactory progress across the key stages. Year 2 pupils had insufficient opportunities to practise skills when in Year 1. Satisfactory progress is being made in the limited work presently provided, although weaknesses in resources restrict the range of activities undertaken. The lack of suitable computers and up-to-date software is particularly limiting progress in Years 4 to 6. Where specific activities are provided, such as the use of information technology to support research in history in Year 3, or a numeracy decision making program in Year 6, progress is satisfactory.
14. In design and technology and geography, pupils make satisfactory progress across both key stages. In history, progress is good. Overall progress is satisfactory in physical education, with good progress in dance. There is satisfactory progress in art and music, although Year 2 pupils are catching up on skills not covered in Year 1 in both subjects. At Key Stage 2, progress in art is uneven, with good progress in Year 3. Progress is unsatisfactory in Year 4 because the teacher's expectations of the standards pupils are capable of attaining are not high enough, time is not always used well enough in lessons, and the scheme of work is not sufficiently adhered to. In Year 5 pupils do not make enough progress in observing closely and recording what they see. In music, pupils are not moved on quickly enough to new learning in Key Stage 1 and Year 5. There is good progress in music appreciation in Year 6.
15. Pupils with special educational needs make satisfactory progress in relation to the targets set for them. They are provided with effective support by teachers and learning support assistants. Their targets are regularly evaluated and reviewed, and new targets are set to aid their progress. Pupils for whom English is an additional language make satisfactory progress, with teachers and learning support assistants being aware of their needs.
19. **Attitudes, behaviour and personal development**
16. Children develop good attitudes to learning while they are under five. They are eager to learn, respond enthusiastically to new activities, and relate well to each other and to adults. They are beginning to share equipment fairly and to take turns. They treat resources such as mathematics apparatus sensibly, and tidy away at the end of sessions. They are developing an awareness of the need for rules. Children behave well.
17. Throughout Key Stages 1 and 2, most pupils have good attitudes towards their learning and are well motivated. Pupils listen carefully to their teachers and answer questions thoughtfully. In Year 6, they participate confidently in discussions, for example about the building of new motorways and road systems. Those in Year 5 keenly contribute ideas for a voice composition in music and a class shape poem in English. Particular enthusiasm is shown when pupils participate in scientific investigations, when they confidently offer opinions and make predictions. In history lessons, pupils show a curiosity about past times and concentrate well as they study books, videos, photographs and historical artefacts. Pupils apply themselves well in mental mathematics sessions and sustain concentration. They work independently when the teacher is occupied with another group such as during the literacy hour. Most pupils take pride in the presentation of their work, writing neatly and drawing carefully.
18. Pupils' behaviour in lessons, around the school, and at play is good. Lunch times are a pleasant social occasion. Pupils are polite, friendly and courteous and show respect for people and property. They understand the difference between right and wrong. Most pupils demonstrate good discipline and there were no exclusions in the last school year. Bullying is

very rare. In all classes pupils work well together, amicably sharing resources such as maps, books, worksheets and mathematics apparatus. Relationships are good among pupils, and between pupils and adults, and are better than they were reported as being in Key Stage 1 at the time of the last inspection.

19. Pupils' response to the opportunities for their personal development is good. They willingly undertake tasks in classrooms, and carry out duties such as taking dinner numbers to the office. They appreciate the out of school visits that support their work in the curriculum and the good range of extra-curricular activities provided. Pupils respond well to the opportunity to participate in a residential visit in Year 6. Pupils respect the values and beliefs of others and respond well to the school's positive ethos. Through the support given to charities, pupils are aware of citizenship and the need to care for others. Pupils show high levels of initiative and commitment in organising fund raising activities in support of charities they have selected.
20. Pupils enjoy school. Their good attitudes to learning, good behaviour and positive response to the opportunities provided for their personal development, as well as their good relationships, all make a good contribution to their progress and the standards they attain. Pupils' attitudes and behaviour have improved since the last inspection, especially at Key Stage 1.

24. **Attendance**

21. The very good level of attendance found at the time of the last inspection has been maintained. Attendance continues to be well above the national average, and there is no unauthorised absence. Punctuality in the mornings is good, and during the day lessons begin and end on time. There are a few instances of lateness in the morning, usually the result of traffic problems for pupils travelling some distance to school, but they do not disrupt lessons. The high levels of attendance support pupils in making progress and contribute to the standards they attain.

25. **OF EDUCATION PROVIDED**

QUALITY

25. **Teaching**

22. The overall quality of teaching is satisfactory for children under five and at Key Stages 1 and 2. There is good teaching in a third of lessons in Key Stages 1 and 2. There is very occasionally very good teaching, and also very occasionally unsatisfactory teaching. Teaching is good in science, history, and dance as an aspect of physical education at both key stages, and in mathematics at Key Stage 1. In mathematics at Key Stage 2 and in all other subjects, teaching is satisfactory. While the overall quality of information technology teaching is satisfactory, it is restricted in its depth and breadth by deficiencies in resources. Likewise, the teaching of children under five is severely restricted by weaknesses in the curriculum, timetabling and resources, but what is offered is taught satisfactorily except in creative development. There is a high incidence of good teaching in Years 3 and 6 across a wide range of subjects. During the inspection, one very good lesson was observed in science in Year 6, and one unsatisfactory lesson in art in Year 4. Teaching standards at Key Stage 1 have improved since the last inspection when a fifth of lessons were unsatisfactory. Teaching is now well matched to the needs of all pupils identified as having special educational needs. Work is now better linked to pupils' prior attainment.
23. Where teaching is good, there are high expectations of the standards that all pupils are capable of attaining. Teachers have good subject knowledge, and day-to-day assessment is

used well. In mathematics, at Key Stage 1 and in Year 6, work is very precisely matched to the differing needs of groups of pupils. In good English teaching in Year 3, there is especially effective direct teaching of groups which takes good account not only of the group's prior attainment, but also of the needs of individuals within it. Lessons are well prepared and resourced, and this is particularly a feature of science lessons in which there is investigative work. In history lessons, there is effective use of resources such as time-lines displayed in classrooms, as well as colourful and stimulating displays of artefacts. In science, good demonstration for investigative work and teachers' modelling of the use of correct terminology are strong features. These aspects of teaching support pupils in making good progress.

24. At Key Stages 1 and 2, lessons are usually well planned with learning objectives clearly identified. Pupils and resources are well managed and satisfactory support is provided for pupils working on activities. Support during independent work is provided well in English in Years 2 and 3, and is also a feature of much geography teaching. Praise is used effectively to provide encouragement and recognise good responses, instructions and explanations are clear, and time at the end of lessons is used appropriately to consolidate learning and assess pupils' understanding. In physical education lessons, there is an emphasis on safety, and demonstration by the teacher and pupil exemplars help to set standards and develop skills. Most lessons are delivered at a suitable pace, although the pace slows on occasions in physical education lessons when pupils have to queue for apparatus. Regular homework supports work undertaken in class and this is an improvement since the last inspection. These aspects of teaching enable pupils to make satisfactory progress.
25. There is some good teaching of number for children under five. In language and literacy, activities are well matched to children's needs; there are high expectations of what they can achieve, with good use made of homemade resources. Day-to-day assessment is used satisfactorily in language and literacy and mathematics. A weakness in teaching is that there is far too much direction in many activities which restricts opportunities for children to develop independence and learn through exploration, so reducing their progress.
26. Although teaching is almost always satisfactory or better, there are some weaknesses. There are considerable variations in the effectiveness with which learning support assistants are deployed. They are used well in history lessons and in Year 3, for example, they make a very effective contribution to pupils' learning. At other times there is no apparent planning for their deployment, as in a literacy hour in Year 5 where very generalised support was given. Marking varies in quality although it is often very supportive with comments indicating to pupils what they should do to improve their work. In English in Years 4 and 5 there are few words of advice included, and the quality of comments is inconsistent in mathematics. In Year 1, there are some inconsistencies in expectations of pupils' response, with the teacher sometimes insisting that pupils put their hands up to answer questions, and at other times allowing them to call out. In some lessons, particularly in Year 5 in English, art and music, there is insufficient challenge for higher attaining pupils, resulting in them making unsatisfactory progress.
27. Where teaching is unsatisfactory, in art in Year 4, learning objectives do not focus on the development of pupils' knowledge, understanding and skills in art but relate to developing understanding in other subjects such as history. Expectations of the standards pupils are capable of attaining are too low and time is not used effectively. As a consequence, pupils make unsatisfactory progress.
31. **The curriculum and assessment**
28. The curriculum for children under five in the reception class is unsatisfactory because it is not planned to take account of the recommended areas of learning for children of this age. Current planning is to National Curriculum targets and is not always relevant to children's

needs. It comprises the reception year provision from the National Literacy and Numeracy Strategies. While this contributes to some good teaching of number and supports the teacher in matching work to children's needs, it does not provide for the breadth of provision needed by young children. There are, for example, far too few opportunities for children to develop writing independently or gain experience of weight and capacity through informal activities such as sand and water play. The emphasis on delivering a simplified version of Year 1 of the National Curriculum in science, history, geography and information technology, results in work being inappropriate for children's needs. Aspects of the areas of knowledge and understanding of the world, and creative development, are omitted as a consequence, and result in gaps in children's learning. The little amount of time allocated to physical development, and the lack of planned provision for outdoor play with large toys, also limits children's progress in knowledge and understanding of the world and creative development. The provision for imaginative play is poor, and there are insufficient opportunities for children to make choices about what they will do and to learn through exploration. These weaknesses limit children's progress, particularly in the area of creative development, in which they do not attain the Desirable Learning Outcomes by the age of five.

29. The curriculum at Key Stages 1 and 2 is suitably broad and balanced, and includes all the subjects of the National Curriculum and religious education. The school's strategies for literacy and numeracy are satisfactory. While the planned curriculum in information technology is broad, its delivery is narrowed by lack of up-to-date resources. The limitations in implementing planning in this area restricts pupils' progress and the standards they attain, especially in Years 4 to 6. All pupils have equal access to the curriculum, including those with special educational needs. Occasional small incidents, such as the setting of work for two pupils not linked to the content of the literacy hour in literacy time, has implications for these pupils' equality of access to the curriculum. Pupils are well prepared for transfer to the next stage of schooling at the age of eleven.
30. Sex education and drugs awareness are delivered through a personal and social education programme, which is integrated into topic work and linked to work in science. It is also complemented by visitors to school, such as the nurse when deemed necessary. Sex education links to aspects of science such as work on the body and substance abuse is an issue explored when medicines are considered. Matters relating to sex and drugs are also dealt with throughout the school as they arise.
1. Policy documents and schemes of work are in place for all subjects, the school having satisfactorily addressed this key issue of the last report. In the main, these are planned to appropriate levels for specific year groups to ensure that knowledge, understanding and skills are developed as pupils move through the key stages. Planning in art and music, however, does not specifically state the level at which the content should be delivered. This leads to some knowledge and skills being taught at too low a level which restricts pupils' progress and limits the standards they attain. A commercial scheme effectively supports teaching in the National Numeracy Strategy and a newly developed information technology scheme of work has been introduced in Key Stage 1, that will move through to Key Stage 2. A new design and technology scheme based on recent government guidelines is in the process of being discussed by staff and governors in line with the school development plan. There is good teamwork in planning at Key Stage 1.
2. The provision for pupils with special educational needs is good and fully complies with the Code of Practice. Good individual education plans are provided for pupils on stage 2 and beyond of the school's register of special educational needs. At the time of the last inspection shortcomings were found in pupils' individual education plans, and these weaknesses have been successfully addressed. The information gained from assessment is used well to provide appropriate work both within class and in withdrawal groups.
3. The curriculum is enhanced by visitors to the school, such as a consultant in history who

spends time dressed in costume to provide pupils in Year 3, for example, with experience of 'talking to' a Roman or Celt. Pupils make regular visits out of school locally, to the surrounding area for village studies and to museums in Reading. Year 5 visit Sulgrave Manor as part of their work on the Tudors and Sutton Courtney Field Centre to look at the impact of Didcot Power Station on the environment. Year 6 undertake a residential visit to Dorset where they pursue studies in coastal features, a village study, and undertake outdoor adventure activities. Year 2 pupils visit Catesgrove Victorian Museum where their studies are supported by the adults in role as people from past times. All these additional opportunities support pupils' progress by, for example, placing history or geography in real situations to which they can relate.

4. A good range of extra curricular activities is undertaken weekly by pupils in Key Stage 2. These include sport, currently football and netball, art and crafts, chess, Italian, science, choir, recorders and a monthly 'Watch' environmental group. These activities broaden pupils' learning opportunities and make a good contribution to their progress and personal and social development.
5. The procedures for assessing children's learning while they are under five are unsatisfactory. Baseline assessment is undertaken, but results are not received soon enough to influence the planning for the part-time children under five. Assessment by the teacher does not take account of the Desirable Learning Outcomes and identify children's successes or needs in these areas. As assessment is linked to National Curriculum requirements for children who are already five, there is no identification of gaps in children's attainment and progress in relation to the targets for five-year-olds. The teacher's assessment of children's attainment in language, literacy and numeracy is satisfactorily recorded but, because it is to National Curriculum requirements, it does not always promote learning in the smaller steps needed.
6. Assessment procedures for Key Stages 1 and 2 are satisfactory. This is an improvement since the last inspection when this was a key issue. All teachers record pupils' attainment in their own way to indicate knowledge, understanding and skills learned. This is transferred termly to individual records which relate to National Curriculum levels. An assessment sheet designed by the local education authority is used, which gives an overview of an individual pupil's attainment at a glance. Assessment information satisfactorily supports curriculum planning and the matching of work to pupils' needs, except in art, music and physical education. Optional end of year tests are administered in Years 3, 4 and 5. The results of these are discussed with the headteacher to identify weaknesses in teaching or the curriculum. Pupils have individual portfolios of work that go with them through school but there are no school portfolios of standardised work to guide teachers in making assessments. Teacher assessment against national testing fluctuates in its accuracy. The assessment of English at the end of Key Stage 2 has been particularly inaccurate over the last two years. Assessment information is not consistently used to identify higher attaining pupils and to ensure that they receive work with appropriate challenge.

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

7. The provision for pupils' spiritual, moral, social and cultural development is good in all aspects and has improved since the last inspection. The school makes good provision for pupils' spiritual development, through assemblies and the curriculum. Assemblies, with their Christian emphasis, are well planned and thoughtfully delivered. They help the school to meet its aim for pupils to develop a reflective outlook on life. Pupils are helped to gain an insight into their own, and other people's, values and beliefs, and moments of quietness allow them to think about what they have heard. During singing in assemblies, pupils think about the words of the songs. On occasions, lessons provide pupils with interesting and thought provoking experiences, such as when pupils in Year 1 undertake a science experiment on the importance of sight, by attempting to perform activities while blindfolded. Pupils in Year 3 experience a sense of wonder in the beauty of language as they explore poetry. Pupils in the

same class have a truly spiritual experience in creating clay Nativity figures for display in Christmas cribs in the entrance hall and the main school hall.

8. Provision for pupils' moral development is good. A strong moral code is embedded in the life of the school, and is promoted by the good example set by all adults who work there. Pupils are effectively taught the difference between right and wrong. They are regularly reminded about the correct forms of behaviour, and given reasons for them. Expectations of pupils' treatment of others are high, and they are regularly praised and rewarded for maintaining the good standards. On occasions, pupils are provided with wider moral issues to consider, such as when Year 6 pupils consider the arguments for and against the development of new road systems, such as the Newbury by-pass.
9. The school makes good provision for pupils' social development, and the school's aim, to provide a warm, caring community, is substantially achieved. Pupils are encouraged to form good relationships with each other, and with adults. From the time they start school, they are provided with many opportunities to work and play together. They are encouraged to work collaboratively during lessons, to take turns and share resources. Older pupils, in particular, are encouraged to be caring of younger ones. Good opportunities are provided for pupils to take on responsibilities within their classrooms, and they carry them out effectively and efficiently. Fewer opportunities are provided for older pupils to exercise whole-school responsibilities. The social development of pupils is enhanced by the good range of extra-curricular activities provided, which give a further context for pupils to work and play together. The residential visit arranged for pupils in Year 6 gives them an opportunity to live and work together outside school. The school's support for national and international charities encourages pupils to consider those less fortunate than themselves. On occasions, pupils take the responsibility for organising their own fund raising activities.
10. Provision for pupils' cultural development is good. Pupils learn about aspects of British culture in subjects such as English, art and history. An appropriate emphasis is placed on the development of knowledge and understanding of other cultures during assemblies, and in lessons in subjects such as religious education and geography, and during the extra-curricular Italian club. Pupils are taken on a variety of educational outings to museums, historical sites and religious buildings. The school also welcomes visitors from other cultures, to allow pupils to experience the differences in language, dress and cookery. There is an appropriate range of books and artefacts to further enhance pupils' learning in this area.

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

11. The school's overall provision for support, guidance and pupils' welfare is good. It makes a positive contribution to pupils' attainment and progress. The level of provision found at the time of the previous inspection has been improved. All of the weaknesses found have been addressed, with most of them being effectively overcome.
12. Sensitively led by the headteacher, the school is successful in achieving its aim of providing a warm, caring community where every individual is valued. Relationships are good and both pupils and parents feel confident in approaching members of staff with any concerns or worries. Pupils with special educational needs, those with behaviour problems and those for whom English is not the first language receive well organised extra support and guidance, and appropriate links with external agencies have a positive impact on the educational support provided.
13. The school actively promotes pupils' well-being through efficient attention to welfare, health and safety matters. Health and safety procedures are good and are supported by detailed policies, which are specific to the school. Governors pay special attention to the needs of the whole school community through the work of an effective health and safety committee. The concerns at the time of the previous inspection about some aspects of the school's health and

safety provision, especially relating to the school's fire alarm procedures, have been overcome as a result of the extensive alterations to the school's accommodation arrangements. Teachers readily accept responsibility for the health, safety and welfare of their pupils. All pupils are treated with care and attention, with staff, both teaching and non-teaching, adopting a very supportive attitude that promotes pupils' well-being, health and safety. First aid arrangements are satisfactory, as are those for fire safety. The school's procedures for dealing with pupils who become ill or suffer accidents are secure, with appropriate liaison with parents when necessary.

14. Following action taken as a result of the previous inspection, the school now has satisfactory formal procedures for monitoring pupils' academic progress, but little priority is given to recording non-academic achievement or personal development. New provision for personal and social education, to be introduced in January 2000, will provide for the recording of pupils' broader achievements. Present informal arrangements are good, however, and teachers know their pupils well. This knowledge is supported by personal files for each pupil, which are maintained in the classroom. The progress of pupils with special educational needs is carefully monitored through regular meetings, and through reviews of the result of assessments. Clear records are kept.
15. The measures that are in place to promote discipline and good behaviour, which are understood and accepted by pupils, are good. Members of staff, both teaching and non-teaching, set a good example and, by putting an emphasis on high standards of behaviour and mutual respect, an orderly atmosphere in classrooms and elsewhere is promoted. Parents are very supportive of the school's strategies. The school does not have a formal written attendance policy but the procedures used to promote and monitor attendance are good. Registration procedures are efficient. The school's records of attendance are properly maintained and comply with statutory requirements. Effective liaison with parents on matters of attendance and punctuality is maintained.
16. There are very good procedures in place for child protection. The 'designated person' has undertaken relevant training. She is very well supported by the headteacher who is fully trained and experienced. Effective liaison is maintained with all relevant support agencies. All staff are aware of the school's policy and are clear about the need to be attentive and conscientious in their support of the pupils in their charge.
17. The school's arrangements for the induction of new pupils are good. Many children starting school benefit from the experience gained at the playgroup located on the school site. Arrangements for transfer to secondary school are very well organised. There is very close liaison between the school and the secondary school to which most pupils transfer. There are regular meetings between headteachers and staff, exchange visits and joint activities, which ensure that the pupils settle quickly and happily into their new environment.

51.

Partnership with parents and the community

18. The school's partnership with parents and the community is good and contributes positively to pupils' learning. The positive links with parents reported at the time of the last inspection have been maintained. Parents are very satisfied with the work of the school, and with the information it provides. The response to the pre-inspection parental survey was overwhelmingly positive on all aspects of the school's provision. The only exception was 15 per cent of the responses indicating concerns about the work that children are expected to do at home. Some of these parents consider that their children are given too much homework, while others wish them to have more. Inspection evidence supports the school's view that the amount of homework is appropriate to support pupils' learning.
19. The overall quality and range of information provided to parents is good, with some of it

being very good or excellent. The school prospectus is a comprehensive and informative document that fully meets statutory requirements. The newsletters sent to parents are well planned, informative and ensure that parents are aware of events and educational developments in school, and can play an effective part in them. The governors' annual report to parents is a well-presented document. It is particularly strong on reporting assessment results, providing information on progress on the school's action plan and providing financial information. Profiles of governors are informative and helpful to parents. All statutory reporting requirements are met and parents are provided with a very effective summary of the work of the school.

20. The overall content and quality of pupils' annual reports, which are appreciated by parents, are satisfactory. Statutory reporting requirements are met. Although the reports provide good information on the work done and what has been achieved, parents are not provided with information on how their children's attainment compares with national expectations, except at the end of each key stage. This means that they do not receive the information needed to allow them to judge how well their children are performing, although they can obtain additional information by attending the review meetings which teachers organise each term.
21. There are regular opportunities, both formal and informal, for parents to liaise with teachers to discuss matters of concern or to exchange information. Relationships are very positive. The headteacher makes himself available at any time and class teachers are very ready to meet parents whenever they can, subject to teaching commitments. Parents frequently take the opportunity to talk to teachers at the beginning and end of each school day. Parents consider that the school is approachable when they need to discuss problems or have questions to do with their children. There are specific arrangements for consultation with parents of pupils with special educational needs. They are dealt with sensitively and honestly, and are encouraged to play a full part in the education of their children.
22. The school warmly welcomes parents and encourages them to assist in its work. Only a small number are able to help because of personal circumstances. The involvement of these parents, and a small number of other voluntary helpers, in assisting with food technology, reading, information technology, art and in helping with visits, makes a significant contribution to pupil's learning and is much appreciated by the school.
23. The school benefits greatly from the effective fundraising activities of the school's parent teacher association. It is extremely well organised, with parent volunteers and school staff showing a high level of commitment. It works very closely with all members of the school community. By supporting building developments, and providing materials and equipment that broaden pupils' learning experiences, it makes a considerable, and valued, contribution to pupils' learning.
24. Links with the local community and the world of work are good overall. Links with the Church are strong. Arrangements are made for pupils of all ages to use the local community, such as for walks and study visits, and older pupils make educational and social visits to support the curriculum. The school is also successful in bringing visitors into school to extend pupils' experiences. Links with local businesses are good and provide the school with curricular and financial support that benefit pupils' learning opportunities and experiences.

58. **Leadership and management**

25. The school has a good ethos. It successfully meets its aim of providing a warm, caring community in which each individual is valued and expected to grow in responsibility towards others. It encourages curiosity, a desire to learn, and hard work, although there is too little challenge for higher attaining pupils in some lessons in Year 5, especially in English. Pupils are encouraged to be aware of the wider world beyond home and school, and partnership with parents and the community is good. The school's values are well implemented and consistently upheld by all adults. The school's policies are fully put into practice, although there are a few inconsistencies in marking practice.
26. The headteacher provides satisfactory leadership and a clear educational direction for the school. He has a high profile about the school, and a sensitive and caring approach. He knows all staff and pupils well, and is aware of the school's strengths and weaknesses. He has a variety of strategies for monitoring the curriculum and the impact of the teaching, and these are used satisfactorily. The headteacher monitors through classroom observations, looking at pupils' work, and through seeing the displays of work about the school.
27. The deputy headteacher is in his third year in post. As the school wished him to place first priority on establishing his role as Year 6 teacher, his management role has been slow to develop. He is, however, very keen to play a strong part in leading the implementation of the revised National Curriculum and in monitoring the effectiveness of the school's provision. He presently works with the headteacher on matters of policy making. He is developing an overview of the curriculum by working in partnership with the headteacher, and is becoming involved in the budget. In his role as science co-ordinator, he monitored the provision for science in the summer term 1999 and produced a report.
28. The English co-ordinator played a strong role in leading the implementation of the National Literacy Strategy and worked with the headteacher in monitoring its effectiveness throughout the school. As the school reaches the end of the first term of the National Numeracy Strategy, the implementation of which has been well led by the co-ordinator, a similar monitoring focus for this area is developing. There is a rolling programme for the review of other subjects, through classroom observation by co-ordinators, and recent attention has been given to geography and history. It is a long established practice for co-ordinators to receive teachers' plans and check the coverage of the curriculum. This does not, however, reveal the occasions when teachers do not follow written plans, as was the case in an unsatisfactory art lesson. Monitoring of teaching and the curriculum was a key issue at the time of the last inspection. Although some weaknesses remain, the school has made satisfactory progress in addressing this key issue.
29. The management of the provision for special educational needs is good. The headteacher is the special educational needs co-ordinator and he keeps extensive records, ensuring that pupils' progress is carefully monitored. The governors' working group, appointed to monitor the provision for pupils with special educational needs, provides strong support and encouragement for the work of the staff. There is a 'responsible person' for contact with the local education authority on special needs matters. There is no specific leader for the provision for children under five. In view of the weaknesses in this area, and considering that the class teacher changes from year to year, this is unsatisfactory.
30. The governing body is satisfactorily involved in the strategic management and is a 'critical friend' to the school. Individual governors, and small groups, make a good contribution in

areas such as finance, personnel, special educational needs, and health and safety. Governors with specific responsibilities for literacy and numeracy fulfil their roles satisfactorily. The literacy governor has monitored some teaching of the literacy hour, focusing mainly on the start and end of Key Stage 2. The numeracy governor has discussed the implementation of the National Numeracy Strategy with the co-ordinator. There is a plan to establish a curriculum working party in January 2000, and this is a good development.

31. Procedures for development planning, monitoring and evaluation are unsatisfactory because there is far too little involvement of staff and governors. The headteacher, working with two governors, prepares the draft school development plan which is then passed to the full governing body for comment. Governors do not sufficiently determine the school's priorities for development. Co-ordinators do not review their subject areas and produce action plans to feed into the planning process.
32. The school development plan is for the period March 1999 to July 2001. The school has amended the format of the plan as required by a key issue of the last inspection, but there are other weaknesses. The plan includes a cycle of review for all subjects plus other aspects of the school's work. There are no effective success criteria linked to impact on pupils' attainment and progress. Items are not properly prioritised other than by date. The school development plan is not an effective tool for school development. The school meets all statutory requirements.

66.

Staffing, accommodation and learning resources

33. The school's staffing, accommodation, and the learning resources are satisfactory overall and are sufficient for delivery of the curriculum. The positive features found at the time of the previous inspection have been maintained and most of the weaknesses, which were generally minor and did not impact on pupils' attainment, have been overcome.
34. The school is staffed by sufficient suitably qualified and experienced teachers for the age groups taught. Unless newly qualified, all teachers have at least one additional responsibility over and above their classroom teaching duties. Teachers have job descriptions, which are agreed and clearly define their duties. There are also sufficient experienced support staff who are appropriately qualified for the duties that they undertake and make a positive contribution to pupils' learning.
35. Arrangements for the induction of new teachers, and for the professional development of staff, are well organised and appropriate. Newly qualified teachers are given sensitive support appropriate to their needs. The headteacher, and all teachers, have been properly appraised and the results have been well used to determine training requirements. The headteacher monitors teaching, and undertakes professional discussion with colleagues to ensure that, as far as is possible within financial and practical constraints, in-service training meets both the professional needs of the individual and the priorities of the school as defined by the school development plan.
36. The adequacy of the accommodation for the effective delivery of the curriculum is good. It has improved considerably since the time of the previous report. Extensive alterations have taken place that have significantly improved the learning environment as well as overcoming the unsatisfactory design of the offices and adult toilet accommodation that was reported in 1996. Internally, although the size and design of classrooms vary, all are suitable for the delivery of the curriculum. There are some good accommodation features, and provision for physical education is excellent. The school benefits from a number of specialist areas that enhance the quality of education and support provided for pupils. These areas include a learner swimming pool, a medical room, two halls, a disabled toilet, a quiet area and a resource room. There is, however, a continuing weakness that was referred to in the previous

inspection report. The location of the library in a corner of the small hall is not satisfactory.

37. Classrooms and public areas are well organised with some attractive displays of pupils' and commercially produced work in classrooms and other areas. Storage provision is satisfactory throughout the school. External accommodation is spacious. There is sufficient playground space, of good quality, for the size of the school and there are well maintained extensive grassed areas. The quality of cleanliness, both inside and outside the school buildings, is good. The caretaker works hard, with the cleaning staff, to achieve and maintain a good standard. He undertakes his duties conscientiously and makes a considerable contribution to the life of the school.
38. The overall adequacy of books, materials and equipment for the effective delivery of the curriculum is satisfactory. For science and physical education resources are good, although there is limited appropriate gymnastics apparatus for Key Stage 1 pupils. Resources for design and technology have improved since the previous inspection and are now satisfactory. For information technology, equipment continues to be unsatisfactory. Much of the equipment is old and is not capable of being used to meet the requirements of the National Curriculum. Little improvement has been made since the previous inspection, though the school is hopeful that its submission to the National Grid for Learning will be successful and will allow the deficiencies, which it recognises, to be overcome. Resources provided for children under five are not always appropriate to meet their specific needs and are unsatisfactory overall. There are too few appropriate resources for imaginative play. There is only one tricycle for outdoor play and no other large wheeled or push and pull toys. The weaknesses in the resources for information technology and for children under five significantly restrict progress and the standards pupils are able to attain as a consequence.

72. **The efficiency of the school**

39. The overall efficiency of the school, in terms of its financial planning and control, use of staff and learning resources, and administration, is good. It has improved since the last inspection, especially in respect of the quality of financial planning and control.
40. The quality of financial planning is good. The school receives very effective support from the chair of the governors' finance committee who is appropriately qualified and has a very good understanding of her role and responsibilities. She is fully involved in all financial aspects of the school, and her support to the headteacher and governing body makes a very considerable contribution to the successful planning and control of the school's finances. Budget forecasting makes use of sound techniques that ensure that financial decisions are based on the best information available, although there is not always sufficient attention paid to alternative strategies to those proposed by the headteacher. Governors receive regular comprehensive reports from the finance sub-committee that enable them to perform their monitoring duties properly. Budget monitoring is very efficient.
41. The school's purchasing strategies are effective and ensure that best financial value is obtained, but governors have yet to establish formal procedures for judging the impact of spending decisions on pupils' attainment and progress. They have a number of informal strategies, including analysis of assessment results, parental comments, visits to school, staff discussions and the views of pupils. When the information from these sources is properly used, which is not always, governors are able to judge the effectiveness of their decisions.
42. In order to meet the school's priorities, expenditure has recently been higher than income with a consequent reduction in accumulated financial reserves. Governors, advised by the headteacher and the chair of the finance sub-committee, have proper regard for the use of reserves. They are well aware of the implications of their decisions in this respect, and have undertaken appropriate contingency planning such as engaging some staff on short term

contracts. Expenditure has been targeted to directly benefit pupils' attainment and progress by providing additional learning resources and creating an improved working environment. The governors' decisions on funding for pupils with special educational needs are based on sound principles and are well targeted to have a positive impact on learning and progress.

43. The school's use of its teaching and support staff is satisfactory. The deployment of teachers is generally good and the school benefits from their commitment. There is some inefficient deployment, however, especially in respect of the deputy headteacher to whom too little responsibility has been delegated. Support staff are well used and contribute positively to pupils' social and academic progress. Supervisory staff perform their duties appropriately. The school's use of the accommodation and learning resources is satisfactory. Classrooms are well managed by teachers who make effective use of the available space.
44. The school's administration arrangements are very good. The day-to-day control of the school's finances and administration is very well organised with effective procedures and excellent liaison arrangements. The school's most recent audit report found no serious control weaknesses and its few minor recommendations have been properly addressed. The school secretary has a very good appreciation of her role and responsibilities. She performs her duties conscientiously and with quiet enthusiasm and, by so doing, she provides excellent support to the headteacher and the rest of the school community.
45. The school's quality of education provision, especially its teaching, is satisfactory. As a result, pupils make satisfactory progress. The pupils' overall attainment in relation to national expectations is satisfactory at the end of Key Stage 2. Pupils' attitudes, behaviour and personal development are good. Taking these factors into account, together with the pupils' average attainment on entry to the school, their favourable socio-economic circumstances, and the financial resources available to the school, inspectors judge that the school provides satisfactory value for money.

46. Children enter the reception class at the start of the term in which they will be five, and attend part-time for mornings only. They become full-time at the beginning of the next term. At the time of the inspection there were ten children, three boys and seven girls all attending part-time, three of whom were under five. Children follow the reception year curriculum from the National Literacy and Numeracy Strategies and a simplified Year 1 curriculum in science, history and geography. All planning identifies skills, concepts and activities to be taught, but takes no account of the Desirable Learning Outcomes in the recommended areas of learning for children of this age. Consequently, the curriculum is not always appropriate for the age group. The high time allocation to literacy and numeracy each morning prevents coverage of a balanced curriculum in all areas of learning. Weaknesses identified in the last report have not been addressed

47. Children's attainment on entry is broadly average based on the current group of children in the reception class. There is variation with different intakes, and the evidence of baseline assessment shows that the group now in Year 1 were above average on starting school. The judgements on attainment by the age of five are based on the children in the reception class at the time of the inspection. By the age of five, most children achieve the Desirable Learning Outcomes in all areas, except in creative development. No child in this group has special educational needs, and so no judgements are made on the progress of children with special educational needs.

48. By the age of five, most children meet the Desirable Learning Outcomes in this area. They relate well to each other in class when sitting together on the carpet, working in groups, or as individuals alongside each other. They eagerly explore new tasks and treat resources sensibly, tidying away at the end of each session. They show pleasure when able to create patterns or shapes on a computer screen. Children are beginning to take turns and share equipment fairly, for example, in number sessions. When moving around the classroom and cloakroom they show an understanding of what is right and wrong and of why rules, such as not running, are needed. They put on and fasten coats independently, and attend to personal hygiene confidently. They have the expected understanding of the difference between right and wrong.

49. Children make satisfactory progress in their personal and social development, increasing in confidence in relationships with each other and with adults. When changing for physical education, they are gaining independence in dressing themselves. Through listening to stories and poems, they progress in an understanding of life styles different from their own.

50. The teaching of personal and social development is satisfactory and is promoted through a specific lesson once each week, as well as through encouragement of the children when working together. Strategies for taking turns in a large group are changed to fit the situation, such as all looking at the teacher or the board or taking turns in a circle. These aspects of teaching help children to make progress. Children are provided with too few opportunities to make independent choices in a wide enough range of activities, including imaginative play, and this restricts their progress.

51. By the age of five, most children meet the Desirable Learning Outcomes in this area. They listen carefully, speak about what they are doing in class, and answer questions, using a good vocabulary. They join in with stories and rhymes, such as a Christmas poem displayed on a large poster. They enjoy stories and information books, handle them well, and understand how text is illustrated by pictures. All children read simple repetitive sentences and associate patterns in words with their learning of letter sounds. They recognize most letters of the alphabet by sound, and are building three letter sounds well. They draw simple pictures and add text by writing over or copying beneath the teacher's writing. Most children write their names with the appropriate use of upper and lower case letters.
52. Children make satisfactory progress overall in the areas in which they are taught, and good progress in reading simple texts. They grow in confidence in talking about what they know of stories, rhymes and books. They increase their knowledge of alphabet sounds by matching the appropriate capital letters, and form letters with greater control.
53. The teaching of language and literacy is satisfactory and meets the needs of most children, but few activities and games are provided to develop language and literacy skills. Homemade resource activities make a positive contribution to children's desire to learn through making words and filling in empty letter spaces. The use of a range of writing materials, including felt tip pens, encourages children to trace over the teacher's writing, such as when making labels for their Christmas pictures. Children are well managed and work is matched to their prior attainment. While the teacher has secure knowledge of the National Literacy Strategy, and high expectations of the standards children are capable of attaining, there is insufficient provision for children to develop language through extended play activities. Timetable arrangements, and too few resources for imaginative play, restrict the opportunities for children to talk to each other in these situations and to develop their speaking and listening skills. Assessment of current activities is regularly recorded and informs the planning of lessons.

Mathematics

54. By the age of five, most children reach the Desirable Learning Outcomes in mathematics. They count to ten and recognise some higher numbers to twenty. They make repeating patterns with cubes of two colours and competently add and subtract to seven by moving the cubes. Children have begun to write down simple addition as well as doing it practically with apparatus. They use a range of resources for counting and match these with written numerals on a card. They know a range of stories and rhymes with numbers, such as 'one, two, buckle my shoe' and join in saying, singing or demonstrating these activities. Children recognise simple two-dimensional shapes such as a circle, square and triangle, and identify objects that are larger or smaller than others. Children's limited use of sand and water activities, however, means that they do not have the expected understanding of weight and capacity.
55. Children's overall progress in mathematics is satisfactory. They make gains in identifying shapes and combining cubes to make a bigger number, or taking them away to make a smaller number. They develop the language of number through stories, songs and rhymes. Their progress is too slow in appreciating weights, measures and capacity as a consequence of inadequacies in the curriculum.
56. The overall quality of the teaching of mathematics is satisfactory. The teacher has secure subject knowledge of the National Numeracy Strategy. Together with a good knowledge of the children, and appropriate practical strategies for number work, this contributes to the progress made. Work is matched appropriately to the needs of groups of children of differing

prior attainment. Assessment of children's attainment is regularly recorded and used for lesson planning.

Knowledge and understanding of the world

57. By the age of five, most children meet the Desirable Learning Outcomes in this area. Children talk about their homes and how they get to school. They know of features of their local environment, such as shops and the library, and that there is a river and park nearby. They are aware that their parents travel to Reading to the 'big shops.' Children talk about their families and know if they have older or younger brothers and sisters. Children have some knowledge of living things and are aware of the change in the bulbs they planted and of their need for water. When looking at parts of the body, they name confidently heads, arms, legs and facial features. When making a collage of themselves they select materials, cut, tear and join with glue appropriately. When building, they join bricks together, sometimes adding wheels to make a model. In using the computer, they draw shapes and faces on screen, type words, and find and match numbers in a mathematics picture program. They follow aural instructions well when using computer programs such as for number work.
58. Children make satisfactory progress in aspects of this area of learning, such as in naming body parts. Their understanding of the area in which they live is slower in developing because of limited opportunities to investigate it. Similarly, progress in selecting, cutting, folding and joining materials in an experimental way is slower than expected due to too few opportunities to develop these skills. Children make good progress in using the mouse to control what happens on the computer screen.
59. The overall quality of teaching in this area is satisfactory. It is appropriate in areas such as science, information technology and the development of skills for collage. The use of the computer has improved since the last inspection. The planning limits the range of activities provided and restricts children's progress because it does not take into consideration the breadth or level of work expected in the Desirable Learning Outcomes. Planning is in subjects for science, history, geography and information technology and is related to the National Curriculum. This is inappropriate for the needs of the children. Some of the planned work, for example in the use of maps in geography, is above the ability of the children. Insufficient opportunities are provided for selecting, cutting, folding and joining materials in an experimental way. Children's attainment is regularly assessed to aid planning, but this does not identify where there are gaps in their knowledge, understanding and skills because the focus is on what is taught only.

Creative Development

60. Children do not achieve the Desirable Learning Outcomes for this area by the age of five other than in responding to what they see, hear, smell, touch and feel when exploring sound, colour, texture, shape and form. They are aware of differences in wood, plastic, hard or rough materials and recognize rhythms in some songs and rhymes. They describe the feel and smell of pasta used to make textile letters and numbers, and they paint large recognisable pictures of Christmas trees and the Nativity story. They show limited imagination when role playing, which is mainly confined to very domestic scenes of home, babies and animals. They do not have the expected confidence and competence in expressing ideas through acting out stories. As art and music activities are very directed by the teacher, they do not express their own artistic ideas and feelings at the level expected.
61. Children make unsatisfactory progress in this area, other than in becoming aware of what they experience through their senses. Progress is satisfactory in the very limited range of opportunities provided. As the curriculum for this area is too narrow and activities tend to be strongly directed by the teacher, children do not make the gains expected in independent

imaginative play, and the artistic expression of ideas and feelings.

62. The teaching of this area is unsatisfactory. There is insufficient understanding of the range of activities and experiences that should be provided. This is further compounded by the inadequate time given to this aspect of children's learning, deficiencies in the planning, and lack of appropriate resources for play. The role play area is stark, and there is a lack of quality zoo and farm activities. While the home corner has adequate domestic cupboards, there is no proper seating or tables. A large brick box is kept there and a box of assorted dressing up clothes rather than a rail. There is no structuring of play activities or adult intervention in imaginative play. The weaknesses in the provision for imaginative play were identified at the time of the last inspection and progress in addressing them has been unsatisfactory.

Physical development

63. Most children meet the Desirable Learning Outcomes by the age of five. Pupils move confidently about the classroom and playground where they participate fully in running and jumping activities and have the expected co-ordination and awareness of space and other children. They throw and catch in games during physical education lessons and break-time activities. They balance and climb on the outdoor adventure equipment. Children handle tools, such as paintbrushes and pencils, well and with good control, producing recognisable drawings and paintings. Many do not have fine control in cutting on lines with scissors. They are aware of safety when using scissors and long paintbrushes.
64. Children make satisfactory overall progress in their control of pens, pencils and paintbrushes. Progress in using pencils and felt tip pens supports the formation of letters in writing. The co-ordination of hand and eye improves. Progress in physical development is limited by having only one physical education lesson each week and few opportunities for outdoor play with large wheeled or push and pull toys. There is one tricycle only, the use of which is limited, and no other large toys. Children have access to the outdoor adventure equipment only when their teacher is on duty.
65. The overall quality of teaching is satisfactory. Skills with tools are taught well. Management of pupils effectively ensures safe movement around the room. Resources are used effectively for this area in building with construction bricks, moulding with dough and cutting with scissors.

99. **MATHEMATICS AND SCIENCE**

ENGLISH,

99. **English**

66. Pupils' performance was well above the national average in reading and writing, based on average point scores, in the end of Key Stage 1 National Curriculum tests in 1999. The percentage of pupils reaching the national standard, level 2 or above, was close to the national average in reading but was below average in writing. The percentage reaching the higher level 3 was well above the national average in reading and was very high in writing. Half the pupils reached level 3 in reading. Taking the previous three years, 1996 to 1998 together, pupils' performance in reading was well above the national average, and in writing it was very high. Teacher assessments in 1999 showed a similar picture to the tests for reading, but fewer pupils reaching level 2 or above in writing. Pupils' performance in the end of Key Stage 2 tests in 1999, based on the average point scores, was very high in comparison with the national average. The percentage of pupils reaching the national standard, level 4 or above, was very high. The percentage reaching the higher level 5 was well above average. Over the previous three years, 1996 to 1998, pupils' performance in the end of Key Stage 2 tests has

been consistently high. Teacher assessments in 1999 showed significantly fewer pupils reaching level 4 or above. Over the three years from 1996 to 1998, boys have performed better than girls in reading at Key Stage 1, but there is no discernible difference in the attainment of boys and girls at Key Stage 2. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in 1999 was broadly average in reading and above in writing at the end of Key Stage 1. Compared with similar schools, performance in English at the end of Key Stage 2 was well above average.

67. The evidence of the school work of pupils in the present Years 2 and 6 is that standards are broadly average. This lower attainment than that of previous years reflects a difference in attainment between small year groups. It does not result from a change in the school's overall provision.
68. Pupils' speaking and listening skills are average at the end of both key stages. By the end of Key Stage 1, pupils listen attentively to the teacher and to each other, for example when considering how to develop their work in art. They answer questions clearly and confidently, with higher attaining pupils giving explanations to support their opinions. By the end of Key Stage 2, higher attaining pupils are mature articulate speakers who give detailed answers and explanations, such as about their thoughts on school life. Others speak clearly and give sufficient information to support their answers to questions. Pupils of all levels of prior attainment listen with the expected care and attention.
69. By the end of both key stages, pupils' reading is in line with the standards expected nationally. At the end of Key Stage 1 higher attaining pupils read stories fluently, and with a good level of understanding, and have favourite authors. They use phonic clues very effectively and self-correct, for example, when reading 'learning' as 'leaning'. Average attaining pupils read accurately using phonic and word-blending skills effectively when encountering a difficult word. Lower attaining pupils are more hesitant but use picture clues well to gain an understanding of the story and characters. By the end of Key Stage 2, pupils have favourite authors and make considered choices when selecting fiction to read. They do not have the expected breadth of experience in using non-fiction material for research, either as printed text or on CD ROM. Higher attaining pupils read fluently, with good understanding, and use expression well when reading aloud. Most pupils read accurately, although below average pupils use little expression.
70. Pupils' attainment in writing is in line with the national expectations at the end of both key stages. Higher attaining pupils at the end of Key Stage 1 show a good awareness of the reader when writing stories. They show an awareness of how language can be used for effect: for example, 'Guy Fawkes was sneaking down to the cellar'. Most pupils write for a suitable range of purposes, including instructions for preparing for an art lesson, stories about an adventure with teddy and descriptions of themselves. Writing is of an appropriate length. Most pupils' handwriting is neat and evenly formed, with many joining their letters. By the end of Key Stage 2, pupils have the expected understanding of how the style of their writing needs to be adapted according to its purpose. They know, for example, that newspaper articles should not have unnecessary detail or description, and that they should be written in clear short sentences. Pupils write for a good range of purposes, including newspaper reports, stories, poetry, and biographies. Handwriting is neat, evenly formed and joined.
71. Pupils at both key stages, including those with special educational needs or for whom English is an additional language, make satisfactory progress. Progress at Key Stage 2 is uneven, however, with some good progress in Years 3 and 6. Higher attaining pupils do not make sufficient progress in Year 5. The variations in the rate of progress are a direct consequence of differences in the quality of teaching, with the expectations of the standards pupils are capable of attaining being higher in Years 3 and 6 than in Years 4 and 5. There is evidence that progress was uneven at Key Stage 2 in earlier years, even though pupils achieved higher standards at the end of the key stage. Handwriting is well taught at Key Stage 1 and this

results in pupils making good progress. As pupils move through the school, they develop confidence as speakers, listen with greater attention, gain increased awareness of the reader when writing and become more independent as readers. Pupils in Year 6 make slower progress in using texts for research than in other aspects of the English curriculum. Progress in drafting and redrafting writing is restricted due to insufficient attention being given to this aspect of writing, either in English or in other subjects of the curriculum.

72. Pupils have good attitudes to English. Most are attentive during the whole-class introductions to the literacy hour. Year 2 pupils, for example, pay good attention as they are told the spellings they are to learn. In all year groups pupils are keen to contribute ideas, for example for a poem written as a class in Year 5 or when suggesting alternative words for a poem in Year 2. Those in Year 3 responded with tremendous enthusiasm during a discussion of Michael Rosen's writing about his childhood memories. In all classes, pupils work independently when the teacher is occupied with another group. Lower attaining pupils persevere well when a task is difficult, for example when reading a previously unseen text. Behaviour is usually good, although some pupils in Year 1 tend to call out instead of putting their hands up to answer questions.
73. The overall quality of teaching is satisfactory at both key stages. There is some good teaching in Years 3 and 6 which supports pupils in making good progress. This teaching is characterised by high expectations of the standards that all pupils are capable of attaining and good subject knowledge. There is good use of day-to-day assessment. In Year 3 this is evident in the teacher's observation of the pupils and the use of questions, and in Year 6 it is shown in the highlighting of recent errors in punctuation. In Year 3, the teacher communicates real enthusiasm which involves pupils, and there is very good direct teaching of groups. In other effective lessons, planning is satisfactory. Positive relationships create the right climate for learning and this is a feature of lessons in Year 5. Pupils are usually well managed, although inconsistencies in expectations of pupils' responses in Year 1 result in pupils sometimes calling out. There is effective support for pupils working independently and this is particularly well done in Years 2 and 3. Praise is used to provide encouragement and to recognise good responses, such as when Year 2 pupils remember to use full stops. All these aspects of teaching support pupils in making progress. While teaching is never less than satisfactory, there are variations in the effectiveness with which learning support assistants are deployed. In Years 2 and 3, for example, they have a very clear brief and provide targeted support for groups. In Year 5, in contrast, support is more general and does not appear to be planned. In Year 5, there is too little challenge provided for higher attaining pupils and this restricts their progress. There are inconsistencies in marking. In some classes marking provides support to pupils on how to improve their work. In Years 4 and 5 there are few words of advice provided.
74. The co-ordinator provides good leadership, having effectively led the implementation of the National Literacy Strategy. During the first year of the literacy hour she observed all teachers twice in each term, and is continuing to monitor the effectiveness of the school's provision as well as providing ongoing support to colleagues. Her enthusiasm and commitment, as well as her good understanding of the teaching of English, make a positive contribution to the school's provision.

108.

Mathematics

75. Pupils' performance in the 1999 National Curriculum tests at the end of Key Stage 1, based on average point scores, was broadly in line with the national average. The percentage of pupils reaching the national standard, level 2 or above, was close to the national average. The percentage reaching the higher level 3 was very high in comparison with the national average. Taking the previous three years, 1996 to 1998 together, pupils' performance was well above the national average. In 1999, there was a fall in the percentage reaching level 3 compared with the previous year. The 1999 test results were below average when compared

with the results achieved in schools with pupils from similar backgrounds. At Key Stage 2 in 1999, pupils' performance in terms of average point scores was well above the national average, and well above average when compared with the results achieved in similar schools.

The percentage of pupils reaching the national standard, level 4 or above, was very high. The percentage reaching the higher level 5 was well above the national average. Teacher assessments showed a similar picture to the test results at Key Stage 2, and a higher percentage reaching level 3 at Key Stage 1. There was no discernible difference between the attainment of boys and girls at Key Stage 2, but boys did better than girls at Key Stage 1 over the 1996 to 1998 period. Test results have been consistently very high at the end of Key Stage 2. The evidence of school work is that pupils presently in Years 2 and 6 are performing at an above average standard. This represents lower performance by Year 6 pupils than has been the case in recent years. It reflects differences in attainment between small year groups and is not a consequence of any changes in the school's provision.

76. By the end of Key Stage 1, pupils mentally add and subtract in numbers to 100 and record these calculations accurately. They confidently multiply numbers by two and three and demonstrate their knowledge of multiplication numerically, pictorially and practically with cubes. Higher attaining pupils identify numbers to four digits and understand, for example, that 967 is $900 + 60 + 7$. All pupils understand place value to three digits. They tell the time using analogue and digital clocks, record it in these two ways, and competently solve problems such as three hours later than eight o' clock. They have secure knowledge of addition and subtraction in length, weight and capacity with standard units of measurement. They independently collect and interpret data and draw bar charts to illustrate their findings.
77. By the end of Key Stage 2, pupils very ably add, subtract, multiply and divide with numbers of three and four digits, including decimals in mental mathematics sessions. They have rapid recall of fractions of numbers, and use the language of number well when giving clear sequential explanations of their strategies for calculating an answer. They fully understand inverse calculations in multiplication and division. Knowledge of multiplication extends to 12×12 and beyond. Secure knowledge of place value is shown in written calculation with the four rules of number, including decimals, to at least two places. Pupils have clear understanding of probability when solving problems of chance, and use language such as 'no chance', 'poor', 'even', 'good' or 'certain'. They competently use map co-ordinates in the first quadrant, and plot co-ordinates in all four quadrants when working in symmetry, reflection and tessellation. They measure angles accurately and use the language of shape knowledgeably. They use scale to change the size of shapes and make effective use of timetables, such as in checking the times of air journeys between London and Bangkok. They understand more complex shapes and rotational symmetry, and measure angles. They interpret data as pie, bar and line graphs.
78. Pupils, including those with special educational needs, make good progress in Key Stage 1. At Key Stage 2, progress is satisfactory with good progress in Year 6. Key Stage 1 pupils increase their confidence with addition and subtraction of numbers and, in Year 2 in multiplication and division of numbers. They make effective gains in using mathematical language when solving problems. They make clear progress in recognising clock times, in using standard units of measurement and in simple data handling. In Key Stage 2, pupils' progress is satisfactory over time in mental and written calculations with increasingly complex numbers. Pupils in Year 6 who are precisely grouped by prior attainment and challenged by the teaching, progress well in calculation and in understanding the range of strategies available for this. Year 3 pupils make good progress in the use of co-ordinates. Throughout Key Stage 2, there is increasing understanding of more complex shapes and measurement. Investigative work and the good use of mathematical language aid pupils' progress. Lack of up-to-date software for the collection and presentation of data limits progress in this area for older pupils. Pupils with special educational needs are well supported in developing their understanding of mathematical language, which helps their progress.

79. Pupils' response to mathematics is consistently good, and they are well motivated in all classes. They sustain concentration and apply themselves well, especially in mental mathematics sessions. Year 2 pupils are particularly enthusiastic in mental mathematics, while Year 6 pupils rise very thoughtfully to more complex challenges such as mentally calculating in decimals and fractions. Behaviour is good in all lessons and resources such as work sheets and cubes are treated sensibly and put away with care. Pupils work well together in pairs and groups, particularly in Year 3 when plotting co-ordinates. Books are well presented throughout the school. Good access to appropriate resources aids the behaviour of pupils in shared exercises.
80. The overall quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. In Year 6 it is good, with a good lesson also observed in Year 3 during the inspection. In Key Stage 1 and Year 6, work is very precisely targeted at pupils grouped by prior attainment, which may be changed according to need, and teachers' expectations of standards are very high. These features promote good progress. All teachers have at least satisfactory subject knowledge and effectively communicate instructions to pupils, providing them with appropriate tasks to promote learning. There is effective planning to the National Numeracy Strategy guidelines. There is very good co-operation between the two teachers in Key Stage 1 to identify pupils' needs and teach them accordingly. Lessons are usually delivered at a brisk pace. Questioning techniques ensure all pupils are involved, and this is particularly evident in mental mathematics strategies used in Years 2 and 5. Teachers' relationships with pupils are good and this creates a good climate for learning. Praise is given for success or good attempts. Effective summary sessions to lessons help consolidate pupils' knowledge and assess their learning, which is regularly resorted. Resources are well managed, and sometimes home made resources or those adapted from the scheme of work provide more precise learning opportunities as in Year 6. Pupils receive regular homework in the form of tables to learn or specific problem assignments to complement class work. These aspects of teaching support pupils in making progress. All teachers mark books with supportive or diagnostic comments, although the quality of this is inconsistent between classes. Consequently, there are variations in the effectiveness with which marking supports pupils' progress.
81. Assessment procedures are in place to National Curriculum standards for the whole school, but individual teachers' methods of recording assessment data are not consistent throughout the school. Optional tests are used in Years 3, 4 and 5 and the results are discussed with the headteacher who analyses them to identify any weaknesses in provision. Information from this is used well by the Year 6 teacher for planning. The co-ordinator, who has been in post since September 1999 only, has helped train staff for the National Numeracy Strategy. She has undertaken monitoring of teaching and planning and given demonstration lessons for other staff. A review of the impact of this is to be undertaken at the end of the first term of the National Numeracy Strategy.

115. **Science**

82. In the 1999 National Curriculum teacher assessments at the end of Key Stage 1, the percentage of pupils reaching the national standard, level 2 or above, was broadly in line with the national average. The percentage reaching the higher level 3 was very high. In the end of Key Stage 2 tests in 1999, pupils' performance was very high in comparison with the national average, based on the average point score. It was also very high when compared with the results achieved in schools with pupils from similar backgrounds. The percentage of pupils reaching the national standard, level 4, was very high, as was the percentage reaching the higher level 5. The school's results have been consistently high since the last inspection, with no discernible difference in the attainment of boys and girls. The evidence of the school work of pupils presently in Years 2 and 6 is that they are performing at an above average standard. For the present Year 6 this represents lower attainment than has been the case in recent years. This is as a consequence of variations in attainment between small year groups, and is not a result of any changes in the school's provision.

83. By the end of Key Stage 1, pupils have a good knowledge of life processes and living things. They know that food is needed by humans, and other animals, for activity, and understand what constitutes a healthy diet. They know that plants need water and light in order to live, and that animals and plants need to grow and reproduce, in order to survive. Pupils recognise and name common materials, such as metal, plastic and wood. They place them in different groups, for example magnetic or non-magnetic, and natural or man-made. Pupils understand how some materials change when heated or cooled. They understand the role of batteries, wires and bulbs in making an electric circuit, and they know that a circuit will not work if it has a break in it. Pupils know that pushes and pulls are examples of forces, and that twisting and pulling are forces that can change the shape of objects. They also have a secure knowledge of light and sound. Pupils successfully undertake experiments on many aspects of their work, for example when sampling items of food to study the senses of taste and smell.
84. By the end of Key Stage 2, pupils understand many of the life processes of humans, including the functions of the heart and the circulation of the blood, and the importance of teeth, muscles and the skeleton. Pupils know the different parts of a flowering plant, and successfully identify the importance of items such as roots. They know what constitutes a food chain. Pupils know the difference between solids, liquids and gases, compare and contrast everyday materials, know that some materials conduct electricity and that other materials do not. They have a good knowledge of electrical circuits, and understand how to set up circuits both in parallel and in series. They have a clear understanding of gravity, and know that friction is a force which slows moving objects. In their studies on light, pupils explain clearly that shadows are caused by an object blocking the light. They know that sound is caused by an object vibrating, and that sound travels at different speeds through different materials. Pupils know that the Earth spins on its axis, and day and night are the result of this spin. Pupils successfully carry out a wide range of experiments, make careful predictions, observations and records, and clearly understand the principle of a fair test.
85. Pupils, including those with special educational needs, make good progress as they move through the school. They consolidate and develop their knowledge and understanding across the National Curriculum requirements for science. In their work on the human body, for instance, pupils in Year 1 recognise the main external features, while those in Years 5 and 6 name the main internal organs. When dealing with electricity, pupils in Year 2 explain clearly the requirements for making an electrical circuit, and pupils in Year 6 understand the different outcomes of producing circuits in series and parallel. Developments in scientific knowledge and understanding are greatly helped by the investigative work undertaken. As they move through the school, pupils' experiments become more complex; they become more independent in choosing their own components and drawing their own conclusions. Emphasis on the use of the correct scientific terminology plays an important part in helping pupils to progress.
86. Pupils' attitudes to science are good, and are very good in Years 3 and 6. They listen carefully to their teachers, and undertake all aspects of their work with concentration and interest. They take part in practical activities with particular enthusiasm, and are confident in offering opinions and predictions. Pupils work well together, readily sharing resources and ideas, particularly when carrying out experiments. They are usually very well behaved. Pupils produce their written work carefully and neatly, being especially careful when writing up the results of their experiments. They are keen to discuss the outcomes of their work, and identify whether their results match their initial predictions.
87. The overall quality of teaching is good at both key stages. During the inspection a very good lesson was seen in Year 6. Lessons are well planned and resourced, especially where experiments are being undertaken. Teachers have good subject knowledge, and provide a range of activities suitable for all pupils. They are enthusiastic towards the subject, and provide interesting and informative instruction at the start of each lesson. For investigative work, teachers provide clear demonstrations of the work to be undertaken. They have high

expectations of their pupils, and make good use of scientific vocabulary. They provide effective assistance around the classroom as pupils work, to encourage high standards. Pupils' work is regularly marked, with an appropriate range of comments, praise and advice often being added.

88. The school has an effective scheme of work that is clearly linked to the requirements of the National Curriculum, and is playing an effective part in maintaining high standards. The co-ordinator sees plans of the work to be covered, as well as examples of pupils' books, and observes teaching and learning in the classroom. Assessment procedures are in place, and successfully identify pupils' attainment and progress. The information gained is used effectively to support planning. The written work undertaken by pupils, especially that relating to reporting on practical activities, successfully supports the school's literacy initiative. Counting and measuring activities, in many areas of work, support the school's work in numeracy. Pupils develop their skills in information technology, through using computer programs. The opportunities provided, especially in practical activities, for pupils to experience some of the wonders of science provide strong support for pupils' spiritual development.

122.
SUBJECTS

OTHER

122.
technology

Information

89. Pupils' attainment at the end of both key stages is below national expectations. This is largely a consequence of weaknesses in resources in terms of suitable computers and software. By the end of Key Stage 1, pupils recognise all parts of the computer and use the mouse to draw pictures on the screen. They competently use the keyboard to type simple sentences about themselves. With adult support, they save work by following instructions. They cannot produce work independently or retrieve what has been saved. They do not have the expected skills in recording statistical information on the computer. They do not use adventure games or follow instructions to solve problems at the level normally expected. Most pupils are familiar with the control of tape recorders, televisions and home appliances. They programme a robot toy to find words and numbers to support their work in numeracy and literacy. Year 2 pupils had inadequate opportunities when in Year 1 to reach the standard required of them and are catching up on what should have been covered then.
90. By the end of Key Stage 2, pupils have adequate word processing skills. They change the style and size of letters and import pictures into text. They competently move text about the screen or remove it. They have limited experience of using CD ROMs for finding information and do not find information from the internet or send email, due to lack of suitable computers. They know how to present information in pie charts, line and bar graphs, but do not have adequate programs in which to enter data and use information at an appropriate level for their age group. They successfully use a program to support learning in numeracy. Pupils are familiar with control in their everyday lives, know how to use domestic equipment and understand that traffic lights are under computer control. They do not use probes or sensors to operate simple traffic light equipment or barriers. They know how to operate a robot toy but, due to insufficient access, this knowledge is lower than normally expected.
91. Pupils, including those with special educational needs, make unsatisfactory progress across both key stages. This is because weaknesses in resources do not allow them to access the full information technology curriculum at a suitable level. The impact of this is most evident in Years 4 to 6; it steadily increases as pupils move through the school. In the range of activities offered, pupils make satisfactory progress due to satisfactory teaching. Where teaching takes

place to support other subjects with the use of information technology, progress in skills is satisfactory. Pupils satisfactorily gain confidence in using computers and programs independently, such as in Year 3, where they access information about Roman Britain, present data in different charts and graphs about the weather, and use word processing skills to write poetry.

92. Pupils have good attitudes to information technology. They respond well to opportunities to use the computer. They take turns in operating the controls, when sharing a computer, and confer about the right choice of action. During direct teaching they listen carefully, and eagerly respond to opportunities to demonstrate their understanding, as in Year 4 when learning about newspaper presentation. They discuss their work knowledgeably and regret that up to date computers are not as accessible as they would wish. They concentrate well when developing and practising new skills, as in Year 3 when changing letter style and size in their text. There is little opportunity for pupils to show initiative in using the computer or demonstrate skills brought from home without more up to date computers. Behaviour in information technology lessons is good.
93. Teaching of the school's limited information technology curriculum is satisfactory. Teachers' planning is to a level appropriate for the prior attainment of the pupils in Key Stage 2, but for Year 2 it has to take account of lack of previous knowledge. Teachers' knowledge and understanding is satisfactory to deliver the current curriculum at an appropriate level. Some teachers are unsure of the use of some computers because they are out of date. Methods of grouping pupils, and strategies for teaching, are satisfactory for the computers in use. Teachers give clear directions for behaviour, and make the best use of time and current resources. Good use is made of volunteer helpers and learning support assistants in Years 3 and 4. Day-to-day records are kept of pupils' levels of achievement of skills and are used as a planning checking tool for the next lessons. These are transferred to an individual pupil record termly. These aspects of teaching enable pupils to progress satisfactorily in the limited curriculum provided.
94. The co-ordinator does not monitor teaching, but sees teachers' planning to check that work is to an appropriate level, and gives technical advice and help. A good new scheme of work is being implemented which follows recent government guidance. This is in place in Key Stage 1 and is also linked to supporting literacy. The new scheme will be gradually introduced throughout Key Stage 2 as new resources become available to support its implementation. The school has acquired a number of computers to extend its range, but few of these are up to date. The school aims to update its computers through the local area bid for funding through the National Grid for Learning, and intends training teachers in new skills prior to receiving computers. Finance has been allocated by governors to enhance government funding to ensure a spread of computers across the school.

128.

Art

95. The standard of pupils' art work is similar to that found in most schools, although there is little difference in the work of pupils in the two year groups at Key Stage 1. Pupils in both year groups are familiar with a range of techniques for creating a collage from different papers. They successfully plan their collage pictures, for example of a flower or a ship, and select the technique best suited to the effect they wish to create. They curl, fringe, cut or tear papers and arrange them on a background. Pupils evaluate their finished work and say whether or not they have achieved what they set out to do. The same pupils paint landscapes in the style of Van Gogh showing satisfactory understanding of his approach. Year 3 pupils achieve a high standard in creating Nativity figures from clay. They understand some of the properties of clay and are aware of the importance of moulding or carving from one piece rather than adding small pieces to represent the head or arms. Their figures of Mary, Joseph, angels or shepherds, for example, are well proportioned and visually pleasing. The same pupils have effective techniques in using oil pastels, chalk and paint when working on the

theme of autumn leaves. Higher attaining pupils capture well the shape, colour and texture of the leaves. Pupils in Year 4 show a good awareness of colour, shape and line in creating exploding patterns. They have satisfactory skills in making and decorating an Aztec ceremonial headdress. Year 5 pupils have the expected control in using charcoal, pencil, paint and pastels to draw sunflowers in a vase and have some basic shading techniques. Pencil drawings of landscapes and portraits from photographs by Year 6 pupils are visually effective and show their use of a good range of shading techniques.

96. Pupils, including those with special educational needs, make satisfactory progress at both key stages, although progress is uneven at Key Stage 2. Pupils in Year 3 make good progress due to teaching that is well focused on developing skills and encouraging them to explore and experiment. When working with clay, these pupils quickly develop skills and an understanding of how it should be handled. In Year 4, progress is slow because the scheme of work is not followed sufficiently closely, and the teacher's expectations of the standards pupils are capable of attaining are insufficiently high in some art activities such as collage. In Year 5, pupils make satisfactory progress during a drawing and painting activity but they do not make sufficient gains in closely observing and recording because there is no clear direction from the teacher for them to do so. Overall progress in Year 6 is satisfactory. At Key Stage 1, pupils make the expected gains in using a range of materials and in appreciating the visual impact of their work. Year 2 pupils, however, are catching up on some basic skills not taught when they were in Year 1.
97. Pupils' overall attitudes to art are good, but there are variations within lessons directly linked to the quality of teaching and the amount of challenge provided. In Year 3, pupils have very good attitudes. They listen very attentively to the teacher and to each other, show a great deal of interest in the models provided by the teacher, and settle very quickly and enthusiastically to work. Pupils in Year 5 maintain a good level of involvement when drawing or painting and take pride in their work. In Year 4, some pupils work with absorption as they decorate their Aztec headdresses but others, especially boys, mark time and show little involvement because they have too little to occupy them for the amount of time allowed. Key Stage 1 pupils concentrate well and amicably share resources, such as different papers and glue pots.
98. The overall quality of teaching is satisfactory at both key stages. At Key Stage 2, of the three lessons observed, there was good teaching in one in Year 3, but also unsatisfactory teaching in one in Year 4. Where teaching is most effective, there is a good clear introduction to the activity, the teacher takes full advantage of learning opportunities provided by pupils' responses, and there are high expectations of the standards all pupils are capable of attaining. There is very effective planned deployment of the learning support assistant, resulting in all pupils being well supported during practical work. These aspects of teaching ensure that pupils make good progress. All lessons are well prepared and resources are ready in good time before the lesson begins. Teachers have satisfactory subject knowledge and lessons proceed at a satisfactory pace. Where teaching is unsatisfactory, in a Year 4 lesson, learning objectives are not specifically related to the development of pupils' knowledge, understanding and skills in art. Expectations of standards are too low, and time is used poorly. Teaching is also weakened in Year 4 by the scheme of work not being followed closely enough.
99. The co-ordinator has had responsibility for the subject since September 1999 only. She receives teachers' plans which she reads and stores but she is not actively involved in monitoring teaching or the impact of the curriculum on pupils' learning. She is available to provide colleagues with informal advice should they require it. She has a budget and has ordered materials, extending the range previously available in the school. The art scheme of work was reviewed in July 1999. It is a satisfactory document to support the planning of lessons throughout the school, but it does not specify the level at which activities should be taught to ensure that new work builds on that previously undertaken. There are no assessment procedures for art and consequently assessment does not inform curriculum planning. The weakness in the scheme, and the lack of assessment procedures, restrict pupils' progress as there is no means of ensuring that knowledge, understanding and skills are

consistently developed over time.

133.

133.

technology

Design and

100. Only one lesson was observed in design and technology. Evidence was gathered from looking at teachers' planning, a scrutiny of pupils' work, photographic records, and discussions with pupils and teachers. Throughout the school, standards are in line with those expected for the age of the pupils. Pupils in Year 1 understand that packages can be of various designs and materials, according to their different purposes. They apply this understanding when designing a package that will be safe from seagulls, after listening to a story about the lighthouse keeper's lunch. Year 2 pupils annotate their diagrams clearly and indicate what they will use as packaging material for security or to scare away birds. Year 3 pupils clearly design a model with recorded annotations for parts including, for example, the back view of an angel and the resources needed for making it. Year 4 pupils design houses for different climates and environments in great detail, giving reasons for choice of some materials from which they could be built. Pupils competently evaluate their designs for fitness for purpose. In making these houses, reinforced joins are well secured, but corners are not strengthened for joints. Of particular note were the efforts made by a pupil with special educational needs, to achieve appropriate cutting folding and assembling skills. Year 6 pupils design and make, to satisfactory standards, a battery controlled quiz game, to indicate right and wrong answers, and evaluate and adjust their designs before completion. Instructions for the game are word-processed. Pupils in the same class translate patterns into cross-stitch when working with textiles.
101. Pupils, including those with special educational needs, make satisfactory progress across both key stages. Skills are developed in designing, making and evaluating. More complex adjustments are made to designs as pupils move through the school. Pupils gain confidence in using a range of materials, including food and textiles, and in working with different tools. They gain confidence in skills such as cutting, sticking and joining. Products become increasingly complex.
102. Pupils have good attitudes to design and technology. In the one lesson observed, pupils responded well to opportunities to investigate packaging and then applied their knowledge to designs. Work in the form of plans and evaluations is recorded in books in Key Stage 2. It is neatly presented, and pride is shown in finished products on display. Pupils show interest and enthusiasm in discussing their work.
103. On the basis of all the available evidence, the quality of teaching is satisfactory at both key stages. In the lesson seen, in Years 1 and 2, pupils were managed well in the group. Those who are lower attaining, or who have special educational needs, were sensitively supported by another teacher. The teacher's satisfactory subject knowledge enabled the lesson to progress at an appropriate pace, with effective questioning promoting learning. Resources were used satisfactorily for demonstration and expectations matched pupils' capabilities for both Year 1 and Year 2. Planning for Key Stage 2 pupils develops skills appropriate to their age group in designing, making and evaluating.
104. The co-ordinator has been in post two years and has developed a new scheme of work in line with recent government guidelines. This details precisely the knowledge, skills and understanding to be developed for each year and appropriate tasks to accompany it. It is currently being discussed by staff and governors ready for adoption. Resources are adequate, but more are budgeted for through the planned development in the School Development Plan. While current assessment procedures are satisfactory, they do not sufficiently match the new scheme of work.

138. **Geography**

105. The standard of pupils' work is in line with that expected for the age of the pupils. At Key Stage 1, pupils identify physical features of places, such as houses, roads, railways, rivers and churches. They competently draw simple plans of the classroom, the school grounds and maps of their routes around school. They follow directions such as left and right and up and down, with confidence, and have a clear understanding that a map or plan is a view from above. Pupils correctly identify different kinds of weather, as well as recognising seasonal weather patterns. Through the study of contrasting localities, in North Stoke and areas of India, pupils confidently identify similarities and differences in places such as in housing and landscape. Pupils readily discuss the unattractive features of the environment, and show a particular concern for the problems caused by litter. At Key Stage 2, pupils confidently identify towns and countries on an appropriate range of maps. They use grid references and co-ordinates successfully to locate features on those maps, and pupils in Year 6 are especially confident in using Ordnance Survey maps in their work. Pupils study a variety of contrasting locations and compare features, such as landscape, houses and climate, with those found in Goring. They understand that different kinds of weather are found in various parts of the world. Pupils know the features of a river system, such as source, tributary and meander, and understand how rivers erode the banks. Pupils in Year 4 have an appropriate knowledge of the River Thames, and name other important rivers in the British Isles. Those in Year 6 show a concern for the environment, and are aware of the problems caused, for example, by the building of the M40.
106. Pupils, including those with special educational needs, make satisfactory progress as they move through the school. They develop an understanding of an increasing range of maps and develop confidence in using them. Through the school, pupils are introduced to a growing range of contrasting areas. They increase their awareness of how physical features of places vary and of how climate and weather are different in various places. In studying the theme of weather, the youngest pupils identify seasonal weather patterns, whilst pupils in Year 3, for example, successfully identify climate in different areas of the world. In caring for the environment, younger pupils show concern for the locality of the school, whilst older pupils express concern for country-wide issues.
107. Pupils' attitudes to geography are good. They listen to their teachers with interest, and provide a range of appropriate and thoughtful answers and observations. Pupils set about their tasks with enthusiasm, showing particular interest in maps and photographs, and the different kinds of weather experienced around the world. They are interested in the environment, and pupils in Year 6, for example, confidently contribute to discussions on this topic. Pupils work well together, and readily share ideas. They take considerable care with their work, producing neat and well presented writing, drawings and maps.
108. The overall quality of teaching is satisfactory. Work is well planned, and teachers have secure subject knowledge. They provide clear explanations, especially when discussing aspects of mapping and environmental issues, and pupils are kept busy throughout lessons. Very occasionally, instructions are not entirely clear in Year 6, and a small number of pupils are not sure how to proceed. Teachers develop good relationships with their pupils, and help them with well focused support and advice. They provide a satisfactory range of resources, especially atlases and maps, and an over-head projector is also used successfully to help pupils with their work. Teachers usually mark work thoughtfully and helpfully.
109. A satisfactory scheme of work is in place, and careful planning ensures its full coverage. Assessment opportunities are listed in teachers' planning, and a range of information is provided and recorded. This information is used to help plan appropriate work for pupils. The co-ordinator receives plans of the work to be undertaken, and also monitors samples of pupils' work. She is beginning to observe the activities taking place in the classrooms. Written work undertaken in geography contributes to the school's initiative in literacy, and

certain activities, particularly in relation to co-ordinates, successfully support work in numeracy. Pupils have some opportunities to develop their skills in information technology, through accessing information on CD ROMs. Pupils' cultural development is successfully extended through the study of life in other countries.

143. **History**

110. Three lessons were observed at Key Stage 2, but none at Key Stage 1. Evidence was obtained from a scrutiny of pupils' books, displays of work around the school, looking at teachers' planning and discussions with teachers and pupils.

111. The standard of pupils' work is above that expected for their age. At Key Stage 1, pupils know many details about the past and identify some of the changes that have taken place in such things as toys, clothing, houses and schools. Pupils have a good knowledge of some famous historical figures, for example, Guy Fawkes, King James 1 and Mrs. Pankhurst, as well as of important past events, such as the Great Fire of London. They confidently use a good range of historical terminology, when discussing their work. At Key Stage 2, pupils have a good body of historical knowledge of the Aztecs as well as of the Roman, Tudor and Victorian periods of British history. They understand many aspects of those times, such as life-styles, living conditions and, where appropriate, religious beliefs, and they explain some of the differences that distinguish those periods. They confidently place the periods studied in a proper chronological framework. Pupils throughout the key stage explain with some accuracy, important events that have taken place, for example, the Roman invasion of Britain and Henry VIII's break with Rome. They are aware of the lives of famous people, such as Florence Nightingale and Boudicca and understand the importance of these characters. The standard of pupils' work in history has improved since the last inspection.

112. Pupils, including those with special educational needs, make good progress as they move through the school. Pupils increase their knowledge and understanding of past times. Those at Key Stage 1 develop awareness of aspects of the recent past, successfully comparing them with similar aspects today, while pupils at Key Stage 2 gain insight into features and events more distant in time. Through studying a wide range of historical periods, pupils become more competent in identifying change, as well as more secure in their understanding of chronology. Through the school, pupils become aware of a growing range of historical figures and important events. In discussions and written work, pupils successfully use an increasingly extensive vocabulary.

113. Pupils' attitudes to history are good, typified by enjoyment and curiosity. They show great interest in the topics studied. They listen carefully, answer thoughtfully, and set about their tasks with zeal. They study books, videos, photographs and historical artefacts with great enthusiasm and concentration, and this greatly enhances the progress they make. They readily work with other pupils, sharing information and discussing ideas. Presentation of work is nearly always good, with many examples being very neat and carefully presented.

114. On the basis of all the available evidence, including teachers' planning and pupils' work, the overall quality of teaching is good at both key stages. Of the Key Stage 2 lessons observed during the inspection, teaching was good in a third of lessons, and was satisfactory in two-thirds. The good teaching was located in Year 6. Planning is detailed and teachers provide an interesting and stimulating range of activities. Teachers have good subject knowledge, make good use of questioning to make pupils seek their own answers, and have high expectations of the standards pupils are capable of attaining. Resources, such as artefacts, books, videos and computer programs are used well. Some good opportunities are provided for pupils to undertake their own research work, especially at Key Stage 2. Good use of time-lines displayed in classrooms helps pupils to place different historical events and periods in a correct chronological order. Work is carefully marked, with many useful comments of encouragement and advice being given. Good use is made of classroom assistants to support

pupils in their work.

115. The co-ordinator successfully monitors work, through seeing teachers' plans, studying samples of pupils' books and observing classroom practice. A good scheme of work is in place and it supports teachers in planning lessons. Assessment information is used to help planning. Good use is made of visits to places such as Hampton Court to stimulate pupils' interest. Pupils' interest is also encouraged through colourful and interesting displays. The work in history successfully supports the development of pupils' literacy skills, providing them with many opportunities to write about what they have learnt. There are some opportunities for information technology skills to be developed through the use of CD ROMs. Work in history makes a significant contribution to pupils' cultural development, through the study of their own and other cultures.

149. **Music**

116. The standard of work in music is similar to that found in most schools for pupils of the same age, although at Key Stage 1 pupils in both year groups are working at much the same level. Year 2 pupils are catching up on aspects of skill development not covered last year. Pupils in Key Stage 1 understand what is meant by high and low notes and recognise that there are gradations of pitch. They make buzzing bee sounds and sing high and low notes in response to signals from the teacher who conducts them. They also do this as the teacher points to dots on a chart to indicate pitch notation. Pupils in Year 5 incorporate high and low notes in a group voice composition and vary the volume and pace, also using pause, as they perform their work. Pupils in Year 6 listen to music with close attention and confidently identify changes in the character, mood and dynamics. They reflect on the feelings the music evokes and consider the intentions of the composer. In whole school and key stage assemblies pupils sing tunefully. Pupils in Year 3 and Key Stage 1 participate in action songs and clap the rhythm well.

117. Pupils at both key stages, including those with special educational needs, make satisfactory progress. Pupils in Year 6 make good progress in listening and responding to music, gaining confidence in expressing their feelings about what they hear and increasing their musical vocabulary. Although pupils in Key Stage 1 and Year 5 made satisfactory progress in the lessons observed, aspects of teaching restricted their progress. In the Key Stage 1 lesson, there was too little challenge for higher attaining pupils who were ready to move on in their learning but had no opportunity to do so. In the Year 5 lesson, too much time was given to games that repeated what pupils already knew and could do, restricting the time available for new learning. Pupils in Year 2 are currently catching up on skills not covered in Year 1.

118. Pupils at Key Stage 1 have satisfactory attitudes to music, while at Key Stage 2 attitudes are good. At Key Stage 1, most pupils make the expected effort in singing different notes, but pupils are not excited by the activities which are insufficiently varied. Pupils in Year 5 respond with enthusiasm to the range of games and exercises provided. They keenly contribute ideas for voice compositions. They work well individually and in groups in creating different voice sounds although some have difficulty in maintaining concentration when performing these. Year 6 pupils respond very well to opportunities to listen to music. They show a high level of interest during the teacher's introduction to the music. Pupils in this class clearly appreciate the opportunities to listen to music and to reflect on its meaning. Behaviour is usually good.

119. The overall quality of teaching is satisfactory, with good teaching in Year 6. The good teaching is characterised by good subject knowledge with questioning used well to encourage pupils to respond. The teacher uses the correct musical terminology, such as 'tempo' and 'dynamics', which supports pupils in developing their musical vocabulary. There are high expectations of the level of pupils' musical appreciation. Praise is used well to recognise pupils' efforts. These aspects of teaching enable pupils to make good progress and contribute

well to the standards they attain. At Key Stage 1, learning objectives and assessment opportunities are clearly identified, and the teacher has secure subject knowledge. There are clear and appropriate expectations of standards and behaviour. In Year 5, learning objectives are insufficiently focused. In all lessons, pupils and resources are managed well. At Key Stage 1, and in Year 5, there is room for greater challenge in what is expected of pupils.

120. The co-ordinator receives teachers' planning and has also monitored the quality of provision by working with colleagues in an advisory capacity. She is aware that some teachers are lacking in confidence and does her best to support them. A number of teachers have taken advantage of opportunities to attend in-service training in music. The school assessment system for music is too vague and is not helpful to teachers in planning for the consistent development of pupils' knowledge, understanding and skills over time. The scheme of work is insufficiently specific about the level at which activities should take place. The weaknesses in the scheme and assessment procedures restrict pupils' progress, as they do not ensure that suitably challenging work is provided.

154. **Physical education**

121. In games and gymnastics, standards of work are similar to those expected nationally, for pupils of the same age. In dance, standards are above those expected. At Key Stage 1, pupils run, chase and dodge with the expected confidence and co-ordination, being aware of space and other pupils. They confidently perform the basic actions of travelling, using hands and feet, and successfully jump, turn, roll and balance, both on the floor and on simple apparatus. In dance, pupils demonstrate control, co-ordination and gesture in their movements, linking movements with music such as that from 'The Snowman', by showing contrasting speed, body shape and level. At Key Stage 2, pupils travel in a variety of ways, such as rolling, climbing, jumping and turning, using both the floor and a good range of apparatus. In games activities, pupils confidently pass, receive and move with a ball, and successfully play small sided games, based on hockey, football and netball. Pupils in Year 3 express their feelings in response to music through body shapes and continuity of movement. Pupils in both key stages confidently evaluate their own work, and that of others. In swimming, by the end of Key Stage 2, most pupils are confident in the water, being able to swim at least twenty five metres unaided, and in many cases considerably further.

122. Pupils, including those with special educational needs, make satisfactory progress overall. Good progress is made in dance. Pupils develop greater physical co-ordination and gain increasing control over their movements. In dance, in particular, pupils show a growing ability to introduce quality and poise into their movements. In games, pupils develop skills in passing and receiving a ball, becoming more accurate in their performance, as well as in working as a team. Pupils become increasingly confident in evaluating their own work and in identifying areas for improvement.

123. Pupils' overall attitudes to physical education are very good. They are always at least good, and they are very good in two-thirds of lessons. Attitudes to dance are very good. All pupils change into the appropriate clothing, and participate in lessons with great enjoyment. They listen carefully to instructions, and are particularly careful to carry out all safety routines. Their behaviour is never less than good, and they work well in all activities, trying hard to improve their performance. Pupils in Year 5, show good sporting behaviour during simple games competitions, being prepared to announce their team score correctly, even when low! Pupils show particular confidence in developing and performing dance routines, and take pride in the quality of their performance. Pupils work well alone, and with other pupils when required to do so.

124. The overall quality of teaching is satisfactory, and in dance it is good. Where teaching is good, teachers have high expectations of the standards that all pupils are capable of attaining. All lessons are well planned, well organised and safety is emphasised throughout. All

teachers are effective role models, changing into appropriate clothing, joining in, and giving helpful demonstrations for pupils. Instructions are clear, based on secure subject knowledge, and help, support and encouragement are regularly provided. Relationships are good, creating a positive climate for learning. Teachers often use pupils to demonstrate good practice, and useful discussion takes place about the work being done. The pace of lessons is generally brisk, but slows occasionally when pupils queue to use apparatus.

125. A satisfactory scheme of work is in place, and all aspects of the physical education curriculum are appropriately covered. The co-ordinator receives plans of the work undertaken, but she has no opportunity to monitor what takes place through observation. Assessment is listed in teachers' planning, but the records kept are inadequate to correctly identify pupils' attainment, or to assess their progress in the range of physical education skills. Activities involving counting and measuring give appropriate support to the school's initiative in numeracy. The school makes good arrangements for the provision of extra-curricular activities for older pupils. At the time of the last inspection, it was said that there was insufficient provision for dance in the curriculum. A significant improvement has been made in this aspect of physical education.
159. **Religious education**
126. Religious education is subject to separate inspection according to Section 23 of the School Inspections Act.

160. **PART C: INSPECTION DATA**

160. **SUMMARY OF INSPECTION EVIDENCE**

- The inspection was undertaken between 29 November and 2 December 1999 by a team of four inspectors, including a lay inspector, who spent a total of 14 inspector days in school.
- 43 lessons, or parts of lessons, were observed and evaluated, with a total of 31 hours 5 minutes spent in classrooms while teaching was taking place.
- Discussions were held with members of the governing body, teaching and non-teaching staff and a cross-section of the pupils.
- Documentation was analysed prior to and during the inspection, including curriculum and other policies, guidelines, subject documentation, service and administrative records, school registers, written reports to parents, samples of pupils' records and individual education plans for pupils with special educational needs.
- A range of work produced by pupils from each year group was examined.
- A range of pupils were heard reading.
- The views of parents were obtained through analysis of a pre-inspection questionnaire and a meeting attended by 23 parents.

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	165	2	23	5

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	8
Number of pupils per qualified teacher:	20.6

Education support staff (YR – Y6)

Total number of education support staff:	4
Total aggregate hours worked each week:	87
Average class size:	23.6

Financial data

Financial year:	1998/1999
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	£
Total Income	287380
Total Expenditure	292171
Expenditure per pupil	1579
Balance brought forward from previous year	15086
Balance carried forward to next year	10295

PARENTAL SURVEY

Number of questionnaires sent out:	100
Number of questionnaires returned:	47

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	47	45	4	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	51	43	4	2	0
The school handles complaints from parents well	13	45	21	4	4
The school gives me a clear understanding of what is taught	36	51	9	2	2
The school keeps me well informed about my child(ren)'s progress	23	49	19	4	4
The school enables my child(ren) to achieve a good standard of work	23	64	9	4	0
The school encourages children to get involved in more than just their daily lessons	26	55	13	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	19	55	11	13	2
The school's values and attitudes have a positive effect on my child(ren)	28	62	9	2	0
The school achieves high standards of good behaviour	26	57	11	0	6
My child(ren) like(s) school	55	38	2	4	0

47 per cent of parents returned completed questionnaires. Some parents did not answer all questions. Consequently, not all responses total 100 per cent.