

INSPECTION REPORT

DORNEY SCHOOL

Dorney Reach, Maidenhead

LEA area: Buckinghamshire

Unique reference number: 110220

Headteacher: Mrs M A Wright

Reporting inspector: Mr A C Jolly
8750

Dates of inspection: 19th – 22nd June 2000

Inspection number: 192544

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Harcourt Close
Dorney Reach
Maidenhead
Berkshire

Postcode: SL6 0DY

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Appropriate authority: The Governing Body

Name of chair of governors: Mr S Evans

Date of previous inspection: 3rd February, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr A C Jolly	Registered inspector	English. History. Physical Education	What sort of school is it? How high are standards? The school's results and achievements. How well are the pupils taught? What should the school do to improve further?
Mr R Jones	Lay Inspector		Pupils' attitudes, values & personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr I Barker	Team Inspector	Mathematics. Information Technology. Music.	How well is the school led and managed?
Mrs C Bond	Team Inspector	Special Educational Needs. Under fives. Art. Design Technology.	
Mr A Evans	Team Inspector	Equal Opportunities. Science. Geography. Religious Education.	How good are the curricular & other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7-11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12-13
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13-14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14-17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17-18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18-19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	21-27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28-39

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dorney School is a medium sized Combined School, catering for pupils aged 4 to 11 and is situated in the village of Dorney Reach at the southern extremity of Buckinghamshire. The area is mainly rural with a mixture of small towns and villages. There are 212 pupils on roll, 20 per cent of whom come from the immediate catchment area with the majority being drawn from a 3.5 miles radius of the school. A very small number of pupils come from ethnic minority backgrounds and all have English as their first language. The percentage of pupils eligible for free school meals is well below the average for all schools. The percentage of pupils with special educational needs, including those with statements is in line with the national average. Attainment on entry to the school is above average for the Local Education Authority.

HOW GOOD THE SCHOOL IS

Dorney School is a good school where pupils achieve above average standards in the key skills of literacy and numeracy by the time they reach the top of the school. Standards otherwise are generally at least sound and occasionally good. The school has a very positive ethos that promotes the personal development of its pupils. The teaching is generally good and the school is well led by the headteacher and Governing Body. It provides good value for money.

What the school does well

- Pupils generally achieve above average standards in English and mathematics throughout the school.
- Standards in history and geography are good.
- The teaching of the under fives is very good.
- The social development of pupils is very good.
- The pupils' attitudes and behaviour are very good.
- The provision for pupils' personal, social and health education is very good.

What could be improved

- The achievements of able pupils in science in Key Stage 2.
- The quality of music provision.
- The school accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February, 1997. Since then standards have improved in design and technology and information technology to satisfactory levels. The presentation of pupils' work has also been improved and there is a weekly celebration assembly. Absence statistics are also now duly published for parents as required. The more able pupils are regularly challenged in all lessons, apart from science in Key Stage 2, and their results at the end of both key stages are appropriate.

Science teaching and standards remain less strong than in English and mathematics. Standards have also fallen in music, largely due to the absence of a specialist music teacher. The accommodation remains unsatisfactory but the conclusion of current building work should bring a marked improvement.

The school has maintained many positive features and thus sound improvement has taken place overall.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	C
Mathematics	C	B	A	A
Science	A	D	C	E

Key

well above average A

above average B

Average C

below average D

well below average E

The table shows that for the last three years the school's results compare very well with school's nationally, particularly in English. In 1999 the English results were in line with those in similar schools. Standards have risen progressively in mathematics and in 1999 the results were not only well above the national average but also well above those for similar schools. Standards have been more variable in science and last year's results, which were in line with the national average, were well below those attained in similar schools.

The school's pattern of improvement over the last four years has at least kept in line with the trend in national tests at the end of both key stages. The consistent pattern of achievement was broken in 1999 when the Key Stage 1 reading and writing results fell somewhat. However, there is firm evidence that this was attributable to particular incidence of special needs in the cohort concerned.

The work seen showed that standards in history and geography are good. Standards are sound in religious education and information technology and all other subjects except music. Pupils of all abilities generally achieve appropriate standards, with the exception of able pupils in science at the end of Key Stage 2. Future targets are insufficiently challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and are very enthusiastic about their work.
Behaviour, in and out of classrooms	Behaviour around the school and in most lessons is very good.
Personal development and relationships	Relationships throughout the school are very good and there is a wide range of opportunities for pupils to enhance their personal development.
Attendance	Very good.

The ethos is very good. The school is calm, orderly and welcoming, with a strong community spirit.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very Good	Good	Good

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

98 per cent of all the teaching was satisfactory and 60 per cent of the total was good. 12 per cent of the teaching was very good or excellent and only 2 per cent was unsatisfactory. The teaching of English and mathematics is consistently good and the skills of literacy and numeracy are well taught. The teaching in the school meets effectively the needs of all pupils. The oldest pupils show particular independence and maturity in their approach to learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum.
Provision for pupils with special educational needs	There is satisfactory provision for pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Generally good. The provision for pupils' social development is very good.
How well the school cares for its pupils	The school provides a safe and secure environment for the children. Their academic performance and personal development is very effectively monitored and supported.

The personal, social and health education programme is very good and the school's strategies for teaching literacy and numeracy have been effectively implemented. The school's links with parents are good overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide good leadership through an effective school improvement plan.
How well the governors fulfil their responsibilities	The governors are fully committed to the school and fulfil all their statutory responsibilities effectively.
The school's evaluation of its performance	The school has collected a lot of information on its own performance but has not yet translated this fully into effective action.
The strategic use of resources	The school makes sound use of its resources.

Accommodation is currently unsatisfactory but building work is in progress, which will improve the conditions for pupils. The day-to-day management of the school is good. The school applies the principles of best value effectively.

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 coming to school• The school has high expectations.• The school helps their children to be mature and responsible.• The behaviour in school is good.• Good leadership by headteacher and deputy headteacher.	<ul style="list-style-type: none">• The variability in homework provision.• The range of activities outside lessons.• Links with parents.• Information about pupils' progress.

The inspection team judged that the range of activities outside lessons is satisfactory. Parental involvement is encouraged and information about pupils' progress is quite satisfactory. Homework was set regularly during the inspection week but the inspection team judged that homework arrangements should be further clarified so they are consistently implemented by all staff and understood by all parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results from the Baseline Tests make clear that overall attainment on entry to the school is above the Local Education Authority average. Pupils make good progress in reception and all pupils achieve appropriate standards.
2. Results in reading, writing and mathematics in the Key Stage1 tests have been in line with, or better than the national average over the last three years. The results for 1999 were not relatively as good because the year group had a higher percentage of pupils with special educational needs. Results for science and reading dipped more significantly than writing or mathematics and were well below the standards that would be found in similar schools.
3. Able pupils achieve well. The percentage attaining the higher level in the 1999 Key Stage 1 national tests was well above average in writing and mathematics and average in reading. Pupils with special educational needs achieve appropriately through the school.
4. The Key Stage 2 results are particularly good in English and mathematics. Science compares less favourably in both key stages, although it has kept in line with the national average for the last four years. The percentage attaining the expected level in English has been above the national average for the last three years and in 1999 matched the results of similar schools. Standards have progressively improved in mathematics so that last year the percentage attaining the expected level was well above the national average. In both English and mathematics the percentage attaining the higher level in the 1999 Key Stage 2 national tests was well above average.
5. In science the percentage attaining the required level was above the national average. However, the science results for the more able are below the standards found in schools serving similar environments. For the last two years the percentage attaining the higher level has been below the national average and well below the standards of similar schools. The relative achievements of able pupils at the end of Key Stage 2 have been unsatisfactory in science.
6. The evidence of the inspection is that standards in English and mathematics are above average at the end of both key stages. Standards of literacy and numeracy are good and the national strategies have been implemented successfully. Standards in science and information technology are sound throughout the school. In religious education standards are satisfactory at the end of both key stages and the subject meets the requirements of the Locally Agreed Syllabus.
7. Standards in music are unsatisfactory and have declined since the last report, particularly in Key Stage 2. Standards in history and geography are good. Standards in all other subjects are satisfactory. The school has maintained good standards but the targets for the future are insufficiently ambitious or clearly established.

Pupils' attitudes, values and personal development

9. Pupils display very positive attitudes to learning and throughout the school show a

keen interest in their lessons. They say that they enjoy coming to school and this is confirmed by parents in their questionnaire returns. Attendance is above the national average and is consistently good in all classes.

10. In lessons pupils are keen to participate and take part in discussions and answer questions with great confidence. Many examples of this were seen in all year groups, with even the very youngest pupils proud to display their work, read aloud and sing in a special assembly before parents. Pupils talk sensitively about issues such as friendship; a Year 5 group talked openly about the personal things they might pray for, listening with interest to the views of others.
11. Standards of behaviour throughout the school are very good. Pupils, with few exceptions, behave very well in lessons. When they are moving about the school they act politely and sensibly and behaviour in communal activities, such as assemblies, breaks and in the dining hall is also very good. Pupils act responsibly when they are in adjacent classrooms without a teacher present, using equipment and school books without the need for supervision. The school site and property, including displays of work, is treated with respect and well cared for.
12. The high standards of behaviour are underpinned by policies designed to encourage pupils to act responsibly and thoughtfully, enabling them to develop their own standards and promoted by a well developed structure of merit rewards.
13. Relationships throughout the school are very good. This is a relatively small school where pupils are clearly well known to the school staff. Their achievements and work are celebrated in assemblies and in displays of photographs and memento's around the school. Pupils confirm that this is a friendly school and, although some bullying does occasionally occur, it is dealt with promptly and efficiently. Older pupils help younger pupils with reading and lunchtime activities.
14. The school effectively assists pupils' personal development by providing a selection of extra curricular activities for older pupils, including a residential trip for Year 6. Pupils voluntarily undertake a range of responsible jobs and duties around the school in support of their teachers and each other. They are proactive in devising initiatives in support of various charities and have a major input into devising their own class rules.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching has improved since the last inspection when one in ten lessons was considered to be unsatisfactory. Only two per cent of lessons were found to be unsatisfactory during the inspection week. The teaching in three out of five lessons is good, very good or excellent.
16. The teaching of the under fives and reception is always good and generally very good. Expectations are very high and the pupils respond to the challenging and stimulating tasks. The teacher has a very good understanding of the needs of pupils related to the foundation curriculum. In an excellent lesson with the under fives, the children were visibly excited at the prospect of every planned activity and cried out in delight at the prospect of work in information and communication technology. This enthusiasm was very well marshalled and pupils were very attentive in the discussions and concentrated fully on all their varied tasks throughout the session.

17. Teaching is good in Key Stage 1. The teaching of literacy and numeracy is effective and pupils develop basic skills well. The planning of the work is good and lessons have clear objectives.
18. The quality of teaching is very similar in Key Stage 2. In both key stages, there is very little unsatisfactory teaching and in half the lessons the teaching is good. English and mathematics are consistently well taught. The science teaching, while satisfactory, is less effective, particularly for able pupils for whom the work is often insufficiently challenging.
19. Subject knowledge is generally good except for music, where the lack of any specialist has had a detrimental effect on the range of music opportunities offered to pupils.
20. All the teachers have good relationships with the pupils and manage them well. This has a positive effect on pupils' learning. They are encouraged progressively to work independently and they are able to select appropriate means of studying: these strengths are particularly evident in Year 6.
21. The teaching of able pupils is effective, except in science in Key Stage 2. The work set is carefully matched in most lessons to the needs of all pupils, including those with special educational needs. The teachers mark pupils' work thoroughly, giving particular respect to individual projects by offering detailed comments.

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

22. The school provides a broad and reasonably balanced curriculum, which reflects the findings of the previous inspection. All the subjects of the National Curriculum are taught, together with religious education. The pupils receive a sound range of learning opportunities. Visiting specialist teachers provide instrumental music tuition for selected pupils, but, overall, provision for music is unsatisfactory. Less emphasis is placed on music than is found in most primary schools. The total weekly teaching time is above the nationally recommended minimum in both key stages. There is an appropriate emphasis on the teaching of English and mathematics. The school is implementing the national strategies for literacy and numeracy well, with the result that standards in these two core subjects are above the national average.
23. The Headteacher has developed a comprehensive policy for planning, monitoring and evaluating the curriculum. Clear policies and schemes of work for all subjects are in place, though some, for example religious education and geography, are in need of review. The teachers plan carefully for the work that the pupils will do each term and each week. These plans include the objectives which the teachers intend the pupils to achieve, the activities in which the pupils will take part and opportunities for assessing the pupils' progress. Tasks are matched to the pupils' differing needs. This planning is proving successful in promoting good standards of work. The Headteacher monitors the curriculum through a scrutiny of teachers' planning and through monitoring of teaching.
24. The school seeks to ensure that all the pupils have equality of access to the full curriculum. The equal opportunities policy is clear and all subject policies make reference to it. Certain pupils are withdrawn from lessons for instrumental music tuition, but the teachers ensure that they quickly catch up on work that has been

missed.

25. A significant minority of parents feels that the school provides insufficient activities outside lessons. It is true that, whilst Year 1 pupils can attend drama and library clubs, there are few extra-curricular activities for Key Stage 1 pupils. Nevertheless, this is not unusual for pupils of this age. For Key Stage 2 pupils, the school offers a satisfactory range of extra-curricular activities, though these operate only if there is sufficient demand. There are clubs for drama, library, mathematics, art, gardening, netball and football. A few pupils participate in an area beginners' orchestra but otherwise there is no extra-curricular music provision. Some football and netball matches are played against other schools.
26. There is sound liaison with secondary schools, which reflects the findings of the previous inspection. Year 6 pupils have an 'experience' day at the secondary schools to which they are transferring. A secondary 'link' teacher visits Dorney to talk to these pupils. Resources are sometimes borrowed from the secondary schools.
27. The teachers make sound use of the local community in order to enhance the pupils' learning. During the inspection, the school was playing an active role in Dorney Village Millennium Celebration Week. Pupils' art and design and technology work was on display in the village hall and all the pupils had the opportunity to go and see it. Older pupils helped to serve tea to visiting senior citizens and to show them around the school's new environmental garden. The teachers use the knowledge and expertise of members of the local community whenever possible. During the inspection, the local police officer spoke to the Reception pupils about people who help them. Year 6 pupils decided to donate money raised from a non-uniform day to a local senior citizen who ran in the London Marathon on behalf of Childhood Leukaemia Research. Local senior citizens are invited to school celebrations and productions, including harvest and Christmas festivities. The local Vicar is invited to lead collective worship about three times a term.
28. The Headteacher is responsible for co-ordinating the pupils' personal, social and health education. There is a good policy. Provision is very good and is a strength of the school's curriculum. Each class has a session timetabled for personal, social and health education and relevant issues are also addressed in assemblies. Some good sessions were observed during the inspection. For example, Year 5 pupils discussed safety in a calm, relaxed situation, during which they developed confidence in talking about feelings. Clear policies are in place for sex education and drugs education. The teachers answer questions about human growth openly and honestly as they arise, with due regard to the pupils' ages. Formal sex education is taught to pupils in Year 5. The teachers maintain careful records of the pupils' personal development.
29. Provision for the pupils' spiritual, moral, social and cultural development is good and this reflects the findings of the previous inspection.
30. Provision for the pupils' spiritual development is satisfactory. The pupils participate in festivals throughout the Christian calendar. Pupils in both key stages have written effectively about their hopes, prayers and dreams for the new millennium. Year 4 pupils have produced good posters on the theme of friendship and they are encouraged to try and develop these qualities during the week. The teachers try to instil in the pupils a sense of awe, wonder and curiosity regarding the natural world. In geography, Year 3 pupils expressed amazement at the ways in which a landscape had changed over time. Year 4 pupils were genuinely awed by the antiquity of a

Qur'an in a religious education lesson. In design and technology, Year 5 pupils were delighted by their success in cutting wood to make a moving picture frame. The teachers encourage the pupils to think about special people and places and about people who help them. The previous inspection found that assemblies were not fully exploited for spiritual development or for celebrating achievement. One assembly a week now celebrates the pupils' achievements. During the inspection, pupils were awarded merits for effort, working well together, helping and caring. One reception pupil had offered her merit badge to another who had lost it! Acts of collective worship now make a sound contribution to the pupils' spiritual development

31. The school makes good provision for the pupils' moral development. There are policies for behaviour, bullying and manners. The teachers and other adults who work in the school provide good role models for the pupils. The school emphasises positive attitudes to endeavour and achievement and a respect for and an appreciation of others. Good behaviour and effort are appropriately rewarded through an effective merit system and amongst a number of school awards that the pupils can win, is one for friendship. Class targets clearly displayed in classrooms include working quietly, trying one's hardest and being kind and helpful. Year 6 pupils are encouraged to set 'a target of my own this week'. Class rules and codes of conduct, to which the pupils contribute, are clearly displayed. Year 3 pupils have designed some effective 'playground safety' posters. Throughout the school, the pupils are taught the difference between right and wrong.
32. Provision for the pupils' social development is very good and a strength of the school. The pupils are encouraged to carry out a wide range of tasks and many examples were observed of the older pupils taking care of younger children. The pupils vote for House Captains and Vice Captains, who take their roles seriously. Social skills are developed through participation in school productions, in contributing to the school magazine, and through visiting places such as Andover, London, Lower Basildon, Bracknell and Princes Risborough. Year 6 pupils have the opportunity to develop social skills during a residential visit to Somerset. The pupils have shown commendable social skills in thinking of those less fortunate than themselves, by initiating support for many charities, including Marie Curie Cancer Care, Norwood Ravenswood Village and Shelter. Year 5 pupils have discussed contemporary social issues such as fox hunting and environmental issues such as wildlife conservation. Year 6 pupils have attended a Junior Citizen Programme, organised by local police. Pupils benefit from a cycling awareness course, organised by some parents. Social skills are developed well in the dining hall, where pupils of different ages sit together and where the older pupils are encouraged to help younger ones.
33. There is satisfactory provision for the pupils' cultural development. They are made aware of how British culture reflects the legacy of past eras, through visits to Reading Museum and Silchester. They understand the contribution of the Victorian era. Years 3 and 4 have performed short plays based on Greek and Roman mythology. The pupils are encouraged to take part in productions and Key Stage 2 pupils have visited theatres in London. Key Stage 1 pupils have watched a visiting theatre group in school. The previous inspection found that cultural development could be enhanced by a wider study of diverse cultures world wide and in Britain. In religious education, the pupils are made aware of the differing religious faiths that make up modern Britain and of the customs and celebrations associated with them. In geography, the pupils have the opportunity to learn something of the cultures of India and Pakistan

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Appropriate policies and procedures deal effectively with child protection. The Headteacher is the named person with responsibility for these and has received the necessary training. Training is also being arranged for the Deputy Headteacher to ensure cover when the Headteacher is not in school.
35. Sound arrangements have been made to comply with the requirements of health and safety legislation. Termly inspections are carried out by governors and the school receives technical support on risk assessments from the local education authority. More frequent checks are carried out on items such as the fire alarm. The school provides a safe and secure environment for its pupils.
36. The school uses a computerised programme for recording attendance. Comprehensive records are kept and monitored regularly. Unexplained absences are followed up quickly.
37. There are good arrangements for the exchange of information about pupils' behaviour, involving both support staff and teachers as well as parents. Incidents are logged and if necessary individual behaviour programmes are devised.
38. Very detailed systems operate to record pupils' academic progress in the core subjects. The Headteacher maintains extensive records for all pupils. All pupils have portfolios of assessed work in English, mathematics, science and information and communication technology. By these means pupils are targeted for any additional help necessary. Arrangements are currently less systematic in the non-core subjects.
39. Pupils also receive good pastoral support and advice. A structured personal, social and health education programme including timetabled sessions covers issues such as personal safety, relationships and drugs. This is supplemented by the informal contacts between parents, staff and pupils dealing with individual problems and the use of circle time and assemblies to discuss concepts such as mutual support. The school has a caring and friendly atmosphere where the welfare of pupils is effectively promoted.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Most parents believe that the school works closely with them and deals well with questions or problems. However, almost one-third of all parents who returned questionnaires did not agree that their child received the right amount of work to do at home. At the parents' meeting there was also a strong feeling that homework provision was variable and dependent upon the teacher. During the inspection week homework was set regularly but it is clear that the homework policy is not consistently implemented by all staff or understood by a significant minority of parents.
41. There are well-established channels of communication including termly parents meetings and newsletters. These are supplemented by meetings on specific topics, such as the national curriculum testing arrangements and information technology and a good deal of informal contact between the headteacher, teachers and parents when pupils are brought to or collected from school. Information is provided for parents to help their children with reading and there is a pre-school induction programme for pupils joining the school. Annual reports on pupils' progress are

informative and personalised and allow for pupils involvement in their own target setting.

42. Over twenty parents regularly help in classes with activities such as reading and making resources, and many more assist with trips and out-of-school activities. There is an active parent teacher association, which has raised money to purchase gymnastics and playground equipment and additional data telephone lines. Similarly the Governing Body has been active in fundraising to maintain the numbers of support staff working in the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management of the school is good. The headteacher provides a strong and caring leadership, ably supported by an enthusiastic deputy headteacher. This leadership effectively promotes good teaching and learning throughout the school by providing, for example, thorough policy documents, an assessment system and the monitoring of the core subjects of English and mathematics.
44. The governors work closely with the headteacher and make a substantial contribution to the success of the school. For example, for some years they have operated a performance management system for the head and deputy headteacher. There are regular working groups and committees covering, for instance, community life. The governors have an appropriate understanding of the strengths and weaknesses of the school and are suitably involved in shaping its direction. The governors fulfil their statutory responsibilities well. This is an improvement on the last report.
45. The school improvement plan is a thorough document that clearly identifies targets and is costed. The targets have appropriate strategies for action and criteria by which the school can judge its success in raising standards. Standards since the last inspection have been raised in design and technology and information technology
46. The school has satisfactorily monitored and evaluated its performance in the national tests in English, mathematics and science. The monitoring has resulted in action in design and technology and information technology. Curriculum co-ordinators in the core subjects are sufficiently involved in the monitoring of their subject through lesson observation, work portfolios and planning. This monitoring should next be extended to the non-core subjects. In some subject areas, for example mathematics and information technology, there are detailed action plans for future development; others are less well developed, as in music. The monitoring system for newly qualified teachers is effectively based on a thorough school induction policy.
47. The school makes good use of grants and other funding. It has clear priorities. Good financial planning facilitates these priorities. Sound use is made of information technology, for example, to monitor attendance. This has a positive effect on the day-to-day management of the school.
48. Curriculum co-ordinators are determined by subject specialisms at training and past experience: music lacks effective co-ordination at present. The accommodation is currently unsatisfactory but extensive building work is in progress, which will make some improvements. However there will still be some 30 per cent of pupils in accommodation that is cramped, lacking suitable areas for practical work and isolated from the main building. Improvement to the accommodation since the last inspection has been slow. The resources for subjects are satisfactory overall but in some areas such as geography and art need

updating and replenishing. The school grounds are well maintained, despite current building work, and a recent feature has been the development of a pond and garden area beside the school.

49. The principles of best value are effectively applied. The school provides good value for money, providing a good education and achieving good standards, related to the average income for each pupil.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards, the headteacher, staff and governors should:

Improve the achievements of able pupils in science in Key Stage 2 by:

- ensuring teachers are fully aware of what is expected of pupils to attain consistently the higher National Curriculum level;
- raising the demands made of able pupils and planning more challenging tasks, related to their ability.

Improve the curriculum provision and teaching of music by:

- taking steps to increase the subject knowledge of those teaching music;
- increasing the opportunities for pupils to develop their musical interests and perform together;
- giving music a higher profile in acts of collective worship.

Improve the learning environment for pupils by:

- ensuring building projects are completed to schedule;
- providing suitable accommodation for the remaining two classes housed in temporary classrooms which are too cramped and unsuitable for practical activities;
- enhancing and updating the learning resources as soon as appropriate accommodation and storage is available.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	10	50	36	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	212
Number of full-time pupils eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	11	12	11
	Total	23	24	25
Percentage of pupils at NC level 2 or above	School	77(90)	80(87)	83(100)
	National	82(77)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	11
	Girls	11	11	11
	Total	22	24	22
Percentage of pupils at NC level 2 or above	School	73(93)	80(100)	73(100)
	National	82(81)	86(85)	87(86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	16	16	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	14
	Girls	15	14	14
	Total	26	28	28
Percentage of pupils at NC level 4 or above	School	81(83)	88(76)	88(72)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	15	14	14
	Total	27	28	28
Percentage of pupils at NC level 4 or above	School	84(83)	88(72)	88(72)
	National	68(65)	69(65)	75(71)

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

Exclusions in the last school 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	0
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

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

Teachers and classes**Qualified teachers and classes: YR-Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26.3 : 1
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	84.5

Financial information

Financial year	1999-00
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	£
Total income	389,356
Total expenditure	422,252
Expenditure per pupil	1,637
Balance brought forward from previous year	45,656
Balance carried forward to next year	12,760

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

212

Number of questionnaires returned

82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	49	2	0	0
My child is making good progress in school.	37	54	7	2	0
Behaviour in the school is good.	37	56	6	1	0
My child gets the right amount of work to do at home.	27	41	26	5	1
The teaching is good.	49	37	13	1	0
I am kept well informed about how my child is getting on.	33	44	16	7	0
I would feel comfortable about approaching the school with questions or a problem.	51	39	5	5	0
The school expects my child to work hard and achieve his or her best.	49	44	2	0	5
The school works closely with parents.	37	41	18	4	0
The school is well led and managed.	54	33	11	2	0
The school is helping my child become mature and responsible.	54	43	0	2	1
The school provides an interesting range of activities outside lessons.	29	35	22	7	6

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

50. The quality of provision for children in the reception class is good. Standards achieved are good. Since the last inspection the school has made many improvements in the provision, particularly for learning early literacy and numeracy skills. The quality of teaching shows a significant improvement, giving children a very positive start to their education.
51. Children are admitted to the reception class in the September after their fourth birthday. On admission, the majority of children display above average levels of attainment when measured on the Buckinghamshire accredited baseline assessment scales. All children make good progress throughout the year, including children who have special educational needs and the most able, ensuring that every child achieves at least the expected levels of learning by the time they are five years old. One third of the class shows achievement well above expected levels. This progress is due to very good teaching, and the effective support given by the staff in a stimulating learning environment.
52. The children enjoy coming to school and are happy to leave their parents. They show great enthusiasm for learning, working hard and playing well together. They help each other with letter shapes and finding pencils, showing patience and understanding to other children when problems arise. Their concentration and perseverance are remarkable, both in group work with an adult and in independent tasks such as making and labelling paper hand puppets. A class assembly for parents and the school enabled the children to demonstrate a high degree of confidence. They are courteous towards each other and adults.
53. Children speak confidently and clearly in front of an audience, whether in the classroom or elsewhere. They listen well to other people's contributions. Early literacy skills are well developed, as children identify letter names and sounds, and the most able have begun to sound out unfamiliar words in their reading books. They enjoy books, and most children read for meaning, talking easily about the main events. Children's capability in writing sentences independently is above average. A quarter of the class can spell some familiar words correctly. They have ample opportunity to do this, both in supervised writing sessions and in structured play routines, such as the Dorney Café, where they enjoy taking orders for lunch.
54. The development of early skills in mathematics is above average. Children recognise and use numbers to 20, and the higher achieving children are able to record simple addition and subtraction successfully. They count forwards and backwards, and are learning about even numbers as they count in twos. The technical language of 'more than' and 'less than' is used in specific activities such as making bar-charts of favourite foods, as well as in less formal situations like, for example, the 'Vet's Surgery'.
55. Children know about the conditions necessary to grow seeds successfully, and can label parts of plants. They select materials to illustrate the difference between light and dark pictures, and use their designing skills when making animal 'homes'. All children have regular opportunities to use the computer, reinforcing their literacy skills by exploring appropriate software.

56. In art and design technology children make 'fridge magnets out of flour, salt and water dough, moulding their designs into different shapes for an attractive display to be shared with parents. Children experiment with paint to create delightful illustrations of 'people who help us' for assembly, and cut out handprints to act as frames for their millennium aspirations. There is too little emphasis on creative play, however. Opportunities to express ideas and to communicate feelings are often limited to the more formal aspects of literacy, or to adult-led activities, reducing children's development in making choices.
57. Physical development is good. Children cut and fold when making cardboard vehicles, they build with a variety of construction kits, ride bikes and carts and push, pull and balance in hall and outdoor activities. They learn to control their bodies through writing, dancing and acting out singing rhymes.
58. The quality of teaching is very good overall, sometimes excellent. The teacher inspires the children and has built an effective team with the education assistant and visiting parent helpers. Expectations of attainment and behaviour are high. Planning is generally very good, clearly directed towards achievement. It gives detailed guidance on the intended learning for each activity, incorporating exciting strategies that include many appropriate opportunities to develop key literacy and numeracy skills. Creative learning is sometimes inappropriately planned, however. Some tasks, such as making a shark, are too teacher directed, and role play activities have too little adult intervention, which limits children's development in that area. In other respects, children are managed very appropriately, enabling them to take full advantage of all learning opportunities offered. The teacher's use of time to encourage learning is excellent. A focus for assessment is built into each lesson, and the recorded findings are used effectively to monitor children's progress and development.

ENGLISH

59. Standards are above average at the end of both key stages, which accords with the findings of the last report.
60. In the Key Stage 1 National Tests, standards have mainly been above average. However, last year there were more pupils with special educational needs and the percentage attaining the expected level fell, particularly in reading where the number was below average. The number attaining the higher level was well above the national average in reading and writing.
61. The 1999 Key Stage 2 results were good and standards have been well above average for the last three years. When compared with similar schools the pupils' attainment was average overall and above average for the more able pupils.
62. Current standards in reading are above average throughout the school. Sufficient opportunities are provided for guided reading each week and pupils are encouraged to read at home. Phonic skills are systematically developed as part of the National Literacy Strategy, which has been successfully embedded. Almost all older pupils read fluently and with expression. They can talk about the authors they like and the reasons for their preferences. Year 2 pupils can explain the key elements of a non-fiction book and how to set about finding information.

63. The pupils speak well and listen carefully. They respond enthusiastically when questioned and consider thoughtfully the opinions of others. Pupils read fluently from the set text in a lesson and can identify particular features. Thus pupils in Year 2 could find words with an *or*, *ore* or *aw* sound from their own readers. There is an effective concentration on the basic skills of grammar and punctuation. Standards of literacy are good throughout the school.
64. Baseline tests show the pupils' skills in language are above average on entry to the school when compared with the Local Education Authority. Their language skills are developed further so that, by the end of Key Stage 1, standards in writing are good. Able pupils in Year 2 write fluent expressive sentences in sequence. Standards in spelling and handwriting are good throughout the school with systematic opportunities to develop these skills.
65. Particularly impressive progress is made in Year 5 where well organised descriptive writing is both well presented and of a high standard. These skills are also evident in creative writing in history. This progress is sustained in Year 6 so that by the time pupils' leave the school standards are above average.
66. The behaviour of pupils is generally good. Only occasionally in a couple of classes does inappropriate shouting out require remonstrance from the teacher during the introduction to the Literacy Hour sessions. Pupils work well, both individually, and with others in the group work which follows. The best behaviour is in Year 6 where pupils show considerable maturity, independence and self-discipline.
67. The teaching of English is always sound and usually good. In Year 1 challenging tasks are set and clear instructions are given for activities. Phonic skills are extremely well taught in Year 2. The best lessons had clearly defined sections that included a stimulating introduction, well-focussed word level work and group work carefully matched to the pupils' ability. In all lessons the subject matter is challenging and the best teaching has a clear emphasis on pace and high expectations. Learning objectives are clear but the skills involved are not always fully consolidated in plenary sessions, which tends to be individuals reporting what they have done rather than what they have learnt.
68. The co-ordinator provides very good leadership for the subject. Her Literacy Action Plans are detailed and analytical. They focus well on evaluation and monitoring procedures, which are well established and effective. There are good systems for recording and assessment. Good portfolios are kept of pupils' work. The subject makes a positive contribution to the personal development of the pupils.
69. Good standards have been maintained since the last inspection. The future targets are unambitious and insufficiently clear however, and will not help to drive standards up further.

MATHEMATICS

70. Standards of numeracy are good throughout the school. Standards in the Key Stage 1 National Tests in 1999 were broadly in line with the national average but for the higher attaining pupils standards were well above the national average. In Key Stage 2 the percentage of pupils achieving the expected level and the higher level were well above the national average. The schools performance in Key Stage 1 in 1999 was below that of schools in similar circumstances but in Key Stage 2 very good progress is made and the

standards are well above what is found in similar schools.

71. Classroom observation and scrutiny of pupils' work at Year 2 show that most pupils' attainment is above average. The pupils are developing a good sense of place value and most can add and subtract to 20 with ease. The higher attaining pupils can understand the concept of simple fractions and know about the properties of 3D shapes. There is a good match of work set and pupil achievement.
72. The 1999 National Tests at Key Stage 2 show that pupils' attainment has continued to improve and is well above the national average. For higher attaining pupils it is also well above average. The school's overall performance in Key Stage 2 has been maintained since the last inspection. Pupils in Year 6 can handle competently different scales in drawing plans and can use decimals effectively. Their work in using number skills for investigations is underdeveloped.
73. The school has successfully adopted the National Numeracy Strategy and this has resulted in some changes in the organisation of the curriculum and important changes in teaching methods. The school is replacing its existing commercial mathematics scheme to one that is more in line with the new teaching requirements. The Numeracy Strategy emphasises lively mental arithmetic sessions combined with skilful whole class teaching. Planning for teaching is thorough. Teaching is satisfactory or better in both key stages. Positive features of the lessons are the matching of work tasks to pupil's learning requirements and the pace of the learning observed in Key Stage 1. For older pupils there is regular homework to help pupils' master the basics of numeracy or reinforce work started in class. Mathematics makes a valuable contribution to learning across the curriculum, particularly in science.
74. The subject co-ordinator was appointed in September and has overseen the introduction of the numeracy strategy as well as organising training for staff. There are good arrangements for recording and assessment including a portfolio of levelled work. There is satisfactory day-to day assessment and regular testing to monitor whole class progress. Monitoring processes are good with useful subject portfolios. Resources are adequate to meet the needs of the subject. The general level of subject knowledge is good.

SCIENCE

75. By the end of Year 6, standards are average and this reflects the findings of the previous inspection. In the 1999 Key Stage 2 national tests, standards based on the average points score, were in line with the national average, but very low compared to similar schools. These results were an improvement on those of 1998. The percentage of pupils achieving the higher National Curriculum level of attainment in 1999 was below the national average, though this was an improvement on 1998, when only 3 per cent of the pupils achieved this level. Over the past four years, boys have outperformed girls in science. Pupils with special educational needs are making satisfactory progress.
76. By the age of eleven, the pupils can plan and carry out practical investigations into a number of scientific concepts, including *gravity*, *friction*, *insulation* and *separating mixtures*. In one interesting experiment, the pupils used filtering to compare the amount of pollution on leaves growing near the M4 motorway with that on leaves from a site further away. The pupils have a sound understanding of the scientific principles of prediction and fair testing. They know the names of the main organs of a flowering plant and the functions that these organs play in reproduction. In one lesson, the pupils carefully dissected hypericums and dog roses and used hand

lenses to make careful observations. Some pupils produced labelled drawings of good quality. The pupils are less secure in their knowledge and understanding of some physical processes, such as balanced and unbalanced forces and different types of electrical circuits. The pupils use their mathematical skills soundly in recording the results of investigations. For example, Year 6 pupils draw accurate line graphs and bar graphs to record their investigation of what makes bread go mouldy and Year 5 pupils drew sound line graphs of pulse rates before and after physical exercise.

77. By the end of Year 2, standards are average. The previous inspection judged standards to be well above average. Teacher assessment at the end of 1999 judged standards to be well below the national average and very low compared with similar schools. Standards have improved this year as a result of better teaching and because the present Year 2 has less pupils on the special educational needs register.
78. By the age of seven, most of the pupils understand how people differ from one another and how humans differ from other animals. They understand the importance of diet, cleanliness, exercise and rest in keeping healthy. They are beginning to understand the concepts of prediction and fair testing. They understand that, in order to light a bulb, a circuit must be complete. The pupils understand how heat changes materials and they know about the conditions necessary for healthy plant growth.
79. The quality of teaching and learning in Key Stage 2 is satisfactory and there are examples of good teaching. A key issue from the previous inspection was to improve the teaching of science by planning more investigative work, to improve pupil observation and efficient communication and to improve teachers' knowledge of the National Curriculum science programmes of study. These issues have largely been successfully addressed. Much more emphasis is now placed on practical, investigative work, despite the limitations of the accommodation for this, and the teachers stress the importance of presenting findings neatly and accurately, whether in written or graphical form. Pupils were thus encouraged to suggest some ideas on how to present information after practical work on shadows. The teachers encourage the pupils to make predictions, to observe and measure carefully and to use correct scientific terms. Whilst different work is often set for pupils of differing abilities, there is still insufficient challenge for higher attaining pupils in Key Stage 2 and, as a result, they are not achieving the higher National Curriculum level of attainment of which they are capable. In a Year 6 lesson, the pupils were encouraged to work scientifically, using 'critical' powers and this had a good impact on encouraging the pupils to think like young scientists. In that lesson, classwork was supplemented by a relevant homework task concerning the life cycle of the dandelion. In an effective Year 5 lesson on shadows, the teacher asked the pupils to draw and measure shadows on the playground at different times throughout the day. Fortunately, it was a beautiful day, with constant blue skies! This had a good impact on the pupils' understanding of the earth's rotation and of how the earth, not the sun, moves. A relevant homework task was set.
80. The teachers plan their lessons well, summarising learning at the end. This worked well in a Year 4 lesson on food chains, where the teacher asked "Where did the food chain start?" This consolidated the pupils' understanding of terms such as 'producer', 'predator' and 'prey'. The teachers make good use of available resources. It was not possible to observe science being taught in Key Stage 1, but

teachers' planning is good and evidence from pupils' work indicates that they are currently making good progress. In both key stages, the teachers make science interesting and relevant to everyday life. As a result, the great majority of the pupils have positive attitudes towards the subject.

81. The policy and scheme of work are clear and meet the requirements of the National Curriculum. Sound planning is based on national guidelines. The co-ordinator has developed a suitable action plan to address the issues raised by the previous inspection and to raise standards. Though he has had no opportunity to monitor any teaching of science, he offers colleagues help and advice as necessary and he has led relevant training sessions. There are good procedures for assessing pupils' attainment and progress. The co-ordinator has analysed the results of national tests carefully, in order to highlight areas of weakness in the pupils' performance. Raising the attainment of higher attaining pupils is a key issue for improvement. The previous inspection found that there were insufficient resources for learning in science and the co-ordinator recognises that this is still the case, especially for physical processes. There are insufficient science reference books in the school library to aid independent research, although some are kept in topic collections in classrooms. Little evidence was seen of information technology being used as a scientific tool. Unsatisfactory accommodation makes the storage and accessibility of science resources very difficult. Nevertheless, learning is enhanced by a pleasant, newly created environmental garden, with a pond and greenhouse. The subject makes a sound contribution to the pupils' spiritual and social development, through encouraging concern for the environment and for living things and through encouraging collaborative work during practical investigations.

ART

82. Standards throughout the school are average. Only one art lesson was seen during the inspection, but evidence of attainment was gained from discussions with pupils and scrutiny of children's work around the school.
83. Children in the reception class show well developed drawing skills in, for example, their self-portraits and alphabet illustrations. They drew sharks with confidence, and painted cut out figures of 'Miss Polly' carefully. By the age of seven children work well with a variety of materials, tools and techniques. Pupils can cut shapes accurately, use different kinds of paints to good effect, and recognise different methods and approaches, such as printing and shading. They use line and tone well to create effective images. A delightful display of seascapes with pastels decorates a year two classroom.
84. By the age of eleven, pupils show appropriate development in the use of tone, colour, shape and texture, and are able to record their observations effectively. There are some good examples of this in a display of youth hostel pictures, where bricks and roof tiles are meticulously drawn. Subtle graduations in colour and great attention to detail are shown in some imaginative chalk drawings of Egyptian times. Children's small-scale sketches of areas of the school have been used in a commercially produced map of the local parish, on display in the village hall next door to the school.
85. Pupils enjoy art, talking with enthusiasm about their drawing skills. However, much of the completed artwork is an extension of other aspects of the curriculum, such as science or history. This limits the opportunity for pupils to develop their knowledge

and understanding of art in a coherent way. They have little opportunity to experiment with colour, to develop an appropriate vocabulary or to evaluate their work from an artistic point of view. Pupils are not introduced to the work of famous artists, or to a variety of cultures and styles, as they were at the time of the last inspection. Pupils' progress across the school is therefore barely satisfactory. However, the school has involved pupils in events such as the annual horticultural show and the village Millennium exhibition, giving appropriate opportunities for their work to be valued, and strengthening the school's links with the community. There is a weekly art club for a group of children in Key Stage 2.

86. The co-ordinator is knowledgeable and experienced. She sets a good example by the work undertaken in her own class. Displays around the school reflect topics studied by each class, but these could be developed further to promote a more stimulating learning environment. Resources are modest and dated, but easily accessible for teachers and neatly stored.

DESIGN AND TECHNOLOGY

87. Standards are satisfactory in both key stages.
88. Provision for the teaching of design and technology shows improvement since the last inspection. An appropriate amount of time is now allocated each week, and teachers' planning generally follows the scheme of work. A newly appointed co-ordinator has engendered enthusiasm across the school, which is raising teachers' expectations of pupils' capabilities. Pupils' work is beginning to show evidence of the skills used in designing, and particularly, construction, and opportunities are now provided for them to use their own ideas, in spite of the continuing lack of space and poor state of accommodation for Key Stage 2 pupils. Resources remain limited and dated, however, and are inadequate for Curriculum 2000, particularly those provided for the control section.
89. Only one lesson was observed during this inspection. Further evidence was gained by discussion with pupils, looking at pupils' work on display, and the photograph album of Technology Days.
90. The pupils in Key Stage 1 are given suitable opportunities to practise the skills they need for making products such as animal homes, moving vehicles and mobiles. Year 2 pupils designed and made glove puppets by carefully marking out, cutting and joining pieces of fabric. They made suggestions to improve the finished product, and added amusing facial expressions. Key Stage 2 pupils enjoyed the challenge of designing a shelter, and describe the difficulties encountered in making the end product sufficiently stable. Year 5 pupils' skills were challenged when putting together a wooden picture frame that would bear the weight of a moving toy. Displays around the school value and promote design and technology well, giving pupils opportunities to think about the style and use of some of the items made. The Technology Days held once a year for each class give pupils appropriate opportunities to explain their designs to parents, and to enjoy the finished items together, as Year 3 did when playing their newly made games. The absence of records of attainment, which would indicate how well pupils are achieving in the planned study units, is limiting the development of skills at present. Nevertheless, progress for all pupils is now satisfactory.
91. The subject is well led by an enthusiastic co-ordinator. Teachers' planning and pupils'

work are monitored, and the new study units are beginning to provide a coherent framework which in time will enable pupils to gain sufficient knowledge of structures and mechanisms.

GEOGRAPHY

92. By the end of Year 6, standards are above average for pupils of this age and this reflects the findings of the previous inspection. The pupils have a good level of mapping skills. They understand the concept of scale and contour lines and they understand the symbols used on Ordnance Survey maps. They use six figure grid references to locate features on a variety of maps, including an Ordnance Survey map of the Maidenhead area. The pupils know about the different ways in which mountains have been formed and about natural disasters, such as earthquakes and volcanic eruptions. They understand the concept of the water cycle and the changing nature of a river and its valley from source to mouth. As part of their residential visit to Somerset, the pupils have produced good projects on the Cheddar area, including the Gorge and its caves, the Mendip Hills, Cheddar village and the Somerset Levels. The pupils have used their mathematical skills well to include pie charts in comparing local services.
93. Pupils in Year 5 have used their research skills to produce good independent projects on a variety of geographical topics, including The Polar Regions, Natural Phenomena, Wales, New Zealand and Papua New Guinea. These projects are evidence of positive attitudes towards the subject and of a willingness to find information from a variety of sources at home. The pupils have used their literacy skills well. Some pupils wrote to Friends of the Earth to find information about the rain forests of South America. In work linked to religious education, the pupils know some basic facts about the geography of Pakistan. They have used their literacy skills well in writing to the Pakistani embassy for information.
94. Pupils in Year 4 have also produced good quality independent research projects on a variety of topics, including Guernsey and Majorca. They know about different rock types and how they affect landscape. They compared Dorney with a rural village in India. In work linked to history, the pupils learnt some basic facts about Egypt and the importance to that country of the River Nile.
95. By the end of Year 2, most pupils are beginning to understand the concept of a map as a view from above. They know that the weather changes daily and according to the seasons, and that this affects the way in which people dress. They know that much of the food we eat comes from distant lands. They have made sound little booklets about The Banana Story. In work linked to the Katie Morag stories, the pupils learn about life on a fictional Scottish island and about geographical terms such as *hills*, *transport*, *Island* and *jetty*.
96. The quality of teaching and learning is good throughout the school. The teachers place an appropriate emphasis on developing the pupils' mapping skills and their ability to use an atlas. In a Year 2 lesson, the teacher asked "How will we find Greece in the atlas?" and this consolidated the pupils' ability to use the index of an atlas to locate places. This teacher began the lesson by asking "Who has been to Greece?" This brought a positive response and had a good impact on the pupils' learning about the differences in land use between Dorney and a Greek island village. This was further enhanced by the judicious use of a short video. The teacher used questioning well to make the pupils think carefully: "Why don't we use

terraces here?" In a Year 3 lesson on changing landscapes, the teacher encouraged the pupils to make detailed observations of pictures; "What does the picture tell you about the weather?" Overall, the teachers match work well to pupils' different needs and move lessons along briskly. They encourage the pupils to use correct geographical terms, such as *eastings* and *northings* in Year 6. In this lesson, the teacher explained effectively the strategy of using half the kilometre square to help in estimating the third and fourth figures of a six figure.

97. The policy and scheme of work are clear, though the policy is in need of review. The planning is soundly based on national guidelines. The co-ordinator has had no opportunity to monitor teaching, but she offers help and advice to colleagues as necessary. There is no whole school system for recording pupils' attainment and progress. Some use is made of the locality to enhance learning. The previous inspection found that resources for learning were good. This is currently not the case. There are insufficient geography reference books in the school library, although a lot are kept in topic boxes in classrooms. Some existing books are old and of poor quality and atlases are out of date. The current accommodation makes storage and accessibility very difficult. The subject makes a positive contribution to the pupils' spiritual, moral, social and cultural development. For example, Year 5 pupils understand the importance of environmental and wildlife conservation, including turtles in Pakistan. Year 6 pupils were encouraged to describe not just what they saw on the open top bus tour of Cheddar Gorge, but how they felt.

HISTORY

98. By the time the pupils leave the school standards are above average for this age, as was the case at the previous inspection. It was only possible to observe one lesson during the inspection week but there was a significant amount of pupils' previous work both in books and on display in classrooms.
99. In Year 2 pupils are aware of the influence of famous people in history such as Florence Nightingale. They can explain how she improved conditions and why she was important. Throughout the school the skill of empathy has been stimulated most effectively and lively creative writing by pupils' features in all topics studied. In Year 4, for example the pupils imagined being Roman children as they produced individual topics on the Romans with good detail evident in their work.
100. The standard improves even further in Year 5 where work on the Tudors is extremely thorough and well presented. Good skills of enquiry are also demonstrated in work on the Aztecs. In Year 6 pupils have an effective grasp of the events leading up to and during the Second World War. Individual topic work has a good structure, including a timeline, glossary and bibliography.
101. One distinct feature of the work is the use of independent history projects. Thus a pupil in Year 5 had written a high quality topic on The Victorians, stimulated by a television programme on a Victorian house. A clear criterion had been established for the assessment of the pupil's work, which helped give it shape, structure and purpose.
102. History has continued to receive a high profile in the school even while literacy and numeracy have such a strong emphasis in the curriculum. Pupils use textbooks and resources very well without totally relying on them. Resources are, however, limited and there are no whole-school arrangements for the recording and assessment of

pupils' work or the monitoring of teaching.

103. Visits have been made to places such as Reading Museum and Silchester Castle. The subject is making a positive contribution to the spiritual, moral, social and cultural development of the pupils. It is helping them to become aware of a rich historical culture and of the legacies of The Romans, The Aztecs, The Vikings, The Tudors and The Victorians to modern Britain

INFORMATION TECHNOLOGY

104. The standard of attainment in both key stages is average when compared to schools nationally. Since the opening of the new computer suite pupils receive regular weekly lessons in information technology and their skills are improving in all aspects of the curriculum. This is an improvement since the last inspection.
105. By the end of Key Stage 1 pupils are confident enough to explore the use of keys on the keyboard to enhance their writing and use information menus on a CD-ROM. They have had experience using a graphics package to draw pictures.
106. In Key Stage 2 pupils demonstrate sound skills in communicating information. Pupils at the end of the key stage edit their work, vary the display and combine text with graphics. Pupils used Logo to control a screen turtle and to draw a satisfactory range of shapes using their knowledge of mathematical angles. Pupils in Year 5 used a spreadsheet to investigate healthy eating components. Pupils are not experienced in modelling technology.
107. The quality of teaching and learning is satisfactory throughout the school. This is an improvement since the last inspection. Planning for work in the computer suite is generally good and pupils show interest and enthusiasm. Pupils concentrate well, share ideas and provide positive support to each other as they work co-operatively. The use of information technology throughout the curriculum is encouraged, at least in word processing, where many of the Year 5 and 6 history and geography projects contained such work.
108. Teacher knowledge is satisfactory and the subject is taught with confidence. Planning in information technology is thorough; assessment is developing and pupils keep a log of all work undertaken. An action plan for future development over the next few years is detailed and on target to achieve its goals. The future plan associated with the National Grids for Learning is also very effective.

MUSIC

109. Standards in those aspects of music in evidence are unsatisfactory indicating that they may have deteriorated since the last inspection, particularly in Key Stage 2.
110. In Key Stage 1 pupils can identify pitch and dynamics through musical work based on the *Song Tree* and are able to use sounds to make musical effects and record these in some form of notation. In Years 3 and 4 pupils are able to listen and appraise a piece of music linked to their history work. They are beginning to use technical vocabulary. The pupils responded creatively to the character and mood of pieces of music.
111. The school offers lessons on a weekly basis in a variety of instruments, such as flute, violins and piano. A very small number of pupils join in an area orchestra organised by the county music service.

112. Teaching at best is satisfactory. Lessons are planned but do not show evidence of sufficient progression across the key stages. The music policy is sound but the scheme of work is not rigorously followed. Pupils have positive attitudes towards lessons both behaving and concentrating well. Musical experiences offered do not make sufficient demands on the pupils or give them the breadth of musical knowledge and understanding demanded by the curriculum.
113. Pupil performance will only be improved through close monitoring to ensure progression; a revised co-ordinated scheme of work and an improvement in teachers' subject knowledge and understanding. The quality of resources are adequate but some are in poor condition. There is no specialist music teacher in the school at present. The school benefits from some peripatetic teaching in school time for individual pupils.

PHYSICAL EDUCATION

114. Standards in physical education are average, reflecting the position at the last inspection.
115. The youngest pupils can throw with increasing accuracy. In Year 2 pupils in music and movement lessons can hold a posture well. They are able to explore the notion of air and flight through various movements to music. In tennis, although few pupils can maintain a rally, most Year 5 pupils can bounce a ball on a racquet in a controlled manner for two minutes.
116. The pupils enjoy physical education and participate with enthusiasm. Their behaviour is invariably good and they listen carefully to instructions and guidance. They are able to evaluate each other's performances, although opportunities to do this are limited.
117. The teaching is generally satisfactory and occasionally good. There is a good balance in most lessons between working individually, with a partner and in a group. The relationships between the teachers and pupils are consistently good. Resources are well managed and lessons are always well managed. Insufficient opportunities are given in some lessons, particularly dance and games, for pupils to observe each other's performances and demonstrations of skills are too infrequent. More systematic guidance to pupils on the skills needed to improve performance is the main area requiring development.
118. The time allocation for the subject allows for a full programme of games, gymnastics, dance, athletics and swimming is provided for pupils. All Year 6 pupils spend a residential week at Cheddar Gorge pursuing adventurous activities. One particularly valuable initiative is the annual sports week in July when a full timetable of sports activities, supported by a number of outside organisations, is provided. Clubs are also offered seasonally for cricket, football and rugby. These largely centre on the boys although the girls have played netball against other schools.
119. The school has reasonable sized playing fields, playground and hall. Resources are satisfactory and accessible. There are no whole school assessment procedures or any arrangements to monitor the teaching.

RELIGIOUS EDUCATION

120. By the end of Years 2 and 6, standards are in line with the requirements of the locally

Agreed Syllabus and this reflects the findings of the previous inspection. In both key stages, pupils with special educational needs make satisfactory progress.

121. By the age of eleven, the pupils are familiar with some aspects of Christianity and other major world religions, including Judaism, Islam and Buddhism. They know about some of the major festivals of these faiths and about some of the customs of their adherents. Most religious education in Year 6 takes place orally. Indeed, the pupils are given insufficient opportunities to use their literacy skills to record work. They have discussed issues such as tolerance and the potential conflicts that can arise as a result of disagreements. They understand that things can have a special meaning to people, both spiritually and materially. Younger pupils in Key Stage 2 know about some aspects of Buddhism, including the important role played by meditation. They know, for instance, about the story of Prince Siddhartha.
122. The quality of teaching and learning in Key Stage 2 is good. During lessons in Years 4 and 5, the teachers made good use of religious artefacts to help pupils understand Islam. They instilled in the pupils a respect for prayer caps, prayer mats and the Qur'an. The teachers made the pupils aware that Islam is a world wide religion, with many adherents in Britain. The Year 4 teacher clarified some misconceptions that the pupils had, for example that the Qur'an is written 'backwards'. Teaching is lively, which makes the subject interesting and relevant for the pupils. As a result, attitudes to religious education lessons are positive. Year 5 pupils were willing to share their own personal experiences of praying. The teachers use open ended questioning well, encouraging all the pupils to take an active part in class discussions. In Year 4, the pupils played a game of 'Chinese whispers', in order to understand the fact that messages can become confused in the telling.
123. By the age of seven, the pupils know some Bible stories, such as the Nativity and Easter. They understand why Jesus told many parables and they are familiar with some of them, such as *The Prodigal Son*, *The Lost Sheep* and *The Sower and the Seeds*. They are beginning to learn about some aspects of Hinduism and Sikhism. They know the story of Ramu and Sita and about the importance of the Five K's to Sikhs. The pupils are aware of Christian sacraments, such as weddings and christenings.
124. The quality of teaching and learning in Key Stage 1 is variable, but satisfactory overall. Where teaching is unsatisfactory, insufficient use is made of artefacts to bring the lesson alive for the pupils. There is too much direct teaching, with few opportunities for the pupils to demonstrate their own knowledge and class control is not always secure. Too much information, unrelated to the pupils' previous knowledge and experience, is given in a short session. Other teaching in this key stage is good, with the pupils' interest being stimulated and with the pupils being more actively involved.
125. A policy and scheme of work meet the current requirements of the local Agreed Syllabus, though the policy is in need of review. The Headteacher is responsible for co-ordinating the subject and she offers colleagues help and advice as necessary. There is no whole school system for recording pupils' attainment and progress. Indeed, at present, this would be difficult, as too little work is being recorded. This is an issue that needs to be addressed, particularly in Year 6. There are sufficient resources to support learning. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.