

INSPECTION REPORT

**Burchetts Green C of E Infants School
Maidenhead**

LEA area: Windsor and Maidenhead

Unique Reference Number: 109965

Headteacher: Mrs S F Coppin

Reporting inspector: Mr Derek Smith
OIN: 3732

Dates of inspection: 27th – 29th September 1999

Under OFSTED contract number: 706991

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
Type of control:	Voluntary Controlled
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Burchetts Green Road Maidenhead Berks SL6 6QZ
Telephone number:	(01628) 822926
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Haymes
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr Derek Smith, Rgl	Mathematics	Attainment and progress
	Information technology	Teaching
	Children under five	Leadership and management
	Physical education	Efficiency
	Music	
	Religious education	
Mrs Sue Dixon, Lay Inspector		Equal opportunities
		Attendance
		Attitudes, behaviour and personal development
		Support, guidance and pupils' welfare
		Partnership with parents and the community
David Walters, Team Inspector	English	Special educational needs
	Science	Curriculum and assessment
	Design and technology	Spiritual, moral, social and cultural development
	History	Staffing, accommodation and learning resources
	Geography	
	Art	

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 The Office for Standards in Education
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MAIN FINDINGS

What the school does well

- The pupils consistently attain standards which are above average in English, mathematics and science
- Pupils make good progress in English, mathematics and science
- The governors, headteacher and curriculum co-ordinators provide clear educational direction and good leadership and management
- The educational priorities are clearly defined and the school functions efficiently
- The overall quality of teaching is good, and no teaching is unsatisfactory
- The very good personal development of pupils makes a significant contribution to the quality of education
- The school involves parents in their children's education, and this has a beneficial impact on standards of attainment
- The school makes very good use of its resources including finances.

Where the school has weaknesses

- Teachers do not consistently ensure that all pupils are given activities which challenge them, particularly in the foundation subjects of history and geography
- The school does not make the best use of information technology to support pupils' learning
- Although the school has sufficient assessment information on pupils' attainment and progress, it is not used effectively to target individual pupils' learning needs.

The school provides a good education for pupils, and its strengths far outweigh its weaknesses. However, these will form the basis of the governors' action plan which will be sent to all parents and guardians at the school. The school has recognised and begun to address its weaknesses.

How the school has improved since the last inspection

Since the previous inspection, the school has made good improvement in most areas. The last inspection highlighted significant areas of weakness, particularly in leadership and management. These have been thoroughly addressed, and the leadership and management are now strengths of the school. The development plan is a detailed working document, which guides the work of the school and the effective use of finances. The governors show a great deal of commitment to the school. They are aware of how the school has improved and determined that this should continue. The headteacher and staff work well as a team to plan and provide a curriculum suited to the needs of the pupils at the school.

Standards have improved in English, mathematics and science, and by the time they are seven, pupils' attainment is above average, and they make consistently good progress. The local agreed syllabus for religious education has been fully implemented. Teachers' planning, monitoring, and curriculum development have improved since the last inspection. As a result, the overall quality of teaching is better than it was and this has helped to raise standards.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
Reading	B	C
Writing	B	D
Mathematics	A	B

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Children under five generally exceed the expectations for their age at the time of admission. They continue to make good progress and are well prepared for National Curriculum programmes of study. The 1998 National Curriculum tests of attainment show that the attainment of pupils at the end of Key Stage 1 was above the national average. However, when the school is compared with schools which are broadly similar, pupils' attainment is average in reading, below average in writing and above average in mathematics. Pupils' standards in literacy and numeracy are good, although they have insufficient opportunity to write independently and for different purposes in other subjects. The quality of pupils' work in information and communications technology is satisfactory and has started to improve. Pupils meet the expectations of the local agreed syllabus in religious education and make good progress to exceed the national expectations in art. They make satisfactory progress and meet the national expectations of seven-year-olds in design and technology, geography, history, music and physical education. Pupils with special educational needs continue to do well in relation to their individual targets, and there is no significant difference between the performance of boys and girls.

Quality of teaching

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

The quality of teaching is good. In over half the lessons seen the quality of teaching was good, in four out of ten lessons it was satisfactory and in the remainder the quality of teaching was very good. This represents a significant improvement since the previous inspection of 1996. The quality of teaching is largely responsible for the improvement in standards and the rate of pupils' progress, particularly in the core subjects of English, mathematics and science. There is no significant variation in the quality of teaching between classes, and although English, mathematics and science are given higher priority, teachers demonstrate competence in all subjects of the curriculum. Pupils with special educational needs are taught well and continue to be supported appropriately.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good: pupils are almost always well behaved in class and while they are at play.
Attendance	Very Good. Pupils' attendance exceeds the national average, and there is virtually no unauthorised absence.
Ethos*	The school has created a good atmosphere for learning, where pupils develop positive attitudes to work, good working relationships and a commitment to high standards.
Leadership and management	The leadership and management of the school have improved significantly and are now strengths of the school.
Curriculum and assessment	The curriculum is well matched to the needs of pupils. Whilst assessment procedures are good the school could make better use of its assessment information on pupils.
Pupils with special educational needs	The provision for pupils with special educational needs is good. As a result they make good progress in relation to the targets set for them.
Spiritual, moral, social & cultural development	The provision for the spiritual, moral, social and cultural development of pupils is good.
Staffing, resources and accommodation	The staffing, accommodation and learning resources are good overall in relation to the size of the school. However, learning resources are very good.
Value for money	Balancing the favourable socio-economic circumstances of the pupils, their above average attainment at the time of admission, and the relatively high unit cost of educating pupils against the school's improvements since the last inspection, good teaching, and the improved progress of pupils, the school gives satisfactory value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • Parents feel encouraged to participate in the life of the school • Their children like school • Parents appreciate the attitudes and values which the school promotes • Parents feel at ease in approaching the school with problems • The school encourages pupils to get involved in all aspects of school life. 	<ul style="list-style-type: none"> • At the evening for parents prior to the inspection there were no issues which parents were unhappy about.

Parents views about the school were very positive at the meeting prior to the inspection, and in the written questionnaires returned to the inspection team. These views broadly reflected the judgements of the inspection team.

KEY ISSUES FOR ACTION

The key issues have been recognised by the school and form part of its planning. In order to raise standards and improve the quality of education, the governors, headteacher and staff should:

- Ensure that all pupils are consistently provided with challenging activities matched to their learning needs, particularly in the foundation subjects by,
 - a) Providing greater opportunity for pupils to write independently and for different purposes, especially in history and geography
 - b) being more selective in the use of worksheets and ensuring that activities are sufficiently challenging
 - c) planning appropriate extension activities for the more able pupils
paragraphs, 7, 22, 69, 75, 106

- Make better use of information technology to support pupils' learning in other subjects of the curriculum by,
 - a) ensuring that the use of information technology is more frequently planned into lessons
 - b) ensuring that pupils have greater opportunity to use appropriate software.
paragraphs, 10, 22, 84, 87, 91

- Use existing information on pupils' attainment and progress more effectively to plan specific learning targets for pupils.
paragraphs, 30, 72, 77, 86.

INTRODUCTION

Characteristics of the school

1. Burchetts Green Church of England Infants School is a small rural school, which serves the village of Burchetts Green and surrounding villages. It is situated between the M4 and M40 motorways close to the A404. The school was originally built in the nineteenth century and has been refurbished and improved extensively in recent years.
2. This is a small school with 2.6 teachers, two classrooms and no school hall. As a consequence the largest classroom is used for assemblies. The school is set in pleasant secure grounds with mature trees, an outdoor gym, and an environmental area.
3. There are currently 32 pupils on the school roll who are from advantaged backgrounds in the main. Children's attainment is generally above the normal expectations at their time of admission, and there are no pupils eligible for free school meals. There are no pupils with a statement of special educational need, but three pupils are identified as having special educational needs. This is ten per cent of the school population. The characteristics of the school have changed little since the previous inspection.
4. The school's identified aims are to provide a caring Christian community which:
 - Seeks to build children's personal, spiritual, social, and moral growth upon a foundation of Christian worship and teaching
 - Values each individual
 - Encourages children to grow in confidence and take pride in themselves and their achievements
 - Encourages parents' continuing involvement in their children's education and guides their support.

A teaching staff which:

- Works to the highest educational and professional standards in delivering the National Curriculum
- Holds high expectations for all pupils and their own professional development
- Motivates all pupils to have positive attitudes towards learning.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year: 1998

Year	Boys	Girls	Total
1998	7	7	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	6	7
	Girls	6	5	6
	Total	13	11	13
Percentage at NC Level 2 or above	School	93(82)	79(88)	93(100)
	National	80(80)	81(80)	84(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	7	7
	Girls	6	6	6
	Total	13	13	13
Percentage at NC Level 2 or above	School	93(100)	93(93)	93 (100)
	National	81(80)	85(84)	86(85)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year: 1998		%
Authorised Absence	School	2.3
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year: 1998		Number
Fixed period		0
Permanent		0

Quality of teaching

Percentage of teaching observed which is:		%
Very good or better		5.9
Satisfactory or better		100
Less than satisfactory		0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. Since the previous inspection, pupils' attainment has significantly improved in English, mathematics and science, and their rate of progress is good. Pupils meet the expectations of the local agreed syllabus for religious education. Their standards in information technology are appropriate for their age, and have started to improve. They meet the national expectations of seven-year-olds in design and technology, geography, history, music and physical education. Pupils work in art is above the expectations of pupils of their age, and they make good progress.
6. Children under five generally have levels of skill, knowledge, and understanding, which are above expectations when they start school. They continue to build upon what they know and can do and make good progress from their time of admission. By the time they begin National Curriculum programmes of study at the age of five, they exceed the Desirable Learning Outcomes for personal and social skills, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development.
7. Results of the 1998 National Curriculum assessments for pupils at the end of Key Stage 1 show that attainment in reading was above the national average overall. The proportion of pupils achieving at a higher level 3 was close to the national average. In writing pupils' attainment was above the national average overall, but the percentage of pupils reaching the higher level was well above average. Evidence from lessons, scrutiny of pupils' work, teachers' records and discussions with pupils, show that standards in English are mostly above average by the end of the key stage, although standards in writing are not as high as they are in reading. This is because pupils are given too few opportunities to use their writing skills in other areas of the curriculum, such as geography and history.
8. Overall progress in English is good. Pupils know a range of grammatical terms and identify parts of speech correctly. They read with expression, by recognising and responding to punctuation. Higher attaining pupils use their writing skills appropriately, for example, to create a booklet about the wild life area, and have made effective progress in understanding the purpose of a glossary, index and contents page.
9. Results of the National Curriculum tests of attainment in mathematics in 1998 showed that attainment was well above average overall and that over a third of pupils reached the higher level of attainment. Teachers' own assessments and inspection findings confirm these results.
10. Pupils make good progress in mathematics and science throughout Key Stage 1. They are encouraged to be active participants who learn through finding things out for themselves. For example, by working out where 50 should be placed on a line of numbers from 0 – 100, and how science is used to help people. However, whilst pupils continue to make good progress by building upon what they already know, the higher attaining pupils sometimes work on tasks which are well within their capability when they could accept greater challenge. Pupils make slower progress in their recording of data and writing in science, where they have limited opportunities to use appropriate computer software.

11. Overall the attainment of pupils at Key Stage 1 is well above the performance of pupils in schools nationally. However, when the school is compared with similar schools pupils' attainment is average in reading, below average in writing and above average in mathematics. Pupils' standards in literacy and numeracy are good and they are generally used well in other subjects. There is no significant difference between the performance of boys and girls.
12. Analysis of National Curriculum test results over the past three years shows that standards in reading, writing and mathematics remain above the national average. There has been significant improvement in pupils' attainment and progress since the previous inspection.
13. Pupils with special educational needs continue to build upon what they can do, and make good progress due to the good planning, organisation and management of classes. Their individual education plans are of good quality, and teachers show good knowledge and understanding of pupils' special needs.

Attitudes, behaviour and personal development

14. Pupils have good attitudes to their work and this has a positive effect on their learning. They work hard, maintain concentration throughout the day and listen attentively to their teachers and to the ideas of others. Their response to questions and requests is enthusiastic, and pupils are able to offer full and confident replies. Pupils follow teachers' clear instructions and generally meet their high expectations. When required, pupils work well in groups and pairs, for example, in a physical education lesson. By the end of Year 2, pupils are generally independent. They use computers and the library confidently, and learn to use their initiative. Pupils value their work by making attractive displays in classrooms, and respond well to supportive marking of their work.
15. Behaviour throughout school is good. This has a positive effect on learning and contributes to the purposeful and happy atmosphere that exists throughout school. There are, however, occasions where pupils' behaviour falls below their normally high standards. This generally occurs when their work or the pace of lesson offers insufficient challenge. Conflict and bullying are very rare, and any which occurs is dealt with swiftly. There have been no exclusions in the past year but appropriate procedures are in place should the need arise.
16. Relationships throughout the school community are good. All who work in the school form a supportive team which is reflected in the relationships between staff and pupils. Pupils are polite and friendly towards adults and each other; they mix and play well together.
17. The personal development of pupils is very good. It is well supported by a full personal and social education programme, which is delivered throughout school in many areas of the curriculum and assemblies. Pupils accept opportunities to serve their fellows willingly, and older pupils respond well to the responsibility of reading with younger pupils. A range of extra curricular clubs also supports the development of pupils' social skills. Pupils learn to appreciate their environment by taking part in studies of their village and work done in the school grounds. Opportunities to develop a thoughtful and caring approach to others are integrated into the curriculum for example by developing a history lesson which enabled pupils to think and appreciate the difficulties of blind people. Other values and beliefs are considered, especially within religious education lessons, good causes are supported through the work of charities, such as the recent

Kosovo appeal.

Attendance

18. Levels of attendance are well above national averages and are very good. This enables pupils make the best of the learning opportunities provided for them. The school is well informed about absences and parents respond very well to the school's discouragement of holiday taking in term time.
19. Pupils arrive at school on time, eager to start the day. Registration periods are brief and polite leading promptly into the first lesson.

QUALITY OF EDUCATION PROVIDED

Teaching

20. The quality of teaching is good overall. In over half the lessons observed the quality of teaching was good, in four out of ten lessons it was satisfactory and in the remainder, the quality of teaching was very good. This represents a significant improvement since the previous inspection of 1996. The quality of teaching is largely responsible for the improvement in standards and the rate of pupils' progress, particularly in the core subjects of English, mathematics and science. There is no significant variation in the quality of teaching between classes, and although English, mathematics and science are given higher priority, teachers demonstrate competence in all subjects of the curriculum. Pupils with special educational needs continue to be supported appropriately and taught well.
21. At the time of the inspection five children were under five and they were taught in a combined Reception/Year 1 class. The quality of teaching observed in this class was mostly good, sometimes satisfactory and sometimes very good. No lessons were unsatisfactory. Where teaching was best, for example, in a Year 1 mathematics lesson, the teacher created a very stimulating learning environment. She was responsive to pupils' understanding and skillfully provided opportunities for them to learn about how numbers work. In these lessons the teacher had high expectations of pupils, questioning was effective and teaching provided appropriate challenge for the pupils. In lesson introductions the teacher made good links with other subjects, such as science, and the quality of day to day question and answer assessment was effective.
22. In the Year 1 and 2 class, lessons were mostly good and never less than satisfactory. Two different teachers teach the Year 1 and 2 class. They plan and work well together and pupils benefit from complementary areas of expertise of both teachers. With the exception of music, teachers are confident in their knowledge of curriculum subjects, and equally confident in their understanding of how pupils learn. Pupils are given suitable time to think problems through and to arrive at their own solutions. Teachers normally have high expectations of pupils, but there are occasions when the higher attaining pupils in particular are given work which is well within their capability. In these lessons pupils were comfortable rather than challenged. Lessons begin and end well, with some exciting ideas, but the follow up activities, particularly those which require writing, are sometimes undemanding. For example, too much of the pupils' work in history and geography is recorded on low level worksheets. These limit the progress pupils make in literacy, particularly writing styles, knowledge and vocabulary. The school has recently improved resources for the teaching of information technology, and this is welcomed by the teachers who are just beginning to use it effectively to support

other subjects of the curriculum. Further training and additional software are planned to develop teachers' skills, and to support pupils' learning.

23. Teachers work hard to create good working relationships and these have a positive effect on the quality of education. However, they are very tolerant of pupils and are sometimes reluctant to intervene firmly so that the lesson can continue at a good pace. Good quality homework is set regularly and consistently by all staff, and parents particularly value this. The teaching of pupils with special educational needs is good and well matched to the needs identified in their individual education plans. Parents and other helpers are well informed and make a valuable contribution to pupils' progress in lessons.
24. Teachers' marking is good, and in the main, pupils and their parents are made aware of how to improve. Teachers hold a wide range of assessment data and test scores in their pupils' records, but these are not used sufficiently to target individual pupils' strengths and weaknesses. However, the school has recognised this, and has clear plans to develop a system of personal targets for pupils. All teachers promote pupils' moral and social development by using praise and the school's system of rewards well. Lesson beginnings and endings are effective in helping pupils pull the threads of lessons together, enabling them to understand the purpose of their work. Teachers make good use of available space and resources available to them to provide a good education for pupils.

The curriculum and assessment

25. The curriculum for children under the age of five is good. It is planned carefully and conforms to the requirements of the Desirable Learning Outcomes. Their experiences lead them appropriately to the National Curriculum programmes of study and they have equal access to all aspects of the social and personal activities of the school. Children's assessment soon after admission to the school is used effectively as the basis for planning their learning experiences, and the school has a well-established personal profile for each child.
26. The school has rigorously responded to the previous report and now has a broad and balanced curriculum. The Key Stage 1 curriculum covers all aspects of the National Curriculum and religious education. It successfully promotes pupils' intellectual and physical development, and the provision for pupils' personal development is very good. Sufficient emphasis is placed on the development of literacy and numeracy skills through other subject areas, although opportunities to widen the range of pupils' writing through history and geography or information technology remain underdeveloped. Sex education and the importance of maintaining a healthy body are planned effectively. Policies for all subjects have been approved by the governing body and meet all statutory requirements. Curriculum provision is good and has a significant impact on the higher standards achieved by the school since the last inspection.
27. All pupils including those pupils with special educational needs have equality of opportunity to the National Curriculum. Their requirements are set out in individual education plans and their work matches pupils' needs. As in the last report, the recommendations of the Code of Practice are in place and parents are informed about pupils' reviews. There are satisfactory assessment procedures and good links with the local authority's services.

28. Planning and schemes of work to support the literacy and numeracy initiatives are good. Teachers have undertaken a great deal of training and this is having a significant impact upon pupils' progress. Improved medium term planning has been the effective driving force in the improvements in pupils' attainment and the recent development of information technology. Long term planning through a three-year topic cycle has yet to run its full sequence, but monitoring of this takes place at the regular whole school planning meetings. This arrangement is working satisfactorily, making it feasible to plot the development of skills across the key stage and avoiding any unnecessary repetition of work. To compensate for the constraints on some of the physical education activities, the school successfully promotes swimming tuition for all pupils.
29. The provision for extra-curricular activities is good and makes a significant contribution to social, cultural and physical development. One third of the school attends the French club and there is good provision for sporting activities. Homework has a high profile and the policy is applied consistently and supported by parents. Tasks usually consist of words and number work, which reinforce or develop what has been covered in class. The strong support given by parents to the reading strategy has a significant impact on the high attainment in reading.
30. The school has satisfactory procedures for assessing pupils' attainment. The reasons for assessing pupils are clearly set out in a helpful policy document and procedures for assessing pupils on entry are well organised and well documented. This forms the basis of a personal profile, which remains with each pupil throughout the key stage. It is used effectively for identifying pupils' weaknesses in the areas of language, number and social skills, so that teaching can be directed to improving these areas. Results have also been useful for identifying pupils with special educational needs. The results of reading age tests are used effectively to group pupils by ability in the literacy lessons. This enables teachers to plan work for small groups, but is insufficiently used to develop individual targets, either for attainment or behaviour. The school has clear plans to develop this in the near future.
31. The school complies with the requirement to report annually to parents and includes the results of national tests. As in the last report, marking of pupils' work is conscientious, but its usefulness in noting how work can be improved or what level has been achieved is underdeveloped. In most cases, with the exception of writing, teacher's assessment matches test results.

Pupils' spiritual, moral, social and cultural development

32. The school is a caring community in which the pupils' spiritual, moral, social and cultural development is highly valued and this is evident in all aspects of school life. The school complies with the requirements for collective worship, and parents are supportive of the values which are promoted. Provision is good overall and there has been significant improvement in cultural provision since the last inspection.
33. The school actively fosters the pupils' spiritual development through assemblies, religious education and other subjects. It teaches respect and understanding for their Christian faith, as well as the lives and beliefs of other people. Special atmospheres are created to support special celebrations through the use of candles and, for example moving music. Unaccompanied hymns are sung and visitors contribute to the themes of the assemblies by talking about their helpers, such as a guide dog. From occasions like this pupils gain sensitive understanding of how people deal with the challenges of life.

34. All who work in the school provide good role models by their hard work and respect for others. Pupils are taught about actions which are right and those which are wrong. As a result, relationships are good and have a positive impact on the way in which pupils play together and share equipment. Opportunities are provided for pupils to share and explore feelings, and to reflect on some of the issues of the day, such aspects of behaviour.
35. There is good development of social education throughout the school. Pupils often work in small groups or pairs and share responsibility for producing work. They are provided with opportunities to be independent, for example, in the environmental area and take responsibility for operating the CD or blowing out the candle in assemblies. Their behaviour in the information technology suite before school is exemplary. Pupils are effectively taught about wider conservation issues such as why they have recycling bins on the school site. Parents value the importance that the school places on these responsibilities.
36. Cultural provision has improved since the last inspection. It is good but remains predominantly that of pupils' own cultural traditions. Visitors from the public services, such as the fire service and nursing raise awareness of how society functions. Pupils learn about figures such as Louis Braille in their lessons, and about some art and music from other cultures. A puppet theatre visit provided good impetus for work in art and design technology and pupils have had experience of dance at their visit to Norden Farm.

Support, guidance and pupils' welfare

37. The support and guidance provided for pupils and children under five are good. The school provides a warm and caring environment and has good procedures for monitoring pupils' academic and personal progress. A wide variety of tests and assessments are used to maintain detailed records. However, they are not sufficiently used to set individual targets for pupils. Pupils are all well known to their teachers and well supported by the good relationships that exist throughout the school community. Pupils, including those with special educational needs are well supported, particularly in their development of literacy and numeracy. Preparation for life outside school is good. They are taught about relevant issues through the personal and social education programme, which includes personal safety, and appropriate health education. A series of meetings and visits ensure children joining school make a successful start and pupils transferring to junior schools benefit from induction days held in the preceding summer term.
38. There are effective procedures for monitoring and promoting good behaviour, and these are recognised and valued by the parents. These include praise and reward for good work and behaviour and appropriate sanctions when behaviour is unacceptable. Lunchtimes provide the opportunity for pupils to play safely with careful supervision. There are good procedures for monitoring and promoting good attendance and efficient administrative arrangements, which enable the school to operate smoothly.
39. The school has developed good procedures for child protection. Teachers are suitably trained and statutory requirements are met. This is an improvement since the last inspection. The procedures for ensuring the safety and well being of all in school are good. There are detailed policies, which provide clear guidance regarding health, safety and emergencies. These are supported by careful attention to classroom practice and prompt action by the governing body when issues arise.

Partnership with parents and the community

40. The school's partnership with parents and the community remains good and has a positive effect upon the pupils' learning. Parents are supportive of the school and appreciative of the education provided for their children. They are particularly supportive of the opportunities provided for them to become involved in their children's learning and the very good attitudes and values promoted by the school.
41. The level of parental involvement in children's learning is very good and together with their strong support for school, parents contribute significantly to the rich educational experience. Parents provide much help in school, for example with swimming and food technology. They support pupils' homework well by making good use of homework books. Further support for the school is provided by the Friends of Burchetts Green School which has raised considerable extra funds and provided valuable resources such as outdoor equipment, to support the physical education curriculum.
42. The information provided for parents is good, well written and informative. There are school newsletters, a school brochure, governors' annual reports and information about topics in the coming term. Consultation evenings, good quality written reports and events held in school provide parents with information about new initiatives, most recently the Literacy Project.
43. The links with the community are satisfactory. They are rapidly developing, providing support for the curriculum and support for pupils' learning. This is an area of improvement since the last inspection. Members of the community, relatives of pupils and visitors come to school to share their knowledge, for example, experiences gained from foreign travel and demonstrations of handicrafts. There is a close relationship with the Church. Members of the clergy take assembly each week and pupils plan and lead seasonal services held in church. Pupils make visits to places of interest to support current topics of work for example an arts centre, synagogue, farms and studies of the village facilities. Other visitors to school have included environmental specialists and a representative from the Guide Dogs for the Blind.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

44. The leadership and management are the most improved aspect of the school. At the time of the previous inspection, this aspect of the school was judged to be an area of significant weakness. This is no longer the case and the leadership and management are now strengths of the school. As a result, standards have improved in English, mathematics and science. Governors are knowledgeable and very committed to the school. They have provided good support and strong leadership over a recent period of instability caused by a complete turnover of teachers. They continue to offer active support by, for example, a high level of involvement in the school's curriculum, and shaping its future educational direction.
45. Governors are aware of the standards attained at the school and analyse the results of national tests in order to set targets. They know the school well and have rigorously addressed the key issues of the previous inspection. Where there were weaknesses, for example in the school development plan and the quality of planning, measures have

been taken to ensure improvement. Roles of the governors, headteacher and teaching staff have been defined and teachers and governors work together with a clear vision of the future and a common purpose. The school's budget is monitored well and there are clear plans for the future.

46. The headteacher has worked effectively with the teachers and governors to improve the quality of curriculum planning. This is now good, and in some subjects, for example information technology, curriculum planning is very good. Improved planning has played a significant part in improved attainment and progress in English, mathematics and science. The headteacher and subject co-ordinators are aware of the school's strengths and weaknesses and have a clear educational vision of how improvements can be made. For example by making better use of assessment data.
47. The school has clear aims and a good ethos for learning. Pupils, including those with special educational needs are provided with equality of opportunity, which enables them to develop their talents, by building upon their knowledge and skills. The success of the school's leadership is clearly demonstrated in the improvement in standards since the last inspection, and the support which parents give the school.

Staffing, accommodation and learning resources

48. The school has a sufficient number of qualified teachers to teach the National Curriculum and religious education, and to provide for the learning needs of children under five. They make a positive contribution to the pupils' progress. The headteacher enhances expertise effectively through an impressive programme of in-service training. This is a significant improvement since the last inspection and is having a positive effect on the pupils' attainment. Training is determined by the needs of the school development plan and by professional appraisal. Teachers are conscientious in their use of training opportunities and are prepared to mentor newly qualified teachers, should they be required. The sharing of one class works effectively because all staff plan their work together.
49. Governors have recently appointed a non-teaching assistant who supports the work of the school well. There is regular and reliable support from a willing band of parents who help in the classroom, supporting a range of subjects. They have guidelines within which to work and this helps them to make a positive contribution to the pupils' learning and development. The school makes good use of local authority procedures before accepting volunteer support. Administrative staff have good skills and expertise, which are available to the governing body at its meetings, for example as Clerk to the Governors. There is a useful staff handbook, which documents the school's procedures clearly and is helpful for supply teachers. The lunchtime supervisor is very effective in maintaining the pleasant and positive behaviour of pupils.
50. Despite the lack of a school hall, the accommodation is good, clean, and well maintained. Displays support curriculum topics well and help to make a pleasant atmosphere for learning. The provision for outdoor play and environmental work has improved significantly, and this supports science and physical education effectively. It is the intention of the governing body to provide a hall and a long term plan has been prepared.
51. Since the last inspection the school has made considerable investment in its resources, which are now very good, for example in literacy and numeracy. There is a computer suite of high quality and a good reference library. The quality of resources for other subjects is good and they are accessible and secure. The school's own provision is

supported well by a range of visits and visitors from the arts and the local services. These have a good impact on the learning opportunities offered to pupils.

The efficiency of the school

52. The overall efficiency of the school is good, and this has a beneficial impact on the quality of education. The school has significantly improved its efficiency since the previous inspection and now makes best use of its available funding and other resources.
53. Financial planning is good and governors exercise sensible budgetary control. The school has secure financial systems and budgeting is guided by the priorities of a good school development plan, which includes suitable time scales, costs and measures of success. The governors have a clear understanding of the long-term needs of the school. They make prudent decisions about spending and also make very good use of supportive friends and parents. Over recent years, parents have an impressive record of fund raising for the benefit of the school. For example, £6,000 was raised in six months to provide pupils at the school with an information technology room and a further £7,000 was raised to contribute to the school's outdoor gym. As the school roll numbers only 32 pupils, this is an impressive achievement. The school has a relatively high financial reserve, but this is being used to maintain current staffing levels. The school's administration is efficient and accurate financial information is available for decision making at governors' meetings.
54. Governors are committed to the school, and act as critical friends. The school benefits significantly from their time and expertise, and is more efficient as a result. For example, one of the governors uses her expertise to teach the pupils how to use computers, and another teaches the recorder club. The school has used additional funding for the National Literacy Project to buy good resources and this has had a beneficial effect on levels of attainment. Similarly, funds have been appropriately allocated to support the introduction of the National Numeracy Strategy.
55. Teachers and the classroom assistant are effectively deployed according to their strengths and expertise, and this contributes to high standards of pupils' attainment. The school makes good use of the limited accommodation available, but has learned to cope without a school hall. There is insufficient space indoors for pupils to receive lessons which involve working at speed or off the ground, nevertheless pupils experience an appropriate physical education curriculum outside. The very pleasant school grounds with an outdoor gym, environment area and pleasant picnic area are used well to enhance the quality of education. The recently improved provision for information technology is beginning to have a positive impact on pupils' skills and confidence. Resources for the other subjects are used effectively, and the school library is used well.
56. Funds for in-service training are used well, and priorities match the needs identified in the development plan and through appraisal. Teachers have participated in an impressive range of training over the past eighteen months including preparation for the National Literacy and Numeracy initiatives, and all other areas of the curriculum. This is valued by teachers, who feel that they are well prepared for teaching the National Curriculum.
57. In consideration of the favourable socio-economic circumstances of most pupils, the above average attainment at the time of admission, and the relatively high unit cost per

pupil, balanced against the improvements since the previous inspection, good teaching and the improved progress of pupils, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

58. The provision for children under five is good. The school operates an admissions policy for children to start school after all statutory aged pupils have been admitted, if the school has sufficient space. Almost all have had some pre-school education and most have previously attended playgroups. At the time of the inspection a total of five children under five was in the combined Reception/ Year 1 class. At their time of admission to the school, most children's attainment is above that expected of five-year-olds. They make good progress and by the age of five they are likely to exceed the Desirable Learning Outcomes for children of their age.
59. The personal and social development of children under five is good. They learn to take responsibility, for example by putting away classroom equipment, and making choices of which activity to follow. Children learn to take turns, work together, and to follow day to day classroom routines. They show a great deal of confidence in talking to adults in the school, especially during lunchtimes. The teacher works effectively to develop their confidence, and as a result, children behave well and form positive attitudes to school.
60. In lessons devoted to language and literacy, and in other subjects, children make good progress in speaking and listening, because the teacher plans interesting opportunities for them to develop these skills. The classroom is well organised and this enables the teacher and classroom assistant to manage different activities at one time. For example, children play in the home corner which is set up as a grocer or a pet shop. Others listen attentively, follow instructions and explanations carefully, and talk with increasing confidence. For example, a child explained that her mother was Polish and had taught her to say some Polish words. They develop a good understanding of the sounds which different letters make, for example the letter 't', and most recognise familiar words around the classroom. Children learn that books can be used to tell stories, and all children understand that print conveys meaning. Their understanding of books is supported when they share stories with Year 1 pupils during the literacy hour. Children hold their pencils properly and begin to write well-formed lower and upper case letters by writing their names. They are assessed soon after their admission to school and this is effective in identifying those with special educational needs.
61. By the age of five children make good progress in the development of their early mathematical skills. They count confidently to twenty and develop a good understanding of more and less when counting forwards and backwards with the teacher. They join in number rhymes, such as Hickory, Dickory, Dock and learn to write the numerals 0 – 9. Children begin to count in twos and know that they can use their fingers to count in tens. They use different classroom resources to match similar objects by colour and shape, and produce simple repeating patterns. They collect data, for example the pets owned by the class, and make simple charts to show which are the class favourites. Most recognise and classify shapes, such as a hexagon, rectangle and triangle. The teaching of the mathematical area of learning is very good because the teacher listens with understanding to children's explanations and skillfully builds upon what they know and can do.
62. By the age of five children develop a good knowledge and understanding of the world because they are well equipped for learning at the time they start school. They are taught well, and their learning is supported by well planned topics, which include visits to local places of interest, such as a walk through a tunnel under the motorway and through Maidenhead Thicket. They take turns to take the class teddy bear home in a bag in order to record his travels and report back to the rest of the class. Children show

good understanding of their own locality and places they have visited on their holidays. This is enhanced when they develop their mapping skills for example, by making a route of their visit to Whipsnade Zoo, and talking about animals which live in hot and cold places. They begin to develop a sense of local history through their work at the church at Stubbings. Children develop good observational skills and learn about the world about them, for example by listening to a visitor who showed and talked about dogs which act as the ears for deaf people. They show increasing understanding of how seeds grow by planting their own sunflower seeds in the environmental garden, and growing cress seeds in class. Children begin to understand how they have changed since they were babies and learn how their bodies work, for example, that their bones are part of the body's skeleton.

63. Children make good progress in the creative areas of learning. They dress up as their favourite book character during 'Book Week', and by the age of five they exceed the normal expectations for their age. They use the home corner for role-play as characters in the pet shop or the grocers. Children have good opportunities to investigate and experiment with a variety of techniques and materials, by mixing colours and making portraits. They begin to develop an understanding of design and how materials fit together, for example, in their use of construction kits. The teacher provides a good balance of direct teaching and opportunity for children to make choices of their own. The teacher is respectful of children, and this enables them to express their thoughts and ideas, confident that they will be taken seriously.
64. Children's physical development is satisfactory. They are effectively taught how to move, quickly, slowly, and to stop on command in the playground. Their balance is good, and they control a moving ball with their hands and feet well. Although children have no opportunity to develop their physical skills on different surfaces and at different levels indoors, they make very good use of the outdoor resources available, particularly in the school's 'outdoor gym'. Children make good progress in developing their control of tools and equipment, including scissors, glue, and large and small construction materials.
65. The overall quality of teaching is good, sometimes very good, and never less than satisfactory. The teacher has a good knowledge of the curriculum for children under five, and a good understanding of how young children learn. The organisation of the class is effective and this enables different activities to be successfully managed at one time, often with the good support of the classroom assistant. Lesson introductions and conclusions are used well to draw the themes of lessons together. Long term planning is detailed and good use is made of available space in the classroom. The resources available for learning are good in the main, with the exception of a school hall for work in physical education. However, the school has compensated for the limited indoor space by developing a large adventure playground, which is well used to develop all aspects of the physical education curriculum.

ENGLISH, MATHEMATICS AND SCIENCE

English

66. The 1998 National Curriculum assessments at the end of Key Stage 1 showed that the percentage of pupils achieving level 2 in reading was well above the national average. The percentage achieving the higher level 3 was close to the national average. In writing, the percentage of pupils achieving level 2 was close to the national average and the level 3 percentage was well above the national average. The figures represent an improvement since the previous inspection, especially in writing. The improvement has

been sustained over the last three years due to better resources and improved teaching. In comparison with similar schools, pupils' reading was close to the national average, but writing was below average. Inspection evidence shows that the school is on course to sustain its improvement. All pupils including those with special educational needs, make good progress in relation to their individual targets.

67. By the end of Key Stage 1 attainment in speaking and listening is above average. Pupils speak confidently and use a wide range of vocabulary. In comprehension lessons they show they have listened carefully and understand the plot and characters in stories. This is evident in other lessons such as science where higher attaining pupils use words such as 'hibernation' correctly and when talking about their journey to school in geography, they use accurate detail. This aspect of language is effective because teachers give ample opportunity for questions and contributions from pupils.
68. By the end of Key Stage 1 attainment in reading is above average. Most pupils are enthusiastic, accurate and increasingly fluent readers. They use their knowledge of letter sounds and blends effectively to read unfamiliar words and quickly recognise many well known words. Higher attaining pupils read with expression and have a secure understanding of the storyline and characters in their book. They know that part of the library is organised in alphabetical order, and confidently choose books using their own school library system. Most parents make a valuable contribution to pupils' progress by listening to reading at home and communicating regularly with the school through the reading diary. This has a good impact on the high standards achieved.
69. By the end of Key Stage 1 attainment in writing is above average. Pupils move rapidly from copy writing prepared for them to writing sentences with capital letters and full stops correctly. Handwriting is taught systematically, and by the end of Year 2, pupils join letters correctly. Inspection evidence shows that about half of the pupils do not carry over the good habits set in handwriting lessons to their other writing. There has been an improvement in planning for writing in English lessons, but in lessons such as history and geography, too few opportunities are provided for pupils to write independently. Written work in these subjects consists of worksheet exercises, which expect too little of the pupils and does not contribute to their progress in writing. Spelling is taught in a structured way and attainment is higher than often seen in this age group.
70. Progress across the key stage is good. Pupils develop a good understanding of grammatical terms and identify parts of speech correctly. The more proficient readers make good progress in expression, by recognising and responding to punctuation such as speech and question marks. Pupils generally make good use of their literacy skills, for example, older pupils have created a booklet about the wild life area and have made good progress in understanding the purpose of a glossary, index and contents page. Pupils with special educational needs make good progress in increasing their vocabulary and write accurate sentences with support. Their handwriting shows greater control and letters are more clearly formed. There are insufficient opportunities for all pupils to present written work using word processing skills.
71. Pupils have good attitudes to their work. They listen intently and their answers show they have understood the lesson. They speak clearly and generally behave well. However, there are occasions when some pupils are a distraction and this spoils the atmosphere of lessons for the majority of pupils. Pupils patiently take turns to write their contributions on the board and show good concentration when trying to form their letters correctly. Most have a good sense of responsibility and respond well to using equipment such as a listening centre independently.
72. The quality of teaching is satisfactory overall with aspects which have a good impact on attainment. Lessons are well planned together, and so unnecessary repetition is avoided. Relationships between teachers and pupils are good and have a positive

effect on the atmosphere for learning. Parent helpers are generally briefed well and make valuable contributions to pupils' progress in lessons. Lessons begin very well, with some exciting ideas, but the follow up activities are sometimes undemanding and do not always match pupils' prior attainment. Teachers are over tolerant of the behaviour of some boys and are slow to intervene firmly so that the lesson can continue at a good pace. Good quality homework is set regularly and consistently by all staff. This is used in future lessons and has a good effect on the rate of pupils' progress. The subject is well co-ordinated and the quality of teaching is monitored by the headteacher. Resources for both pupils and teachers are good, and the library provides good materials to support pupils' work in class.

Mathematics

73. The 1998 National Curriculum test results show that pupils' attainment was well above average by the end of Key Stage 1. Over a third of pupils reached the higher level of attainment, which was well above the national average. When compared with similar schools, pupils' attainment was also above average, with boys doing particularly well. Inspection observations and teachers' own assessments confirm that pupils' attainment is consistently above average. This represents good improvement since the previous inspection when pupils' attainment in mathematics was judged to be average.
74. By the end of Key Stage 1, pupils have good skills in mental mathematics and numeracy. Most have sharp recall of numbers, and confidently use these skills when working on familiar problems. Whilst working with money, pupils confidently handle numbers up to 100. They recognise the symbol £ and explain that it is equivalent to 100p. All pupils understand mathematical terms associated with money, for example, cost, pay, price and change. The highest attaining pupils calculate successfully with larger and more complex numbers, for example, by working out the change due from £1.50 if an item cost £1.33. Whilst pupils are confident in the use of a familiar strategy they do not demonstrate confidence in alternative strategies, which would help them to overcome new problem situations. Pupils name common two and three-dimensional shapes, compare simple fractions, and sometimes use the computer to help them organise data of their own.
75. Pupils, including those with special educational needs make good progress throughout Key Stage 1, and in a minority of lessons pupils make very good progress. In these lessons, pupils are active participants who learn through finding things out for themselves. By, for example, working out where 50 should be placed on a line of numbers from 0 – 100. However, whilst pupils continue to make progress by building upon what they already know, the higher attaining pupils sometimes work on tasks which are well within their capability when they could respond to greater challenge, for example completing paper and pencil tasks which they could solve mentally. Pupils with special educational needs continue to build upon what they can do, and make good progress, due to the good planning, organisation and management of classes.
76. Throughout the school, pupils have good attitudes to mathematics. They are interested in their work and this has a positive impact on their progress. Pupils' behaviour is usually good and as a result the atmosphere in mathematics lessons is purposeful. Pupils follow instructions willingly because good relationships exist between pupils and teachers. This supports pupils' personal development by enabling them to engage with teachers in discussion about their work in mathematics, and resolve problems by asking important questions.
77. The teaching of mathematics is good throughout Key Stage 1. Lessons are planned with the effective use of introductions and conclusions. Teachers are confident in their

knowledge of the subject, and equally confident in their understanding of how pupils learn. Pupils are given sufficient time to think problems through and to devise their own ways of solving them. Teachers normally have high expectations of pupils, but there are occasions when the higher attaining pupils in particular are engaged in work which is comfortable rather than challenging. This is because assessment information is not sufficiently translated into pupils' personal targets. Class management and organisation are effective and this ensures that lessons progress smoothly. The teaching of pupils with special educational needs is good and well matched to the needs identified in their individual education plans.

78. Teachers' planning is thorough. There is a good balance between class, group and individual work in lessons, and opportunities are made for pupils to use their numeracy skills in other subjects of the curriculum. The marking of pupils' work is generally good and used to identify where pupils need to improve. However, opportunities are missed to build upon the assessment information, which has been accumulated by the school. For example, pupils are not set individual targets, although the school has plans to introduce them. The school successfully follows a well-planned and balanced scheme of work, which covers all the required areas of mathematics, based on the effective introduction of the National Numeracy Strategy. Parents comment that homework is appropriate for the pupils and effectively builds upon work they do in class. This is confirmed by the inspection. Sufficient time is allocated to mathematics. The subject is well led by the co-ordinator and monitored by the headteacher. The resources for mathematics are good and sufficient are available for the pupils to use.

Science

79. The 1998 National Curriculum Key Stage 1 teachers' assessments of seven year olds show that the percentage of pupils achieving the expected level 2 was above the national average. The percentage gaining the higher level 3 has improved since the last inspection and was well above the national average. Evidence of pupils' work shows that standards are set to remain above average. All pupils, including those with special educational needs, make good progress.
80. By the end of the key stage pupils' attainment in experimental and investigative science is above average. Higher attaining pupils categorise living things as birds, reptiles and amphibians accurately and have a good scientific vocabulary. They use terms such as 'hibernation' and 'habitat' correctly and give examples with accurate detail. All pupils make good progress in improving the range of their vocabulary.
81. In the area of life processes and living things, attainment is well above the national average, reflecting the high profile given to environmental matters and the benefits of the wild life areas on site. Year 1 pupils have a good general knowledge of the feeding habits of a range of small animals and the different types of eye shape for five different living things. They make good progress recalling information from previous lessons and applying it to new tasks.
82. By the end of the key stage, pupils' understanding of materials and their properties is above average. Pupils evaluate materials as to their usefulness in buildings and know that some materials can change their form. Higher attaining pupils know that a fire needs oxygen. All pupils make good progress in vocabulary used to describe materials, such as smooth, hard and soft, and know that some materials have more than one property.

83. In the study of physical processes, pupils construct simple circuits and suggest likely reasons for what is wrong if the bulb does not light. They use terms such as 'friction' correctly and conduct investigations into the best surface on which to run a toy car. They make good progress in knowing the names of everyday objects, which are powered by electricity or batteries.
84. Overall progress is good in language development and its application to science. Progress is also good relating science to everyday life and how it has helped people. However, the rate of progress is insufficient in recording data and writing, where pupils have too few opportunities to use information technology. This is frequently due to the lack of suitable programs for pupils to use.
85. Pupils have good attitudes to their work and are attentive to their teachers. They enjoy bringing their knowledge to the lesson and are pleased to show their skills to visitors. Most pupils behave well and share table space and materials amicably. There were instances when the distracting behaviour of one or two pupils detracted from pupils' enjoyment of the lesson. Opportunities to express opinions, make decisions based on their knowledge, and to speak to the class are very effective in developing the pupils' confidence.
86. The quality of teaching is good overall. Teachers are confident with the subject which reflects the good quality in-service training they have received. Lessons are well planned and generally build on what has been taught before. Pupils' own work is used effectively to correct misunderstandings, before moving on to the next part of the topic. However, teachers do not systematically use assessment information to set individual targets for pupils. Teachers build up the introductions to lessons with surprises, and the sense of excitement has a good impact on the positive attitudes to science. Relationships between adults and pupils are good. Resources are good and used well, especially the outdoor area. There are occasions when teachers are slow to intervene when pupils are making a prolonged contribution or when some pupils' behaviour is distracting. This has the effect of slowing the pace of the lesson and spoiling the enjoyment for other pupils.

OTHER SUBJECTS OR COURSES

Information and communications technology

87. Pupils' attainment in information and communications technology meets the national expectations for seven-year-olds, as it did during the previous inspection. However, pupils' skills and understanding are better than they were, although they do not exceed the national expectation. The pupils, including those with special educational needs, make satisfactory progress and by the time they are seven, they use a keyboard and mouse confidently. Younger pupils recognise the icons on the computer and know how to click the mouse and load programs. They confidently use a program to dress the teddy by dragging clothes on to a picture of a teddy bear. Year 2 pupils use the computer to write short stories and know that they can change the shape and size of letters to suit their needs. They observe pieces of text, and explain which are centered and which are not. After practising, they centre their own work while producing menus of their own. Pupils appropriately use information of their own to generate graphs, and make computer generated pictures of their favourite playground games. Although there is evidence that pupils reach the national expectations for seven-year-olds, they do not use computers frequently enough in lessons.

88. Pupils have good attitudes to the use of information and communications technology. This is best illustrated by the enthusiastic way which they use the computers without the direct supervision of their teachers before school begins. Whilst working independently pupils use computers with confidence, and draw for example, pictures of flowers with recognisable leaves and stems. They also choose to use a mathematics program to combine different fractions to make 1, and follow on screen instructions to check their spelling.
89. The quality of teaching is satisfactory, and good use is made of a school governor with particular expertise in the subject. Lessons, which are specifically planned to develop pupils' information technology skills, are frequently good. However, teachers miss opportunities to use computers in other lessons, where they could contribute to pupils' learning, for example in science, history and geography.
90. Since the previous inspection, the school has made significant progress in the planning and resourcing of information technology. As a result pupils' standards are steadily improving. The scheme of work is very thorough and covers all areas of the information and communications technology curriculum. The school has recognised the training needs of teachers and there are clear plans for further training in future. The school provides good opportunities for pupils to enhance their skills by visiting a neighbouring secondary school in the summer term in order to work with more sophisticated computer facilities.
91. Although the school is small, information technology has been recently well resourced. The information room has four up-to-date computers all with CD-ROM, and additional computers are located in classrooms. This represents a good ratio of one computer to every five pupils. However, the software available for teachers and pupils to use does not match the quality of hardware, and as a result there is often no suitable program for teachers to use to support their work in other subject areas.

Religious education

92. No religious education lessons were observed during the period of the inspection. However, there was sufficient evidence from pupils' work, teachers' plans, work presented for display and assemblies to confirm that pupils' attainment meets the expectations of the local agreed syllabus.
93. By the end of Year 2, pupils know some similarities and differences between Christianity and other faiths, and talk about important festivals in the Christian Calendar, such as Christmas. They begin to understand symbolism, and know that lighting a candle in assemblies and Church services is of special significance. All pupils make satisfactory progress in their knowledge and understanding of the role religion plays in many peoples' lives. This is largely because teachers are effective at taking the opportunity to link pupils' work in the classroom with the pupils' own lives and experiences, for example the visitor who brought the guide dog into school. Through religious education, they learn about making choices between right and wrong, and develop knowledge of people that have made a significant contribution to the lives of others, for example the work of Louis Braille.
94. Pupils have good attitudes to religious education and talk enthusiastically about attending Church for Harvest and Mothering Sunday. They particularly remember the end of year leavers' service, which they organise and lead.

95. Teachers make appropriate reference to bible stories such as 'Blind Bartemaeus', and provide guided opportunities for pupils to read stories themselves in the school bible. They show an interest in religious themes in lessons and in assemblies. The vicar contributes to the teaching of religious education by taking an assembly each week, and this has a positive impact on pupils' understanding of religious education. Pupils are managed well and encouraged to ask searching questions. Resources for the teaching of religious education are adequate, and there are good links with the Church despite it being some way from the school.

Art and Design and Technology

96. Few lessons were observed in either subject during the inspection, but the school maintains a useful portfolio of previous work and a photograph album. Judgements are also made from these sources and a scrutiny of pupils' current work.

97. The range of work in art is wider than usually found at the end of Key Stage 1 and most pupils, including those with special educational needs achieve higher standards than expected for their age. This maintains the standards achieved at the time of the previous inspection. They make good progress in observational art in paint and pastels. Subjects such as shoes, flowers and self-portraits show good control of line and imaginative shades of colour. Pupils make thumb pots in clay and plaques in salt dough. Their paintings, models and designs take inspiration from the rain forest, Bengali and ancient Egyptian patterns. This effectively reinforces art as an important representation of culture across the world. Pupils have a good introduction to the work of local craftspeople through visits by the local knitting and quilting groups.

98. In design and technology, Reception children are introduced to the importance of planning through a simple pro-forma before an object can be made. They have to identify the task, make a drawing and list the materials they need. By the end of the key stage the expectation is that pupils will be able to add information about finishes and fixings. Scrutiny of the portfolio and photographs shows a range of moving objects, such as hinged string puppets and moving flaps on greetings cards, which are within the expectation for their age. All pupils make good progress in using simple tools safely and increase their knowledge of finishes, fixings and materials.

99. In the limited observations available and conversations with pupils it is clear that they enjoy the activities in these subjects. They give opinions about their artwork on display and effectively explain the techniques they used. Pupils are careful with scissors and show good levels of concentration in order to create good work.

100. Teachers are confident to teach techniques, and demonstrate their own interest and personal skills which have a good impact on the pupils' work. The planning of the topic cycle is designed to ensure that work at the end of the key stage builds progressively on work which pupils have previously learned. Links with other subjects are well established and improve pupils' skills and knowledge. This is particularly effective where work on the senses and healthy eating in science draws on the food technology aspects of design and technology.

101. The present portfolio of work in both subjects is successful in showing the range of skills covered, but would be more helpful to teachers when assessing progress if samples were dated and with a note about the context of the work. There is no evidence that pupils are regularly required to evaluate products as suitable for their purpose.

Geography and History

102. Since the last inspection both subjects have been given a significant part in the curriculum through the topic cycle. Teachers' planning identifies clearly the skills and themes from the appropriate National Curriculum Programmes of Study. By planning together, teachers are more aware of what skills and knowledge have been covered and as a result they avoid unnecessary repetition.
103. Pupils make good progress in understanding the changes which take place within families, and have a secure sense of chronology through making family trees. They understand the term grandparent and describe generations, using terms such as oldest and youngest correctly. From their observation of artefacts and clothing in old photographs, pupils describe changes accurately and show they have a good general knowledge from which to make comments. They demonstrate understanding of how new inventions create change when discussing pictures of steam and electric railway engines. They are introduced to a number of famous people in history, such as Louis Braille, Mary Secole and Florence Nightingale.
104. Pupils begin to develop their geographical skills from the time they enter school and by the end of the key stage most draw simple representative maps of their locality. The detail shows they have observed their journey carefully and understand and use a map key. Visitors from the public services, such as the fire brigade, have a good impact by motivating pupils. Pupils make satisfactory progress in their understanding of services that are available in their home village or town. Pupils have an effective introduction to the other places through a comparative study of the village of Chembakoli in India.
105. The pupils enjoy these subjects and make commendable contributions to lessons. Their enthusiasm is shown in the excited anticipation for their turn in the 'lucky dip' bag and they make good progress in their personal development by talking about the object or photograph they pick. All pupils benefit greatly from their visits, which provide valuable first hand experiences, and the special days, such as the 'Victorian' Day.
106. Teachers motivate their pupils very well and this has a positive effect on the quality of teaching. Introductions to lessons are interesting and new ideas or information is introduced through effective questioning by the teacher. Arranging the classroom to suit the activity and having an effective balance between teaching and activities is good. Teachers generally provide pupils with appropriate opportunities to use their literacy and numeracy skills. Lessons are weakest when pupils are required to complete undemanding worksheets. This limits the progress pupils make in writing styles, knowledge and vocabulary, and does not provide sufficient challenge or opportunity for pupils to use their literacy skills. Appropriate homework tasks are set to research and gather information to be used in future lessons.

Music

107. Scrutiny of curriculum plans and interviews with pupils and teachers confirm that pupils reach standards appropriate for seven-year-olds by the time they leave school. No music lessons were seen but pupils were observed during hymn practice. Pupils make satisfactory progress and learn to sing tunefully without accompaniment, and recognise repeating verses and chorus. They follow a tune well and know when to sing loudly or softly.
108. Pupils have sufficient opportunity to compose and appraise music by following taped music lessons, which guide pupils to make sounds of, for example, autumn leaves, and

moving toys. They use the well stocked music trolley to make music from other times and places and they are aware that instruments change over time. For example, pupils learned about the range of brass instruments by visiting the East Berkshire Music Centre and listening to the music created by a brass quintet.

109. Pupils are interested in music. They anticipate the weekly hymn practice and understand that they are expected to contribute to the best of their ability. Pupils' good behaviour in lessons ensures that time is well used, and this enhances their learning.
110. The quality of teaching is satisfactory. In the hymn practice observed, the teacher planned a good lesson introduction. This involved an effective revision of previous activities and clear outline of the work to be covered. The teacher made good use of question and answer techniques to develop pupils' skills. The music trolley is well stocked with European instruments and some from other cultures, and this makes a good contribution to pupils' progress.

Physical education

111. One physical education lesson was observed during the inspection. In this lesson, the recently admitted children under five were taught together with some of the pupils in Year 1. During the lesson, children under five and pupils in Year 1 changed quickly. This ensured that little time was wasted in preparing for the lesson and little time was taken up in returning to other class lessons.
112. Pupils make satisfactory progress in physical education and meet the national expectation by seven years of age. They understand the need to warm up at the beginning of lessons and know that they become breathless after vigorous physical activity. Pupils avoid collisions by using space well, and control a moving ball skillfully. No swimming was observed. However, both parents and teachers at the school are confident that all pupils leave the school as competent swimmers, and pupils' records support this.
113. Behaviour is good, and the mature attitudes of pupils contribute to the quality of lessons. Pupils listen carefully to their teacher, and they show the assurance to work well independently or together. They use equipment sensibly and return materials to their proper place at the end of the lesson.
114. Only one lesson was observed, but scrutiny of teachers plans and observation of pupils' physical skills confirm that teaching is at least satisfactory and frequently good. Teachers use pupils well to demonstrate good work, and make appropriate use of classroom helpers to work with the younger pupils. The management and organisation of physical education is complicated by the lack of indoor facilities. Nevertheless, teachers make good use of the resources available.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

115. Three inspectors carried out the inspection over a total period of six inspection days. Seventeen lessons or parts of lessons were observed during eleven hours of direct classroom observation. Inspectors also examined a representative sample of pupils' work from each year group. These samples included work produced by high, average and low attaining pupils. The inspectors listened to a representative sample of pupils read. The attendance registers, records kept on pupils, individual education plans of pupils with special educational needs and teachers' planning files were scrutinised. The school development plan and other documents were analysed. The inspectors attended registration sessions and assemblies. Meetings were held with teachers, other staff, governors, and parents and with pupils to discuss their work. Before the inspection a questionnaire was sent to all families and a meeting was held with parents. Ten parents attended the pre-inspection meeting. There were twenty responses to the questionnaire, which represents sixty six per cent of the total sent out.

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 – Y2	32	0	3	0

Teachers and classes

Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):

2.6

Number of pupils per qualified teacher:

12.3

Education support staff (YR – Y2)

Total number of education support staff:

1

Total aggregate hours worked each week:

14.5

Average class size:

16

Financial data

Financial year:

1998/1999

	£
Total Income	118,335
Total Expenditure	115,003
Expenditure per pupil	2,949
Balance brought forward from previous year	8,557
Balance carried forward to next year	11,889

PARENTAL SURVEY

Number of questionnaires sent out:

30

Number of questionnaires returned:

20

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	84	5	5	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	63	32	5	0	0
The school handles complaints from parents well	37	26	37	0	0
The school gives me a clear understanding of what is taught	42	47	11	0	0
The school keeps me well informed about my child(ren)'s progress	42	47	5	5	0
The school enables my child(ren) to achieve a good standard of work	47	47	5	0	0
The school encourages children to get involved in more than just their daily lessons	68	16	11	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	63	37	0	0	0
The school's values and attitudes have a positive effect on my child(ren)	79	21	0	0	0
The school achieves high standards of good behaviour	63	26	5	5	0
My child(ren) like(s) school	84	11	5	0	0

Other issues raised by parents

There were no other issues raised by parents. Parents expressed very positive views of the work of the school.