

INSPECTION REPORT

Yattendon CE VA Primary School
Yattendon near Newbury

LEA area : West Berkshire

Unique Reference Number: 110026

Headteacher: Mr. Peter Shelton

Reporting inspector: Alan W Perks
18889

Dates of inspection: 18th - 20th October 1999

Under OFSTED contract number: 706997

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Yattendon, Thatcham, near Reading, Berkshire RG18 0UR
Telephone number:	01635 201397
Fax number:	n/a
Appropriate authority:	The governing body
Name of chair of governors:	Mrs. Barbara Lucas
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Alan W Perks, RgI	Mathematics Science Information technology (IT) Design and technology Music Physical education	Attainment and progress Teaching Leadership and management Efficiency
Anita Strong Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Helen Davies	English Art Geography History Music Under fives Special educational needs Equal opportunities	Curriculum and assessment Spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The school provides a very good climate for learning and has a firm commitment to improve standards in all areas of activity.
- There is a very strong partnership with parents and the community, which admirably illustrates the care and friendliness that the school consistently provides.
- There is good support, guidance and welfare for all pupils, which successfully promotes very good relationships, good pupil attitudes and overall good behaviour.
- The quality of teaching is always at least satisfactory and in the lessons seen, often good across the school in some subjects.
- The governing body is highly efficient in its financial planning and control, and day-to-day management and administration are good.

WHERE THE SCHOOL HAS WEAKNESSES

- I. There is insufficient planning of the provision of education for those children who are under five years of age.
- II. In most areas of the curriculum, there is insufficient use made of assessment data gathered about pupils. This shortfall does not provide all of them with appropriately challenging work and extension of activities beyond those planned by the teaching programmes.
- III. Documentation to support full development of the curriculum is in need of review and revision, as recognised by the school.
- IV. Statutory requirements are nearly met, but there are no written terms of reference for sub-committees of the governing body and some minor omissions in the governors' Annual Report to Parents.

The school's weaknesses are far outweighed by its many strengths. What the school does well, it does through the effective leadership and management. Since the last inspection, best practices have been maintained and significant improvements made. The governors, headteacher and staff conscientiously seek ways in which improvements might be made. The governing body, in close co-operation with the headteacher, should address the issues raised as weaknesses, through its agreed action plan, whilst maintaining those things that the school does successfully. The inspection team is very confident that the school's management will continue to strive to raise the attainment and rates of progress of all pupils beyond their generally satisfactory levels.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

- V. Higher standards are being achieved in mathematics, science, information technology, geography and physical education.
- VI. The quality of teaching has risen in mathematics, science, geography and physical education. In the lessons seen, it is never less than satisfactory and often good in mathematics and science.
- VII. The curriculum planned for both key stages is now broad and balanced, ensuring equality of access for all pupils.
- VIII. The provision for pupils' spiritual, moral and social development has improved to a good level.
- IX. The accommodation has been successfully extended and improved, with further planned improvements as part of the governing body's firm commitment to enhance facilities for all.
- X. All areas of the curriculum are supported by increases in resources, so that there is at least a satisfactory level for all subjects.
- XI. The overall leadership and management of the school are now good, and provide clear educational direction for the school.

STANDARDS IN SUBJECTS

The table that shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests has not been included as there is an insufficient number of pupils in the cohort that took part in the tests.

Inspection evidence shows that, currently, overall standards of attainment at the end of Key Stage 2 are close to the national average in English, mathematics and science, although individual pupils do show higher and lower levels. Progress in these subjects has been variable and is now satisfactory overall in English, mathematics and science. A majority makes good progress in literacy and numeracy lessons. By the end of Key Stage 2, pupils' standards of attainment in information technology (IT) are broadly in line with expectations for age at the end of both key stages. Trends over time show improvements in all four-core subjects, but generally fewer pupils attaining at the higher levels.

There is no judgement made on the progress of those children who are under five years of age because of insufficient numbers in the group. However, by the time they are ready to commence full-time compulsory education at the age of five, there is an average spread of those who have achieved the nationally recommended levels of the Desirable Learning Outcomes, with some achieving beyond or below these levels.

In art, design and technology, geography, history and physical education a majority makes satisfactory progress in both key stages. Standards in singing are good and some pupils' performance with recorders demonstrates good technique and clear interpretation. Girls have generally performed better in tests than boys, and show standards that are overall proportionately higher than boys. Those pupils on the school's register of special educational needs make satisfactory progress overall.

QUALITY OF TEACHING

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

- XII. The quality of teaching is always at least satisfactory and often good across the school.
- XIII. In just over half (55%) of the lessons seen, teaching was judged to be good in lessons focusing on English, mathematics and science.
- XIV. There was insufficient evidence to make judgements about the teaching of the one child who is in the under five category.
- XV. Across the school, there is satisfactory teaching of information technology, although facilities are often used insufficiently to support all other areas of the curriculum. On the few occasions where the teaching of information technology takes place, it is good and staff skills are evident.
- XVI. The quality of teaching is satisfactory in art, design and technology, geography, history, music and physical education.
- XVII. Outside agencies and parents enhance the provision for the tuition of music and their contribution has a very positive effect on pupils' standards of achievement.
- XVIII. Assessment procedures are in place, accurate records are maintained, but insufficient use is made of this information to plan work that matches the needs of all pupils in all subjects.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. The general level of pupils' behaviour has been maintained at a good level as reported in the last inspection, although evidence indicates strongly that there has been a significant increase in the proportion of pupils who regularly show good or better behaviour. A few pupils, mainly those with recognised special educational needs, show inappropriate behaviours.
Attendance	Good. Overall attendance has been maintained at a good level, with the vast majority of pupils regularly attending school.
Ethos*	Very good. This is a significant strength of the school where the climate for learning effectively promotes good attitudes to work, very good relationships and a firm commitment to attain higher standards.
Leadership and management	Good. The school continues to be managed efficiently on a day-to-day basis. Good leadership provides clear educational direction for the school and has ensured significant improvement since the last inspection. Almost all statutory requirements are met.
Curriculum	Satisfactory overall. The long and medium-term planning for both key stages provide for a breadth and balance in the curriculum, with equality of access and opportunity for all pupils. The planning for under fives is unsatisfactory. The provision for extra-curricular activity is good.
Pupils with special educational needs	Satisfactory. The satisfactory provision for pupils with special educational needs is successfully maintained across the school, enabling pupils to make satisfactory progress overall towards their targets. Some pupils make good progress over time.
Spiritual, moral, social &	Good. The provision for spiritual, moral and social development is good,

cultural development	reflecting Christian values. The provision for pupils' cultural development is satisfactory.
Staffing, resources and accommodation	Good. There is a good level of staffing, with teachers being appropriately qualified and having a broad range of experience to meet the needs of all pupils. The level of resourcing is at least satisfactory in all areas of the curriculum. The accommodation is adequate and has been recently improved and extended successfully.
Value for money	The school continues to provide 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
<p>XIX. They are encouraged to play an active part in the school.</p> <p>XX. They find it easy to approach the school with questions and problems to do with their children.</p> <p>XXI. The school's Christian based values and attitudes encourage their children to do better.</p> <p>XXII. The large majority of their children achieve high standards of good behaviour.</p> <p>XXIII. Their children like going to this school.</p>	<p>XXIV. Some are not satisfied with the work me.</p> <p>XXV. A few pupils' behaviour is not good.</p> <p>XXVI. Some parents felt that their children participation.</p>

XXVII. The inspection evidence strongly supports the views of the majority of parents about the many strengths of the school.

XXVIII. Whilst some parents do not subscribe to the view that the school provides sufficient homework for children in parts of the school, the inspection findings show that the school does consider its homework policy regularly and attempts to satisfy parents' wishes in this respect.

XXIX. On current evidence, the inspection team agrees that a few pupils' behaviour is not good, but the school has policies and procedures in place that adequately provide for effective management of any lapses in the generally good or better behaviour.

XXX. The inspection team disagrees that pupils are not given sufficient opportunities to work together. It also finds that there are some opportunities in music and physical education for pupils to experience team participation.

KEY ISSUES FOR ACTION

In order to improve the standards of attainment and progress of all pupils, the governors, headteacher and staff should:

XXXI. plan and provide effective education for those children who are under five years of age;

This can be seen from paragraphs: 5, 22, 30, 61, 69 and 70

XXXII. make more effective use of the good quality assessment data by:

-planning activities that challenge all pupils, with particular attention to higher attaining pupils and early finishers;

-setting appropriate targets that improve pupils' independence in learning;

This can be seen from paragraphs: 26 and 29 to 37

XXXIII. continue the review of school documentation with increased pace so that there is

support to fully develop all aspects of the curriculum;

This can be seen from paragraphs: 29 to 37 and 56

- XXXIV. ensure that all statutory requirements are fully met by:
- creating written terms of reference for all governing body activity;
 - including information that replaces the minor omissions in the governors' Annual Report to Parents in future publications.

This can be seen from paragraphs: 48 and 53

- **INTRODUCTION**
 - **Characteristics of the school**
1. Yattendon CE (VA) Primary school is located in a West Berkshire village setting, serving the village children and those who travel in from neighbouring communities. Originally founded in 1892, the school has been gradually extended so that there are now three classrooms, a small main hall and plans to extend further. There is no nursery provision and children enter the school from the age of four. At the time of the inspection, there was only one child who was in the under five category. The school currently accommodates 71 pupils, from ages 4 to 11 years. There is a similar number of girls to that of boys. The school roll has generally been increasing over the past five years and the classrooms are reaching capacity. The total school pupil population makes it much smaller than the national average for its type, which reflects the position of the previous inspection in March 1996.
 2. The area from which the pupil population comes is socially and economically advantaged, with a significant number of pupils coming from high social class groups. Almost all in the reception class have received some form of pre-school education. The school has no pupils from ethnic minority groups. No pupils (nil percent) take up the free-meal entitlement, which is well below the national average. Currently, 3 pupils have Statements of Special Educational Need, which is close to the local and national average. There are 21 pupils (29.6 percent) on the school's own special educational needs register, which is above the local and national averages.
 3. The school's stated main aims are to offer each child full access to a broad and balanced curriculum, including the National Curriculum; to offer the spiritual, moral, social, cultural, emotional, intellectual, mental and physical development of each child; to provide a varied and stimulating programme of experiences which offer each child the maximum opportunity for

development; and to prepare each child for the opportunities, responsibilities and experiences of their remaining school days and adult life.

Broader aims place great emphasis on:

- promoting Christian values within the context of the school contract;
- providing a secure and happy community in which the child can develop self-esteem;
- enabling the child to reach for and attain the highest achievable personal goals;
- creating a clear and supportive relationship between the home and school in preparing child for adult life;
- encouraging everyone to feel valued and supported whatever their role in the school; all within a climate of equality of opportunity.

1. The school's priorities have centred on responding to the key issues raised in the inspection carried out in March 1996, and extending provision in many areas of whole school activity. The headteacher's future priorities, as discussed with the members of the governing body, include:

- continuing development of the curriculum, especially information and communications technology
 - reorganisation of class group structures
 - review and development of school documentation
 - formalising and extending the provision for pupils' personal, social and health education
 - continuing the professional development of all staff
 - continuing development of the school site and buildings as finance permits.

The school has agreed targets in English and mathematics, with the local education authority, for the current academic year and for the following two years.

- **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
	1998	5	5	10

- National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	1	1	3
	Girls	5	5	5
	Total	6	6	8
Percentage at NC Level 2 or above	School	60(-)	60(-)	80(-)
	National	80(-)	81(-)	84(-)

- Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	0	2	2
	Girls	5	5	5
	Total	5	7	7
Percentage at NC Level 2 or above	School	50(-)	70(-)	70(-)
	National	81(-)	85(-)	86(-)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	1	5	6

- National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	0	0	1
	Girls	3	5	4
	Total	3	5	5
Percentage at NC Level 4 or above	School	50(-)	83(-)	83(-)
	National	65(-)	59(-)	69(-)

- Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	0	0	0
	Girls	3	5	5
	Total	3	5	5
Percentage at NC Level 4 or above	School	50(-)	83(-)	83(-)
	National	65(-)	65(-)	72(-)

The percentages in parentheses have been omitted so that individual pupils cannot be identified.

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

² 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:			%
	Authorised	School	3.3
	Absence	National comparative data	5.7
	Unauthorised	School	0.4
	Absence	National comparative data	0.5

-

- **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

- **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	5
	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**

1. When children enter the reception class, their skill levels are widely variable and overall close to those expected for children of their age. Some arrive with well developed speaking, listening, physical, creative, and social skills and show a good awareness and understanding of the world around them. At the other extreme, some children lack these skills, even though they come from very supportive families. The school's baseline assessments indicate that most pupils show greatest progress in mathematical skills and least in language and personal and social skills. However, they make satisfactory progress in all the areas of learning whilst under five, and by the time they are ready to commence full-time compulsory education at the age of five, there is an average spread of those who have achieved the nationally recommended levels of the Desirable Learning Outcomes, with some achieving beyond or below these levels.
2. In each year group, there is a small cohort of pupils and a broad range of attainment, making it extremely difficult to make generalisations, and caution should be exercised in the interpretation of the following statistics. By the age of seven, the end of Key Stage 1, the 1998 National Curriculum Assessment Tests show that the proportion of pupils attaining national standards of Level 2 and above, in reading and writing was well below national levels. The proportion attaining the higher Level 3 and above, in reading was close to the national average, and in writing well below the average. In mathematics, the proportion attaining Level 2 and above, was below the national average. The proportion attaining Level 3 and above, was very high in comparison to the national average. Teacher assessments in science show that the proportion of pupils attaining at Level 2 and above, was well below the national average, and those attaining Level 3 and above, was well above the national average. When compared to similar schools, the performance of pupils was very low in reading and writing and well above average in mathematics. The attainment of girls was better than boys in reading, writing and mathematics.
3. The cohort taking the end of Key Stage 2 National Curriculum Assessment Tests was very small. The results, which should be read with caution, show that the proportion of pupils attaining the required national Level 4 or above, was well below the national average in English, and was well above this average in mathematics and above in science. The proportion attaining at the higher Level 5 and above, was close to the national average in English and science, and well below average in mathematics. When compared to schools' with similar backgrounds, pupils' performance was well below the average in English, below average in mathematics and broadly in line for science. Over a three year period, the attainment of girls was better than boys in English, mathematics and science.
4. Inspection evidence indicates that, at the end of both key stages, a majority of pupils attains standards that are close to the national average in English, mathematics and science. Some attain at a higher level, and some at a lower level. This represents a significant improvement on the pupils' standards of attainment reported in the last inspection, most noticeably in science at the end of both key stages.
5. The pupils' standards of attainment in information technology (IT) are broadly in line with expectations for age at the end of both key stages, with a significant minority showing good knowledge and skill when using information technology for word processing, by the end of Key Stage 2. In art, design and technology, geography, history and physical education a majority makes satisfactory progress in both key stages and attains standards that are in line with national expectations for their age. Standards in singing are good and some pupils' performance with recorders demonstrates good technique and clear interpretation.

6. This is a significantly improved position to that reported in the previous inspection of 1996, where the majority of pupils attained standards in line with national expectations in all subjects, except information technology, geography and physical education, which were below the expected levels. The academic standards reported in the previous inspection have been at least maintained in all subjects, and have been improved significantly in science, geography and physical education. Standards in mathematics are rising. This is attributed mainly to the significant improvement in the quality of teaching and planning for these subjects.
7. Each year's cohort of pupils is consistently small and differences in individual prior attainment are evident. In almost all year groups, there is an average distribution of standards of attainment in English, mathematics and science. However, to illustrate the improving situation over time, the school's provision has resulted in pupils attaining at a higher level over the three year period 1996 to 1998. In English, there was a significant fall from 1996 to 1997, with minor improvements in 1998. In mathematics, there has been gradual and significant improvement from a low base in 1996. In science, standards have been maintained at a level beyond national average, which is commendable.
8. In both key stages, many make satisfactory progress in the essential areas of speaking, listening, reading, writing and numeracy and attain standards that are close to national averages in these curriculum areas. In other subjects, the large majority make at least satisfactory, and sometimes good progress, as they move through the school. However, their rate of progress is variable and related to specific subjects. It is best in science, and is often linked to the effectiveness of the clear planning of content and the quality of teachers' knowledge and understanding of the subject materials. There are some pupils who make good progress from their initial start point, which is attributed to the good elements of teaching provision, such as the teachers' management and knowledge of individual pupils.
9. Good teaching and expanding resources within the National Literacy Strategy and National Numeracy Strategy, enable the large majority of pupils to make good progress within these lessons, especially. However, some pupils, particularly the higher attainers, do not always make the progress of which they are capable. This is most evident from the scrutiny of pupils' previously completed work, where the priority has often been to complete the prescribed task, rather than develop individual pupil's levels of skill from their own start point.
10. At both key stages, pupils with Statements of Special Educational Need (SEN) make at least satisfactory, and sometimes good progress towards the targets they have been set. Targets on their individual education programmes (I.E.P.'s) generally relate to improving listening, speaking, reading, writing and behaviour. Other pupils on the school's own special educational needs register make satisfactory progress, as they move through the school. Where they are given additional adult support, either individually or within small groups, the extra support enables them to make more rapid progress during lessons in relation to their known difficulties and prior attainment levels.

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

11. As reported by the previous inspection, pupils' attitude and behaviour throughout the school remain good overall. Most pupils have a positive attitude to work and all state that they enjoy school. Most are attentive and enthusiastic during lessons and respond positively to teachers and other adults. They regularly demonstrate good attitudes to work in literacy and numeracy, to good effect.
12. The behaviour of the majority of pupils, both in classrooms and around the school, is good. Incidents of challenging behaviour by a small minority are managed effectively by staff. Almost all pupils are courteous towards adults and peers. They show appropriate respect for school property and are aware of their environment. There has been only one exclusion, which was some

considerable time ago.

13. Relationships between pupils are very good. Pupils relate well to each other and have very good relationships with staff. No incidents of bullying were witnessed during the inspection. No evidence was seen of inappropriate behaviour in the playground to substantiate a parental concern.

14. Their personal development is good and, when given the opportunity, pupils readily undertake responsibilities in the classroom and around the school, such as clearing the main hall after lunch. Social skills are well-developed. Pupils are aware of the historical background and geographical location of their school and its environment, promoted for example by taking part in the St. Frideswide's Day walk. Their sense of citizenship and care for others is shown by fund-raising for "Children in Need", "Red Nose Day" and the N.S.P.C.C. appeals.

18. **Attendance**

15. The school has maintained the good level of attendance found by the previous inspection. Unauthorised absence is close to the national average and the level of authorised absence is well below it. Lessons begin on time and this, together with the good standard of attendance, make a positive contribution to pupil's attainment and progress.

19. **QUALITY OF EDUCATION PROVIDED**

19. **Teaching**

16. The quality of teaching is satisfactory overall, but with a significant amount of good teaching in mathematics and some in science. Throughout the school, the quality of teaching seen was at least satisfactory, often good and occasionally very good. In just over half (55%) of the lessons seen, teaching was judged to be good or better. The teaching was very good in one lesson (5%) observed. This is a significant improvement upon the findings of the previous report, especially in the provision for science, geography and physical education. That report stated that there were a few lessons where the teaching was unsatisfactory; this is no longer the case. Since the last inspection, there have been staffing changes, including a slight increase in staffing levels, a reorganisation of staff to different classes, and a developing programme of in-service training to meet changing curriculum needs. All of these factors have made for considerable improvement in the provision for pupils across the school.

17. Several features of teaching, such as the management of pupils, are strengths. Teacher confidence and understanding of the curriculum are good and individual staff show specific skill in the teaching of particular subjects, such as mathematics and science. The teaching of information technology skills is variable, and this is recognised by the school as an area for further development. In all subjects, teaching and non-teaching staff willingly share expertise and support each other. They all work hard and respond enthusiastically to the pupils' needs. Classroom support staff, visiting specialists and voluntary helpers make a valuable contribution to the attainment and progress of many pupils. They are well-briefed and used effectively within a majority of lessons. They are used particularly effectively during the middle stages of the Literacy hour and in the Numeracy hour, when they support one or more individuals or groups of pupils, allowing the teacher to focus on the other groups. Designated classroom support assistants effectively improve provision for those pupils with Statements of Special Educational Need.

18. Teachers' planning does not include a programme for the attainment of Desirable Learning Outcomes at the age of five, which is a weakness in overall provision. There is appropriate coverage of the National Curriculum, personal, social and health education and religious education. The good long and medium-term planning for both key stages highlights the school's focus on

ensuring breadth and balance in provision, which is an improvement upon the position identified in the last report. Additionally, due consideration is made for the combined age range found in all three classes. Satisfactory planning, combined with good subject knowledge ensure that all pupils make at least satisfactory and sometimes good progress within lessons. Teachers' expectations are generally high, but are insufficiently high in some lessons, at both key stages. Higher attaining pupils have good quality provision in most English and mathematics lessons, but are often challenged insufficiently in some other subjects, as in science, when they tackle very similar work to that provided for all levels, regardless of their prior attainment. There is often insufficient encouragement for higher attainers and early finishers to extend work beyond that planned by the teaching programmes, which hinders progress. Pupils with special educational needs are given equal access to the curriculum through teachers' effective planning. There is appropriate support when they are addressing targets identified in their individual learning programmes, as in language and management of behaviour, but their needs are not always considered sufficiently when teachers plan lessons in other subjects, such as science. Too often they start at the same point as others in their class, regardless of age and prior attainment. Teachers then rectify the provision when they fail to understand, or find difficulty in completing the task within the time.

19. In lessons, teachers make effective use of a wide range of control strategies and discipline is good. They make good, and sometimes very good use of question and answer techniques in many lessons. Sometimes, too much emphasis is placed on giving all pupils full information on how tasks should be approached and introductions to topics become excessively long. This impedes their rate of progress, personal development and the use of initiative. Satisfactory use of time and resources is made by staff. In some classes, too much time is given to higher attainers for completing work. Some take advantage by working at a more leisurely pace, confident that they can still complete the task, and so avoid staff criticism. Information and communications technology (ICT) resources are used insufficiently, as recognised by the school. Staff relationships with pupils, with each other and with visitors, are very good and a significant strength behind the school's forward momentum.
20. Where teaching is consistently good, as in mathematics, teaching staff have a depth of knowledge, skill and understanding beyond that required to address the long and medium-term planning. The daily planning provides tasks that match the needs of all pupils, as seen in the teaching for the Numeracy hour. Here, teachers provide for all levels of prior attainment, including those with special educational needs, and carefully match the level of work to the needs of the pupils. Thoughtful praise and constructive comment develop skill levels and increase curiosity. Tasks are purposeful and opportunities are created for sustained work that may take some pupils beyond the planned content. Effective use is made of books and support materials, and best use is made of the time to promote pupils' understanding.
21. Where teaching is satisfactory and shows a balance of strengths and weaknesses, insufficient emphasis is placed on the use of assessment data and staff knowledge of individuals. This does not make best use of time and the good attitudes displayed by the pupils. Short-term planning is often over prescriptive. In some lessons, pupils address the same task, sometimes at different levels of challenge, but without the expectation that higher attaining pupils are able to work more independently and quickly, even when they show complete reliability in this.
22. The procedures for the assessment of pupils' work are a strong feature, and are good overall. There is extensive recording of pupils' achievements at all stages of their education and good use is made of the information in some subjects, such as aspects of literacy and mathematics. Information is used less effectively in some subjects, such as science and design and technology. Best practice is evident in the use of assessment in mathematics and for those pupils identified as having special educational needs. Following last year's pilot, the school has adopted the local education authorities' "baseline" checklist in the reception class, and uses it as a tool for measuring pupils' individual progress. Weekly, termly and annual reviews in some subjects, such as spelling and number tables, at both key stages, have had a positive impact on standards. Across the school, pupils' work is marked up-to-date and written praise is occasionally given. There is good verbal

feedback but constructive written comments are used insufficiently, especially with older pupils, to help improve the quality of their work. Few examples of recorded work have been seen where a dialogue has been struck up between the teacher and the pupil, resulting in improvement in standards of writing and extension of ideas.

23. Outside sources add to the good teaching provision in music, and pupils' singing and recorder playing is good. These and other visitors, such as those from the local authority's health service, have a positive effect on provision and help staff extend the curriculum, thus promoting pupils' progress on a broader front.
24. There is satisfactory homework provision. Reading, spelling and number work are set and attempted regularly. Some pupils, especially in Key Stage 2, often follow up school activity by carrying out further research associated with school topics. A few parents expressed dissatisfaction with the amount of work that their children were expected to do at home. An appropriate homework policy is in place but communication with some parents in this respect has not always been successful. However, the school is very willing to consider parental request for increase or decrease in homework provision through its very good communications network.
28. **The curriculum and assessment**
25. The curriculum for pupils of statutory school age is broad and balanced. It includes all the subjects of the National Curriculum and religious education, and effectively provides for structured progression. This is an improvement since the previous inspection. The curriculum provides equality of access and opportunity, regardless of gender or social background. Anti-drugs education is taught appropriately through links with the federation of schools, and sex education is taught by the visiting school nurse. At present, personal, social and health education is taught incidentally, and this area is identified as a main priority for further development in the school improvement plan. The school has worked hard to implement the National Literacy Strategy from September 1998, and has made a firm start to the implementation of the National Numeracy Strategy from September 1999. These strategies are beginning to have a positive impact on the standards achieved by the pupils and have increased the rate of progress that they make.
26. Curriculum planning and assessment for children under five is unsatisfactory. There is no effectively planned curriculum linked to the appropriate areas of learning which leads into the National Curriculum. There are no planned assessment procedures to identify how well children are progressing towards the Desirable Learning Outcomes by age five.
27. The Code of Practice for pupils on the special educational needs register is applied appropriately. The provision for pupils with special educational needs is satisfactory overall, meets statutory requirements and appropriately supports their needs. Staff work closely with the special needs co-ordinator, and are aware of the procedures for identifying, assessing and for making effective provision for them. Satisfactory individual education plans (IEP's) are in place and the school liaises effectively with outside agencies when necessary. Parents are appropriately involved, kept informed of their child's progress frequently, and are invited to regular review meetings.
28. There are effective long and medium-term plans for all subjects. Satisfactory schemes of work are in place for most curriculum subjects, with the exception of music. However, some policy documents are out of date, for example, those for design and technology, geography, history, physical education and music. The school is aware of this shortfall and has given priority to developing the schemes of work. Day-to-day planning is satisfactory overall, but does not always clearly identify opportunities for assessment, or provide for all pupils' needs. Good links exist between the Downs Federation of Schools, which effectively helps prepare pupils for the next stage of their education.

29. The school has made satisfactory progress in the development of assessment procedures, showing an improvement since the last inspection. There is an improved draft assessment policy and its implementation is a target in the school improvement plan. Statutory assessments are completed satisfactorily at the end of both key stages. Various assessment procedures are used effectively to identify where pupils are in their learning, but the data collected is not always used sufficiently to inform short-term planning.
30. Effective baseline assessment procedures are in place and the school uses the optional Standard Assessment Tests for Years 3, 4 and 5. A written record of pupils' attainment, which is suitably linked to National Curriculum levels, is maintained in all subjects. More recently, assessment procedures have been introduced to monitor pupils' progress in the National Literacy and Numeracy Strategies.
31. The school has a useful policy for marking pupils' work that is used appropriately by all teachers. Teachers maintain useful on-going records of pupils' reading and spelling progress, and a reading diary promotes good links with parents in this area of learning. Teachers know their pupils very well and the quality of day-to-day assessment of pupils' attainment and progress is satisfactory overall.
32. The curriculum is effectively enriched by a good variety of after-school activities, which include football, netball, choir, recorders and a Christian meeting group. To enhance their knowledge and understanding further, pupils undertake a wide range of visits within the local area and beyond. Those in Years 5 and 6 have the opportunity for a residential visit to Wales and this has a positive influence on their social and cultural development particularly.
33. A key issue in the previous inspection was to review curriculum management and organisation, in order to provide a better balance in the planned time for all subjects, and to ensure that the full expectations of the National Curriculum were met. This issue has been successfully addressed. However, having appropriate curricular policies and structured schemes of work in place, and the implementation of a whole school assessment policy that effectively informs all planning, have still not been fully achieved.
37. **Pupils' spiritual, moral, social and cultural development**
34. Overall, provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils' spiritual development is good. Appropriate opportunities are provided by the school for pupils to participate in acts of corporate worship, which meet statutory requirements. School assemblies allow sufficient time for both enjoyment of worship through collective hymn singing and for quiet moments of reflection and prayer. An appropriate timetable of suitable themes for assembly has been established. Pupils are given suitable opportunities to reflect and value the beliefs of others. In lessons, pupils occasionally experience a sense of wonder of the natural world, for instance, when they were absorbed in their scientific observations on the school field. The school grounds provide an attractive arbour, and there is a designated quiet area in one of the classrooms, which pupils use as quiet places for reflection during breaktimes.
35. Provision for pupils' moral development is good. The school's behaviour policy is used to successfully sustain relationships, and some classes have devised their own set of rules. Teachers use praise effectively, and sometimes use merit stickers or stars to reward good behaviour or endeavour. Pupils are successfully taught the difference between right and wrong. All adults in the school, both teaching and support staff, provide good role models for pupils, as do voluntary helpers. Staff encourage and positively develop very good relationships between pupils, themselves and with other adults.
36. Good provision is made for pupils' social development. Opportunities during assembly time are

used to publicly recognise good behaviour, both in the classroom and about the school. Pupils are encouraged to be aware of others less fortunate than themselves by supporting a range of charities, such as the crates they filled for children in Soloman Islands. Pupils are respectful to each other, and older pupils serve lunch to the younger pupils and care for them in the playground. When new pupils enter the school, they are supported by an older pupil until they have settled into school. Teachers have strategies to include all pupils in different activities, such as distributing and collecting registers or helping prepare for practical lessons. Pupils are encouraged to work collaboratively and to take turns, which they do. Older pupils are given opportunities to take on additional responsibilities, for example aiding the preparations for assemblies.

37. Provision for pupils' cultural development is satisfactory. Pupils are offered some cultural aspects of music and art, and there are a variety of books available to them that relate to children with different cultural backgrounds to their own. Work in geography and history extends pupils' knowledge of other cultures. Visitors from the local community enhance pupils' awareness of their own culture. Travelling theatre groups have visited the school. Visitors from other faiths, for example, visits by a Sikh lady, provide informed experiences. A good range of educational visits are made to local places of interest for example, to the well in the woods at Frilsham, when celebrating St. Frideswide's Day as part of local history. All of these involvements successfully extend the pupils' understanding of the world in which they live.

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

38. The school has improved upon the findings of the previous report, so that the support, guidance and welfare it provides for the pupils is now very good overall. The parents are correct in their belief that the "happy, family school ethos" is a strength.

39. The school has good procedures in place to monitor academic progress, and personal development. Individual education programmes (IEP's) for pupils with special educational needs are used satisfactorily. The school's place within the Downs Federation of 11 local schools is valued, and the close liaison with the secondary school, including the residential visit of Year 6 pupils to Sealyham, in Wales, provides a smooth transition for the older pupils. Home visits and half-day sessions for the under fives, prior to starting school, provide good induction procedures. Teachers know their pupils very well and are good role models. Relationships are very good and confirm the feelings of the parents, that there is a "real relationship bond".

40. There are very good procedures in place for monitoring and promoting discipline and good behaviour, which have a positive response from the majority of pupils. Staff act immediately and effectively to the small number of pupils who behave inappropriately. Lunchtime procedure are effective.

41. Procedures for monitoring and promoting good attendance are very good, maintaining a high standard. Registration is carried out quickly and efficiently and meets legal requirements. There is no evidence to support the view expressed by some parents that registers are not taken on early assembly days.

42. Child protection procedures are in place, with all staff suitably vigilant. The services of the educational welfare officer and other visiting professionals are used appropriately to support areas of the curriculum and other school activity. There are appropriate anti-drug and sex education policies that are used effectively. The school values the visiting school nurse, who promotes this education to those in Year 6, within the personal, social and health education programme. Appropriate arrangements are in place for the administering of First Aid. The school has now adopted a policy and undertaken it's health and safety practice, as recommended by the last inspection, and this is now carefully applied throughout the school by staff and governors.

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

43. A major strength of the school is the very good partnership it has with parents and the community. The positive contribution to the quality of learning and standards of achievement reported in the last inspection has been further enriched from this partnership.

44. The quality of information to parents is very good, with regular newsletters informing them on a wide variety of subjects. Communication is positive and parents strongly support the aims and values of the school. Annual reports on their children and a detailed informative parents' handbook, or prospectus, comply with statutory requirements, but the governors' Annual Report to Parents still does not. Absences are not recorded correctly and there is no report on the progress of the action plan created from previous inspection.

45. Parents feel very welcome in school and provide valuable support, such as colour-coding the library books, hearing pupils read and running the extra-curricular clubs. Providing 'car transport for out-of-school activities is a further valuable asset of their involvement. Parents are invited to a weekly coffee afternoon, where a video share scheme is available. The Friends of Yattendon School raise funds that provide valuable extra resources for the school, and they are presently engaged in holding a "Silent Auction" for the benefit of all pupils.

46. The Christian values of the school are promoted strongly. For example, assemblies and special services are held in the local church, such as Harvest Festival and the leavers' service. The vicar, who is also a school governor, takes assemblies and a weekly lunchtime "Jesus at Yattendon School Club", which further strengthen the spiritual and religious ethos. A good induction programme is in place for children coming into the school and very good liaison with the staff of the local secondary school, provide a smooth transition for the older pupils. The school's position within the local Downs Federation of Schools provides opportunities for combining resources and sporting activities, and those in Years 5 and 6 with a valuable residential experience at Sealyham in Wales.

47. Membership of the Educational Business Partnership is beneficial to the school, for example, in the provision of second-hand computers and a grant, part of which supports the parents' coffee afternoon. A range of walks and school trips to places of interest, such as the St Frideswide's Walk, Katesgrove Victorian school, the Rainforest glass-houses and exchange visits with Rivermeade Primary School in Reading, enrich the curriculum and strengthen the environmental links. The valued patronage of the Landowning Family places the school firmly at the heart of the community. Awareness of the wider community, and the pupils' care for others, is shown by the "Cubic Metre Crate", containing educational resources that are sent to less fortunate children attending a school in the Solomon Islands.

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

51. **Leadership and management**

48. The overall leadership and management of the school are good, which is an improvement upon the previous report findings, and are now strengths of the school. There is a very close, professional relationship between those responsible for all levels of management, which has a significantly positive effect on the school's forward momentum. The headteacher is the pivotal figure of the group of governors and staff, actively maintaining the best practice and making clearly thought-through changes that are leading to significant improvement. He works in close professional contact with the active chair of governors, who gives of her time freely to support the school fully in ensuring that agreed decisions are implemented. The staff are hard-working, committed and

share responsibilities willingly. The administrative secretary also works hard and successfully carries a large proportion of clerical activity, publication, reception duties and financial overview. This spirit of close co-operation and support for all, enables the release of the headteacher to carry out a considerable teaching timetable, as well as a wide range of management activities. In order to make the desired improvements identified within the previous report, the governors and the headteacher have recognised the need to maintain above average levels of staffing, which are having a beneficial effect. The very good support from the governing body and the industry of all personnel on site, are a strength in provision for all.

49. The role of the governing body is clearly understood, reflecting long established procedures for fulfilling its responsibilities. Statutory requirements are nearly met. Written terms of reference are not in place for some governing body activity, which contravenes recent legislation. There are some minor deficiencies in the publication of information to parents in the Annual Report, which the school intends to rectify in its next publication. At present, there is no mention of the school's progress in implementing the 1996 post-inspection action plan, no statement on the special provision made for the admission of physically disabled pupils and absence statistics are stated in figures rather than percentages.
50. The governors, headteacher and other teaching staff share the curriculum management responsibilities with well-reasoned distribution. Their co-operation and determination to improve, provide a scheme where participants are aware of their individual responsibilities, and understand their roles and responsibilities within an effective system. The strategies adopted make a very positive impact on the good quality of education provided by the school, and the satisfactory or better standards attained by most pupils. There is, however, a deficiency in the management of the provision to ensure that the school's aim to cater for the needs of all pupils is met fully, as identified by a few parents.
51. The support and monitoring of teaching and curriculum development are satisfactory overall, but there are some deficiencies. Curriculum developments and teaching are monitored and evaluated effectively by the headteacher. Nevertheless, insufficient time is planned for formal moderation of standards reached in lessons, as implied by the previous report. The headteacher recognises fully his role of mentor and provides a good programme for the professional development of all staff. However, the school's system for the regular, formal appraisal of staff, has faltered recently and some of its targets have not been met. Other teaching staff are given insufficient management time to fulfil their subject co-ordinator duties during lesson time. This shortfall does not provide adequate opportunities for them to monitor the effects of their effort in creating teaching programmes for the whole school.
52. The implementation of the school's stated aims, values and policies is good. All areas of the curriculum are planned effectively to provide full entitlement and equality of opportunity for all pupils. The major curriculum subjects of English and science have recently revised policies and schemes of work, and other documentation has been reviewed, replaced and extended, which is commendable practice. Other documentation does not reflect current practices, and the school has recognised that these are in need of replacement within a short time-scale. The management of implementation of the National Literacy Strategy has been successful, and the school has begun implementation of the National Numeracy Strategy from September, which is off to a good start.
53. Development planning and the evaluation of provision are good. Priorities have arisen from regular, careful consultation between the headteacher, staff and the governing body. The needs of the school's voluntary aided status and the provision of a Christian based environment are always of prime consideration and importance. The quality of educational provision is guided by well-considered planning for school improvement. These plans are reviewed regularly in the light of new circumstances, whilst appropriately keeping in mind the longer term developmental issues. The plans appropriately prioritise areas for improvement, the changes required and establishes how, and by whom, they are to be made. There is appropriate consideration of how to attain goals and

raise standards in all subjects, of most funding implications and of the need for clear linkage to the programme for the professional development of all staff. The administrative systems are very effective and support the good overall management of the school. There continue to be effective procedures for the daily life and routine of the school and there is good lunchtime supervision.

54. The school has established an appropriate policy for special educational needs in line with the requirements of the Code of Practice, which has been approved and adopted by the governing body. Almost all publication requirements related to special needs are met. The school places great emphasis on the management of pupils on its own special educational needs register, which is commendable practice. This has a beneficial effect on their rate of progress and their attitudes to learning. Co-ordination and recording procedures are satisfactory and understood by all teaching staff. The school has appropriately appointed a designated school governor, who has responsibility for confirming the school's provision to all other governors. The present arrangements for monitoring the provision for special educational needs are appropriate, although there is insufficient emphasis placed on ensuring that the contents of individual education programmes (IEP's) are always considered sufficiently when planning activities in all curriculum subjects.
55. The school's ethos is very good and is a significant strength of provision. The management of pastoral issues is very effective. All staff promote high levels of care and compassion for all. The whole climate for learning reflects the wonderful, family atmosphere that exists, where all are valued, whatever their contribution, and is underpinned by the school's commitment to attain higher standards.

59. **Staffing, accommodation and learning resources**

56. The school has an above average number of suitably qualified and experienced staff for the numbers on roll and for the age range of pupils. There is a satisfactory match between the qualifications of staff and what they teach. The school has recently appointed a part-time special educational needs teacher and this is beginning to have a positive impact on standards for those pupils on the school's special educational needs register. Co-ordinators are in appropriate roles and subject knowledge is generally good. Staff appraisal is on-going but spasmodic. There is an above average number of effective support staff, who make a positive contribution to the attainment and progress of pupils. Arrangements for staff training are good and all teachers have received the appropriate literacy and numeracy training. Support staff are made aware of training courses available to them and most have taken advantage of courses of particular interest to them. The school makes appropriate use of peripatetic music teachers, to positive effect.
57. The accommodation is satisfactory overall, and provides appropriately for effective teaching of the number of pupils at the school. This is an improvement since the last inspection when some classrooms were regarded as cramped. Provision for physical education has improved as more indoor space and increased facilities are available. Accommodation includes three classrooms, main hall, secretary's office at ground level and a headteacher's study on the first floor. There is, however, no staffroom. The school is cleaned to a high standard and pupils' work is attractively displayed. The grounds are spacious, and generally well-maintained, although the condition of the hard playground surface is barely satisfactory. There is ample space for outdoor education and play. Attractive areas including an arbour, outdoor climbing apparatus, a fenced pond, "Rose Cottage" and a "sculptured tree", all of which encourage pupils' imaginative play. However, there is no secure play area for under fives to engage in a range of outdoor activities, as recognised by the school.
58. The quality of resources for teaching and learning are good overall and meet the needs of the curriculum, with the exception of resources for the under fives. Since the last inspection, resources have improved in the areas of information technology, geography and physical education, which has had a positive impact on standards in these subjects. There is limited and insufficient storage

space for teachers' resources, but access to resources by pupils is satisfactory. Resources beyond the school, such as the local village and woodlands, and a residential visit to Wales, are used to good effect to enrich the curriculum.

62. The efficiency of the school

59. The efficiency with which resources are managed is good overall, and is a strength. The school is run efficiently and effectively in many elements. There are clearly considered costings associated with the detailed school improvement plans, which appropriately cover the immediate and next academic years. This is a significant improvement on the findings of the previous report. Decisions about improving systems are taken regularly, after wide consultation, so that all governors and staff are fully aware of the matters that need to be satisfied if the school is to meet all of its agreed efficiency targets.

60. Financial planning is very good. The school's management is extremely aware of the precarious nature of its budget balance, and plans accordingly. Spending is linked very closely to the school improvement plans. The element of the small schools' budget and the grant from the Diocesan Authority is distributed perceptively. For example, the school has expanded resources and purposefully set money aside to address its part of the financial commitment to improve and extend the building and site. The school has sensibly planned a small carry forward to account for any unexpected, additional expenditure. The minor recommendations for improving financial procedures, arising from the most recent local education authority financial audit in September 1999, have all been addressed satisfactorily.

61. The use of teaching and support staff is good. The significant amount of teaching that the headteacher does has a very positive effect on standards, but creates minor difficulty in whole school management with reference to curriculum co-ordination. The governing body has appropriately taken the carefully considered decision to appoint a senior teacher to take responsibility in the absence of the headteacher. Subject roles and responsibilities are shared considerably across the school, with the headteacher being closely involved at all levels of decision and policy making. Classroom support assistants and volunteers are deployed effectively, and make a significant and valued contribution to pupils' attainment and progress. Devolved funds for statemented pupils and those on the school's own special needs register are used purposefully and effectively, providing sound value for money.

62. Overall, there is good use of the accommodation and learning resources. All areas of the school are used extensively. The attractive school grounds, which include an adventure trail and wild area with pond, are used regularly for lessons, games and social times. Learning resources are managed efficiently and most are used with appropriate regularity. Displays are arranged attractively, teaching materials are labelled clearly and other materials are suitably stored in purpose-designed storage units. The school library area is part of a classroom base and is used appropriately by pupils for referencing books. Video viewing and the teaching of small groups take place in either the classrooms, the small main hall or in corridor space, which is appropriate use of available space. There is insufficient use of information and communications technology (ICT) equipment, as recognised by the school. Effective use is made of educational visits and of those visitors who extend pupils' understanding, for example, in music.

63. There are extremely effective checks on financial procedures, strengthened by the high profile of the finance sub-committee of the governing body, and the day-to-day monitoring by the school secretary, who, together with the headteacher, confirms financial balance weekly. There is a monthly reconciliation with the local authority's finance service to confirm budget status. The agreed budget distribution, school fund and administrative procedures continue to be managed effectively on a daily basis by the efficient school secretary, who works in very close consultation with the headteacher. Appropriate computerised and manual records are maintained; they are

backed up weekly and updated regularly. This firm data is shared with the finance committee, considered thoroughly and then carefully considered recommendations are made to the full governing body. These procedures and practices confirm the effectiveness and the improvements made in financial control and planning.

64. When considering income, the higher than average costs per pupil incurred, the use of resources, the quality of educational provision and the attainment and progress of the pupils, the school provides satisfactory value for money, which is maintenance of the overall sound level identified in the previous report. Whilst efficiency levels are relatively high, there is further capacity for improvement, as identified by the school, and there is good capacity for the school to make the changes required.

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

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

65. Children are admitted to school in the term of their fifth birthday. Almost all children have had some pre-school experience. At the time of the inspection there was only one child who was just aged five in the reception and Year 1 class. It is therefore not possible to comment on attainment and progress for the under fives currently on site, but from assessment data, they are variable within each cohort and generally show an average spread by the age of five in relation to the Desirable Learning Outcomes.

66. The planned curriculum for the under fives is, however, unsatisfactory. Although staff know about and are familiar with the Desirable Learning Outcomes at age five, there is no explicit written planning or assessment procedure for the under fives. This is unsatisfactory and is a weakness in provision.

70. **ENGLISH, MATHEMATICS AND SCIENCE**

70. **English**

67. In the 1998 Key Stage 1 National Curriculum Assessment Tests, the proportion of pupils reaching the expected Level 2 and above was well below the national average in reading and writing. When compared with similar schools, the proportion reaching Level 2 and above in reading and writing was very low. At the higher Level 3 and above, reading was well above, and writing was below average. Caution is needed in interpreting these results as it was a small year group, with a significant number of pupils having special educational needs.

68. Taking the three years together from 1996 to 1998, reading has been close to or below the national average, while writing has been above, similar to and below average. Girls have generally performed better in reading but there has been little gender difference in writing. Through its own analysis, the school has identified rising standards in literacy across the board at Key Stage 1, and in reading particularly for boys.

69. Observations made during the inspection show that the Literacy hour is now having some positive impact. In the present Year 2 group, fewer pupils are on the special educational needs register compared to last year and the previous year. Although still a small cohort, and therefore liable to marked fluctuations in proportional terms depending on the performance of one or two pupils, evidence shows that this year's overall attainment will be similar to national averages. Reading, speaking and listening are better than writing. Those pupils with special educational needs make satisfactory progress overall in achieving their targets. These standards are similar to those found during the previous inspection. Standards have been maintained.

70. In the 1998 Key Stage 2 National Curriculum Assessment Tests, the proportion of pupils reaching the expected Level 4 and above was below the national average. The proportion reaching the expected higher Level 5 and above was well below the national average. When compared to similar schools, the proportion achieving Level 4 and above was below average. Caution is needed in interpreting these results as it was a small year group with a significant number of pupils identified as having special educational needs.

71. Taking the three years together from 1996 to 1998, English has been close to the national average. Girls have generally performed better in English than boys. Through its own analysis, the school has identified rising standards in literacy across the board at Key Stage 2, and in reading particularly for boys.

72. At Key Stage 1, pupils' progress in speaking and listening is good, and in reading and writing it is satisfactory. Pupils listen attentively and with interest to their teachers and to each other. They show clear understanding of what they hear, for example in a science lesson they responded quickly and appropriately to the teacher's questioning. They take an active part in discussion, talking confidently about their experiences, are keen to participate and give their views and ideas. These skills are used to good effect in other curriculum areas, such as geography and art. In reading, many pupils are effectively supported at home and this has a positive effect on their standards. A majority of pupils said that they enjoy reading and have "loads of books at home". They are good at decoding words but not as effective in understanding what the text means or implies. For example, a sample pupil could read the print but was unsure of the meaning of the sentence. Most use phonic clues or context to work out what an unfamiliar word means. Pupils in Year 2 know what the index and glossary are for, and they understand who the author and illustrator are. In Year 2, most pupils are beginning to write independently. Some make consistent use of full stops and capital letters, and form their letters correctly, but not all use a cursive script.
73. At Key Stage 2, pupils' progress in speaking and listening continues to be good; in reading and writing it is satisfactory. Pupils continue to develop their spoken skills, so that some pupils are very articulate. They express themselves clearly and thoughtfully when given good opportunities for sustained speaking for different purposes. They are able to read aloud to groups, for example, when they read stories from the Bible to the class at the end of the day. Pupils are at ease in talking with each other, and to staff and visitors to the school. Most pupils respond to questions effectively, often giving quite complex answers. By the end of the key stage, most read with understanding, and in the case of higher attaining pupils, with accuracy and expression. Most read aloud confidently and the majority locate and use ideas and information books effectively. Most of the older pupils write stories confidently and sometimes use a variety of styles that include poetry and play scripts. Insufficient evidence of drafting or re-drafting was seen. Pupils usually punctuate correctly, as in one lesson seen when they were learning to use commas and colons correctly. They spell most regular words accurately. Handwriting is legible and in a cursive style. The effectiveness of the school's literacy strategy is satisfactory overall, and it is beginning to have a positive impact on pupils' attainment and progress. Literacy skills are being used satisfactorily in other subjects across the school.
74. Pupils' attitude and response to English is generally good. Most enjoy their English lessons and show interest in what they are doing. Pupils in Year 1 particularly enjoyed a lesson on rhyming words when their own names were used in the text. They were involved in their learning and found it relevant to themselves. Pupils show good behaviour and collaborate effectively together. Pupils like and trust their teachers and so respond well to them.
75. The quality of teaching is satisfactory overall, with teachers having good subject knowledge. Classroom organisation and control is generally good. In the less effective lessons, pupils spend too much time listening on the carpet and the pace of the lesson is slow. Teachers have high expectations of behaviour and attitudes. They mark pupils' work conscientiously and in an encouraging way. The planning and structure of the Literacy hour is having a positive impact on the teaching.
76. The curriculum meets statutory requirements. There is a satisfactory draft policy document and brief scheme of work. The school follows the planning recommended in the National Literacy Strategy effectively. Lessons are clearly planned and appropriate texts are used. Procedures for assessment are good, although they are not always used effectively in teachers' short term planning. There is insufficient use of information technology for recording.
77. Co-ordination of the subject is satisfactory. The newly appointed co-ordinator is enthusiastic and knowledgeable, and is well placed to effect further improvements in the management of literacy in the school. An action plan has been drawn up, and there is planned time for monitoring of

standards within the school improvement plan. Resources are adequate, although the school has identified some areas of weakness, particularly texts of interest to boys and the need for more guided early reading books.

81. **Mathematics**

78. The end of Key Stage 1 National Curriculum Assessment Tests for 1998 show that levels of attainment were below the expected standard, but with the proportion of pupils attaining at the higher levels being very high in relation to the national average. In comparison to schools of a similar type, attainment in the 1998 national tests indicates that a well above average proportion were reaching the expected standard. The scores gained in 1998 were higher than those achieved in 1997 but the cohort size is regularly small, which needs to be considered when analysing and comparing the data. In national tests, the different cohorts of pupils in Year 2 have reflected the differing standards of attainment in mathematics over the past three years.

79. In the end of Key Stage 2 National Curriculum Assessment Tests for 1998, the proportion of pupils attaining the required standard of Level 4 and above, was well above the national average. The proportion attaining the higher Level 5 and above, was well below the national average. The broad overview indicates that pupils' results were above national average. When compared to similar schools they were below average. These results are influenced significantly by the very small cohort taking the tests, and the larger proportion of pupils with special educational needs in this group.

80. Inspection evidence shows that a majority of pupils, including those with special educational needs, makes satisfactory overall progress in mathematics, and that they achieve standards that are close to the national average at both key stages, with strength in numeracy. However, there is a very wide range of attainment, with some pupils attaining well above, and some below the national expectation for age, in both key stages. This is a maintenance of the overall level reported in the previous inspection for both key stages. However, in terms of the overall proportions, there have been gradual improvements over time to a stronger position.

81. At both key stages, the majority of pupils' show good skills in numeracy. Again, there is wide variance and some pupils at the end of both key stages show understanding well beyond the expected level. By the end of Key Stage 1, most pupils have a good grasp of numbers and number operations. In Year 1, pupils' number work shows broadly average levels of understanding of simple additions and figure construction. Year 2 pupils are able to count and add mentally the coins needed to make 20p in value. About half can count in twos up to 20 using number rods. However, there is a wide range of understanding when predicting the outcome of the addition of two numbers, for example. Some recognise the patterning quickly and are able to explain, with good reasoning, whilst others find much more difficulty. Some count proficiently in fives and tens. Their shape, capacity and measures' work show satisfactory skill, knowledge and understanding overall. Simple graphs illustrate satisfactory skill with data collection.

82. At Key Stage 2, the very wide range of attainment continues to be evident. Some Year 5 and 6 pupils have a very good grasp of mental mathematical strategies, knowing and using number tables with ease and clear understanding. Some Year 3 pupils are able to count in twos from a given odd number, recognising patterns up to seventy using mental calculation. Almost all recognise the need to keep column accuracy with their addition and subtraction. In Year 4, a larger majority is able to calculate satisfactorily, but a smaller proportion uses a wide range of terminology and strategies when adding and multiplying simple numbers. Few work with a high degree of accuracy and clear understanding of process. Years 5 and 6 are very close in their understanding of mathematical processes, although there is a wide range of attainment in both year groups. Previously completed work shows satisfactory understanding of regular shapes, for example. In the lessons seen, some use number tables with confidence, identifying patterns and factors with comparative ease, whilst

others labour to find the correct answers to questions asked of them.

83. Pupils spend time drawing and colouring graphs when the technology to do this quickly is readily available. Although the sample of pupils' work on display around the school shows occasional good use of information technology when presenting data that pupils have collected, practice across the school is inconsistent. No samples of the use of information technology were found in any pupils' books. The work-sample similarly shows that open-ended investigations are only occasionally attempted in the range of mathematical work. Opportunities for pupils to use and apply mathematics in practical tasks beyond those found in the published scheme of work are insufficient.
84. Numeracy is used satisfactorily to support some other subjects across the curriculum, for example, when pupils create tables in their science work. A majority uses appropriate mathematical vocabulary to support literacy, as when pupils read from the published scheme and worksheets containing mathematical texts. Most talk confidently about numerical calculation, explaining clearly how they arrived at their answers. Some use a very narrow range of mathematical vocabulary and struggle to explain their reasoning.
85. Pupils' attitude to mathematics is generally good and sometimes very good. Almost all listen attentively and show good behaviour. Most pupils are keen to answer questions, which they do politely. There are generally very good relationships between pupils. Almost all share ideas and equipment happily. Most of the recorded work is presented neatly, showing good levels of accuracy, but a few pupils show insufficient pride in the appearance of their number work. Their work can be untidy and unfinished.
86. The quality of teaching is good overall. In the lessons seen, it was never less than satisfactory and regularly good. The best teaching enables the pupils to make progress at a faster rate. High significance is given to the regular development of skills in mental and written calculations, and expectations of what pupils might achieve are appropriate. In lessons where teaching shows a balance of strengths and weaknesses, there is sometimes a lack of sufficiently high challenge within some tasks, and an insufficiency of open-ended investigations. Test results suggest that there are significant differences in the attainment and progress of boys as compared to girls. This is evident from the book work, where there are a greater number of boys on the school's special needs register, and their attainment is below national averages.
87. Teachers make good use of questions to stimulate pupils' thinking. The better lessons involve pupils in review and discussion at the beginning and end of an activity. This confirms pupil-understanding and that the required amount of work has been covered within the allotted time. Staff have a good knowledge and understanding of the subject, and the management of pupils is good. Pupil groupings are considered thoughtfully, using staff knowledge of individuals to good effect. However, in some instances, higher attaining pupils spend too long listening to the introductions to lessons, which has a negative effect on their concentration levels and rate of progress. Some whole class discussions are effectively targeting the higher attainers but the lower attainers begin off-task behaviour when they clearly do not understand the nature of the debate.
88. The school has good, effective mathematical testing, recording and assessment procedures. These include end of key stage and some end of year formal assessments, which is commendable practice. Teachers maintain accurate, informative records. The use of assessment information is generally good, but some pupils are not provided with a sufficiently high level of challenge in all lessons. All work is marked regularly and there is some productive use of written, constructive comment. The quality of verbal feedback offered to pupils during lessons is generally good and sometimes very good.
89. The co-ordination of the subject is satisfactory overall. There is a team approach that conscientiously monitors the planning for the subject. There is sufficient monitoring to confirm

coverage of the work set, which meets statutory requirements, and of the standards of work produced by pupils across the school. This makes it easier for the staff to ensure that work builds in a systematic and continuous manner on what the pupils know, understand and can do. However, the co-ordinator has insufficient management time to see mathematics in action in year groups other than her own.

90. The resources for mathematics are of good quality, quantity and range to support current work. The school has already extended resources in support of the National Numeracy Strategy, implemented from September 1999 in line with national recommendations, to good effect. There is insufficient use of suitable data handling programmes with the computer workstations as an alternative method for pupils to work and record. This is planned for further extension as the new information and communications equipment comes into more extensive use across the school.

94. **Science**

91. Results of the 1998 National Curriculum Teacher Assessment Tests show that, at the end of Key Stage 1, the proportion of pupils reaching Level 2 or above, was well below the national average. The proportion attaining Level 3 and above was significantly better, being well above the national average in all elements. In the end of Key Stage 2 national tests, the proportion reaching Level 4 and above, was above the national average. The proportion attaining at the higher Level 5 and above, was close to this average. These levels reflect a significant improvement on the findings of the previous report and are confirmed by this inspection's findings. There is wide variation in the pupils' standards of attainment in science at the end of both key stages but, overall, they are close to the national average. A significant proportion in each key stage attains levels of knowledge and understanding that are beyond those expected, whilst a similar proportion does not attain the standard expected. This is more evident in their prediction of the probable outcomes of investigation and experimentation. There was a significant gender difference, with the attainment of girls being beyond that of boys in the end of Key Stage 2 national tests. When compared to similar schools, these pupils attained close to the average. However, caution should be exercised when considering all of this data because of the small cohort being assessed and taking the test.

92. Pupils are able to carry out simple experiments and make observations through investigation, as when those in the Year 2 and 3 class tested their parachutes as part of the study of "forces". A majority shows a satisfactory understanding of the effects of gravity and air resistance factors. Some higher attaining pupils in Year 3 are able to use explicit vocabulary to explain their understanding of these effects. Work on "forces" is developed successfully in the Year 4, 5 and 6 class, as when pupils test the effects of friction, using force-meters related to Newton's Laws. Some pupils in Years 5 and 6 have highly developed observational skills for their age. They are able to look closely at the results gained by experimenting and create good quality recordings. Other pupils struggle to understand elementary principles and require high levels of adult support. From inspection observations, there is some significant difference in knowledge, skill and understanding of key scientific facts between girls and boys, related to the fact that there are more boys with identified special educational needs.

93. In all year groups, the larger proportion are able to carry out a fair test, at an appropriate level, without too much adult intervention. From previously recorded work in Key Stage 1, the pupils are able to label plant parts and carry out field investigations. In the lessons seen, some pupils in both key stages are able to predict probable outcomes with considerable accuracy. They show a clear understanding, using relevant and extended vocabulary. Some make predictions that are not based on carefully thought out evaluation, which indicates their lack of understanding. Much of the pupils' recording is carried out to a prescribed pattern and does not allow sufficient opportunities for higher attaining pupils to show initiative and enterprise. Most pupils' recorded work is presented neatly and shows pride. There are a few attractive wall and table displays, which show samples of pupils' work that promote self-esteem and stimulate pupils' curiosity.

94. The progress that most pupils make is satisfactory overall, but with wide variation in all class groups. Across the school, pupils build upon their previous experiences in a structured way. However, the progress of some of the higher attaining pupils is hampered by the overly-rigid planning structure and the lack of attention given to their prior attainment levels. Investigational and observational skills are being developed soundly across the school, which is a significant improvement from the previous inspection, but there are insufficient examples of pupils being encouraged to extend planned work through personal investigations and additional experimental opportunities beyond those dictated by the teachers' planning. Pupils with Statements of Special Educational Need make satisfactory progress overall, through good quality adult support. Other lower attaining pupils make appropriate progress, although the rate of progress is often influenced by their lower than average linguistic and writing skills.
95. The pupils' response to scientific activity is regularly good, and sometimes very good. Many are eager to learn and almost all enjoy their investigations in science. Most pupils' behaviour is good or better and they have a very responsible attitude to the use of school equipment and materials. They work co-operatively in groups, sharing and helping each other to succeed. The larger proportion in each class offer individual replies to questions with confidence, and almost all listen attentively to each other's reports and the information given by adults. They also show a sensitivity to those who have difficulty in answering questions. When offered the opportunity, many are able to work with growing independence.
96. The quality of teaching is satisfactory, overall, and sometimes good. In the lessons seen, it was never less than satisfactory. Teachers regularly use extensive vocabulary, skilfully explaining those elements that the pupils find difficulty in understanding. Teachers' planning of coverage of the National Curriculum is good, addressing all of the recommended areas of study in detail. However, expectations of what some pupils, especially higher attainers in the group might achieve in the time allowed, are sometimes too low. Lessons are effectively organised and managed. Classroom support assistants have a key role in helping pupils with special educational needs to gain full access to the science work in school, and they promote satisfactory progress. Resources are used appropriately, but the information and communications technology (ICT) equipment is used insufficiently to support science activity across the school.
97. Long and medium-term plans are monitored effectively for coverage of the National Curriculum programmes of study, and focus appropriately on the development of observational and other scientific skills. Opportunities to assess pupils' attainment and progress during lessons, are built into teachers' planning. However, in the majority of classes, assessment data is used insufficiently, and pupils showing a wide range of previous attainment carry out the same task as all others in the class. This restricts the rate of progress, particularly for higher attaining pupils. Work is marked regularly, usually with a tick and occasionally written praise, but the use of helpful comments, which show pupils how they might improve, is inconsistent. Opportunities to raise the level of pupils' attainment, and for pupils to know what they can do to improve or extend their knowledge, are sometimes missed.
98. Science resources are good in quantity, quality, and range. They are stored centrally, clearly labelled and are easily accessible to staff. There is insufficient use made of information technology. The wild area and pond are about to be refurbished, increasing opportunity for studying the wildlife there. Other parts of the school grounds provide a wide range of life forms, plants and trees that are used extensively. These and other opportunities have a very positive impact upon pupils' knowledge, skills and understanding of the science around them.
102. **Information technology**

99. Judgements are based on a very small sample of teaching seen in all three classes, the scrutiny of pupils' earlier completed work, teachers' planning and discussions with staff and pupils.
100. By the end of both key stages, pupils have made broadly satisfactory progress from their earlier skill levels and their standards of attainment in information technology (IT) are broadly in line with the expectations for their age. This is a maintenance of standards in information technology identified in the last report for the end of Key Stage 1 and an improvement upon those stated for end of Key Stage 2. Across the school many pupils have sufficient keyboard and "mouse" skills to communicate, retrieve and display stored information. However, they do not build sufficiently on previous achievement through planned skill development, especially with keyboard skills, as recognised by the school. Some pupils in both key stages show good attainment in simple word-processing, for example, but levels of skill are not extended sufficiently through well-considered access to machines. For example, some pupils in Year 6 show similar keyboard skills to those much lower down in the school, whilst some other pupils in Years 5 and 6 show much higher skill levels. For example, in Year 6, some pupils are able to use the "mouse", cursor and menus skilfully, as when using built-in software menus, but these skills are said to be sometimes gained and practised more regularly at home. There is insufficient use of other audio and visual equipment by pupils to confirm standards attained in the wider use of information and communications technology (ICT).
101. Pupils in the reception and Year 1 class show a wide range of initial skill and understanding of computers. Some have sufficient "mouse" and keyboard skill to move the cursor around the screen with appropriate accuracy, talking knowledgeably about the various items of equipment. Others have insufficient knowledge and skill and require high levels of adult support. There is limited evidence of the use of control technology, suggesting insufficient use, and staff speak of using floor robots only occasionally. In Key Stage 2, pupils with special educational needs receive some special consideration with specific adult support, satisfactorily accessing a laptop computer during withdrawal sessions. This positively affects their rate of progress and levels of understanding. Other pupils in Key Stage 2 show widely varying levels of knowledge, skill and understanding and many are able to access data that they have saved to hard-disk and on personalised floppy-disks.
102. Pupils enjoy working alone or in small groups at the classroom workstations. They respect the resources and share without argument. They support each other, sharing their own knowledge readily to the benefit of classmates. Behaviour when using equipment is very good. Across the school, pupils gain in self-esteem from their successes and are eager to use IT and other communications equipment more regularly as a tool for learning across the curriculum.
103. There was insufficient evidence of the direct teaching of information and communications technology during the week of inspection. However, from other evidence, overall, the teaching of information technology is broadly satisfactory in both key stages, with elements of good teaching. Pupils are taught how to use the equipment with care and consideration for others. Some effective use is made of information technology, for example, when creating poetry using word-processing and creating computer-generated pictures. However, use in numeracy, the accessing of encyclopaedic software on CD-ROM, and controlling the music centre and overhead projector for assembly do not appear to be part of regular practice. The policy and scheme of work are being reviewed following the recent extensive resourcing of hardware and software.
104. The assessment of pupils' attainment and progress is broadly satisfactory. There is effective recording of access and use of software, but often insufficient monitoring of individual progress to build successfully on their existing skills. The school recognises that the previous documentation listed aims but offered insufficient guidance on how they might be attained. Consequently, there has been insufficient short-term, planned use of ICT across the curriculum to develop knowledge, skills and understanding fully.
105. Each class now has several workstations, and there is sufficient audio and visual equipment, such

as television, video and tape facility to increase use and application to a level beyond satisfactory. Most staff have sufficiently high levels of personal skill to make best use of existing and newly arrived hardware and software, and there is a strong commitment by all to improve provision for pupils across the school.

109. **OTHER SUBJECTS OR COURSES**

106. A majority of pupils makes satisfactory progress and attains standards which are consistent with those expected for pupils of their age at the end of both key stages. Pupils with special educational needs make satisfactory progress. This is similar to the judgement made at the previous inspection.
107. Pupils throughout the school have sketch books in which they successfully experiment with a wide range of tools and media, such as pencils, graphite, paint and pastels. They show a good foundation for developing further their creative, imaginative and practical skills needed to express ideas and to record their observations. There are some good links with other subjects, for example, with literacy when pupils made a poetry tree to record some of their ideas and feelings. A sculptor has recently visited the school and created a tree for the grounds with the help of the pupils. Each pupil made their own "branch" and decorated it attractively.
108. At Key Stage 1, pupils develop printing skills effectively, as seen in one class where pupils were successfully learning how to make prints. One group were using printing blocks from Nepal, to create colourful repeating patterns on a large sheet of paper. Other groups were transferring their pattern designs onto polystyrene tiles, and then using rollers and thick paint to make a satisfactory print in their sketch books. Younger pupils had made and painted houses from the village, which linked effectively with design and technology and geographical topics.
109. At Key Stage 2, pupils had made their own art gallery and brought drawings and paintings from home. In their sketch books this term, pupils had explored fine pencil drawings, worked with leaves and patterns, drawn cubes and cuboids, creating three-dimensional illusion by using abstract shading to good effect. They had made good close observational drawings and created recognisable ceramic patterns. Pupils have successfully studied the style of famous western artists, such as Degas, Bruegel the Elder, Canaletto and Monet.
110. Pupils' response to art is good. They enjoy talking about their work and they are proud of the finished product. Pupils worked enthusiastically and with great interest in the lesson observed about printing. Little direct teaching was observed over the three days, but from all of the evidence available it is clear that the quality of teaching is satisfactory overall. Teachers have secure subject knowledge and all staff have high expectations of pupils' behaviour and attitudes. The school has an effective scheme of work which guides and supports teachers in their planning and practice. There are no formal assessment procedures but teachers know their pupils well. They record achievement and appropriately report to parents at the end of the year and at termly parent interviews. Effective links are made with other subjects and there is satisfactory support for pupils' cultural development.

Design and technology

111. No teaching of design and technology took place during the three days of on-site inspection. This is a repeat of the situation described within the last report. The school's long-term planning provides for design-and-make projects to take place during the school year related to other subject topic work. The small range of evidence available provides sufficient information for some reliable judgements to be made.
112. Pupils, including those identified as having special educational needs, make generally satisfactory

progress with their knowledge, skills and understanding of the design-and-make processes. As they move through the school, pupils are successfully developing a range of subject related vocabulary and understanding to explain the activities and adequate range of materials that they are encouraged to use.

113. The pupils have appropriate opportunities to use a satisfactory range of materials, food ingredients and construction kits to improve their skills and understanding of design and construction activity. From their early years in school, a majority is able to measure, mark, cut and join with appropriate accuracy for age. In food technology, there is some appropriate participation in food creation, such as biscuit making. There are close topic links, such as when good quality clay figures were made to depict children's games in 1997. More recently, some good quality force-meters were made by Key Stage 2 pupils during scientific investigation of "forces". By Year 6, pupils are able to make models and know how to use basic cutting tools, adhesives and equipment appropriately and safely. When they make artefacts, such as balsa-wood, rigid structures that show satisfactory cutting skill and understanding of corner strengthening, they build to a prescribed design, so that all pupils produce virtually identical models. These are of widely variable quality, most being of satisfactory quality for age. Good links are made with science, where pupils have successfully built simple motorised vehicles using the rigid structure technique to good effect.
114. Whilst no teaching was seen, the evidence indicates that the quality of teaching is satisfactory. There is appropriate emphasis within the planning for making a range of artefacts that are linked to topic work, but there remains no detailed, subject specific scheme of work. Teachers' planning offers the same initial aim to all pupils in each class, regardless of their previous attainment levels. Too much emphasis is placed on completing the work rather than on considering improvements to the original, often teacher led, design. Photographic evidence and a few finished pieces confirm that there is a satisfactory range of activity that corresponds to the planning. However, there is very little evidence of a wider range of experience beyond that planned by the teaching programme. Insufficient thought, for example, has been given to the construction of large models. Higher attainers are given insufficient opportunity to plan, design and make, using tools and construction techniques based on their own ideas before teacher intervention.
115. Resources for design and technology are adequate to meet current demand, clearly labelled and suitably stored. There are no identified visits to places showing design and technology in use. There is insufficient use of information technology to help with the design process.

Geography

116. The majority of pupils make satisfactory progress throughout the school and attain standards which are consistent with those expected for pupils of their age at the end of both key stages. Pupils with special educational needs make satisfactory progress. This is an improvement to the judgement made at the last inspection.
117. No lessons were observed at Key Stage 1 but it is apparent, from the scrutiny of work, teachers' planning and displays, that pupils receive a satisfactory foundation in geographic skills. They learn to use geographical terms accurately and make good maps of the local area using pictures and symbols. They learn about their local area and the people who live there.
118. At Key Stage 2, only one lesson was observed. This was part of a series of lessons about land-use and settlements. Pupils were learning effectively about why places are located in an area, and how they can use geographical skills to discover more about an area. By using information books, video and maps, they learned that economical activities in a settlement are largely responsible for the characteristics and location of the settlement. From teachers' planning, scrutiny of work and talking to pupils it is evident that pupils take advantage of the opportunities to investigate and learn about people, places and environments different to their own. They are able to compare and

contrast localities in the United Kingdom with those further afield, such as Pakistan.

119. In the lesson observed, pupils' response to geography was satisfactory. They enjoyed the lesson and were interested to find out more for themselves. However, insufficient maps and secondary source materials were available to them. Some pupils took time to settle to the activities and were slow to finish their work.
120. The quality of teaching is satisfactory overall, but insufficient use is made of information technology to encourage pupils to research geographical topics. Teachers have secure subject knowledge and high expectations of pupils' behaviour and attitude. There is an effective scheme of work and the school has worked hard to implement changes since the previous inspection. This has had a positive impact on pupils' attainment and progress.

History

121. No history lessons were observed because history and geography are taught in alternate terms, and this term there is a geographical focus. From other evidence, such as the scrutiny of work, talking to pupils and teachers' planning, it is apparent that a majority of pupils makes satisfactory progress throughout the school. They attain standards that are consistent with those expected for pupils of their age at the end of both key stages. Pupils with special educational needs make satisfactory progress. This is similar to the judgement made by the previous inspection.
122. The quality of teaching is satisfactory overall. Pupils in Key Stage 1 are taught about transport through the ages, about their own personal history and about life in the 1960's and about domestic life at the turn of the century. At Key Stage 2, pupils learn about Ancient Egypt and Greece, invaders and settlers in Britain's history, the Victorians and Tudors, and the local history of Yattendon and its environs. Teaching is effectively supported by a well-balanced scheme of work that builds on prior learning. Insufficient use is made of information technology to encourage historical research.

Music

123. Due to school timetable arrangements, it was only possible to listen to pupils sing in assembly, hear a few play the recorder during lunchtimes and to observe one lesson in each key stage, the Key Stage 2 lesson being taken by outside specialist teachers. The provision for music was judged to be a strength of the school during the last inspection, but insufficient evidence has been available to confirm the current status relating to pupils' overall attainment and progress.
124. The singing in the assembly is of mostly good quality and shows that pupils are taught the skills of dynamics, timbre and clear diction in their practising for performance to others. They sing in unison with each other and the piano accompaniment. Some attend the out-of-school-hours choir rehearsals in an attempt to improve their own performance, which is commendable. Those who attend the structured recorder groups, which are based on previous skill levels, play clearly indicating good fingering to produce clear notes and recognisable tunes. Pupils with special educational needs join in enthusiastically and sing tunefully.
125. Behaviour is good in assemblies and in the two lessons observed. Pupils have very good relationships with all adults and this benefits their progress and standards. There is fun and enjoyment of the music in their practice for performance. They show good levels of concentration and are able to work as part of a team. Almost all pupils persevere to succeed, and appreciate advice on ways to improve their performance. They respect the instruments and handle them carefully.
126. All aspects of the curriculum are covered in teachers' planning. Some staff are musical and their

personal skills are used to good effect. Outside visitors show very good subject knowledge and understanding, with enthusiasm and good relationships, successfully motivating pupils.

127. Resources are adequate in terms of tuned and untuned instruments. However, there are insufficient multi-cultural instruments to encourage pupils to play, compose and appraise their own compositions using musical instruments from other cultures. Additionally, the use of information and communications technology is developed insufficiently, as recognised by the school.

Physical education

128. The largest proportion of pupils start compulsory schooling with about average level of physical development, and build upon this successfully, as they move through the school. Overall, pupils' progress in physical education, including those with special educational needs, is satisfactory, with some making good progress in some physical activities. In swimming, for example, the greater proportion of pupils achieve the standard required by the end of Key Stage 2. The rate of pupils' progress has improved since the last inspection.
129. Overall, pupils at Key Stage 1 show satisfactory levels of co-ordination, although there is wide variation. Many pupils walk, run, skip, hop and jump with appropriate control and awareness of others. Most are able to show satisfactory control when using Unihoc and hockey sticks and small balls, when dribbling a ball around the playground, avoiding obstacles as necessary. At Key Stage 2, pupils were observed at breaktimes using the outdoor climbing apparatus, and their skill in climbing, swinging and balancing was widely variable and satisfactory overall. A few Years 5 and 6 girls were observed portraying traditional dancing as part of the St. Frideswide celebrations and they showed variable and, overall, satisfactory co-ordination and timing with the taped musical accompaniment.
130. Pupils show enthusiasm for the subject and a minimum of time was lost when pupils in Key Stage 1 changed into suitable clothing and footwear, and removed potentially dangerous jewellery. Almost all listened carefully to coaching points and other instructions. In the activities at breaktimes, pupils across the school show perseverance in their attempts to balance on stilts and when shooting into netball rings. They work hard to improve their performances and increase their range of skills and knowledge. They add to their learning by carefully observing the work of others, and offering friendly advice for improvement.
131. Planning, organisation and management of the subject are satisfactory, and include co-ordination of trips to other venues for swimming and inter-school activity for pupils in both key stages. Staff focus appropriately on the development of skills by using a suitable range of coaching points, and this aids pupils in their search for higher standards. Assessment of skills is broadly satisfactory, but insufficient account is taken of prior attainment when planning and coaching subsequent activities. The school teams occasionally enter inter-school tournaments within the local partnership of schools.
132. Resource levels have improved considerably since the last inspection. There is now a wide range of games and hall based gymnastic equipment, as well as the purpose-built, outdoor activity area. Almost all equipment is now of very good quality and increases the opportunities for pupils to raise standards in many physical activities. Year 5 and 6 pupils take part in residential activity, which raises their self-esteem and interest in outdoor activities. The small main hall accommodation for indoor physical education is broadly adequate for most activity, but the outdoor hard-play area and field facility are of good size, and the latter being attractively maintained. Extra-curricular clubs for netball and soccer enrich the curriculum for many enthusiastic Key Stage 2 pupils.

136. **PART C: INSPECTION DATA**

136. **SUMMARY OF INSPECTION EVIDENCE**

137. The school was inspected by a team of 3 inspectors, who spent a 7 days equivalent on the school site, gathering evidence at first hand. For the majority of the time, the inspection team visited classes, talked to individuals and groups of pupils, and evaluated their work.

22 lessons or parts of lessons were observed, totalling 13.5 hours

In addition:

- .the documentation provided by the school was carefully analysed and issues raised to be satisfied on site
- .a range of work produced by a sample of pupils from each year group was scrutinised, together with their records, reports and individual education plans;
- .19 pupils were formally heard to read, and many others informally during lessons
- .many pupils were asked their views of life in school, to gain an understanding of their achievements and progress over time
- .informal discussions took place with many pupils as part of lesson observations or other school activity
- .attendance records, discipline records and annual written reports to parents were examined
- .interviews / discussions were held with members of staff, governors, parents, support agencies and two secondary school representatives
- .pupils and staff were observed during registration periods, assemblies, break times and at the beginning and end of the school day
- .the internal accommodation and external site were reviewed
- .the Registered Inspector held a parents' meeting at which 13 parents attended, representing 12 families and all age groups - their responses were analysed
- .45 (58%) parent questionnaires were handed in, and the responses analysed
- .the issues raised at the meeting with parents and those within the questionnaire were considered on site

• **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	71	3	21	0
Nursery Unit/School				

• **Teachers and classes**

• **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	3.8
Number of pupils per qualified teacher:	18.7

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

Total number of education support staff:	8
Total aggregate hours worked each week:	75

Average class size:

• **Financial data**

Financial year:	1998/1999
	£
Total Income	159810
Total Expenditure	158250
Expenditure per pupil	2229
Balance brought forward from previous year	6740
Balance carried forward to next year	8300

PARENTAL SURVEY

Number of questionnaires sent out: 78

Number of questionnaires returned: 45

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	55	43	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	61	32	0	5	2
The school handles complaints from parents well	25	36	27	12	0
The school gives me a clear understanding of what is taught	32	53	13	2	0
The school keeps me well informed about my child(ren)'s progress	34	57	2	5	2
The school enables my child(ren) to achieve a good standard of work	36	53	7	4	0
The school encourages children to get involved in more than just their daily lessons	21	68	9	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	61	6	4	2
The school's values and attitudes have a positive effect on my child(ren)	39	32	24	5	0
The school achieves high standards of good behaviour	27	48	20	5	0
My child(ren) like(s) school	50	39	7	2	2

Other issues raised by parents

- Some claimed that there is no real provision for the higher attaining pupils.
- Some parents felt that their children are not given the chance to work together or experience team participation.
- Some parents felt that they are given insufficient guidance on how to help their children with information technology (IT).
- Some raised concerns about the pupils' behaviour in assembly at the start of some school days.