

INSPECTION REPORT

**CLEWER GREEN CHURCH OF ENGLAND
SCHOOL**

WINDSOR

LEA area: Windsor and Maidenhead

Unique reference number: 110022

Headteacher: Mrs S Pett

Reporting inspector: John Bald
17932

Dates of inspection: 28 February – 2 March 2000

Inspection number: 191028

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Voluntary Aided
Age range of pupils:	5-9
Gender of pupils:	Mixed
School address:	Hatch Lane Windsor Berkshire
Postcode:	SL4 3RD
Telephone number:	01753 864544
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev I Randall
Date of previous inspection:	June 1966

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr J Bald	Registered inspector	English	The school's results and achievements.
		Information and communications technology (ICT)	How well are pupils taught?
		Special educational needs	How good are the curriculum and other opportunities offered to pupils?
		English as an additional language	How well is the school led and managed?
Mrs J Goodchild	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs A Kinmont	Team inspector	Science	
		Art	
		Design and technology	
		Music	
		Physical education	
Mrs B Buteux	Team inspector	Mathematics	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clewer Green School is a small school for pupils aged five to nine. It has 159 pupils, with an even balance of boys and girls. The social and economic context of the school is favourable. The proportions of pupils entitled to free school meals, and with special educational needs, are both low. The knowledge, skills and understanding of most five-year-olds joining the school are good. The small number of pupils who speak English as an additional language are not in the early stages of learning English. The school admits 38 new pupils each year, a number which requires it to teach two thirds of the children in classes containing more than one year group. The school and parents are fully committed to its Christian ethos.

HOW GOOD THE SCHOOL IS

Clewer Green is an effective school, whose strengths significantly outweigh the aspects of its work that could be improved. The ethos of the school, and the standards and personal development of pupils moving on to middle school, including those with special educational needs, are outstanding strengths. It has effective management, based on clear priorities and a strong personal lead from the headteacher and deputy headteacher, though some weaknesses in co-ordination affect standards reached by seven-year-olds. The school provides good value for money.

What the school does well

- The school inspires a love of learning and a sense of pride among its pupils.
- Nine-year-olds reach very good standards in English and Mathematics.
- Management and leadership within the school are good.
- Teaching is good, with very good or excellent teaching in two fifths of lessons.
- Provision for spiritual, moral, social and cultural development is very good.
- Behaviour, attitudes to school and relationships are excellent.
- Pupils with special educational needs make good progress.
- The school makes regular and effective use of homework.

What could be improved

- The standards reached by higher attaining pupils at seven.
- Arrangements for assessing pupils' work and co-ordinating the teaching of subjects.
- Annual reports to parents.
- Opportunities for learning outside the classroom.
- The teaching and use of information and communications technology.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected, in June 1996, it was providing good education, had a very good climate for learning and was very well managed and led. Since then, the school has maintained its strengths, and has improved the quality of its teaching, which is a key factor in the higher standards now reached by nine-year-olds. Weaknesses during the last inspection in planning and co-ordination of the curriculum, and in assessment, have been addressed in part, but gaps in co-ordination still affect the consistency of learning, and standards at age seven. Annual reports to parents still give too little information on standards. Previously low standards in design and technology have been significantly improved, but standards in information and communications technology have only recently begun to improve, and are only just satisfactory. Overall, the school has shown good improvement since the last inspection, and is well placed to improve further.

STANDARDS

The table shows the standards achieved by 7-year-olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	A	A*	A	B
writing	B	A	B	C
mathematics	C	C	C	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Results in reading are consistently good, and those in writing average, in comparison with similar schools, although seven-year-olds have high standards of handwriting. The grades for mathematics are low because few pupils exceed the nationally expected standard, although almost all reach it. Overall, results at seven reflect good achievement among lower-attaining pupils, but some under-achievement among those capable of higher standards. However, the results of 1999 voluntary national tests for nine-year-olds in English and mathematics are a dramatic improvement on this picture, with substantial numbers of pupils exceeding the standard expected nationally in both subjects. Work seen during the inspection confirmed this improvement. Good standards are reached at seven and nine in science, art, physical education, history and design and technology (where standards at seven are very good). There was too little evidence during the inspection to support a judgement on geography. Standards in music are good at nine, and in line with those in most schools at seven. Standards in information and communications technology are low – but improving – at seven. At nine, pupils reach broadly average standards, largely due to their use of computers at home.

The school's results are consistent over time at seven, and are showing strong improvement at nine, when high proportions of pupils have already reached the standard expected of eleven-year-olds. The school's targets for improvement are effective at nine, but less so at seven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils strive to do their best, and are respectful to adults and to each other. They complete homework conscientiously.
Behaviour, in and out of classrooms	Excellent, both in and out of classrooms. Pupils speak confidently and in a friendly way to adults, including visitors.
Personal development and relationships	Excellent. Pupils show a very responsible and mature attitude to their work, and to issues outside the school. They work very well together in groups.
Attendance	Average. A third of absences are caused by holidays taken in term-time.

Behaviour, attitudes and relationships are consistently outstanding, even among pupils who have had special educational needs related to behaviour. This contributes to the long-term standards achieved by the school and to its very happy working atmosphere.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-9 years
Lessons seen overall	good	good

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

Teaching is good or better in 79 per cent of lessons, including 42 per cent which are very good or excellent, and satisfactory or better in 100 per cent. The excellent teaching brings subjects such as World War 2 alive as well as making pupils think hard. Very good teaching of older pupils leads to accelerated learning in their last year at the school and prepares them very well for middle school. The teaching of English, including literacy, is now very good, and that of mathematics, including number work, is good, with very good features, such as thought-provoking questions. The quality of teaching is consistent in other subjects, ranging from excellent to satisfactory. Where teaching is satisfactory, it is planned well, but some tasks are not challenging enough and pace is less brisk. Some of the benefits of the high proportion of good teaching are lost through limited co-ordination, which results in inconsistency, particularly in the design of tasks for writing. This in turn results in inconsistent progress in writing. Half of the class teachers, however, joined the school in September, and the present good quality of teaching is not yet fully reflected in results at seven. The school's teaching meets the needs of all pupils well in the longer term, and is very effective in teaching handwriting and reading to pupils with special educational needs. It shows strong signs of continuing improvement.

Pupils' learning closely follows the pattern of the standards they reach, though some very good learning among younger children in literacy, mathematics and science has still to feed through to longer-term results. There is a strong sense of purpose in the learning atmosphere in the school, and good pace, concentration and co-operation in the work of all pupils. The learning of pupils with special educational needs in reading and handwriting is particularly good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has good emphasis on mathematics and English and meets all legal requirements. Learning is enhanced through excellent visiting specialists, but opportunities for learning outside the classroom are very limited.
Provision for pupils with special educational needs	Special needs are identified early. Pupils make good overall progress, with very good progress in reading and handwriting, and excellent progress in behaviour.
Provision for pupils with English as an additional language	Pupils who have English as an additional language do not require supplementary teaching. They are identified effectively and make very good progress.
Provision for pupils' personal including spiritual, moral, social and cultural development	Moral and social development within the Christian ethos of the school is excellent, and pupils have very good opportunities for spiritual development and reflection. Provision for cultural development is good.
How well the school cares for its pupils	All adults in the school know the children well and take very good care of their health and well-being. There are extensive arrangements for assessing pupils' work, but these are not effectively co-ordinated.

The curriculum has strengths in literacy, numeracy and spiritual development, and work is well planned. It does not make effective use of information and communications technology, and pupils need more opportunities to learn outside the classroom. The personal influence of the headteacher, who is involved in all aspects of the work of the school including the excellent arrangements for school lunch, sets the tone for the school's family atmosphere. The school works in an effective partnership with parents, particularly over homework.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. Very effective in setting and maintaining the excellent ethos of the school and its central learning priorities. Very good team building. Less effective, though satisfactory, in co-ordination of teaching and assessment.
How well the governors fulfil their responsibilities	Governors play a key role in maintaining and developing the central values of the school. They monitor finance well, and monitor standards satisfactorily.
The school's evaluation of its performance	This is very effective for pupils aged seven to nine. At seven, it is effective for lower attaining pupils, but not for those capable of higher attainment.
The strategic use of resources	Resources are used well overall, especially in reading and for pupils aged seven to nine. There is too little use of computers and of resources outside the classroom.

The headteacher and deputy headteacher give a very strong and effective personal lead, which keeps the school's key values at the centre of its work, and promotes excellent attitudes and high standards from all pupils, especially in the longer term. They and other key staff give very effective support to colleagues, including newly qualified teachers, but

other aspects of co-ordination, particularly of writing, are less effective as co-ordinators have restricted opportunities to give a clear lead. The school is well staffed with teachers and teaching assistants. It has good resources for reading and adequate resources for all other subjects. Principles of best value are applied well in financial decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, are expected to work hard, and make good progress • Behaviour is good • Reports provide good information on progress • The school is well led and managed • Teaching is good • There is an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • The school does not work closely enough with parents. • The amount of homework.

The number of positive comments far outweighed negative ones. Positive views were confirmed by inspection evidence, except for those on reports and activities outside lessons. Inspectors found that reports did not contain enough information on standards, and that the range of activities outside lessons was limited, a view shared by older pupils. The criticisms of homework and of the level of co-operation with parents were not borne out by inspection evidence, although the school is not always able to accept all offers of voluntary help.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils moving on to middle school at age nine achieve high standards in English and mathematics, including literacy and numeracy. Results in the 1999 voluntary National Curriculum tests for nine-year-olds were outstanding, with two thirds of pupils reaching the standard expected at eleven in mathematics, and a third doing so in English. Work seen during the inspection confirmed the very good standards reached by these older pupils in these subjects. Standards at nine are good in all other subjects except information and communications technology (ICT), where they are just in line with those expected for pupils of this age. By nine, pupils with special needs are reaching standards close to those expected for their age, with good standards in handwriting and reading. Almost all pupils with English as an additional language during the inspection were aged seven to nine. They were among the higher-attaining pupils in their class, and reached very good standards.
2. Almost all pupils reach the nationally expected standards in reading, writing and mathematics at seven. Two fifths do better than this in reading, but only small proportions of pupils have reached higher than expected levels in writing and mathematics over the past three years. These results represent good standards for lower-attaining pupils, including those with special educational needs, but some under-achievement among higher-attaining pupils, who are doing much better in reading than in writing, and especially in mathematics, when compared with pupils in similar schools. Standards in handwriting, however, are high. Standards in design and technology are very good at seven, and standards in other subjects are good, apart from ICT, where pupils' skills are still underdeveloped, though they are now making satisfactory progress.
3. The school has set challenging and effective targets for improving standards at nine. The governors have monitored the proportions of pupils reaching nationally expected standards at seven, but have not set targets for pupils to exceed this. The targets at seven, therefore, are not demanding enough to promote the highest possible standards from higher-attaining pupils, although the test results do not fully reflect the school's very good standards of handwriting. At the time of the inspection, individual teachers were closely monitoring the progress of pupils who might be capable of reaching higher than expected standards at seven, and setting them more demanding work. This practice was not, however, consistent in teaching from five to seven.
4. Overall, standards at nine in English and mathematics, including literacy and number work, have risen since the last inspection. They are very good in relation to national average standards, and good in relation to all of the circumstances of the school. These pupils read fluently and with good understanding from a broad range of texts, write confidently, and with generally good attention to accuracy, and have well-developed skills in number work. They discuss their work confidently, and with a good range of vocabulary. These standards reflect good progress and learning among pupils aged seven to nine, particularly among higher-attaining pupils.

5. Pupils start at the school with a good profile of skills, though most tend to be in the higher reaches of the average band in baseline assessment rather than clearly above average. A relatively small, but significant, number have skills well below those expected for their age. A good pattern of learning and progress is sustained throughout the school, though learning is most effective when there is only one year-group of pupils in a class. The pattern among five to seven-year-olds is similar to that during the last inspection, but there has been an improvement in learning and progress from seven to nine, which was satisfactory at the last inspection and is now good, enabling higher-attaining pupils to do more than just make up for any under-achievement at seven. The good learning and progress of lower-attaining pupils, including those with special educational needs, is consistent throughout the school in almost all subjects. It is particularly strong in reading and handwriting, though they make little use of ICT in their learning. This is an important factor in the high overall standards reached at nine.

Pupils' attitudes, values and personal development

6. Pupils' attitudes towards school are excellent and they display a keenness and eagerness to work. They are enthusiastic for school, work hard, are co-operative and make good use of their learning opportunities. In lessons, pupils are interested in their studies, motivated to learn and respond well when given challenging tasks. Most settle quickly to written tasks when requested to do so. They work well together in pairs and small groups, where they actively encourage and support each other, for example when working in pairs to produce a poster on plant growth in science. They help each other with difficulties with their work, for example in spelling, and share their skills in practical tasks. Pupils are confident in talking about their work; they readily answer questions and participate fully in discussions. They are proud of their achievements, and produce work that gives them personal satisfaction for their efforts. Pupils with special educational needs are interested in their work and fully integrated into the school community. Some pupils who had previously had behavioural difficulties were prominent in helping others during the inspection.
7. The behaviour of pupils throughout the school is excellent and this has a positive impact on their overall attainment and progress. There are clear expectations of good behaviour that pupils respect. The standard of behaviour in lessons during the inspection was always high. The school is an orderly community and pupils are courteous and welcoming towards visitors. It places great emphasis on encouraging pupils' understanding of the importance of living in a socially harmonious community that respects and values the individual. Relationships between teacher and pupil and between pupils themselves are excellent. Pupils are encouraged to understand the impact of their actions on others from the beginning of their time in school. Any incidents of oppressive behaviour that occur are taken seriously by the school and effectively dealt with. No pupils have been excluded from the school during the tenure of the headteacher. Pupils with special educational needs related to behaviour are well supported within lessons by teaching assistants and by other pupils within their class, who willingly work alongside them and share their knowledge and skills when appropriate. These pupils benefit particularly from the close personal support of the headteacher, which gives them a good start in their work and prepares them well for the next phase of education.

8. The personal development of pupils is excellent. There are some opportunities for pupils to accept responsibility and demonstrate initiative as they move through the school. Pupils in Year 4 are on duty in the dining room at lunchtimes; they take this responsibility seriously, and set younger pupils a very good example of kindness and consideration for others. All pupils, from an early age, are responsible for going to the library to select their set reading books without adult supervision. Opportunities for pupils to represent their school in the wider community are limited. There are few extra-curricular activities and no external visits. This limits the development of pupils' ability to understand and respect the feelings, values and beliefs of a wider segment of society beyond their own personal experience.
9. Attendance is satisfactory overall and broadly in line with the national average for 1998/99. Unauthorised absence is below the national average for the same period. There has been an improvement in the level of attendance in the current academic year. The school actively monitors attendance and, when appropriate, is well supported by the education welfare service. Pupils arrive punctually at the start of the school day, and lessons start promptly. The school meets statutory requirements for the registration of pupils, and has satisfactorily addressed the weakness in this area identified during the last inspection.
10. The school's work in this area as a whole was a major strength during the last inspection. This has been very effectively sustained, and is most highly valued by parents.

HOW WELL ARE PUPILS TAUGHT?

11. During the last inspection, the overall quality of teaching was 'mostly sound and sometimes better', though there was a small amount of unsatisfactory teaching. The quality of teaching during this inspection showed very good improvement from this picture, with good teaching in four fifths of lessons, of which half were very good or excellent, and no unsatisfactory teaching. This overall pattern of teaching is reflected in the quality of learning across the school. The best teaching leads to very good learning, involving rapid progress in learning new skills and very effective consolidation of existing ones. Examples of this are in the teaching of writing in Years 1 and 4, and in mathematics in a mixed-age class of pupils in Years 1 and 2. Nevertheless, the spread of prior attainment among the pupils in mixed age classes means that teachers often have to work harder to obtain learning of the same quality, a problem which is particularly serious in the Reception Class – although all pupils are of statutory school age – and in the mixed-age class for pupils in Years 1 and 2. The school minimises this problem by having pupils taught in single year-groups where possible, even if only for some subjects. This results in particularly good learning among the oldest pupils in the school, but there was a substantial change in teaching staff at the beginning of this school year, and some very good and excellent learning of younger pupils is not yet reflected in longer-term results. Classroom assistants make a good contribution to teaching in all classes, and some take the lead in school initiatives, such as the India week.
12. Every teacher starts each lesson with a clear plan for pupils' learning, based on the National Curriculum and the new national schemes of work, and on clear understanding of what pupils already know, understand and can do. They establish a very good working atmosphere, use time well, and expect pupils to listen carefully, work hard, and complete regular homework. These common factors set the tone for a climate of good teaching and learning, in which pupils come to take pride and

satisfaction in their own progress, and in which the conditions for unsatisfactory learning and progress are not allowed to arise. When teaching is satisfactory, it has these good features, but has some elements, usually learning tasks and worksheets, that do not take learning forward. In one science lesson, for example, pupils were properly involved in experimental work, but copied notes rather than writing their own. While work is consistently marked, only the best of the marking provides pupils with clear information on how to improve, and pupils do not have opportunities to reflect on marking and use the information it provides. While teachers have good knowledge and understanding of most subjects, some are not fully secure in physical education and music. Teachers observed using ICT during the inspection had sufficient knowledge and understanding of the subject to teach their classes, though some teachers who were not using it were less confident in their skills.

13. Where teaching is good, the basic qualities in the school's teaching are applied very effectively, and learning tasks for pupils are matched well to their previous knowledge and understanding of the subject. The very good to excellent teaching is based on a high level of understanding of the learning patterns of pupils of the age group represented in the class, which is used to design tasks for learning that fully engage and stretch pupils of all abilities. The overall quality of English teaching is very good in this respect, and teachers use assessment effectively to time the introduction of new material. Some teaching, such as an excellent mathematics lesson for pupils in Years 1 and 2, is distinguished by its skilful questioning combined with excellent pace and variation of teaching styles, which allows teachers to introduce and consolidate ideas and skills in concentrated form. Other excellent teaching, for example in geography and history, is based on high expectations of pupils' thinking, combined with imaginative presentation that lets them use their imaginations to put themselves in the place of children in other circumstances, and extend their understanding of feelings as well as facts. Teaching of this quality is present throughout the school, but is particularly well represented in work with pupils about to move to middle school.
14. The teaching of literacy and numeracy is well structured and effective throughout the school. Pupils with special needs receive good teaching overall, and very good teaching in reading and handwriting. Long-term learning and progress are particularly good in these areas, and the teaching provided by the headteacher builds confidence in these pupils that enhances their learning in other subjects, including art, where one pupil who had previously had behavioural difficulties was producing landscape painting among the best in the class. Pupils with English as an additional language were among the higher attaining pupils at the time of the inspection. They benefit from the strengths of the school's teaching for its older pupils.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

15. The school curriculum has good breadth and balance in the learning opportunities for pupils in the classroom. It meets all statutory requirements, and includes effective provision for the national strategies for literacy and numeracy. There is an effective contribution to numeracy from work in subjects other than mathematics, including science. Good use is also made of reading tasks outside the literacy hour, but the co-ordination of tasks for writing is not consistent, and some pupils do not have enough practice in composing texts for themselves. Despite some good

examples in individual lessons, for example in using CD ROMs to investigate historical topics, the curriculum does not make enough use of ICT to promote learning.

16. The curriculum is sensitively and effectively adapted for pupils with special educational needs, and helps pupils who have English as an additional language to learn effectively. While the challenge offered to higher attaining pupils from five to seven is not always as good as that offered to lower attaining pupils, higher attaining pupils are very effectively challenged during their last year in the school. There is good provision for pupils' personal, social and health education throughout the school, carried out in the context of its Christian ethos.
17. Learning opportunities outside the classroom are limited by the school's very restricted policy for visits, and by a lack of extra-curricular activity apart from swimming during the summer term. The school compensates for this to a degree through invitations to visitors with specialised skills, for example in music and in excellent cricket coaching. There are strong links with the local Anglican community, including visits to a Convent for religious education, and pupils perform a Christmas concert, but other links with the local community are very limited. The deputy headteacher keeps in close touch with middle schools on the progress of pupils to eleven and beyond, and this is the basis of a good relationship with these schools once pupils have transferred to them. Relationships with nurseries are satisfactory.
18. There are some limitations on evidence of the school's provision for spiritual development, as religious education, which forms a key part of the school's provision, was not inspected. However, pupils have good opportunities to reflect on non-material aspects of life in the curriculum, and the Millennium Resolutions composed by older pupils, and their reflections on the life of children during World War 2, were evidence of very good provision. Opportunities for spiritual reflection in assemblies are often excellent, and one of relatively few visits outside the school is to the nearby Anglican convent.
19. The school's Christian ethos provides an excellent basis for pupils' moral and social education, and the results are reflected in their excellent attitudes to school and to each other. All pupils, including those whose main source of moral guidance is the school, have a very strong sense of what is right, and do their best to carry it out. Pupils are ready to accept responsibility and to help others, and understand the value of kindness, which they receive from all adults connected with the school and are ready to pass on to others. This is a major strength of the school.
20. Pupils have a strong understanding of their own culture, through religious education and assemblies as well as in other subjects of the curriculum. Their understanding of other cultures, including Welsh and Indian cultures, is very good where this has been specifically taught. For example, an Indian Week, led by an able Sikh teaching assistant, covered all aspects of Indian culture and included good representation of the lives of children in India. Indian culture is also effectively represented in geography in Year 4. However, provision for this aspect of cultural development is not consistent.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

21. The standard of care given to meeting pupils' personal needs is very good. The school provides a caring, supportive environment where there are excellent relationships between pupils and adults and between pupils themselves. Class teachers know their pupils well, and are responsible for monitoring their personal development and academic progress. Procedures for monitoring and promoting good attendance are good. Pupils with special educational needs are well supported, both by the headteacher personally and by external specialists who work in partnership with the school. This ensures consistency in their progress and promotes good learning, particularly in the long term.
22. Procedures for assessing standards and progress are satisfactory overall. Assessment is very effective for pupils entering the school and for the oldest pupils. In these classes, baseline assessment and the results of voluntary national tests are used well to promote progress and raise standards. Pupils are assessed regularly using standardised tests, and voluntary national tests where these are available; in addition, all teachers sample pupils' work regularly each half-term. However, the assessment of these samples makes too little use of information from the National Curriculum level descriptions, and the school has no overall policy for assessment and marking. This leads to inconsistency between teachers in monitoring standards and progress, particularly for seven-year-olds, and this is not fully compensated by initiatives from individual teachers. This weakness was identified during the previous inspection and the school has not addressed it effectively. It is reflected both in the limited standards reached by higher-attaining pupils at seven, and in the lack of detailed information on standards and progress in annual reports to parents. Pupils with special educational needs are swiftly identified, and have appropriate individual education plans. While the learning objectives in these lack detail, they are very effectively complemented by consistent informal monitoring of progress by the co-ordinator.
23. The arrangements for child protection are very good. The child protection officer is well qualified and experienced. There are appropriate links with the external support agencies. Guidelines for staff are clear about the procedures to follow and they are brought to the attention of new members of staff. The overall procedures to ensure the health and safety of pupils are satisfactory.
24. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are excellent. There are clear expectations of good behaviour based on self discipline and respect for others which are clearly understood even by the youngest pupils. There is a consistent approach amongst staff towards behaviour management. Oppressive behaviour is addressed in assemblies where the impact of pupils' actions on others and Christian values are taught. Pupils confirm that any incidents of hostile behaviour are dealt with immediately and firmly.
25. Both the strengths and weaknesses in this aspect of the school's work are similar to those seen during the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

26. Parents have very positive views of many aspects of the school's work, including their children's progress and behaviour, and their enjoyment of school. On the other hand, some parents do not feel that the school works with them closely enough, and a slightly smaller proportion are not happy with the amount of homework their child receives. The first criticism is not consistent with the level of involvement of parents in their children's education seen during the inspection, which indicated a strong overall partnership with the school in supporting learning both at home and at school. Homework is given regularly, including reading every night, and keeps parents in continuous touch with what their children are learning and how they are progressing. The school has an open door policy, and the headteacher is highly visible in the playground as parents collect their children each evening, although it is not always able to accept all offers of voluntary help. Parents feel they can approach the school if difficulties arise and their concerns are always listened to and addressed. The Friends of the School Association actively supports the school and raises substantial funds through a range of activities. They have recently equipped all classrooms with a TV and video recorder. Their efforts are appreciated by the governing body, staff and pupils. The school is well served by its parent governors who take an active role in all its activities.
27. Annual reports to parents focus on pupils' personal development and attitudes. They contain too little information on standards for parents to assess what their children can do, and what they need to do to improve. Parents receive regular newsletters about the daily life and work of the school and there are three consultation meetings held a year where parents can meet with their child's class teacher and view their child's work. The parents of children with special educational needs receive satisfactory information and are properly involved with their annual reviews.
28. The previous inspection noted strong parental support for the school, with a welcoming atmosphere for parents, but weakness in annual reports similar to those noted above. Overall, the school has maintained its strengths, but made little impact on the area of weakness.

HOW WELL IS THE SCHOOL LED AND MANAGED?

29. The headteacher and governors have a very clear sense of the educational mission and direction of the school, based on a commitment to high standards and to its Christian ethos. Their aims are directed at the standards pupils reach at nine rather than at seven, and are very effectively represented in the personal and social development of pupils, and in the standards they reach in English and mathematics by the time they move on to middle school. Nevertheless, while the deputy headteacher monitors the standards reached by seven to nine-year-olds very closely, and uses this information effectively to raise standards, the school's focus at seven on enabling as many pupils as possible to reach, rather than exceed, the expected standards in national tests, is resulting in some under-achievement among higher-attaining pupils at this age. Over the four years pupils spend at the school, arrangements for diagnosing strengths and weaknesses are satisfactory. They are very good for pupils aged seven to nine, but elsewhere suffer from lack of consistency and co-ordination.

30. The headteacher and deputy headteacher give a strong personal lead, both in teaching and through their relationships with staff. With the senior management team, they place strong emphasis on team-building, and monitor teaching effectively. As a result, common approaches to planning and assessment are willingly adopted by teachers, and new teachers, including newly-qualified teachers, are effectively introduced to the school. Strategic decisions, for example to provide additional teaching time for higher attaining pupils aged seven to nine, and to provide personal attention from the headteacher to lower attaining pupils at an early stage, are taken with a view to their effect on standards. They are monitored informally and satisfactorily through pupils' work. A similar approach, based on the close personal involvement of the headteacher, provides effective management of provision for pupils with special educational needs, and for pupils who have English as an additional language.
31. The school has satisfactory arrangements for development planning, though these do not always include review of progress towards targets, for example in relation to improving annual reports to parents. An appropriate system of appraisal is in place for teachers, but this does not take account of their management responsibilities. The deputy headteacher and other key staff carry these out conscientiously, but have too little scope to co-ordinate work in subjects and assessment effectively throughout the school. As a result, important issues, including the links between assessment, the National Curriculum and reports to parents, and the design of writing tasks in subjects other than English are left to teachers' individual judgement. This limits their effectiveness, and is affecting standards in some subjects, including science, at nine, and in the standards reached by higher-attaining pupils at seven. The school's financial planning is effective, and enables it to promote educational priorities through its ethos and high standards at nine. Governors and the finance officer monitor expenditure closely, but do not assess the value for money offered by individual initiatives. The principles of best value are represented in the governors' planning and decision-making, though this is not systematic. These weaknesses are, however, considerably outweighed by the strategic strengths in the governing body's contribution to the leadership of the school. Governors are well-organised, and fulfil their statutory responsibilities to a good standard.
32. The school has a good team of qualified teachers and teaching assistants who are well-equipped overall to teach the National Curriculum. Establishing this team, following changes in September which affected half of the classes in the school, has been an important achievement on the part of the school's leadership and management. The high proportion of teaching assistants contributes to the development of pupils' speaking and listening skills by providing frequent opportunities for conversations with interested and well-informed adults, and promotes pupils' understanding of other cultures. Resources for reading are good and are used well throughout the school, and there is generally effective use of resources in the teaching of literacy and numeracy. There are good resources for history, and sufficient resources for other subjects. Teachers make good use of resources in their work, but the school as a whole does not make sufficient use of its resources for ICT. Teaching accommodation is adequate, and kept in good condition by the cleaner in charge. The school has pleasant grounds and an open-air swimming pool, which is used to its capacity during the summer term.
33. Management at the time of the last inspection was very good overall, with strength in the creation of a strong sense of community and ethos for learning, but with some

weaknesses in the detail of development planning and in the management of the curriculum. Since then, the school has maintained its strengths, which are essential to its work, but has made limited improvements in areas for developments. Overall, the evolution of management since the last inspection represents satisfactory improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. To raise standards further, the headteacher and governors should:

- (1) Improve the standards reached by higher attaining pupils at seven, by:
 - Using information from assessment to identify these pupils early and track their progress;
 - Ensuring that work is matched consistently to their learning needs;
 - Setting clear targets to increase the numbers of pupils reaching Level 3 in national tests for seven-year-olds in mathematics and writing.
(Paragraphs 2, 3, 29, 31)
- (2) Improve arrangements for assessing pupils' work and co-ordinating the teaching of subjects, by:
 - Ensuring that co-ordinators have scope to carry out their work consistently;
 - Establishing consistent arrangements for managing co-ordination within the senior management team;
 - Using the level descriptions in the National Curriculum more consistently in assessing work;
 - Ensuring that writing tasks in all subjects offer consistent opportunities to compose text.
(Paragraphs 3, 12, 15, 22, 29, 31)
- (3) Raise standards in ICT and extend its use to promote learning, by:
 - Monitoring pupils' progress, using the level descriptions of the National Curriculum;
 - Identifying ways in which ICT can contribute to learning in specific subjects;
 - Ensuring that equipment is fully and effectively used;
 - Paying particular attention to the needs of pupils who do not have computers at home.
(Paragraphs 1, 5, 12, 15, 32, 68-70)
- (4) Extend opportunities for learning outside the classroom, by:
 - Making more use of learning resources outside the school, including visits;
 - Establishing more extra-curricular clubs and activities.
(Paragraphs 8, 17)
- (5) Improve annual reports to parents, by:
 - Basing them more consistently on the standards pupils have reached, and their progress;
 - Including more consistent guidance and targets for improving their work.
(Paragraphs 22, 27)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	26	37	21	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	159
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	4.9
National comparative data	5.9

Unauthorised absence	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	23	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	23	23
	Girls	22	22	21
	Total	43	45	44
Percentage of pupils at NC level 2 or above	School	93 (98)	98 (97)	96 (95)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	23
	Girls	22	21	23
	Total	45	44	46
Percentage of pupils at NC level 2 or above	School	98 (95)	96 (97)	100 (98)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	152
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y1 – Y4

Total number of qualified teachers (FTE)	8.3
Number of pupils per qualified teacher	25.2
Average class size	26.5

Education support staff: Y1 – Y4

Total number of education support staff	7
Total aggregate hours worked per week	105

Financial information

Financial year	1999
	£
Total income	281,849
Total expenditure	275,645
Expenditure per pupil	1603
Balance brought forward from previous year	22,928
Balance carried forward to next year	29,132

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	159
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	88	10	1	0	0
My child is making good progress in school.	86	13	1	0	0
Behaviour in the school is good.	89	11	0	0	0
My child gets the right amount of work to do at home.	40	34	16	10	0
The teaching is good.	53	35	7	5	0
I am kept well informed about how my child is getting on.	66	29	4	1	0
I would feel comfortable about approaching the school with questions or a problem.	46	42	11	1	0
The school expects my child to work hard and achieve his or her best.	68	28	3	1	0
The school works closely with parents.	38	26	26	10	0
The school is well led and managed.	63	34	3	0	0
The school is helping my child become mature and responsible.	55	36	8	1	0
The school provides an interesting range of activities outside lessons.	69	27	4	0	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

35. Nine-year-olds reach very good standards in all aspects of English, including literacy. Their speaking and listening skills are very good, they write fluently and effectively for a broad range of purposes, with excellent handwriting and good spelling, and read very well. The high standards of their work are reflected both in very good results from national voluntary tests at nine, and in the reading and writing seen during the inspection. Pupils with special educational needs at nine were reaching standards only a little below those expected for most pupils of their age, and those with English as an additional language were reaching high standards and making good overall progress. At seven, a very high proportion of pupils reach the standard expected nationally in national tests in English, and two fifths exceed this in reading. The proportion doing better than expected in these tests in writing has, however, been very small over the last three years, although the general standard of handwriting among seven-year-olds is high. These results were generally reflected in the quality of pupils' work during the inspection, which was overall a little above the standard expected nationally, but with little outstanding work in writing. Comparison with results in similar schools at seven shows that standards are in line with those achieved in most schools in writing, but above them in reading. It is not possible to make similar comparisons for pupils at nine, as the necessary national information is not available.
36. The previous inspection found that standards in English were generally high within the school, but did not have test evidence available for pupils at nine, or separate figures for high attainment at seven. The evidence of this inspection, with the high standards reached in tests at nine, indicates good improvement since the last inspection, but little change in the pattern of achievement at seven.
37. Learning in English during the inspection ranged from satisfactory to excellent, and was very good overall. The quality of learning was more consistent in classes containing pupils from a single year-group, but there were also examples of very good learning among pupils taught in mixed-age classes, particularly when support was available from an assistant. Pupils develop good skills in basic reading, including effective knowledge and understanding of phonics, and learn to form letters accurately from an early age. Older pupils read a wide range of books independently, and begin to take the initiative in finding and reading new information for themselves on topics of interest, such as Samuel Pepys. Writing activities which require pupils to compose text for themselves are, however, less consistently represented, both in the literacy hour and in the wider curriculum. This limits early progress in writing, and also the development of older pupils' writing skills in science, despite the very good standard of their work overall. With this exception, the literacy hour is used very effectively to promote learning in English, with very well-planned activities and a very good pace of work. Pupils' excellent attitudes to school also contribute much to their learning in English. They sustain concentration very well, even when they have to do so for long periods of time, enjoy their work, listen very well to each other and complete homework regularly. Discussion in lessons, and pupils' speaking and listening skills when working in groups and discussing their work with visitors, are very good.
38. Teaching was very good or excellent in two thirds of lessons, and good in most of

the remainder. This is the strongest teaching profile of any subject in the school, and reflects many of its long-term strengths. All work in English is well planned, and individual teachers make good use of information from assessment to match work to pupils' learning needs. Lessons are delivered with very good pace and enthusiasm, and in the most successful there is an excellent range of tasks for pupils to undertake individually and in groups. These include a good range of poetry, and very good opportunities for pupils to reflect on their work and on broader moral and spiritual issues, for example by making Millennium resolutions. Teachers have a very clear understanding of patterns of progress among the pupils in their classes, including those which have a broad mixture of ages in the class. They create a very good working atmosphere that both fosters and extends the excellent attitudes of pupils. Work is marked regularly, though there is some variation in the quality of marking, particularly in spelling, and pupils do not have sufficient opportunity to reflect on marking and use it to improve their work. The quality of teaching for pupils with special needs in English is good or very good in equal measure. It promotes very effective learning in the early stages of reading and in handwriting, but there is little re-inforcement with work at the level of texts. Resources for learning are very well used in the literacy hour, and the home-school reading scheme makes a good basis for homework. As in other subjects, little use is made of ICT in English teaching.

39. The strengths of the school's work in English are the shared commitment of teachers to the National Literacy Strategy, and the central place of reading in the ethos of the school and the priorities of its management. The full benefit of the high quality of teaching currently provided is, however, lost due to limited scope for the co-ordination of work throughout the school, and inconsistency in assessment procedures, particularly for seven-year-olds. Nevertheless, standards are rising, and the quality of teaching, much of it from teachers who have been at the school for under two terms, puts the school in a very good position to improve further.

MATHEMATICS

40. Standards among seven-year-olds are in line with national average levels overall, with some pupils doing better. Nine-year-olds reach very good standards. In 1999, seven-year-olds' results in the National Curriculum tests were close to national average levels. Almost all reached the nationally expected standard, but very few exceeded it, a pattern which has been consistent over the past three years. This is the reason why seven-year-olds' results in mathematics are well below the standards reached in similar schools. The deputy headteacher analyses national test results closely, and sets good targets for improving pupils' performance by the time they leave the school. This is very effective, and led to very good results in 1999 national tests for nine-year-olds, in which almost two thirds of pupils had reached the standard expected nationally at eleven. These very good results were consistent with the quality of the of oldest pupils' work during the inspection, which includes high standards of work from pupils who have English as an additional language.
41. Most five to seven-year-olds have a good understanding of place value and the relationship of number sequences to computations. For example, pupils in Year 2 understand the significance of hundreds, tens and units columns when making calculations. Pupils can relate symbols to a range of situations. For example, pupils in Year 1 explored the symbols for bigger than (>) and smaller than (<),

developing their mathematical reasoning by using sequences of figures and the order in which they occur.

42. Most of the oldest pupils in the school can apply a range of mathematical knowledge to solve problems, and use estimation to decide whether or not their solutions are reasonable. Pupils use mathematical language confidently to present information and to predict results. For example, pupils in Year 4 plotted points on a grid using co-ordinates to join vertical, horizontal and diagonal points. They explained what they expected to find and how they could use this new knowledge to make other patterns. Pupils are developing their own strategies for understanding and interpreting the evidence they produce. They use a range of methods to calculate accurately, explaining how to check their results. Pupils identify different shapes and describe their properties and the implications of their findings. There are abundant examples in pupils' exercise books of a wide variety of ways of recording mathematical evidence. Pupils use grids, graphs and diagrams confidently to represent data. Although there are computers in all the classrooms, they were not used in the lessons observed.
43. Teaching is almost always good. It is never less than satisfactory, and is very good or excellent in a third of lessons. Pupils aged five to seven make good progress in response to teachers' careful matching of work to the needs of different groups in their class. This is particularly effective in the class for the youngest pupils. Teachers manage their classes very well, balancing the tasks and activities set. They allow each group to develop their skills to use and apply mathematics through understanding simple number relationships and the ways in which computations can be made. For example, in a Year 1 class all pupils were counting forwards and backwards along a number line, recognising odd and even numbers. The group activities in this class were varied well to match individual needs, so that the youngest group jumped along the line in ones, another group in twos and a third group found composite numbers using two dice. All pupils were involved and eager to learn.
44. Pupils aged seven to nine make good, and often very good progress from well structured teaching based on the framework of the National Numeracy Strategy. A consistent strength of this teaching is the well-directed whole class teaching at the beginning of every lesson. Teachers have clear objectives and set a brisk pace, challenging pupils by skilful questioning, but giving them time to consider their answers. Teachers listen carefully to pupils' responses, setting up a constructive dialogue with them and encouraging active learning. In the lessons observed, pupils at all levels of ability were keen to answer the teachers' questions because they knew that their efforts would be valued. Mistakes are used positively so that pupils explore the reasons for miscalculations and rethink together the reasoning behind their conclusions. Teachers ask pupils 'How did you do that?', 'How did you get your answer?', 'Is there another way to work this out?'. This good use of language in mathematics lessons contributes much to the overall quality of learning.
45. In the most successful lessons throughout the school, groups of pupils worked on a good range of tasks related to the topic explored in the whole-class session. The teachers had planned these sessions in great detail, and sustained a very good pace of work. Although there was no unsatisfactory teaching, in some of the work given to pupils the tasks set were too easy, and there were times when pupils did not fully understand what they had to do and how to go about it. Teachers mark

work consistently, but do not indicate what pupils should do to make their work better.

46. The curriculum for mathematics is broad and balanced and meets all statutory requirements. Pupils' personal development flourishes in the calm environment for learning, and pupils with special educational needs make good progress. Social skills are developed as pupils discuss ways of solving problems. They listen to each other and take turns in offering solutions. In the lessons seen, pupils were very well behaved, showing consideration and respect for the opinions of others.
47. Work in mathematics is co-ordinated well, and good improvement has been made since the last inspection, particularly in teaching. The targets set for higher attainment in mathematics, and the very good standards reached by the oldest pupils, indicate that the school very well placed for further improvement.

SCIENCE

48. Standards in science are good among both seven and nine-year-old pupils. This reflects an improvement since the previous inspection, when standards were judged to be average. Results in the 1999 Teacher Assessments at age seven were well above national average levels.
49. Pupils are confident in their scientific thinking, and in applying the skills of enquiry and investigation. They record information and observations well in notes, tables, charts, graphs and labelled diagrams and make good use of their mathematical understanding in this work. The overall progress of pupils with special educational needs, and of those who have English as an additional language, is good. Pupils aged five to seven make good observational drawings and recognise and sort different materials, using technical terms well to describe similarities and differences. These skills in analysing and presenting information from a range of sources, for example on animals, plants and food, are effectively extended among pupils aged seven to nine. Open-ended tasks allow pupils to consolidate their understanding, but many could be further challenged by more demanding activities.
50. Pupils throughout the school use and develop their skills in number work well, especially in practical activities and investigations. They make good contributions to discussion, and the most successful lessons extend their skills in reading and writing. However, in some lessons, particularly for the oldest higher-attaining pupils, note-making is not effectively developed by worksheets, and by writing activities which involve too much copying. These features also limit pupils' opportunities to initiate and design their own investigations. All pupils have very positive attitudes to their work, and their high levels of co-operation in group work make significant contributions to learning and progress.
51. The quality of teaching is very good for pupils aged five to seven, and satisfactory, with good features, for those aged seven to nine. This shows a significant improvement since the previous inspection when teaching was judged to be good for pupils aged five to seven, and sound for those aged seven to nine. Teachers have good, and often very good, knowledge and understanding of science, and use this well to prompt and direct pupils' understanding of scientific enquiry. Younger pupils are well organised, with good use of resources to support independent learning. Classrooms are well prepared and there are opportunities for investigation and enquiry. Pupils are being encouraged to think and to retain information. Tasks

and activities are matched well to individual attainment. Teachers explain clearly and show how tasks should be done. They guide pupils effectively in developing their own learning strategies. There is skilful questioning and suitably challenging tasks. This enables pupils to make good progress in their learning. Lessons are well planned and stimulating. Teachers provide constructive feedback, and give pupils time to evaluate and reflect on their learning. This consistently good feature promotes very good attitudes to science. In some lessons for pupils aged seven to nine, however, there is less effective organisation and use of resources, including classroom assistants. When this happens, the balance of work within lessons is less consistent, and the range and quality of learning becomes more limited.

52. The school has a good scheme of work for science, but the subject co-ordinator has too few opportunities to monitor and evaluate work in the subject and promote the school's strengths. The school's practice of teaching pupils in year groups makes a positive contribution to continuity and consistency in their learning, and provision meets statutory requirements.

ART

53. Standards are above average throughout the school, and the quality of learning is good, with some very good features. Pupils work very enthusiastically in all art lessons, and this contributes to their learning. The good standards reported following the previous inspection have been maintained.
54. Pupils aged five to seven make sensitive responses to the work of artists such as Matisse and Mondrian. Their completed pictures show delicacy and precision with care and attention to detail. A strong sense of colour is developing. Pupils work confidently with a range of materials and with different media. This includes the making of their own blocks for printing patterns. In creating tissue pictures, they make perceptive comments, for example about the effect of the sky on the colour of the sea. They competently position materials, observe effects and evaluate what they have achieved. They combine textures and colours skilfully. Pupils enjoy sharing finished pieces, and discuss ideas with one another.
55. Learning for pupils aged seven to nine builds very effectively on these skills. Pupils develop good understanding of the work of artists such as Picasso, Van Gogh and Kandinsky. They produce detailed images of good quality, and bold patterns. They develop an understanding of perspective and distance, as well as of key geographical features, in their work on landscapes. Older pupils use their sketch books to explore the effects of shading, to make observational drawings and to create patterns and designs, and higher attaining pupils often reach good standards for their age. Pupils produce good observational drawings of flowers and atmospheric pastel landscapes, exploring shades, tones and colours. The quality of learning among pupils with special educational needs is particularly good here.
56. Teaching has improved since the last inspection. It is now good throughout the school, with some very good teaching for pupils aged five to seven. In the most successful lessons, learning is promoted very well through teachers' careful design of tasks and selection of materials - oil pastels, for example, promote vivid recreations of The Fire of London. Expectations are high in these lessons, which generate a very positive context for the development of creativity. Pupils have the opportunity to make their own choices and decisions, and develop confidence and competence in their response.

57. The overall quality of display throughout the school provides a rich visual environment, stimulating pupils' imagination and interest, and setting standards for achievement. Teachers and other staff give value to the pupils' efforts both through praise and encouragement and in the care they take in the mounting and presentation of pupils' work in these displays. There is limited evidence of work in three dimensions in art, though this is represented in activities in design and technology. The subject also contributes effectively to work in other areas of the curriculum, including literacy and numeracy, although very little use is made of computers. Co-ordination is good.

DESIGN AND TECHNOLOGY

58. Standards are very good among seven-year-olds, and good among nine-year-olds. There was very limited evidence of work in the subject during the last inspection. However, observations of lessons and analysis of pupils' work during this inspection indicate a significant overall improvement.
59. Pupils aged five to seven show considerable skill in modelling, for example combining card, straws and interlocking units to make items for a model playground. They are confident in using rulers and in drawing round shapes, and make accurate use of arrows to label and name the parts of a house. They observe, recognise and name different materials used in buildings in the locality with good perception and accuracy. By seven, pupils are very competent in cutting, joining and sticking, and in basic design skills.
60. The quality of learning among pupils aged seven to nine is good in individual lessons, and benefits from their own very good attitudes. These pupils are confident in working out their own solutions to problems when given the opportunity, but they often have too little choice in their work, and this limits the development of their skills in design. Standards in making objects are good, beginning with carefully-constructed four-wheeled vehicles among younger pupils, and continuing with careful selection, measurement and cutting of materials to make photograph stands designed for a specific user. Pupils make good connections with science in aspects of food technology, and show good skills in work with clay, for example in making hedgehog pencil holders. This compensates, to a degree, for the relative lack of three-dimensional art. The oldest pupils showed good skills during the inspection in designing and making pop-up books from their own plans, although these all used the same pivot and lever mechanism. They evaluated the finished products and identified areas for improvement to a good standard.
61. Teaching is good, and there has been a significant improvement in teachers' subject knowledge since the previous inspection. This leads to well-planned lessons in which pupils have the opportunity to experience a wide range of activities. Teachers of pupils aged five to seven have high expectations. Their methods provide a very good model for learning, enabling the younger pupils to develop their own individual learning strategies. The best lessons for pupils aged five to seven use effective questioning to check and extend pupils' understanding. Lessons build well on previous work, and lead to clear progression in the development of skills and knowledge.

62. The school is making good use of its new scheme of work to co-ordinate the subject, and teachers use resources well. There are good links between design and technology and other subjects, especially art.

GEOGRAPHY

63. There was insufficient evidence during the inspection, either from lessons or from pupils' work, to form a secure judgement on standards or progress in geography. The single lesson that was observed was of very good quality, and built very well on the extensive range of travel experience within the class to develop younger pupils' knowledge and understanding of places, and their use of maps as a source of information. Older pupils' work on display was also of a good standard, and included work on a village in India which contributed effectively to pupils' understanding of other cultures.

HISTORY

64. Standards in history are good, and very good in specific aspects of the subject that are studied in depth. Pupils present their findings clearly, recording the impact of historical events on the lives of people living during the period that they are studying. For example, pupils aged seven to nine have good understanding of the influences of the Second World War on different levels of society in Britain. They have recorded the effects of the blitz, of rationing, and of women replacing men in jobs on the home front. The older pupils used role play very effectively to explore the emotions felt by children evacuated from the major cities to safer areas elsewhere in Britain. Some imaginative writing of letters home explored the experiences of loneliness and disorientation felt by the evacuees. Displays of pupils' writing are well organised to help pupils to sequence events and plot these on a time line.
65. The overall quality of learning is good. It is at its best when pupils are encouraged to think hard about historical issues – for example in Year 4, where pupils related the success of the Vikings to detailed understanding of the quality of their ships. It is weaker, however, where pupils do not make their own records of work, but rely on worksheets on which they simply have to fill in gaps. Pupils describe historical events imaginatively, putting themselves in the place of people in the past – for example, Samuel Pepys – and making good links between causes and events. For example, a pupil in a Year 2 class wrote about the Great Fire of London in 1666, that 'The fire spread quickly because in the summer it was hot and dry. The roads were narrow and most of the houses were made of wood'.
66. Opportunities to observe teaching were limited, but evidence from written work and discussion with pupils indicates that history is taught well or, at best, excellently. For example, a very good lesson with a mixed class of pupils from Reception and Year 1 explored the idea of living in different kinds of home. Pupils identified clues to discover the features of different types of housing, such as flats, bungalows, maisonettes. Pupils described the features by which older houses can be identified, and studied different kinds of dwelling in Windsor. They were intrigued by a set of photographs of local types of housing in their own area. Pupils were given the opportunity to comment on what they discovered through handling these photographs, discussing them and exploring features that they found significant. This provided the pupils with their first experience of finding information from secondary sources. Very good cross-curricular links were established through

speaking about their findings and listening to the ideas of others. Pupils' understanding was consolidated by every pupil drawing the dwelling that they live in now and labelling all the features of their home, such as kitchen, bedrooms, bathroom, hall. Finally, the teacher forged the historical link by reference to the very special local feature of Windsor Castle. She discussed with the pupils how life in the castle in Tudor times differed from life for those living in the shadow of Windsor Castle in the year 2000.

67. There are good resources for history including an interesting collection of objects from the past. The subject is very well led and co-ordinated.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

68. The knowledge, skills and understanding of the older pupils are, overall, just in line with those achieved in most schools by pupils of their age. However, pupils who have computers at home are much more confident than those who do not, and standards throughout the school are lower than those achieved in other subjects. The scheme of work produced by the Qualifications and Curriculum Authority (QCA) for ICT provides an effective framework for teaching. Where it is used, pupils' learning is satisfactory and at times good. However, they have too few opportunities to practise their skills, and some activities they undertake do not make a significant contribution to learning. There are some examples, notably in history, of ICT making a contribution to learning in other subjects, and there is good learning in individual classes – for example, through presenting the same data in a variety of graph formats in Year 1. However, this is not consistent, and the current situation represents only a barely sufficient improvement from the unsatisfactory standards during the last inspection.
69. Pupils enjoy working with computers, and co-operate well, even when the whole class has to look at one small screen. Teachers plan lessons effectively, using the QCA scheme of work as a framework, and give pupils effective help in retrieving information from CD ROMs. Teachers using ICT have sufficient knowledge and understanding of ICT to teach those aspects needed for their class, although some teachers' broader knowledge and understanding of the subject are limited. They manage pupils well, for example by using problems with running some programs to explain how computers operate. Some teachers have rotas for pupils to use the computer in groups, including work with a classroom assistant. This, however, is not consistent, and the rotas note pupils' experience with the computer rather than the development of their skills.
70. Opportunities for the co-ordinator to fulfil her role are very limited. There has been no recent in-service training, and the school has no technical support for ICT, so that the co-ordinator has much to do in providing practical support to colleagues and keeping machines running. Even so, teachers in some lessons were using computers that were barely up to the job, while more modern machines were unused elsewhere. There are no consistent procedures for monitoring work in the subject, or for assessing pupils' skills as they move through the school.

MUSIC

71. Standards in music are good overall, and have improved since the last inspection. There are, however, some inconsistencies in pupils' learning between lessons.
72. Pupils aged five to seven quickly learn new tunes and words, and sing in tune together with clear diction, linking words and actions in songs. Younger pupils respond to notes played on a chime bar, distinguishing between high and low sounds, by placing counters on a scale, and using correct terminology in discussion. They develop good skills in playing a variety of instruments, and older pupils in this age range use percussion instruments well to count beats and maintain rhythm.
73. Learning for younger pupils aged seven to nine is satisfactory overall, and good in those aspects of music that are specifically taught. These pupils make good progress in learning basic musical notation, can combine singing and accompaniment, and refine and present their own simple compositions. However, they have too few opportunities in these two years to develop and record their own musical ideas. Older pupils achieve good standards in playing the recorder, and accompany hymns well in assemblies. The singing of hymns and songs in assembly, however, lacks volume and enthusiasm, except where pupils know a particular hymn, such as 'This is the Day' very well.
74. Teaching ranges from satisfactory to good, and is satisfactory overall. The most effective lessons are based on good planning, with a clear sequence in activities and variation in grouping. Pupils are prompted to work together to evaluate and improve their skills. Where the teaching is satisfactory, there is too little variety in pupils' work, and some tasks presented to them do not work as well as intended. Some of these lessons are also delivered at too slow a pace. While most teachers have good knowledge and understanding of the subject, the limited depth of some teachers' musical knowledge restricts the quality of learning in their classes.
75. The school has a good selection of musical instruments, which are easily accessible. Co-ordination in music ensures that the National Curriculum is taught, but does not address inconsistencies in learning between classes. Pupils' musical understanding is enhanced by visits from distinguished professional musicians.

PHYSICAL EDUCATION

76. Standards and progress are good, and similar to those observed during the last inspection. All pupils have the opportunity to demonstrate their skills across the full range of activities in the National Curriculum.
77. Younger pupils aged five to seven make a good start, scrupulously following instructions and developing a good range of skills. By the time they reach seven, most have good control, balance and co-ordination, and a small number are reaching standards above national expectations for pupils of this age. These pupils' movements are graceful and well-co-ordinated, showing poise and maturity. Pupils work well in pairs in response to story and music, and reflect each other's movements very well.
78. Younger pupils aged seven to nine build effectively on their earlier learning. They learn to keep time well, move rhythmically and devise their own dance forms, varying the shape, level and direction of their movements. Pupils show good skills

in linking and extending dance patterns and forms when working in groups. Older pupils demonstrate good levels of skill on apparatus, showing determination in their efforts to extend their skills and refine their movements. They set their own targets and test themselves against previous achievement. These pupils receive professional cricket coaching of the highest quality, which enables them to develop excellent skills in striking and fielding and a very good grasp of strategy and tactics. Their response to coaching is rapid and alert, and the quality of their learning in these lessons is excellent.

79. The quality of teaching ranges from satisfactory to good, and is good overall. All lessons are well organised and pupils are managed well. Pace is brisk and teachers have high expectations, but they provide a good balance between rest and activities. Very good relationships and demanding tasks ensure that pupils make consistent progress across a wide range of exercises. Where the teaching is satisfactory rather than good, some tasks could usefully be made more demanding, and pupils spend too long practising patterns without introducing their own ideas.
80. Physical education is effectively co-ordinated, and there is a good collection of resources, including an open-air swimming pool which is used intensively in the summer term. Pupils gain certificates at various levels and are motivated to succeed.