

NSPECTION REPORT

**HADDENHAM ST MARY'S CHURCH OF
ENGLAND SCHOOL**

Haddenham, Aylesbury

LEA area: Buckinghamshire

Unique reference number: 110446

Headteacher: Mrs Jacky Rice

Reporting inspector: Mrs Sue Chesters
23196

Dates of inspection: 28th – 31st January 2002

Inspection number: 192508

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant
School category: Voluntary controlled
Age range of pupils: 4 to 7
Gender of pupils: Mixed

School address: Aston Road
Haddenham
Aylesbury
Buckinghamshire

Postcode: HP17 8AF

Telephone number: 01844 291455

Appropriate authority: The Governing Body

Name of chair of governors: Dr David Palmer

Date of previous inspection: 24/02/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23196	Sue Chesters	Registered inspector	Foundation Stage Special educational needs Mathematics Science Geography History Music	How high are standards? (The school's results and achievements) How well are pupils taught?
13746	David Russell	Lay inspector		How high are standards? (Attitudes, values and personal development) How well does the school care for its pupils? How well does the school work in partnership with parents?
30205	Terry Kenna	Team inspector	Equal opportunities English as an additional language English Information and communication technology Art and design Design and technology Physical education Religious education	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Haddenham St Mary's Voluntary Controlled Church of England School is in the village of Haddenham approximately seven miles south west of Aylesbury in Buckinghamshire. It is smaller than most primary schools, having 71 pupils (35 boys and 36 girls); compared with the average size nationally of 243 pupils. The school is smaller than at the time of the last inspection. This is because it has changed its status from a first school to an infant school and no longer has Year 3 pupils. Children can start in the reception class in the term after they are four. However, because the school is well subscribed, most begin their reception year in the year in which they are five. They have a wide range of abilities when they start school, but most have levels of attainment above those expected for the age group. All of the pupils are of white ethnic origin. There are no pupils for whom English is an additional language. There are no pupils receiving free school meals. Four per cent of pupils are on the register for special educational needs; which is low. These pupils have moderate learning difficulties. There are no pupils with statements of educational needs. Most pupils stay at the school for the whole of their infant education.

HOW GOOD THE SCHOOL IS

This is a very effective school. It gives very good value for money. Teaching is very good and pupils achieve very well. The headteacher provides outstanding leadership, supported most successfully by the staff and governing body. Pupils enjoy school and learn happily. The school reflects its Christian aims outstandingly well, through all of its work.

What the school does well

- By the age of 7, pupils achieve very high standards in English that are in the top five per cent in the country. Mathematics and science are well above average. Pupils achieve above average standards in art and design, design and technology, history, geography and religious education.
- Teaching is very good in all subjects and in all year groups.
- The leadership and management of the headteacher are excellent. Together with the most impressive governing body, she monitors and evaluates all the work of the school, using this self-evaluation outstandingly well to raise standards even higher.
- The curriculum is very good for all year groups. It provides very good opportunities for all pupils to achieve to a high level, whatever their age or ability.
- The school provides very good opportunities for pupils' spiritual, moral, social, cultural and personal development and prepares them very positively to live in a culturally diverse society.
- It has very good relationships with parents, who make a very positive contribution to their children's education.

What could be improved

- The use of information and communication technology as a tool across all subjects of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has been reorganised from a first to an infant school since the last inspection. In relation to the education provided for the pupils in the Foundation Stage and Key Stage 1, there have been very good improvements in a number of areas. The school has addressed, very successfully, the key issues of promoting pupils' personal development by ensuring greater challenge in lessons and by encouraging pupils to work independently. There have been significant improvements in the use of information and communication technology, although the school has identified the need for even further development. It now monitors and evaluates all of its work exceedingly well and takes most effective action to ensure that it is a truly efficient organisation. It has implemented very well the National Literacy and Numeracy Strategies and the Foundation Stage curriculum. These have ensured that standards have continued to improve even further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests. Similar schools are those with up to 8 per cent of pupils receiving free school meals.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A*	A	A*	A*
Writing	A*	A*	A*	A*
Mathematics	A*	A	A	A

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

The above table shows that, in the Year 2001 national tests and tasks for seven year olds, results in reading, writing and mathematics were well above average, when compared with national standards and with those of similar schools. In fact, the results in reading and writing were in the top five per cent of schools in the country. These standards have been maintained over a number of years and the current Year 2 pupils are on target to achieve similar levels. Inspection evidence shows that children in the Foundation Stage will reach, and the majority will exceed, the early learning goals set for the age group in all areas of learning, by the time they start Year 1. Attainment for the current Year 2 pupils is very high in English, mathematics and science. It is above average in art and design, design and technology, history and geography. Standards in information and communication technology, music and physical education meet the expectations of the National Curriculum. In religious education, standards exceed the expectations of the locally agreed syllabus. There is no difference between the attainments of boys and girls. The school sets itself high targets and usually exceeds them. It aims and succeeds in achieving very high standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The vast majority of pupils learn very happily and are very interested in all activities that the school provides. A few pupils occasionally do not show proper respect for the feelings of other people.
Behaviour, in and out of classrooms	Good. Pupils are trustworthy and helpful. Most behave well in lessons and around the school.
Personal development and relationships	Personal development is good. Pupils take responsibility well and use their initiative to help with routine tasks.
Attendance	Very good. Pupils enjoy coming to school and are punctual.

Throughout the school, the vast majority of pupils are constantly polite and well behaved. However, there is a very small but nevertheless significant minority of pupils who are not fully aware of the impact that their actions have on others, including their teachers.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very good	Very 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.

During the inspection, all of the lessons observed were good or better. Teaching is a strength of the school. It contributes very positively to the consistently very high standards in English, mathematics and science. Teachers show very good subject knowledge and know and understand the needs of their pupils very well. Lessons are interesting and lively, and thus pupils learn enthusiastically. Teachers plan lessons very carefully, matching activities closely to the individual learning needs of all pupils. Consequently, all pupils, whatever their needs or ability, are fully involved in every lesson and achieve very well. Teachers use the National Literacy and Numeracy Strategies to very good effect. This results in pupils learning very well and in the maintenance of the very high standards in English and mathematics. Teaching in the Foundation Stage is very good, enabling the children to make very good progress. Throughout the school, all staff work together as a very strong team. They teach the basic skills needed for pupils to succeed in all subjects. This means that pupils develop their key learning skills very effectively and make good gains in their knowledge and understanding. The teaching is particularly good in promoting pupils' personal and social development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for all year groups. There is a very good balance of activities presented to the pupils. Consequently, they learn rapidly.
Provision for pupils with special educational needs	Very good. Pupils on the register for special educational needs are very effectively supported. Work is very carefully tailored for their individual needs and thus they make very good progress alongside their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. All aspects are successfully planned into lessons. Thus pupils are very well prepared for life in a culturally diverse community. The strong Christian ethos supports very well the spiritual and moral aspects of school life. The staff provide excellent role models and this contributes very positively to the good quality relationships in school.
How well the school cares for its pupils	Very effectively. All staff know the pupils very well and care for them sympathetically. The school is a very happy community.

The school values everybody. All are welcome. Consequently, the community contributes very well to pupils' learning. The school also has excellent relationships with other local schools and pre-school establishments. Parents are closely involved in and very supportive of the school's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher ensures that the school's aims and values permeates all of its work. She manages all aspects of the school's work brilliantly.
How well the governors fulfil their responsibilities	Outstandingly well. Together, with the headteacher, they monitor all of the school's work excellently and take the most appropriate action to ensure the quality of education provided by the school is of a very high standard.
The school's evaluation of its performance	The school is very aware of its strengths and weaknesses and strives at all times to maintain high standards.
The strategic use of resources	Very good. Specific funds, for example those for pupils with special educational needs, are used very effectively to support pupils' learning.

The accommodation is very good. It is pleasant, very clean and a credit to the caretaker and cleaning staff. There is a good number of well-qualified staff who meet the learning needs of all pupils. Resources are good and

used very well. The school applies very successfully the principles of best value when making its spending 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">• Their children like school and they make good progress.• Their children behave well and are expected to work hard and achieve their best.• They feel that teaching is good.• The headteacher leads the school very well and they feel comfortable about approaching the school with questions or problems.	<ul style="list-style-type: none">• A small number of parents do not feel the school provides an interesting range of activities outside lessons.

The inspectors agree wholeheartedly with the positive views expressed by parents at the pre-inspection meeting and through returned questionnaires. With regard to activities outside of lessons, the inspectors found that the provision of extra-curricular opportunities for the size and type of school is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation stage¹

1. The initial assessment of children's abilities, when they first enter the reception class, shows that most start school with above average levels of attainment in all areas of learning. Children reach, and most exceed, the Early Learning Goals² set for the age group by the time they begin Year 1.

Years 1 and 2

2. The results of the year 2001 National Curriculum assessments for pupils in Year 2 were very high in reading and writing and well above average in mathematics. The school was in the top 5 per cent of schools in the country for reading and writing. When compared with similar schools³, results are also very high and well above average. Again they were in the top 5 per cent for reading and writing. Taking the years 1999 to 2001 together, the trend shows standards in all three subjects to be well above the national average. The school is improving at a rate in line with the national picture. There is no significant difference between the attainments of boys and girls.
3. Current inspection findings judge that, by the end of Year 2, standards in English, mathematics and science are well above average. They are above average in art and design, design and technology, history and geography. In information and communication technology, music and physical education, they meet the expectations of the National Curriculum for the age group. Standards in religious education exceed the expectations of the locally agreed syllabus.

Across the school

4. Standards are good because of the very good teaching which enables pupils to achieve very well. All pupils regularly meet the targets set for them. Pupils with special educational needs are identified early and are set realistic targets through their individual education plans. The number of pupils on the register for special educational needs is low (4 per cent) and the pupils registered have moderate learning difficulties. The school gives very good support to these pupils and they make very good progress. Because the school includes everyone, whatever their ability, and values all contributions, all pupils learn comfortably alongside their peers. This contributes very effectively to the high standards that pupils achieve.
5. Teachers focus carefully, in all subjects, on teaching the basic skills that pupils need to succeed. They teach the vocabulary needed in each subject. Thus, pupils understand the work that they do and, consequently, make very good progress. The school sets itself high targets and strives to exceed them. It constantly works hard to

¹ Foundation Stage; the new curriculum for children under six, which started in September 2000, which replaces the desirable outcomes.

² QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

³ Schools with up to eight per cent of pupils entitled to free school meals.

raise standards in each subject even higher. The very good curriculum for all year groups also contributes very well to pupils' very good achievement.

Pupils' attitudes, values and personal development

6. Since the last inspection, the school has continued to maintain the high standard of pupils' attitudes, behaviour and personal development. Pupils are very enthusiastic about coming to school. The very high levels of attendance and the responsibilities that the pupils take for their learning, clearly reflect this enthusiasm.
7. The attitudes of pupils in lessons are very good. Teachers have high expectations of pupils, and lessons are always set at a good, challenging pace. Because of this very positive learning environment, pupils eagerly undertake tasks. This impacts directly on the pupils' levels of understanding and learning. All pupils are encouraged to take responsibility for their own learning. For example, in a Year 2 mathematics lesson, the pupils related very well to the "bring and buy" sale, which the school is organising for fundraising. In a range of mental mathematical challenges set by the teacher, the pupils are keen to work out how much change is needed following simple money transactions.
8. The level of concentration of pupils in all year groups is generally good. There are occasions when pupils do lose concentration during lessons. However, the use of very effective teaching strategies by teachers, soon brings these pupils back to task. This positively impacts on pupils' learning and levels of attainment.
9. The behaviour of pupils in and around the school is good. Pupils demonstrate a good understanding and an appreciation of the school rules. This helps to achieve the maximum benefit from learning opportunities. Pupils work and play well together. Over the last three years there have been no pupil exclusions. There is a genuine atmosphere of commitment and well being around the school. No oppressive behaviour involving bullying, sexism or racism exists at the school.
10. However, in spite of many positive vibes around the school, there are occasions when a significant minority of pupils do not exercise sufficient self-discipline. Sometimes, their over-enthusiasm adversely affects other pupils' learning. For example, in a Year 1 numeracy lesson, several pupils did not listen fully to their teacher's instructions and did the task their own way, incorrectly. This affects other pupils' learning capabilities, raising confusion and doubts in their minds. Similarly, in a physical education lesson the pupils' desire to get on with the task in hand meant they did not listen carefully to their teacher's instructions. Consequently, they were unsure what they should be doing.
11. When pupils show insufficient self-discipline and concentration teachers use well-developed coping strategies. Several occasions when pupils did not listen to the opinions of others, they showed lack of respect towards each other, their teachers and even visitors. For example, during discussions with a small group of Year 2 pupils, incessant interruptions by over-enthusiastic boys prevented others, particularly the girls, within the group from expressing their views. This occasional lack of thought, politeness and respect for the feelings of others causes problems when pupils are working in groups.
12. There are good opportunities provided for the pupils to develop their personal responsibility and to take initiatives to help in the life of the school. For example,

several pupils take great delight in helping others assemble play equipment at playtime. Teachers and classroom assistants put a lot of trust in the younger pupils by encouraging them to dress to go home and to do simple tasks during lessons.

13. Relationships amongst pupils and between pupils and adults are good. In this much-cherished learning environment, there is mutual acceptance of each other's enthusiasm and teachers encourage high aspirations.
14. The attendance levels are very good and well above the national average. Pupils enjoy coming to school and arrive punctually each day. The attendance levels have a marked impact on the attainment and progress of every pupil because they are able to sustain an acceptable level of continuity in their learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The previous inspection report judged the quality of teaching to be sound, with about one third of lessons good. During this inspection, all of the lessons observed were good or better. Nearly three quarters of the teaching was very good or better. This is a significant improvement since the time of the last inspection. The quality of teaching is a major strength of the school. It results in pupils learning and achieving very well.
16. The previous inspection report highlighted weaknesses in lesson planning, which made it difficult for teachers to monitor what pupils learned. It also indicated that the pace of lessons varied, and that teaching strategies did not always encourage pupils to become independent learners. This is no longer the case. Planning is very good and teachers assess pupils' attainment and progress, very thoroughly. They very effectively use data collected to plan future lessons and to set targets for individual pupils which maximise their learning. Lessons have very good pace and teachers ensure that all pupils cover a good amount of work in each session. Teachers constantly encourage pupils to think for themselves and to work independently. The strategies they use to encourage and support pupils are very good and result in very good learning and achievement.
17. The teaching in the Foundation Stage is very good. It is particularly good in promoting children's communication, language and literacy skills and their mathematical development. Staff in the reception class are calm, patient and sensitive to the needs of young children. They interact with children enthusiastically and fully involve themselves in all activities. They make lessons fun.
18. Teaching of literacy is very good and enables pupils to reach very high standards in English. Teachers use the National Literacy Strategy very effectively to present interesting and informative lessons. Pupils enjoy learning and work hard in lessons. As a result, progress is very good and standards are consistently well above average. Teachers very carefully match the work given to pupils with special educational needs to their individual education plans, so that they make very good progress. Staff encourage the pupils to use their literacy skills in other subjects. For example, in a history lesson pupils used their reading and referencing skills very effectively, to find out about various aspects of Victorian life from books and a CD-ROM. They were excited by the task because the teacher told them that they were going to produce a class book from their findings. This motivated them so well that they worked with great dedication and wanted to carry the work on to the next day.

19. The teaching of numeracy is very good and contributes very successfully to the above average standards in mathematics. Teachers implement the National Numeracy Strategy very effectively. This has a positive impact on maintaining the very high standards that the pupils achieve. Expectations of what pupils should achieve in lessons are very high and work is matched very carefully to pupils' individual learning needs. Thus, pupils with special educational needs receive extra support and they succeed alongside their peers. Teachers plan very good opportunities for pupils to use their numeracy skills in other subjects. For example, pupils use their tallying and graph making skills in science, to record which vehicle travels the furthest.
20. Teachers ensure that all pupils have access to all lessons. They value greatly the contributions made by all pupils, and include them in their lessons whenever possible. Thus, all pupils feel important and are eager to learn. Teachers work in very effective partnership with learning support assistants to plan a good range of activities to meet each pupil's specific learning needs. In lessons, learning support assistants work effectively with pupils by helping them with their work and concentrating on what has to be achieved. Therefore, pupils make very good progress in their learning.
21. In the best lessons, teachers share the lesson objectives with pupils and this helps them understand what they are expected to do. For example, in a maths lesson, the teacher told the pupils that the reason they were practising their money sums was so that they would be able to work out the change, when they were buying and selling at the forthcoming 'Bring and Buy Sale'. The pupils saw the logic of this and worked very hard during their lesson. The improvement in their understanding of the value of money was very evident in the progress made during the session. The final, or plenary, part of the lesson was used most effectively. Through very good questioning about what the pupils had done, the teacher was able to assess the gains in knowledge and understanding that the pupils had made during the lesson. This immediately influenced her planning for the next lesson.
22. Relationships between adults and pupils are good. Thus, pupils are happy and secure in school and learn very well. However, there are times when a very small, but nevertheless significant, minority of pupils do not give staff the respect due. On such occasions, one or two pupils do argue with staff or answer them rudely. These pupils seem unaware of the impact their actions have on others in the class, or on adults. Teachers deal with these incidents in a remarkably calm and sensitive way. They discuss their expectations of behaviour openly with the pupils and explain why they have these expectations. Teachers use Circle Time⁴ most effectively as a strategy to introduce behaviour topics. This also supports pupils' personal development successfully. For example, in one delightful session, the teacher encouraged all pupils to think of ways in which they could help others. By using a card with a mirror inside, the pupils first of all looked at, and thought about, only themselves. Then, by substituting the mirror card for a card with a large hole in the middle, the pupils were able to look at, and think about, everyone. Not only did this strategy sustain everyone's interest, it brought home very clearly the need to think of how your own actions affect other people. Thus, teachers manage pupils very well.
23. Lessons are very well organised. Teachers use time and resources very effectively. The learning support staff give very good, careful support to pupils. They are appreciated by the school as a very valuable resource. Their efforts considerably enhance the pupils' learning. Teachers monitor pupils' work very closely. The quality

⁴ In these lessons, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other, talking about issues which touch them all.

of day-to-day assessment is very good. Teachers mark pupils' work in an encouraging and supportive way, and offer advice and guidance to move pupils' knowledge and understanding forward at a rapid rate. Homework is used very effectively to support and supplement work done in class.

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

24. The quality and range of subjects taught, and learning opportunities are very good. The curriculum meets statutory requirements in all subjects. All pupils have equal opportunities to enjoy the full range of learning opportunities.
25. Appropriate time is allocated to the various subjects and the school has successfully implemented the National Literacy and Numeracy Strategies. Since the previous inspection, curricular opportunities show very good improvement in most areas. Provision for pupil's personal, social and health education is provided through specifically targeted lessons, as well as in subjects such as science and religious education.
26. Teachers' planning for coverage of the programmes of study in National Curriculum subjects is very good. Nationally recommended schemes of work have been adopted for all subjects including religious education, which also complies with the locally agreed syllabus. Management of subjects has been allocated appropriately, according to the qualifications and experience of the staff. Training has been provided in some areas. Information and communication technology is the current focus for training. However, the school has recognised that there is a need to distribute the curricular responsibilities even further, in order to reduce the burden on the head teacher. Planning for literacy and numeracy is very good and agrees with the guidelines provided in the two national strategies. In the Foundation Stage, the reception class teacher has very carefully taken into account the curriculum for children of this age, resulting in very good planning.
27. The school's practice for the promotion of all aspects of equality of opportunity is good, and has a very positive impact on, for example, those pupils who have special educational needs. Pupils of differing abilities and needs generally work and play together amicably, both within the classroom and around the school. The school's very good support for pupils' social development makes a good contribution to this aspect of provision.
28. Personal, social and health education are well planned, with learning opportunities which relate to the children's personal experiences. This area is very successfully developing in the Foundation Stage, where children joined in the drama of a road accident, taking turns to play the part of the casualty, driver, policeman, witness and doctor. Years 1 and 2 join in the 'Footsteps Training', in which pupils learn and practise their road safety skills. In a very good science lesson, Year 2 pupils discovered that you could not determine the nature of a substance by just looking or feeling it. The use of Circle Time to explore areas of personal and social education is being developed. In a very good Year 1 lesson, pupils were asked to decide how they could help others. They wrote their thoughts on a 'leaf' and hung them on their 'tree'.
29. During recent years, the school has provided visits to support different aspects of the curriculum; for example the Chiltern Open Air Museum, the Bracknell Look-out Discovery Centre, the Roahl Dahl centre, and St Tiggywinkles wild animal rescue.

Excellent use is made of the local village museum, both for visits and to borrow artefacts. The children in the Foundation Stage make excellent use of their local environment by their visits to such places as the duck pond, the village green, the library and talking to “people who help us.” There have been visits to the school by various theatre groups and musicians; of great success was the visit by an African music and dance group who held a workshop as part of an international book week. Pupils have participated in fund raising for Dr. Barnardos, Red Nose Day, Jump Rope for Heart and shoeboxes for Romania. The richness and variety of these activities have made valuable additions to the curriculum. During the year, a variety of activities outside lessons are provided; such as, short tennis, soccertoons and keeping healthy.

30. Links with all other schools in the village are outstandingly strong, with staff, governors, pupils and parents regularly coming together for the mutual benefit of the whole community. A development of this has been the setting up of the Haddenham Early Years Liasion Group. This has led to a strong promotion of early year’s provision within the village, and a framework for the sharing of information, resources and expertise, which is mutually supportive. These excellent links help to support and enrich the provision for pupils in all of the associated schools.
31. The school makes very good provision overall, for the pupils’ spiritual, moral, social and cultural development. Since the last inspection, there has been improvement in the provision for moral and cultural development. In terms of spiritual and social development, improvement has been very good. The school aims, among other things, to foster within the children a respect for themselves and others. It also encourages in every child, the ‘desire to make a strong contribution to the communities of which they are a part’. These aims strongly emphasise the values and beliefs linked with the ethos of hard work, which are at the heart of the life and work of the school.
32. The pupils’ spiritual development is very well promoted. Local ministers visit the school regularly, leading the school in worship. Pupils regularly visit places of worship within the village. Ties are particularly strong with St Mary’s Church, which is frequently used for both religious and secular occasions. To celebrate these strong links, the whole school worked on a Millennium Banner to hang in the Church. Pupils and staff are, quite rightly, very proud of this beautiful piece of work. Pupils explore their thoughts and feelings during class and school assemblies, through prayer and reflection. There are also opportunities in lessons where pupils have a chance to talk about their own feelings. In a Year 2 Circle Time, pupils thought about, and then discussed, how they felt when their friends argued, and how they could help to resolve conflict. The pupils were pleased to talk about their work and their likes and dislikes. Year 2 pupils also spoke about their favourite books, and those that made them feel happy or sad.
33. Moral development is very well promoted throughout the school. Pupils are encouraged to recognise that everyone is important and that care and consideration should be shown to everyone, so that all work effectively together. This evidently happens as seen in the way in which pupils with special educational needs are fully included in all aspects of school life. To help achieve these high aspirations, the pupils have devised their own class rules. They talk about class problems and personal worries, and are sure that staff are always there to listen to their concerns and anxieties. The school ethos is one of self-discipline and responsibility to one another. All members of staff apply this approach consistently throughout the school. Secure relationships provide a firm basis for the development of a clear moral

understanding. Pupils are taught right from wrong, with all, from the very youngest children in the reception class, having a clear understanding of what is expected of them.

34. Social development is very well promoted by all adults throughout the school. Pupils are encouraged to care and take responsibility for others. Pupils willingly accept responsibility, for example when distributing materials in lessons and tidying up at the end. As they move through the age groups, pupils are given increasing opportunities to help around the school - ringing bells, drawing curtains, preparing the hall for assembly and acting as monitors in their classrooms.
35. Provision for cultural education is very good. Pupils are helped to appreciate their own cultural traditions through lessons in English, music and religious education. Their knowledge of their own village culture is extended when they join in the village activities such as country dancing and carol singing. This was further enhanced when all of the village children collaborated to produce a millennium exhibition booklet about the village past, present and future. The school's children designed the playground lay-out, including the most interesting 'play wall'. They have opportunities to consider some of the world's major religions, to understand the importance of major celebrations such as festivals of light, and the Chinese New Year. They also handle different religions' artefacts during religious education lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school has maintained the high levels of pupil care since the last inspection. The school is a caring and secure place. The school's approach towards health and safety and child protection is very good.
37. The school is very conscious of the need for road safety, because of the narrow roads adjacent to the school. It has been proactive in reviewing school times to reduce risks of injury to pupils. There is good control of the school car park and parents observe the restrictions in this area. Parents, who bring their children to the school by car, leave their vehicles on the road adjacent to the church and then walk through the churchyard to school.
38. There is good commitment by the school towards having staff trained in first aid. The arrangements for dealing with accidents, illnesses and control of medication are very commendable.
39. Risk assessments are very well addressed. From a safety perspective the school is safe and well designed. The headteacher has recently attended a fire risk assessment course and received data relating to building safety. Fire drills are carried out effectively and the committed, hardworking caretaker is vigilant in ensuring that the school is kept safe. Portable appliances available around the school have all been suitably tested and are safe for staff and pupils to use.
40. Child protection procedures are very well implemented. Positive relationships established between staff and parents enable the school to quickly realise when there is something wrong or when there are serious concerns of a sensitive nature. The school has very good knowledge of events happening within this close-knit community. The interests of the pupils are uppermost in the minds of all staff.

41. Monitoring of attendance is very good. The school takes every opportunity to remind parents of the importance of not taking their children on holidays during term time as this can have a detrimental effect on pupils' attainment. Registers are well kept. Registration procedures are very efficient and meet statutory requirements. There are very good follow-up procedures in place for use when absences occur. The school is committed to maintaining the very high levels of attendance. The Educational Welfare Officer annually visits the school and reviews all procedures relating to child protection and attendance.
42. Procedures for monitoring and promoting good behaviour are very good. Teachers consistently implement behaviour strategies to control pupil behaviour, both in classrooms and around the school. The use of rewards and sanctions is effective in motivating pupils to behave in an acceptable manner. For example, during a history lesson an older pupil consistently called out responses to questions and did not follow the class rules. Eventually, after several warnings, the pupil was sent out of the classroom. The teacher requested the pupil to listen to the lesson through the open door. Thus, the pupil was still fully included in the lesson but was not able to disturb the other pupils who were behaving properly.
43. Oppressive behaviour at the school is non-existent. There are records kept for inappropriate behaviour, but no recorded instances. The anti-bullying and behaviour policy is well defined. The school suitably implements this policy.
44. Procedures for monitoring and supporting pupils' personal development are very good. Teachers recognise each pupil's individuality. They view pupils' learning positively. Staff realise praise and success are necessary in supporting pupils' personal development. There is a well-established policy throughout the school.
45. The school's monitoring of pupils' progress is very good. It is policy that pupils' learning and progress is evaluated in terms of the knowledge, concepts, skills, strategies, attitudes developed and their attainment against national curriculum standards.
46. The Foundation Stage planning files are comprehensive and cover all areas of learning very effectively. Differentiation and assessment opportunities are clearly identified. Individual targets are noted. This provides very useful information for pupil-profiling and the next stage of planning. Baseline assessments are administered to reception children. The usefulness of this data is currently under review. Other systems of assessment are being considered.
47. Assessment procedures are followed for all subjects, with annotated assessments for each pupil at the end of a topic. The results are analysed thoroughly. The teacher's daily assessments are very good and very well used to directly influence the lesson planning. The school uses the assessment data very effectively to set pupils' targets and monitor progress at every stage through the school. From this it assesses the value added to each pupil's education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The parents view the school very positively. Since the last inspection, their very high level of involvement with the school has continued.

49. Parents are most pleased about the way that the children enjoy coming to school; the high level of support and guidance given to the children; the welcoming atmosphere at the school with its open-door policy and the opportunity to share in their child's success.
50. There is only one area where a few parents present some less than positive views. This relates to the provision of activities outside school. The inspection team felt that, for a school of this size, considering the ages of the children, the school provides an interesting and adequate range of activities. The school is currently seeking a trained group leader for the "After School" club.
51. There are very effective links with parents and the community. Parents willingly help at the school and involve themselves with listening to pupils read, sewing with the older pupils, library activities and supporting teachers on school visits. With the school's commitment towards citizenship there is good use of the community facilities. For example, in history, good use is made of the local church. The school also makes very good use of artefacts from the lending library. These, and many other initiatives help the pupils to have a wider understanding of the ever-changing world around them. Thus, they make good progress in their learning.
52. Communication between school and parents are very good. The newsletters that are often sent to parents are informative, useful and well constructed. Curriculum information is presented through termly meetings. Parents always know, in advance, what their children will be studying. This permits parents to do preparatory work with the children and help them to gain the maximum benefit from topic work.
53. The School Prospectus is a useful document and presented in a very easy-to-follow format. The document meets statutory requirements. The Governors' Annual Report is a very well structured document, giving clear indications of the events happening during the year. Pupils' progress reports are well prepared. They give parents much valued information on achievements and define targets set for their children in the coming year. The reports give parents a meaningful insight into progress being made.
54. The impact of parents' involvement on the work of the school is very good. There is a very firm commitment from about a quarter of the total number of parents in organising fund-raising events for the school through the Parent Teacher Association (PTA). Regular PTA newsletters are sent out to parents, giving details of forthcoming events, details of funds raised and the allocation of such funds. Each year the PTA contributes between £4000 and £6000 for spending on school resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The quality of leadership and management have improved since the previous inspection and are now excellent. The headteacher has excellent qualities of leadership. She promotes an extremely strong whole-school commitment to continued improvement. She is ably supported by a very knowledgeable and informed staff. Their loyal and dedicated work enables them to form a very strongly cohesive team that is most effective. The issues raised in the last inspection report have been fully addressed.

56. Very effective systems are in place to enable staff to use their professional skills very well, both as subject co-ordinators and key players in school improvement. There are regular staff meetings that result in positive action to maintain a rapid pace in school improvement. There are excellent opportunities for professional development. Performance management is in place, with targets set. Professional reviews are held regularly between the headteacher and her staff. The impact of this is seen in the way teachers identify their training needs and plan ways of putting their professional skills to best use for the benefit of the school.
57. The headteacher has extremely effective procedures for collecting and analysing information about the progress and attainment of each pupil. This information is collected by and shared with staff and governors. It is most effectively used to evaluate the impact of teaching on achievement and to plan initiatives to bring about improvements in learning and teaching.
58. At the present time, the head teacher acts as co-ordinator for eight subjects. Together with the other subject co-ordinators, she has worked very hard to review and evaluate teaching, learning and pupils' achievement across all subjects. The impact of their work as subject leaders is very good. The less experienced staff are benefiting from the excellent support systems available to them.
59. The school enjoys the support of an excellent governing body. An extremely committed and able chairman leads it. He, in the absence of a senior management team in this small school, acts as the headteacher's most effective "sounding board". All governors have excellent relationships with the staff, pupils and parents, all of whom they regularly consult regarding their plans for the development of the school. They regularly monitor and evaluate these plans, ensuring that the implementation of improvements is continuous. The governors' contribution to the effectiveness of the school is excellent. They frequently visit in a monitoring role to see how effective their policies are proving to be. All governors with responsibilities for areas of the curriculum regularly report their findings to the full governing body. This work helps the governing body to gain a thorough impression of the school's strengths and areas for development. Parents say they trust the management of the school.
60. The headteacher, the school secretary and the governing body carefully monitor the school budget. The precise evaluation of all areas of spending is seen as an important role of the governing body as it seeks to ensure that all spending results in best value being achieved. This ensures that financial administration is most effective and efficient, and supports the smooth running of the school. All grants administered by the school are carefully accounted for and spent in the manner designated. However, the school has not received an auditors report since before the last inspection. Day-to-day financial control and administration are most effective. The school secretary has clearly defined roles, which she carries out outstandingly well. Administrative systems are unobtrusive and support the most efficient day-to-day organisation. There are very good management systems in place for ensuring that incoming monies are handled efficiently. The school is very active in seeking good value for its money, by comparing prices and evaluating the success of its purchases. The school makes good use of new technology, and the school secretary uses new technology very well to support her work in the office.
61. Teaching and support staff work together extremely well to promote the ethos of the school, ensuring that all pupils are helped to achieve their full potential and are very well prepared for life in a culturally diverse society. The school is well staffed with teachers who are appropriately qualified and experienced for their roles. There is an

appropriate number of support staff, who are very well trained and give valued support to the teaching staff. They make a considerable contribution to the standards achieved by the pupils. Induction arrangements for all teachers new to the school are very good; including those for newly-qualified staff.

62. The quality of the school's accommodation is very good, the building is well kept and generally the classrooms have appropriate space for teaching and learning. The building is very clean and pleasant to work in. It is a credit to the caretaker and her staff. There are areas of the school of which it makes excellent use to aid teaching and learning, including a discreet area for the use of children in the Foundation Stage. A computer suite is being established, at present it holds several computers and a useful range of software. Computers are linked to the Internet. There is a very well equipped, comfortable library containing a very good selection of both fiction and non-fiction books, that is put to very good use. The sufficiency and quality of the school's learning resources are good overall.

63. Systems for the efficient management of the school's finances are in order. Funds carried over from one financial year to the next are allocated appropriately by the governors. Taking into account the average cost per pupil against the high quality of education the school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. There are no major issues. However, in order to improve the standards achieved and the quality of education even further, the headteacher, staff and governors should:

- fully implement the proposals defined in the very good information and communication technology action plan outlined in the school improvement plan. *(paragraphs 3, 18, 26, 59, 62, 84, 94, 101, 107, 108, 109, 110, 111)*

65. They may also wish to consider the following minor, but nevertheless important, area:

- extend and develop the already very good strategies for managing and developing pupils' attitudes to school. *(paragraphs 8, 10, 11, 22, 78, 81, 117, 118, 119)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	6				
Percentage	5%	65%	30%				

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	68
Number of full-time pupils known to be eligible for free school meals	N/A	0

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	3

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

%

Unauthorised absence

%

School data	2.3
National comparative data	5.6

School data	0.0
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	15	13	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	13	13	13
	Total	27	27	28
Percentage of pupils at NC level 2 or above	School	96 (95)	96 (95)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	13	13	13
	Total	26	27	27
Percentage of pupils at NC level 2 or above	School	93 (95)	96 (100)	96 (95)
	National	85 (84)	89 (88)	89 (88)

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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	45
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	20
Average class size	24

Education support staff: YR – Y2

Total number of education support staff	3
Total aggregate hours worked per week	40

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.9
Number of teachers appointed to the school during the last two years	3.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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.

Financial information

Financial year	2000/2001
	£
Total income	175830
Total expenditure	180998
Expenditure per pupil	2702
Balance brought forward from previous year	13131
Balance carried forward to next year	7963

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	71
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	62	38	0	0	0
Behaviour in the school is good.	72	28	0	0	0
My child gets the right amount of work to do at home.	49	41	10	0	0
The teaching is good.	59	41	0	0	0
I am kept well informed about how my child is getting on.	45	48	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	14	0	0	3
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	63	34	3	0	0
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	72	28	0	0	0
The school provides an interesting range of activities outside lessons.	17	56	7	10	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. The previous inspection findings indicated that the school made satisfactory provision for children under five in the reception class. Current inspection findings show that this provision has improved since then and is now very good. Opportunities provided for these young children are very good and make learning fun. The school has implemented very successfully the Foundation Stage curriculum for the children under five. All of the six areas of learning are thoroughly represented. This stimulating start to school increases children's awareness of the world around them and helps them learn very rapidly.
67. Although children can enter the reception class at the beginning of the term after which they are four, currently the majority of the children have started at the beginning of the year in which they are five. They begin part-time and gradually build up to full-time as they reach their fifth birthday. All staff are very skilful in providing work that effectively meets the needs and abilities of each child. This ensures that all of the children are included in all activities and have equal access to the curriculum. The baseline assessment results show that most children begin school with above average skills in all areas of learning. This has been the pattern of children's attainment at entry for a number of years. Most children are likely to exceed the expectations of the early learning goals, in all areas of learning, by the time they begin Year 1. They make very good progress in their reception year. This is a direct result of the patient, carefully structured and high quality teaching.
68. The quality of teaching in all areas of learning is very good. This is an improvement since the previous inspection. Adult interaction with children is stimulating and enthusiastic. This results in very good relationships and a great degree of trust between adults and children. The classroom is interesting and welcoming. This adds to the enjoyment of the school day and promotes good learning.

Personal, social and emotional development

69. Children flourish as they work and develop an increasing awareness of their own worth. Most of the children respond very well to adults and each other. They work cheerfully together, share equipment happily and talk together with good humour. This was particularly noticeable in one session, when children worked together at various counting activities. They enjoyed sharing their ideas, and telling each other how they worked out which numbers went where. Staff are quick to guide children into good habits. For example, if, in their eagerness to give their own answer, children do not listen to each other's answers, staff remind them they have to take turns and listen to each other. As a result, the children work sensibly with a clear sense of enjoyment and purpose. This is a direct result of the high quality teaching.

Communication, language and literacy

70. Most children enter the reception class with good standards in their communication skills. Staff ensure that the children learn to listen carefully and follow instructions accurately. At the time of the inspection, the children are already working at standards above those expected for their age, and are on course to exceed the goals set for this area of learning. This represents good progress and is a result of the skilful teaching. All staff ensure that children have opportunities to see the values of reading and writing, in most activities. For example, children have constant access to a good selection of books in the classroom. They quickly begin to recognise key

words. They enjoy looking at books and listening to stories. This makes children eager to read and write. They practise how to write their names and write simple sentences under their pictures. Children in the Foundation Stage follow most appropriately the National Literacy Strategy for children of reception age. This contributes very effectively to the development of their reading and writing skills.

Mathematical development

71. At the time of the inspection, most children were achieving standards above those expected for their age. This represents good progress from their entry to school the previous term. Staff make number activities very interesting. They take every opportunity to develop children's awareness of the sequence of numbers and their relationships. Children quickly begin to develop a secure knowledge of mathematical language. For example, they already know the names and some of the properties of regular shapes. They count to five, ten and 20 confidently and know the names of most colours including orange and purple. Staff use the National Numeracy Strategy as a basis for lessons in number work. Hence, children are encouraged to work answers out in their heads and explain how they got their answers. They enjoy this and are eager to share their ideas.

Knowledge and understanding of the world

72. The very good quality teaching ensures that children gain good knowledge and understanding of the world around them. Children use the computers confidently and accurately. For example, they move objects around the screen using the mouse and know the purpose of the cursor keys. They begin to appreciate that weather affects people's lives and they keep daily records of our weather patterns. They look at the lives and work of people who help us; for example the local police officer. They learn about road safety through role play; even simulating a road traffic accident in the hall with their pedal cars.

Physical development

73. The provision for the development of children's physical skills is good. They have good opportunities for outdoor and indoor explorative play. Children also have ample, good quality, opportunities to develop their ability to control pencils, scissors and brushes. They experience a variety of activities, such as cutting and gluing for collage pictures. They learn about and use malleable material to help them practise and refine their manipulative skills. They use a good range of large construction toys to develop their imagination and co-ordination skills. All are on course to exceed the goals set for this area of learning. This is as a result of the well-planned activities that staff provide.

Creative development

74. Staff have suitably high expectations of children's attainment in this area. As a result, children use paint and colour pictures confidently. They explore the sounds made by different instruments and compose their own quiet, loud and 'rainy' sounds. They learn and sing a good variety of rhymes and songs. They have good access to areas for imaginative role-play, such as the 'doctor's surgery'. These stimulating activities successfully enhance the children's learning.

Summary

75. The provision for the foundation stage is very good. The most significant strength is the quality of teaching for these young children. Staff plan adult-led activities very carefully. This ensures that all children have opportunities to express themselves as well as to experience direct teaching. The school analyses results of the local education authority baseline assessment, which is carried out as children enter the

reception class, and uses this to plan work for individuals accordingly. Staff have a very clear understanding of how young children learn and develop. This ensures that all children, including those with special educational needs, make rapid progress and learn well.

ENGLISH

76. Pupils' attainment at the end of Year 2, is very high. In the 2001 tests for Year 2 pupils, results were very high in comparison with the national average, in both reading and writing. When the results were compared with those of similar schools, the pupils' scores in reading and writing, were still very high. In fact, the pupils' results were among the top 5 per cent for schools nationally and for similar schools. These very good results show that all pupils achieve very well. Pupils who are on the school's special educational needs register are fully included in every lesson. They achieve very well in relation to their prior attainment. These results reflect the very skilled teaching that the pupils receive.
77. Many factors contribute to the high level of pupil-achievement. The subject co-ordinator and all the teachers in the school have worked very hard to find ways of improving pupil's attainment and have put in place a range of strategies to bring about improvement. These are having a positive effect upon how well pupils perform. The National Literacy Strategy has been very well implemented. The school is effective in embracing new initiatives to improve the teaching of English and literacy throughout the school. Learning support assistants play a significant role in helping the pupils who learn slowly as well as those who find concentration and application difficult. All teachers work hard to ensure that pupils' confidence and self-esteem in lessons are maintained. Praise and help are employed to achieve this aim. Since the time of the last inspection, when attainment in Year 2 was good, there has been improvement and attainment is now very high.
78. Speaking and listening skills are developed through effective teaching, including the opportunities that teachers create to enable the pupils to develop these skills. Most children begin Year 1 with good speaking and listening skills. The teachers encourage the pupils to answer questions and talk about their lessons and give their ideas. For example, in a very good lesson in Year 1, pupils listened intently when playing a game of 'pairs' with matching words. The pupils in Year 2 read the story of "The king with dirty feet", discussed the part of the story that they had read, and predicted three different outcomes. However, in some lessons a limited number of pupils did not listen, and as a consequence were unsure of what was expected of them.
79. Many of the pupils read fluently and accurately, and very good standards are evident throughout the school. Reading is well promoted. A significant number of parent volunteers come into school to read with pupils at an individual level. The range and quality of reading books available to the pupils also have a significant impact because they allow pupils to make choices and develop their own likes and dislikes from a wide range of authors. It is clear from pupils' positive attitudes, that the majority of them enjoy reading. In Year 2, average and less able pupils talked about the stories that they had read. They used a range of strategies, when tackling unfamiliar words. More able pupils were keen to read and read with very good expression. They showed very good levels of interest in their books. They very readily discussed their preferences and explained the reasons behind their choices.

80. Standards in writing are consistently high, throughout the school. This is because of the very wide range of techniques used to help pupils develop their writing. For example, in a very good Year 1 lesson the teacher encouraged pupils (when constructing their own class dictionary) to write their own explanations for words. Very good differentiation ensured that all pupils achieved the task set. In Year 2, the pupils recorded their predictions for the conclusion of the story of "The king with dirty feet". These they recorded in note form. This led to very good discussion at the end of the lesson, with reasoned arguments for their predictions being developed. The most able pupils in Year 2 write very well. They use capital letters and full stops consistently. They begin to understand the use of exclamation, question and speech marks. They develop the use of wider vocabulary. The less able pupils write sentences using capital letters and full stops, to convey meaning. In Year 1, the pupils' writing skills develop well. This is the result of consistently very good teaching throughout the school, and the very good help and encouragement that pupils are given by the support staff. The teachers ensure that they match the pupils' tasks to their specific and individual needs. Spelling is accurate. Work is very well presented. Pupils' handwriting is very clear and neat. The youngest pupils learn to write their letters correctly and quickly learn a cursive style. The regular hand-writing practise undertaken in Year 1 greatly assists their progress. Pupils are given many opportunities to write in other subjects.
81. The quality of teaching is very good. Teachers have very good subject knowledge. This is demonstrated in the way in which they lead discussions with the pupils about their work. The school has fully adopted the National Literacy Strategy and it is consistently used across the school. The teachers have very high expectations of the pupils and actively encourage them to improve. For example, in a Year 2 class, the teacher's consistently high expectations of her class meant that the quality of reasoned predictions deduced from the story were of a very high order. The pupils enjoyed this activity, worked well both co-operatively and independently and so achieved very well. Teachers employ very good strategies to ensure that the potentially disruptive influence of a very small number of pupils does not impinge on the learning of the majority.
82. In lessons, tasks are well matched to pupils' needs. The very good levels of adult help for those pupils who find learning difficult mean that they also learn and achieve well. Their self-esteem is raised and they feel good about the amount and accuracy of the work they have completed. Their individual written or reading tasks are carefully matched to their specific needs. In a Year 2 lesson, the teacher's excellent planning and differentiation, very good levels of praise and encouragement meant that all pupils were able to achieve the objective of writing a conclusion to the story.
83. The teachers regularly use literacy skills in the support of other subjects. In this way, pupils have many opportunities to develop their speaking and listening, reading and writing skills. The teachers' marking of pupils' books is consistently very good, throughout the school. Teachers regularly make supportive and evaluative comments. They indicate pupils' spelling mistakes and how they can improve their work. Each pupil has a clear knowledge of his or her current target, which is written on the front of his or her book, ensuring that pupils know how to improve. Tests and assessed work help the teachers to track the progress that pupils make. This information is also used very well to make sure that those pupils, who need additional support, receive it and make the best possible progress.
84. The very skilled and enthusiastic co-ordinator works successfully to bring about improvements in standards throughout the school. She evaluates teaching and

learning and has a clear and accurate understanding of the strengths of the subject. She has prepared an action plan for improvements, giving help to colleagues to encourage them to improve and develop their work. Additional Literacy Support lessons have recently been introduced. The governor, responsible for literacy, very effectively supports the co-ordinator and teachers in their endeavours to raise standards. Levels of resourcing, including library books and books in the reading scheme are very good. Books include stories from different cultures and times. There is a very welcoming and well-used library. Pupils use computers with increasing understanding to support their work. With the introduction of the new information and communication technology suite, all pupils have more regular access to computers. Hence, their word-processing skills are improving rapidly enabling them to edit their writing and present it in a variety of ways.

MATHEMATICS

85. By the age of seven, standards are well above average and all pupils make good progress in their learning. There is no significant difference between the standards achieved by boys and girls. The school has maintained high standards since the time of the last inspection. Pupils continue to achieve highly because of the very good teaching and because the curriculum is very well balanced and relevant to their needs. Since the last inspection, the school has very successfully introduced the National Numeracy Strategy and this has also been a contributory factor to the maintenance of high standards.
86. Achievement in the use and application of mathematics in investigations and problem solving is very good. This is because teachers plan interesting activities which have practical applications. For instance, during the inspection, much of the mathematics work in lessons in Year 2 was aimed at helping the pupils deal with money matters. This was to help them with the forthcoming 'Bring and Buy Sale', which Year 2 were organising as a fund raising exercise. Because the learning had real meaning for the pupils, they were enthusiastic and could see the point of the tasks they were doing.
87. This way of working has a very positive effect on pupils' social development. Teachers encourage pupils to work together and collaborate with their ideas. Thus they learn to co-operate with each other and begin to understand that they achieve the best results when working as a team.
88. Progress in number work, including mental arithmetic is very good. By the end of Year 2, pupils work confidently with numbers to 1000. They order numbers quickly and round up and down to the nearest 100 with minimum effort. In a Year 1 lesson, pupils quickly made the connection between pairs of numbers that total 10. The more able pupils then transferred this knowledge to connecting pairs of numbers that total 20. Pupils in Year 2 demonstrated very clearly that they understand number bonds and strategies for addition, whatever the context. One pupil was overheard to say when working out money problems, "It's still number but with a £ sign on the front".
89. In work on shape, space and measures, progress is very good throughout the school. By the end of Year 2, pupils recognise, name and explain the properties of 2-dimensional and 3-dimensional shapes such as a pentagon and a pyramid. Year 1 pupils demonstrate very good understanding of capacity. They make very good estimates of how many jugfuls of water of various sizes will fill a bucket. They practise their skills with a variety of objects and various sized containers until they are very accurate. The less able pupils found this difficult to begin with but, during one

lesson as they practised, they became adept at making useful predictions. The teacher, recognising how well the more able pupils were progressing, introduced them to standard measures. This group then worked to a very good level, measuring in millilitres and litres.

90. Progress in handling data is good and has improved recently, since the introduction of the information and communication technology suite. Pupils now regularly use computers to support their work in mathematics; both to practise skills, such as working out change, and to display and record their findings through graphs and charts. They enjoy working in this way and teachers encourage pupils to work independently at these tasks. This supports the pupils' personal development very effectively.
91. Staff include all pupils, whatever their abilities, in all lessons. They organise lessons so that less able pupils can share the ideas of the more able. In whole-class groups, pupils discuss how they will tackle problems set and explain the strategies that they use to find the answers. This results in better learning for all groups. This is often seen in the plenary sessions. Through careful questioning of individual pupils, teachers identify what each pupil has learned and use this information to set the next learning target.
92. The subject is led very well. The knowledgeable co-ordinator is well aware of the strengths of the subject and how to maintain the high standards already in existence. To this end, she carefully monitors the numeracy planning and has time allocated to her to monitor and evaluate teaching and learning throughout the school. Resources are good and used very well.

SCIENCE

93. By the end of Year 2, standards are well above average because teaching is very good. Because the school includes all pupils, whatever their ability, in all lessons, all pupils achieve very well. Pupils' factual knowledge is very good and they present their work very well, and with pride. There is no significant difference between the attainments of boys and girls. High standards have been maintained since the last inspection.
94. In Years 1 and 2, pupils apply their literacy skills successfully when reading for information and presenting written findings. They use their numeracy skills to present their findings in graphs and charts and often use computers to support their learning. Teachers encourage pupils to work in different sized groups as well as independently. This promotes very successfully, pupils' social and personal development.
95. Staff place great emphasis on getting the pupils to think things through, and use the knowledge and skills that they have learned previously to extend their understanding in current topics. For example at the beginning of a Year 1 lesson, the teacher revised with the pupils, previous work on the properties of materials. They volunteered facts about various materials, such as metal, that they had learned previously. With this in mind, they applied their knowledge to testing materials for magnetic properties. Using their previous knowledge very effectively, they predicted which materials would be attracted to a magnet and which would be repelled. Because the teacher had been careful to teach, and then use, correct vocabulary, such as 'attract' and 'repel', the pupils discussed their findings knowledgeably and accurately. The lesson was very well planned, with the task left open-ended. Thus, all pupils made very good progress

at their own levels. The less able pupils achieved very well and, by the end of the lesson, could name a number of objects that were magnetic and predict which might be attracted to a magnet. One very able pupil, not only went on to hypothesise from his findings that not all metals were magnetic, but also discovered that some new pennies were magnetic while others were not. When challenged about this, he came up with the idea that maybe the metals that the coins were made with had changed.

96. Teachers' subject knowledge is very good enabling them to present interesting and challenging activities to the pupils. For example, in a Year 2 lesson on healthy living, pupils were challenged most effectively to distinguish medicines from day-to-day substances, by looking and feeling. They looked at bags containing different substances and wrote three words describing each, then guessed what it was. They worked to a good standard, using very good vocabulary to describe their findings. When asked to make up rules about medicines, all pupils had very sensible suggestions to make; "Do not touch anything if you do not know what it is." "Do not pick up anything strange." "Tell an adult." In this very well planned lesson, the teacher used very good strategies to achieve the set objectives. As a result, all pupils achieved very well. The lesson also supported very effectively pupils' personal and social development, as well as their health and safety.
97. The subject is very well led. The co-ordinator monitors planning, teaching and learning very efficiently. All staff are aware of any developments or improvements needed to maintain the high standards. Resources are good and used well.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

98. Pupils' attainment at the end of Year 2 is above that found in most schools. All pupils make very good progress. In the only lesson seen in art and design, teaching was very good. No teaching was observed in design and technology. Evidence was gathered from discussion with teachers and pupils, and a scrutiny of work and displays. Pupils with special educational needs make good progress and are well supported in their work. Since the last inspection, standards of work in both subjects have remained good.
99. Pupils in Years 1 and 2 are given a very full range of activities in art and design. They learn to mix colours and to work in a very wide range of media. Displays show very good quality examples of collage, painting, mixing colours, printing, drawing and sketching. All are displayed with great care, in a high quality presentation. Pupils also collect examples of their work, both in sketchbooks and folios; these strongly reflect the standard of work seen in the displays. In design and technology, pupils are given an equally wide range of experiences. They reflect on different materials and their suitability for different purposes. They investigate different methods of joining materials. They experiment with cogs, wheels, and pulleys, and they analyse methods of propulsion. They evaluate all of their work and look for improvements. The presentation of work, by pupils of all levels of ability, is of a high standard. Pupils take great pride in their work and the end products are well finished, whether it is a spider climbing a spout or a vehicle to transport bears across the school hall.
100. In the one lesson observed in art and design, teaching and learning were very good. In this Year 2 lesson, an atmosphere was produced in which all pupils were engrossed in producing self-portraits. They used many varied techniques, including sketching in different media, watercolours and plasticine, to produce their portraits.

This led to very good attainment in both art and design. A walk around the exhibition of their completed portraits led to good discussion, and brought out good speaking and listening skills. No lessons were observed in design and technology. However, pupils in Year 2 talked, at great length, about how they had met the 'trash challenge' set for them - to build a self-propelled vehicle to carry toy bears across the hall. Successful models were on display, and very detailed drawings of designs and modifications were available.

101. All pupils have access to computer programs to support both subjects. In art and design, they used 'Colour Magic' to draw houses and backgrounds. When using 'Spray Can' to practise their mouse skills, they produced pictures of fireworks in the night sky. Pupils took photographs of each other, using a digital camera. They then compared the results with their portraits. Information and communication technology is used in design and technology. For example the pattern on Joseph's Technicolor dream coat was designed on the computer, prior to making it.
102. The headteacher is co-ordinator for both subjects. She has a very clear vision for the development of both and has taken a strong lead in the production of schemes of work. These take into account nationally recommended guidelines and the National Curriculum documents. Assessment records are kept and are used to help planning. All teachers are aware of the techniques and skills which need to be addressed, in order that cross-curricular plans may be made. Governors and parents take a keen interest in the development of these subjects. This was seen in the 'Scrap Heap Challenge' which was set by a parent. In both subjects, there is a wide range and quality of materials available for use by teachers and pupils.

GEOGRAPHY AND HISTORY

103. Standards in geography and history, for seven-year-olds, are above average. This is an improvement since the last inspection, when they were in line with national expectations. All pupils are fully included in all lessons and, thus, they achieve very well. Learning is very good because of the very good quality teaching and the exciting curriculum in both subjects. This enables pupils to achieve good standards.
104. In geography, pupils study a good range of topics. They understand well that maps show where towns or countries are situated. They talk readily about types of weather. Staff encourage this by using topics, such as holidays, to give ample opportunities for pupils to explore the language of weather, thus pupils discuss and compare knowledgeably the fine sunny and the miserable rainy weather that Baby Bear experienced, when he visited Ireland or Disneyland, Paris with them.
105. In history, the pupils understanding of the differences in lifestyles 'now and then' is good. In many cases, it is well above what can be expected for the age group. Pupils experience very good and, at times, excellent teaching in history. This enhances their learning because teachers make lessons come alive. For example, in Year 2 during their Victorian topic, pupils had a Victorian Day in school. They dressed in the style of the Victorian era. In role-play, they spent the morning as if they were in a Victorian school. They learned very well from the experience and compared the way children lived then with their own experiences to-day. Their verdict, after discussion, was that they did not want the Victorian teacher back. This type of practical investigation stimulates the pupils' interest very successfully and, as a consequence, they learn rapidly.

106. Teachers ensure that all pupils participate fully in lessons and, thus, learning is very good. They make very good links with other subjects. For example, when studying famous people from the past, Year 1 pupils wrote reports about how Florence Nightingale helped the injured soldiers. They produced a 'Favourite Toy Graph' in their 'Old and New Toy' topic. These very good links between subjects help the pupils put their learning into practice. Informative and stimulating visits, such as to the local museum, successfully enhance the curriculum in both subjects. Visitors also make important contributions to pupils' learning. Both subjects are well led and well resourced. This enables pupils to reach good standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. At the end of Year 2, pupils' attainment is in line with that found in most schools. At the last inspection, standards were judged to be below those expected by the end of Key Stage 1. Standards have therefore improved.

108. As they move through the school, pupils are given a range of worthwhile experiences, and they achieve well. These experiences are provided both during specific lessons, and also as part of work in other subjects, where the computer enables pupils to make use of a variety of software that supports the work that they are doing. Examples were seen, of pupils using computers to help with their work in other subjects. The school has identified that this is an area in which they can do even better.

109. By the end of Year 2, pupils control the computer by means of the keyboard and mouse, using software such as 'Colour Magic'. Teachers provide good activities that support effectively the work in a range of subjects. In a Year 2 mathematics lesson, pupils used 'Toy Shop' to re-enforce their change-giving skills. In a history lesson, they accessed a web-site to research Victorian Times. In Year 1 and Year 2 literacy lessons, groups of pupils worked on the computer to develop their literacy skills; Year 1, dictionary skills, and Year 2, their spelling. Both groups' work fitted in very well with the rest of the lesson and assisted the pupils to improve their dictionary and spelling skills. At the same time, they developed their computer skills, in an enjoyable and useful way.

110. The quality of teaching and learning is very good but, as the subject is at a very early stage in its development, this is yet to have a full impact on raising standards. Teachers work confidently with the computers, and show appropriate knowledge and understanding. Learning support staff also help the pupils with their computer work. Pupils are well trained to work sensibly at the computer. They work co-operatively, sharing and taking turns well. This aspect of the work makes a good contribution to their social development. Pupils are enthusiastic learners, and teachers are quick to use this strength in their planning. Girls and boys enjoy equal access to resources and attain broadly similar standards. Pupils with special educational needs are well supported and sometimes use computers to support their basic learning. Staff use the available time and resources well to boost the progress of all pupils.

111. Provision has recently improved significantly, as a result of the increase in the provision of quality resources. The school has a new computer suite to which each class has regular access. The subject co-ordinator works very hard to improve provision, and the school makes very good use of national and local resources of

funding for the provision of hardware, software and training. The subject is very well led. The co-ordinator has a very clear plan for developing the subject. Staff, governors and parents very ably support her.

MUSIC

112. Standards for seven-year-olds meet the expectations of the National Curriculum. This represents a dip since the last inspection. It is partly due to the changing requirements of the music curriculum and also because of the change of staff in school. However, there is a discernable rise in standards, particularly in singing and composition. At the time of the last inspection music was a strength of the school, boosted by the influence of a specialist music teacher who has since left. Recently a new and very enthusiastic co-ordinator has joined the staff and music is once again high priority.
113. Teachers plan a satisfactory range of opportunities for pupils to compose and to experiment with musical ideas and to perform their compositions. Every pupil takes a full part in lessons. This enables all pupils, including those with special educational needs, to make very good progress. This was particularly evident, in a recorder lesson in Year 2. All pupils have recently begun to learn to read music and play the recorder. They have worked hard and now play three notes from notation. It was an exciting moment when the headteacher and inspectors were called to come and hear the first tune they played as a group. The whole class performed confidently and enthusiastically. Not a wrong note was played! Music plays an important part in the life of the school; for instance, in setting the mood for assemblies. This enhances the spiritual life in school.
114. Throughout the school, pupils sing with enjoyment and gusto. They sing with clear diction, holding the tune and rhythm well. Pupils use a variety of percussion instruments to accompany their singing. They name instruments, such as tambourine and triangle, and describe the sounds that they make. The pupils listen to a good variety of music and begin to form their own likes and dislikes. Teachers carefully select music, from a variety of styles and cultures, to interest pupils. For example, pupils in Year 1 listened to a march. The teacher reiterated the importance of listening carefully and, to make the point, played the music again this time asking the pupils to identify when the flute played. The pupils had to listen very carefully to pick out this particular instrument and did so very successfully.
115. The quality of teaching and learning is good. Pupils make good progress in developing their musical skills. They make very good progress in singing. Teachers adopt an enthusiastic approach, encouraging the pupils to participate. This means that pupils enjoy success and gain confidence to perform. There is a wide range of musical instruments available for pupils to play and a good selection of different styles of recorded music. The subject makes a good contribution to pupils' cultural development because they listen to music from traditions other than their own and they use, and become familiar with, instruments from around the world.

PHYSICAL EDUCATION

116. By the age of seven, standards meet the expectations of the National Curriculum. Most pupils make good progress and all improve their skills with regular practice.
117. Pupils have good ball skills and use small apparatus well to improvise games. They understand the importance of a warm-up at the start of lessons. They show a satisfactory awareness of space when moving around the hall and know the importance of exercise for their own health. However, pupils are not skilled in getting the larger apparatus out, setting it up and putting it away. This restricts the type of activities that they do in physical education lessons. Although teachers consistently explain the need for safety rules in the hall, a significant minority of pupils does not listen well nor respond appropriately. Thus, teachers are building up with the pupils, strategies of practising moving equipment safely and sensibly. This takes time; but is proving successful because more pupils are co-operating with each other in lessons and achieving better results. It is also effectively developing pupils' social and personal skills, as they learn to co-operate with each other and work together.
118. Teaching is good. Teachers have good subject knowledge and are enthusiastic about the subject. They pass this enthusiasm on to the pupils and most respond with interest. Teachers encourage the pupils to try and to join in. Most pupils do, with success. However, there are a few pupils who want to 'do their own thing' with no regard for, or understanding of, the impact their actions have on others. Thus, in spite of the teachers' high expectations and good planning, lessons necessarily are prescriptive and sometimes slow in pace, as teachers insist on pupils working safely. Teachers place great emphasis on improving skills, and teach the pupils the skills they need to get better at their work. For example, in a Year 2 lesson, the teacher constantly reminded the pupils "You are in charge of the ball – you are the boss! Bounce it just in front of you and not too hard". Thus, there were very few stray balls and the pupils became very accurate at bouncing and catching the ball for themselves and with a partner.
119. The accommodation is suitable for the teaching of physical education. The very large hall allows pupils plenty of individual space to practise their skills. However, for the younger pupils it is almost too much space. Some find it difficult to contain their enthusiasm for running and jumping. The teachers very skilfully 'cone off' areas and allocate these to specific groups thus encouraging pupils to keep to a defined space and work within 'imaginary walls'. Resources are good and used very well. The subject is very well led and all staff share their ideas for raising standards.

RELIGIOUS EDUCATION

120. Discussions were held with pupils and staff, pupils' previous work was scrutinised and one lesson was observed. By the end of Year 2, when measured against the expectations of the locally agreed syllabus, pupils' achievement is very good. There is a scheme of work, which takes into account the locally agreed syllabus supported by relevant parts of the Qualifications and Curriculum Authority document. Since the time of the last inspection, standards have improved.
121. Religious education makes a very good contribution to the spiritual, moral, social and cultural development of all pupils. Pupils explore different religions through their own free writing. They develop their understanding, depth of knowledge, respect and appreciation of cultures different from their own. Pupils discuss some of Jesus' stories. In a Year 1 lesson, pupils talked about the parable of the feeding of the five thousand, then they wrote prayers to thank God for their food.

122. The school has particularly strong links with its associated church and its vicar. Pupils and parents enjoy a quiet walk to school every morning through the churchyard, which familiarise pupils with their surroundings. The school is part of the church, and the church is part of the school. There are also strong links with both charitable and religious agencies in the local community. Ministers from other Churches regularly visit the school.
123. The central theme for the school during the inspection was 'improving ourselves and helping others'. This theme permeated most aspects of school life during the week, but was particularly evident during assemblies. At one whole school assembly pupils heard about 'God's quiet things', then they thought about the quiet things which God has given them. In a very good Circle Time lesson in Year 1, pupils were asked to consider how they could help others. Then they wrote their thought on a leaf and hung it on their 'tree'.
124. The co-ordinator has very good subject knowledge and a very strong personal commitment to promoting the subject throughout the school. She has written a new draft policy for religious education, following the introduction of the new Buckinghamshire Agreed Syllabus. Resources are good and support fully the schemes of work.

