

INSPECTION REPORT

HILLTOP FIRST AND NURSERY SCHOOL

Windsor

LEA area: Royal Borough of Windsor and Maidenhead

Unique reference number: 109833

Headteacher: Mrs L Clark

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 11th – 13th June 2001

Inspection number: 193004

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First and Nursery

School category: Community

Age range of pupils: 3-9

Gender of pupils: Mixed

School address: Clewer Hill Road
Windsor
Berkshire

Postcode: SL4 4DW

Telephone number: 01753 863502

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Appropriate authority: The governing body

Name of chair of governors: Mrs A Greenshields

Date of previous inspection: February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis 20893	Registered inspector	Mathematics Information and communication technology Physical education Foundation Stage English as an additional language	What sort of school is it? How high are standards? (results and achievements) How well are pupils taught?
Mrs H Barter 9052	Lay inspector		How high are standards? (attitudes, behaviour and personal development) How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs V Grigg 12331	Team inspector	English Geography History Religious education Equal opportunities	How good are curricular and other opportunities?
Mr R Battey 2866	Team inspector	Science Art and design Design and technology Music Special educational needs	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hilltop First and Nursery School is situated in Windsor and takes pupils from the ages of three to nine. There are 132 pupils on roll in five classes, with 68 boys and 64 girls; this is a below average sized primary school. In addition, 24 children attend the nursery in the morning, with 26 attending in the afternoon; all attend part-time. There are 20 pupils from homes where English is not the first language, of whom five receive specialist additional funding. There are 54 pupils on the school's register of special educational needs; this is well above the national average. There is one pupil with a Statement of Special Educational Need; this is below the national average. Twenty-four pupils are entitled to free school meals; this is similar to the national average. Children enter school with standards that are below average for the local education authority. A number of children come from garrison families, which affects the number who start or leave school at times other than of normal entry or transfer to middle school.

HOW GOOD THE SCHOOL IS

This is an effective school, which is working hard to raise standards. The headteacher, supported by colleagues and governors, is successful in driving the school forward in its target of 'aiming high'. The quality of teaching is good and has a positive impact on pupils' very good attitudes to learning and to their excellent relationships with each other and all adults whom they meet. The school provides satisfactory value for money.

What the school does well

- Pupils' attitudes, behaviour and personal development are very good and contribute successfully to learning; relationships are excellent.
- Teaching is good and has a positive impact on the improving standards in the school.
- The leadership and management of the school are very good.
- The provision for pupils with special educational needs and those for whom English is an additional language is very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- There is excellent provision for extra-curricular activities.

What could be improved

- Standards in English and information and communication technology by the end of Year 4.
- Standards in reading, writing and mathematics by the end of Year 2.
- The management and organisation of the Foundation Stage.
- The use of assessment to plan pupils' future learning.
- Pupils' attendance and the procedures for monitoring attendance.
- The provision for and teaching of music.

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 made satisfactory progress since its previous inspection in February 1997; it has addressed successfully most of the key issues. Schemes of work are in place to help teachers plan the knowledge, skills and understanding to be taught to pupils as they move up through the school. The pace and rigour of teaching have improved in Years 3 and 4. Provision for pupils' spiritual development is now very good. Procedures for child protection are fully in place. Accommodation now allows for the teaching of small groups. Subject co-ordinators do not have sufficient opportunities to deliver reports on standards and developments in their subjects to the governing body.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
Reading	C	D	E	D
Writing	C	D	E	D
Mathematics	C	C	E	D

Key

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

Similar schools are those with more than 8 per cent and up to 20 per cent of pupils entitled to free school meals.

The results of the 2000 National Curriculum assessments show that standards in reading, writing and mathematics were well below the national average. In comparison with those in similar schools, results were below average.

Inspection findings show that, by the time pupils are seven, standards in reading, writing and mathematics are below average, with those in science average. Standards in reading, writing and mathematics have improved as a result of good and very good teaching linked to the effective implementation of the National Literacy and Numeracy Strategies. Standards in information and communication technology meet national expectations. In religious education, standards meet the requirements of the locally agreed syllabus. In art and design, design and technology, geography, history, music and physical education, standards meet expectations for pupils of this age.

By the end of Year 4, when pupils leave the school, standards in English and information and communication technology are below expectations for pupils of this age. In all other subjects, standards meet expectations. There was insufficient evidence to make a judgement about music, although singing in assemblies is very good. Girls achieve very high standards in dance.

By the end of the Foundation Stage, children are not meeting the expectations of the Early Learning Goals in communication, language, literacy and their knowledge and understanding of the world. In personal and social development, mathematics, and physical and creative development they meet expectations.

Pupils with special educational needs and those for whom English is an additional language achieve well and make good progress as a result of good teaching and very effective support from learning support assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school and have very positive attitudes to their work; they work hard and persevere with their tasks. Pupils work well individually, in pairs and in groups; they support each other effectively in lessons.
Behaviour, in and out of classrooms	Very good; pupils behave well in lessons, when moving around the school and at breaks and lunchtimes. They are very aware of whole-school and class targets for standards of behaviour.
Personal development and relationships	Excellent; pupils are polite, friendly and very welcoming. They relate well to each other and to all adults with whom they come into contact.
Attendance	Unsatisfactory.

Pupils' very positive attitudes are a credit to them, their teachers and their parents.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	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.

During the inspection the quality of teaching was good. Good teaching has a positive impact on the improving standards achieved and on pupils' very positive attitudes to learning. In 81 per cent of lessons teaching was good, including 26 per cent which was very good or excellent.

Strengths of good and very good teaching include high expectations of what pupils can achieve and detailed planning which meets the individual learning needs of pupils, particularly those with special educational needs and those for whom English is an additional language. Teachers' planning for and the use of learning support assistants to support pupils' learning is a strength. Successful management of pupils is a strong feature of teaching, which contributes successfully to pupils' positive attitudes to learning.

The teaching of key skills, including literacy and numeracy, is good. Teachers have a good understanding of the National Literacy and Numeracy Strategies and these are implemented effectively. Expectations are high, with the result that pupils achieve well.

The teaching of pupils with special educational needs, and those for whom English is an additional language, is good. Teachers work effectively and in close partnership with the EMTAG (Ethnic Minorities and Travellers Achievement Grant) teacher and learning support assistants to support pupils in their learning.

The teaching of children in the nursery and in the reception class is good. However, there is insufficient liaison between the two classes to ensure a clear progression in the stepping-stones of the Foundation Stage curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, with the curriculum being enriched by the excellent provision for extra-curricular activities. In the Foundation Stage, the curriculum needs to be improved to ensure that children make consistent progress from the nursery to reception.
Provision for pupils with special educational needs	Very good; pupils' individual education plans contain clear, detailed and achievable targets. Their learning is supported by the effective partnership between the co-ordinator for special educational needs, class teachers and learning support assistants.
Provision for pupils with English as an additional language	Pupils are supported effectively in lessons by teachers, particularly through good planning that addresses individual learning needs. Learning support assistants support pupils well. There is good teaching and support from the EMTAG teacher.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good; pupils have many opportunities for reflection, particularly in assemblies. Moral development is very good and social development is excellent; this contributes significantly to very good behaviour and positive attitudes. Cultural development is good, particularly in art and music.
How well the school cares for its pupils	The school has effective procedures for ensuring that pupils are cared for in a safe and welcoming environment.

Parents are very supportive of the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher has a very clear vision for the school. She is committed to improving standards and ensuring that the school meets its goal of 'aiming high'. She is supported effectively by the deputy headteacher.
How well the governors fulfil their responsibilities	Satisfactory; all statutory responsibilities are fulfilled. Governors work hard to support the school and the headteacher in moving the school forward.
The school's evaluation of its performance	Good; the headteacher and governors are very aware of the school's strengths and weaknesses; they are determined to improve standards and all aspects of the life of the school.
The strategic use of resources	Good; resources are used effectively to support pupils' learning.

The school applies the principles of best value successfully in its planning and 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. • The school has high expectations of their children. • Their children make good progress at school. • Teaching is good. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • The school working more closely with them.

Sixteen parents attended the meeting with the registered inspector before the inspection and 54 questionnaires were returned. Inspection findings confirm the positive views of parents. The headteacher is very aware of the areas parents would like to see improved. Inspection findings show that pupils are given regular homework, with the emphasis on regular reading and learning spellings. The headteacher is working hard to involve parents more fully in the life of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation Stage

1. Children enter the nursery at the age of three and transfer to reception at the beginning of the term in which they reach the age of five. Not all of them transfer to the reception class; a number transfer to other schools. Equally, children join the school's reception class who have not attended the nursery.
2. On entry to the nursery the teacher carries out her own testing of children's knowledge, skills and understanding and this indicates weaknesses in language development. Children make good progress in the nursery as measured against the stepping-stones of the Foundation Stage curriculum in all areas of learning¹. Progress in personal and social development is very good.
3. On entry to reception all children are tested using the local education authority's scheme. Results show that children's knowledge, skills and understanding are below average, especially in communication, language and literacy. Progress in reception is satisfactory and, by the time they transfer to Year 1, children meet the expectations of the Early Learning Goals in personal and social development, mathematics, creative development and physical development. However, in communication, language, literacy, and knowledge and understanding of the world, children's work is below expectations.

Key Stage 1 (Years 1 and 2)

4. The results of the 2000 National Curriculum assessments for pupils in Year 2 were well below the national average in reading, writing and mathematics and below average in comparison to those in similar schools² nationally. In reading, the proportion of pupils achieving the expected Level 2 and above was below average; in writing and mathematics results were well below average. The proportion of pupils achieving the higher Level 3 was average in writing, but well below average in reading and mathematics. These results confirm the trend of the last few years that standards are below average. The results of the teacher assessments in science were average for those achieving the expected Level 2³ and above, and for those achieving the higher Level 3.
5. There are a number of factors which contribute to these low standards:
 - 50 per cent of pupils are on the school's register of special educational needs;
 - 20 per cent of pupils have English as an additional language, with some at an early stage of language acquisition;
 - instability in staffing caused by long-term sickness, with classes taught by supply teachers;
 - the number of parents who attend meetings with teachers to discuss their children's future learning targets is on average about 60 per cent;
 - pupils who leave or enter the school at times other than of normal admission and transfer, including children from army families.

¹ 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 development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

² Schools with more than eight per cent and up to 20 per cent of pupils entitled to free school meals.

³ The national expectation is that, by the age of seven, pupils should achieve Level 2 or above in the National Curriculum assessments.

6. Inspection findings show that standards, whilst improving, remain below average in reading, writing and mathematics. Standards are improving as a result of consistently good teaching linked to the effective teaching of literacy and numeracy. However, standards are still not high enough and the headteacher, staff and governors are aware of this. The school is not getting sufficient pupils achieving the higher Level 2a⁴ and Level 3 in comparison with the national average and with that of similar schools nationally. Girls achieve much higher standards than boys, particularly in reading and writing. The school is aware of this issue and is putting in place programmes of work to raise the achievement of boys.
7. In literacy, pupils have a good knowledge of letter sounds (phonics) and use them confidently to read new and unfamiliar words. In writing, pupils' knowledge and use of punctuation are unsatisfactory. In numeracy, pupils' mental arithmetic skills and their use and application of times tables are satisfactory. However, they do not have a secure understanding of numbers beyond 100 and their knowledge of shape, space and measures is unsatisfactory. In science, pupils show a good understanding of the main parts of insects and of the human body.
8. Standards in information and communication technology meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design, design and technology, geography, history, music and physical education standards meet expectations for pupils of this age.

Key Stage 2 (Years 3 and 4)

9. By the age of nine, when pupils leave the school, standards in English are below expectations for pupils of this age. In mathematics and science, standards meet expectations. In literacy, more-able and average readers read with interest and enthusiasm and use deduction well to predict. In writing, spelling and punctuation, skills are not of a high enough standard. In numeracy, mental arithmetic skills are good and pupils are confident in explaining how they find answers to questions. Pupils read, write and order numbers to 10,000 and show good application of their knowledge of times tables in solving problems. In science, pupils show a good understanding of how the body and its muscles react to physical exercise.
10. In information and communication technology, standards are below expectations as a result of significant gaps in pupils' previous learning and insufficient opportunities to use computers. Standards in religious education meet the expectations of the locally agreed syllabus. In art and design, design and technology, geography, history and physical education, standards meet expectations for nine-year-olds. In physical education, girls achieve very high standards in dance. There was insufficient evidence to make a judgement in music.
11. Across the school, pupils with special educational needs make good progress in their learning. They are supported effectively by teachers and the high quality support they receive from learning support assistants. Pupils achieve well as measured against the targets set within their individual education plans.
12. Pupils with English as an additional language make good progress in their learning. Teachers and learning support assistants work together most effectively to support pupils. There is a very strong and positive link with and use made of the EMTAG (Ethnic Minority and Travellers Achievement Grant) teacher to teach pupils at an early stage of language acquisition.

⁴ Level 2 is divided into Level 2c, 2b and 2a, with 2a being the higher level.

13. Standards in Key Stage 1 have fallen since the previous inspection, although the factors explained in paragraph 5 are more relevant than they were four years ago, especially in relation to the percentage of pupils on the school's register of special educational needs. With the exception of a decline in English, standards have been maintained in Key Stage 2. Changes in the requirements for the teaching of art and design, design and technology, geography, history, music and physical education make comparisons with previous findings less reliable.
14. The school has set realistic and achievable targets to raise standards in the school. Inspection evidence indicates that the school has the quality of teaching and the quality of leadership and management that will allow it to secure improvement.

Pupils' attitudes, values and personal development

15. Since the last inspection, pupils' attitudes to school have continued to develop and they are now very good. As a result of the consistent expectations of staff and the very good procedures for behaviour management, pupils have very good standards of behaviour. Pupils continue to make very good progress in their personal development, especially in the quality of the relationships that they have with one another and with adults. This aspect of the school is very strong and has a significant impact on the quality of pupils' learning.
16. Most parents feel that behaviour in the school is good and that pupils are helped to become mature and responsible, and nearly all say that their children like coming to school. They say that their children get on well with each other and are polite and respectful to their teachers, and that older children look after the younger ones well. They feel that their children respond well because teachers treat them all as individuals.
17. In spite of these very positive attitudes to school, pupils' attendance is unsatisfactory. Since the last inspection, levels of attendance have fallen and have not kept in line with the national trend. Attendance is now below the national average. There is a high incidence of unauthorised absence because parents do not give reasons why their child has been absent. Some pupils are absent from school for extended holidays. These absences prohibit pupils from benefiting from the good quality of education that the school provides and have a negative impact on their standards of attainment. Some pupils are often late in the morning and others do not leave school on time because their parents arrive late to collect them. This is unhelpful because it interrupts the start of lessons in the morning and imposes extra supervision duties on staff at the end of the day.
18. Throughout the school there is a positive atmosphere. Children who are under five in the Foundation Stage are settling well to school life. They behave well in the classroom and the playground, are keen to answer questions in lessons and participate well in all the activities that the school provides. In lessons, pupils are willing, pay attention and show interest in their work. They apply themselves well to tasks and concentrate particularly well when the teaching challenges them. In physical education, they are confident when demonstrating to others and attentively watch each other perform. Pupils work together successfully in groups when required and apply themselves well to the tasks set for them, although some pupils work at a slower pace than others do when left to work in independent groups. They are interested in all subjects of the curriculum and are very enthusiastic about the extra activities such as the 'Early Risers Club' and the after-school clubs, for example gardening, cooking and construction. The high level of enthusiasm and interest that pupils show in all aspects of school life is reflected in the good progress that they are making in their learning and personal development.

19. As a result of clear systems for behaviour management and the encouragement of pupils' self-discipline, their behaviour is very good. There have been no exclusions. Pupils are friendly, polite and welcoming to visitors. They answer positively when asked questions and follow instructions well. Some pupils in Key Stage 2 have experienced disruption to their class through staffing difficulties and, as a result, do not settle quite as quickly as other pupils in the school. However, they are responding well to clear instructions and good management and, on the whole, they behave well in lessons. Pupils behave very well at lunchtimes and in the playground. They enjoy playing together with small equipment such as skipping ropes and balls. Although there are some small upsets, there is very little anti-social behaviour or bullying because pupils know that these are dealt with very seriously by staff.
20. The relationships that pupils have with each other and with adults are excellent. Pupils show a good deal of respect towards adults working in the school and have a very good rapport with them; for example, pupils enjoy singing at the 'Early Riser Club' and sharing activities with staff after school. They were very interested in the inspection team and were happy and confident about discussing their school with inspectors. Pupils get on well with each other and work successfully in groups and pairs; for example, they enjoy being 'spelling buddies' and discussing issues about friendship in personal and social education lessons. The positive relationships in the school motivate and encourage pupils and make a very strong contribution to their personal development.
21. Pupils are developing very good levels of initiative and personal responsibility. In 'Circle Time'⁵ they are learning to develop independent thought and are confident about contributing their own ideas to discussions. They understand that others may have difficulties with their learning or behaviour and are patient and understanding with them. Pupils enjoy taking responsibility around the school. They sensibly carry out class monitor jobs, take registers to the office and tidy resources. Those pupils who are elected as 'School Councillors' take their responsibilities seriously and are learning how to represent the views of others at meetings, to take decisions and to make compromises. Pupils are learning to understand that their actions have an impact on others; for example, they have devised a series of posters to remind each other about how to behave around the school.

HOW WELL ARE PUPILS TAUGHT?

22. The previous inspection judged the quality of teaching to be 'sound or better in the vast majority of lessons', with 'an eighth being very good'. However, 'shortcomings' were identified in a 'tenth of lessons', in particular:
- not enough being required of pupils;
 - a lack of pace/rigour;
 - children marking time;
 - the overuse of worksheets which do not require enough of children.
- These weaknesses resulted in a key issue to improve the quality and pace of teaching in Key Stage 2.
23. Current inspection findings judge the quality of teaching to be good and that it makes a very positive contribution to pupils' excellent relationships and very good attitudes to school and learning. In addition, consistently good teaching is having a positive impact on raising standards. The school has addressed successfully the key issue from the previous report.

⁵ 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.

24. During the inspection the quality of teaching was good or better in 81 per cent of lessons, including 26 per cent which was very good or excellent. There was no unsatisfactory teaching; this represents a significant improvement since the previous inspection. Examples of excellent teaching were seen in science in Year 3 and in music in Years 1 and 2. Examples of very good teaching were seen across the school in literacy, numeracy, music, science and the Foundation Stage. Examples of good teaching were seen in all classes and in most subjects.
25. The teaching of children in the Foundation Stage is good. In the nursery, the teacher and nursery nurse plan a good range of activities which they lead, together with those which children choose for themselves. Relationships are good and contribute to the very good progress children make in their personal and social development. Teaching in the reception is good, particularly when children are taught as a class or in groups. There is insufficient structure to the activities provided which they choose from for themselves. At present (and the school is aware of this) there is insufficient joint planning by the nursery and reception teachers to ensure clear progress in the stepping-stones of the Foundation Stage curriculum.
26. The teaching of literacy is good, with 30 per cent being very good. Teachers plan effectively and take careful note of what pupils have learnt in previous lessons. They have a secure knowledge of the Literacy Hour and ensure that no time is wasted. Very good use is made of the learning support assistants, who ensure that pupils work hard. They give strong guidance and assistance where necessary. In the very good lessons, the enthusiasm of the teachers transfers to pupils. These lessons are conducted at a good pace and the sense of urgency is transferred to pupils, so that they are highly motivated and much is achieved.
27. The teaching of numeracy is good, with the result that standards are improving. Teachers have a good understanding of the Numeracy Hour. The mental arithmetic session is good, with a strong emphasis on pupils explaining how they find the answers to problems. Group work is planned effectively to meet the learning needs of all pupils. However, teachers do not always set sufficiently rigorous targets for those pupils who work independently. Marking is inconsistent, particularly for more-able pupils in Years 1 and 2.
28. The teaching of pupils with special educational needs is good. Teachers consistently ensure that teaching methods and resources meet the needs of these pupils, as defined in their good individual education plans. Assessment is used effectively to modify pupils' tasks to meet pupils' individual needs. Pupils with special educational needs learn effectively alongside their fellow pupils, due to the good levels of support they receive from teaching assistants. For example, pupils with learning difficulties in literacy successfully discuss work with their support assistants and complete their written sentences with good levels of understanding and accuracy. This very good support enables them to complete similar work to that of the pupils in the rest of the class.
29. The teaching of pupils with English as an additional language is good. Teachers and learning support assistants work in very close partnership to support these pupils. For example, in a numeracy 'set' in Years 1 and 2 the learning support assistant helped pupils to read and understand the instructions to play a mathematical game. Pupils at an early stage of language acquisition receive very good teaching from the EMTAG teacher and this enables them to make very good progress.
30. In the best lessons, teachers show secure subject knowledge, which they pass on to pupils with enthusiasm. Lesson introductions are clear and teachers share the target for the lesson with pupils, which contributes successfully to pupils being involved in their own

learning. Resources are used effectively to support pupils' learning; for example, in a numeracy lesson the teacher made good use of well prepared work cards to teach pupils ordinal numbers. By sitting the class in a circle and asking them to read their cards, teachers enabled pupils to make good progress in understanding who was first, tenth, fifteenth and twenty-third. Lesson plans take into account the needs of all pupils, and the planned use of learning support assistants ensures that pupils are supported, particularly in group work when an adult supports them.

31. Relationships are good and teachers manage pupils' behaviour extremely well; this is because in most lessons work is challenging and matched carefully to pupils' individual learning needs. Pupils enjoy learning and work hard, with good concentration and application. For example, in a Year 4 numeracy lesson pupils worked very successfully in pairs when playing a mathematical game. In many lessons, teachers and learning support assistants work closely with individuals to improve skills, knowledge and understanding. Through careful questioning, teachers identify aspects of the lesson which pupils may not understand and amend their teaching accordingly.
32. The final or plenary session within lessons is used effectively by teachers to assess pupils' progress in lessons. For example, in a numeracy lesson in Years 1 and 2 on tens and units the teacher asked the pupils to explain how to make the number 13 by using tens and units. Teachers make good use of homework to challenge and extend pupils' learning.
33. The quality of teachers' marking is inconsistent. There are examples of good marking, which guides pupils forward in their learning. However, there are other examples where work is ticked or not marked at all. In particular, more-able pupils are not given enough guidance on how they could improve and this contributes to the underachievement of this group of pupils.

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

34. The Foundation Stage curriculum is unsatisfactory. There is insufficient joint planning between the nursery and reception class to ensure that children's progress, as measured against the stepping-stones of the Foundation Stage curriculum, is sufficiently detailed. As a result, children do not make consistent progress in their learning, particularly in communication, language and literacy. Currently, the nursery and reception classes are not working as an Early Years unit, although it is an area for development within the school improvement plan.
35. The curriculum in Key Stages 1 and 2 is satisfactory, and meets statutory requirements in all National Curriculum subjects and the locally agreed syllabus for religious education. The curriculum is broad and balanced and gives appropriate time for the teaching of literacy and numeracy. However, the time allocation for science is inadequate to ensure that there is sufficient depth of study in all areas of learning required by the National Curriculum. There has been an improvement since the time of the last report in the provision of schemes of work for all subjects to address the knowledge, skills and understanding to be taught as pupils move up through the school.
36. The provision for extra-curricular activities is excellent and this was endorsed by parents in the pre-inspection questionnaires. This is because of the range of activities and the support of staff and pupils. The school holds 'Early Riser Clubs', which are enthusiastically supported by many pupils. It also holds after-school clubs one day a week, when many activities are offered, including gardening, art and construction. The monthly 'Tea Club' is a major event and a homework club provides a quiet environment

where pupils can work. In addition, the wide variety of experiences outside the classroom, in the form of visits to places of interest such as to 'Bird World' and also a residential visit to Ufton Court, add significantly to pupils' experiences. Visitors to the school add a more personal note, such as the visit by the 'lollipop lady' when safety was a topic. There is equal access to the whole curriculum and extra-curricular activities for all pupils.

37. The personal, social and health education programme is very good and is an important element in the curriculum. Personal and social development is given priority in these lessons. It is through these sessions that expected behaviour and attitudes are reinforced, such as developing self-discipline and aiming high. Questions about what constitutes bullying are prominently displayed at child height, in order to form the basis for discussion. Issues such as healthy eating, sex education and the danger of drugs are explored through science. The elements of a healthy lifestyle have been adopted by the school, to the extent of providing drinking water for pupils in classes.
38. The school offers very good levels of support and provision for all pupils with special educational needs across the school. It provides them with an appropriate curriculum, mainly within their classes, and fully meets the requirements of the nationally agreed Code of Practice⁶. Through the very good management of the headteacher, supported by class teachers and support staff, individual education plans express pupils' needs well. These plans are appropriately reviewed, with good levels of input from parents and specialists from agencies outside the school.
39. Contact with the community is sound. Local industries provide sponsorship at the 'Summer Fayre', local church leaders regularly take assemblies and elderly residents are invited into the school at Christmas. There are effective links with other schools at cluster meetings, when the curriculum is discussed, and these provide good liaison between schools when pupils move to middle schools.
40. The school provides very well for pupils' personal development. Provision for the spiritual, moral, social and cultural development of pupils is very good and is a strength of the school. It has improved since the time of the last report and has a positive impact on pupils' excellent relationships and very good attitudes to school. Pupils' spiritual development is promoted particularly well through the daily act of collective worship and in lessons such as religious education. This was seen when pupils were singing *Kum by Yah* and put their hands together to emphasise that the words had meaning for them. At the end of the 'Well Done' assembly, pupils read their own prayer and this was followed by the quiet singing of the evening prayer. This was a very spiritual experience for pupils, staff, parents and visitors. Pupils are encouraged to think of others and this was seen in the support given to the gift boxes for 'Operation Christmas Child', when those in Kosovo were remembered. In addition, their writings show an awareness of current world events. This was seen when a pupil wrote that he wanted the Israelis and Palestinians to stop fighting.
41. Pupils' moral development is very good. The school has developed rules that guide behaviour around the school, which pupils understand well. They know the difference between right and wrong. Individual classes have developed their own rules, which reflect their views and needs. Awards are given for good behaviour, which support the underlying expectation of the school. Members of staff provide very positive role models, which give pupils effective examples of good behaviour, and insights into what is right and wrong. Any incident is dealt with immediately and fairly, which was confirmed by the

⁶ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

majority of parents at the pre-inspection meeting. The school has a very strong caring ethos and this has resulted in pupils showing concern about others. This has led to the introduction of the friendship bench for the playground. This is for pupils who feel in need of a friend, which can be seen and followed up by others.

42. The provision for pupils' social development is excellent. During many lessons they have the opportunity to work together. When offered opportunities to do so, such as in history, pupils readily share ideas. They are encouraged to take responsibility in their own classroom and around the school. A different Year 4 pupil, on rotation, is the 'VIP' for a day. This pupil has to take overall responsibility for meeting visitors and providing assistance where needed. The 'School Council' flourishes, and shows the commitment of the pupils to show initiative and take responsibility. Suggestions are taken forward from classes and councillors have the responsibility of reporting and deciding on how their budget is to be spent. Pupils' social development is enhanced by residential visits, when pupils have to work and play together in an adult environment.
43. Pupils' cultural development is good. They are provided with many opportunities to understand their own and other cultures, particular through geography, music and art. Pupils experience live theatre and professional musicians, and celebrate festivals such as Diwali.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school continues to provide pupils with good educational and personal support and guidance. All staff working in the school know the pupils very well and offer them very good levels of care. There has been very good emphasis on improving the systems for behaviour management, which has meant that pupils have very good attitudes and behaviour and are happy at school. However, since the last inspection there has been insufficient progress in the use that the school makes of assessment information, particularly in subjects other than literacy and numeracy. Attendance has declined because the systems to monitor it are not rigorous enough. These weaknesses have a negative impact on pupils' standards of attainment.
45. Parents are pleased with the pastoral care provided for their children and most feel that they can approach the school if they have any concerns. Although a few feel that some bullying is not dealt with properly, others are very positive about the way in which any incidents are taken seriously and dealt with effectively.
46. There are satisfactory arrangements in place to ensure the health and safety of pupils and adults. The school follows the local education authority's policy for health and safety, although its own policy is now out of date. Statutory health and safety checks are carried out, following local education authority guidelines, by the headteacher and governing body, although there is currently no appointed staff health and safety representative to ensure that health and safety have a high priority across the curriculum. The school is aware of the current risks associated with the drainage works near the playground and is seeking a resolution to the problem. There is good provision for first aid and good continuity of support and care over the break and lunchtime periods from learning support and midday staff. All staff have a clear understanding of the need to report any concerns about pupils' welfare directly to the headteacher, who is responsible for child protection. The school has satisfactorily addressed the previous key issue and has a policy statement in place, although it recognises that this now needs to be updated again to give better guidance to staff.
47. The procedures for monitoring and promoting attendance are insufficiently rigorous, resulting in below average attendance levels and a high incidence of unauthorised

absence. Although the school tries to follow up any unexplained absences, this is difficult because teachers are expected to take up the issue with parents. This is not a good use of their time. The school does not use a computer program to make the collection of data more efficient and to gain a more accurate picture of school, class and individual attendance patterns for monitoring and targeting purposes. Although the school often reminds parents of the importance of regular attendance and punctuality, it is too easy for parents to get away with condoning their children's absence.

48. There are very good procedures for monitoring and promoting pupils' behaviour. Following a review of the behaviour policy and staff training, staff now have clear and consistent expectations of pupils' behaviour. Pupils are praised for their attitudes towards others and their efforts at personal improvement. They are involved in negotiating class and school rules, which raises their self-esteem and contributes to the happy and positive atmosphere in school. Teachers provide very good role models in their attitudes towards pupils and each other, and pupils clearly follow their example. The school identifies quickly those pupils who have particular difficulties in controlling their behaviour, and learning support assistants help them to concentrate and behave well in the classroom. Although some of these pupils have difficulties at lunchtime, the new system to reward lunchtime behaviour by individual class awards gives pupils a clear message about what is acceptable.
49. The procedures for assessing pupils' attainment and progress are satisfactory. Testing of pupils on entry to the school in the nursery and reception class is used to plan appropriate work and to assist in the early identification of pupils with special educational needs. The school uses a range of tests and assessments in reading, spelling, writing and mathematics to track pupils' progress as they move through the school. These provide helpful data for monitoring overall performance and are used well by staff to analyse trends in performance; for example, between year groups or the relative achievement of boys and girls. Teachers' planning for English and mathematics reflects the information that is gained from the assessments and work is well matched to the differing needs of pupils. Assessments have led to individual target setting which, although only recently established, is helping pupils to understand their own learning and the small steps which must be taken to make improvement.
50. In subjects other than English and mathematics, however, assessment procedures are underdeveloped and this results in unsatisfactory use of information to change teachers' planning of the curriculum. Assessment has now begun in science and it is planned for with the development of information and communication technology. However, there are no procedures in place for the other subjects of the curriculum. As a result, teachers do not sufficiently evaluate the impact of their lessons on pupils' attainment in order to identify the learning targets for different groups in future lessons. This results in pupils making uneven progress and not achieving standards as high as they might. The lack of assessment information means that pupils' annual written reports identify less clearly the strengths and weaknesses in the non-core⁷ subjects as teachers do not have sufficiently detailed information other than their own knowledge of pupils' work.
51. There are very good procedures to monitor and support pupils' personal development as they move through the school. The knowledge that staff have of pupils and the use that they make of this to help them develop and mature are a strength of the school. Staff quickly identify where pupils may be having difficulties in their learning, behaviour or social development and ensure that additional support is identified where necessary to help these pupils improve. The school involves parents very well in these strategies and, as a result, pupils continue to make very good progress in their personal development. Very good use is made of strategies, such as happy-face stickers, group awards and

⁷ [Art and design, design and technology, geography, history, music and physical education.](#)

achievement certificates, to encourage pupils to improve their attitudes, work and behaviour. The celebration of achievement in assemblies demonstrates the value that staff place on pupils and raises pupils' self-esteem.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Since the last inspection the school has continued to develop its effective links with parents and, as a result, they have very good opinions of the school. In the questionnaires and at the meeting with the registered inspector they were particularly positive about:
- the good teaching which helps their children to make good progress;
 - the high expectations that the school has of their children;
 - the fact that their children like coming to school.
53. Some parents, however, were critical of:
- the information that they receive about their children's progress;
 - the way in which the school works closely with them;
 - the amount of homework that pupils receive.
54. The inspection team agrees with parents' positive views of the school. However, it feels that parents receive a good range of information about the work of the school and pupils' progress through regular meetings with teachers, open days, end-of-year reports, newsletters and official school documentation. Teachers do try to make themselves available to speak to parents where possible and to work closely with parents who have concerns. Inspectors feel that, overall, the homework provision is good and that the homework club is a good feature, but feel that there could be more emphasis on encouraging parents to hear their children read more regularly at home.
55. Overall, the quality of information provided for parents is good. The school tries to ensure that parents receive as much information as possible about what their child is learning, the events that the school organises and the opportunities for them to come into school. Pupils' end-of-year reports meet requirements and, overall, give good quality information about pupils' progress, particularly in English and mathematics. Pupils write evaluations of their own progress and identify where they would like to improve. This contributes well to their personal development. The notice-boards in each of the main school areas have a very good range of information and ensure that no parent misses out on important information. Parents appreciate that there is plenty of notice of forthcoming events and school activities through regular newsletters. Although the prospectus lacks detail about each subject taught in school, parents now receive termly curriculum information in class newsletters, which helps them to be more involved in their children's learning and to support them at home if they wish. Staff have a very visible presence in the playground at the beginning and end of the school day, which enables parents to make easy, informal contact with them. There is a genuine commitment to an 'open door' policy and this is beginning to have some impact, as more parents feel confident to come and speak to teachers about any concerns they have.
56. There is a satisfactory commitment to partnership in the home-school agreement. However, in its improvement plan the school has identified a need to continue to build on the positive partnership with parents so that more are involved in their children's learning, both at home and at school. It plans to introduce termly class meetings to develop links between teachers and parents, to encourage parents to help in school and to emphasise to parents the importance of helping their children at home, particularly in hearing them read. Parents are encouraged to write in their child's home-school diaries to indicate that they are involved in reading support, although not all of them are active in this respect. The school is concerned at the number of parents who do not attend consultation

meetings at which pupils' progress and targets are discussed, and monitors this closely. Parents, however, do give good support when invited to open afternoons, celebrations, end-of-term assemblies and fundraising activities organised by the now thriving 'Friends of Hilltop School'. Parent governors are very involved in the life of the school and are active in promoting positive home-school links and developing positive relationships amongst parents and staff.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides good leadership and gives the school clear direction. Through a time of many staff changes she has, with her own personal commitment and energy, worked well at supporting staff in improving the quality of education and the accommodation the school offers. Since the previous inspection, improvements have been made in:
- standards the pupils achieve;
 - the quality of teaching;
 - the provision of schemes of work for all subjects;
 - closer links with and the involvement of governors;
 - the spiritual element of the curriculum; and
 - making sure that all the necessary statutory provision, such as child protection, is fully in place.
58. The headteacher, governors and staff have made a satisfactory improvement since the last inspection. They have effectively addressed most of the recommendations in the last report and are well aware of the school's strengths and weaknesses. The pace of progress has been reduced by changes in staff and problems of recruitment, which have been a challenge to the school. In particular, the school recognises the need to further develop the effectiveness of curriculum co-ordinators, and to further develop schemes of work and their role in the monitoring and evaluation of the taught curriculum. The school is reaching a more stable staffing situation. Since the last inspection it has recruited many teachers of a high quality. The headteacher, in order to develop the school, has initially taken on too many management responsibilities. She successfully manages these responsibilities, giving very freely of her time. For example, as the co-ordinator for special educational needs she has made a significant contribution to the very good provision that is made and the good progress pupils with special educational needs make. She is now at the stage where, with confidence, she can enlarge her senior management team. This at present consists of the deputy headteacher and herself delegating some of her responsibilities to staff, who are ready to take on and capable of taking on a management responsibility.
59. The governing body fulfils its responsibilities in a satisfactory manner. There have been changes in personnel and governors have made good use of training to acquaint themselves with their responsibilities. They are well informed of the school's strengths and weaknesses and take an active part in shaping its future direction. Through formal and informal contact with staff, parents and pupils, supported by the work of their committees, governors have a good understanding of the school's future needs. Together with the good oversight of the headteacher and the school secretary, they are involved well in financial planning and support the headteacher in managing spending effectively. Governors have started to monitor the curriculum and have a satisfactory awareness of its provision. They have not allocated governors to cover every curriculum subject. They too infrequently invite curriculum co-ordinators to inform them on the development of the curriculum areas for which they are responsible.
60. Staff changes have necessitated reallocation of subject responsibilities. The headteacher effectively manages English and physical education, and the deputy headteacher does so

in mathematics, information and communication technology, and religious education. Other subjects, such as science, are starting to be effectively managed by newly appointed co-ordinators. However, in some other subjects, such as art and design and the foundation curriculum, co-ordinators do not have the means to take a sufficient role in managing developments and improvements in their subjects. The headteacher and staff draw up action plans in the school development plan, but these do not address all subjects of the National Curriculum. As a result, the priorities for the development of the foundation curriculum, science and religious education, as well as of all non-core subjects, except personal, social and health education, are not established. Teachers have undergone some relevant training in their role as co-ordinators, but, with the staff changes and the concentration of their work in the classroom, subject management has been given too low a priority.

61. The headteacher has conducted a very good appraisal and performance management is fully in place in the school. This, with the good monitoring and evaluation of teaching in some subjects, is having a good impact on the overall good quality of teaching seen across the school.
62. Teachers have a good knowledge and understanding of what they teach across the school. They manage their classes very well and make very good use of time and resources. Support staff make a very good contribution to the work of the school, working together with teachers, with a very good awareness of what to do as part of a very effective team. This very good team approach between teachers and support staff makes a very positive contribution to the good achievement of the pupils. Support for newly qualified teachers is good; the deputy headteacher is a very good induction tutor. Whole-school developments are well planned and arise out of discussions involving staff and governors. These are appropriately costed and deadlines are set for their completion.
63. The management of pupils with special educational needs is very effectively performed by the headteacher, who is the co-ordinator for special educational needs. There is a very good team approach amongst staff that supports the overall good levels of provision for identified pupils. Funding for special educational needs is prudently and well used. The decision to pay for a consultant for the local education authority's learning support services is having a significant impact on the good assessment of pupils with special educational needs. Funding for other specific grants is used effectively for its designated purpose. The governors appropriately comment on the provision of the policy for special educational needs and that for the disabled in their annual report to parents.
64. The school makes good use of its accommodation and the quality of facilities is satisfactory. Governors are appropriately addressing improvements to the existing accommodation. The school makes good use of display and this, together with the well-arranged grounds of the school, adds to its attractive and stimulating environment. Resources are adequate across all subjects to meet the requirements of the taught curriculum and allocated budgets are appropriately spent and managed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. To improve the standards achieved and the quality of education for its pupils the headteacher, staff and governors should:
 - (1) by the end of Year 4, raise standards in English and information and communication technology by:

- in English, improving pupils' skills in grammar, punctuation and spelling;
 - in information and communication technology, providing pupils with regular and planned opportunities to use computers to support their learning and improving staff confidence and expertise through in-service training; (paragraphs 9-10, 77, 79, 81, 132, 134, 136-138)
- (2) by the end of Year 2, raise standards in reading, writing and mathematics by:
- ensuring that planning and teaching are addressing the needs of above-average and more-able pupils;
 - in writing, improving spelling and punctuation;
 - in mathematics, monitoring more rigorously the teaching and learning, and the standards achieved by pupils; (paragraphs 4-7, 77, 79, 81, 89, 92, 95, 100)
- (3) develop an Early Years Unit by:
- integrating the work of the nursery and reception class to ensure a seamless progression in skills, knowledge and understanding for children as set out in the stepping stones of the Foundation Stage curriculum; (paragraphs 34, 67)
- (4) improve the use of assessment to identify gaps in pupils' learning and to plan their future learning in order that they achieve to their full capability, and to address the learning needs of more-able pupils. In addition, ensure that teachers' marking is consistent across the school; (paragraphs 27, 33, 44, 50, 100-101, 108)
- (5) improve attendance and the procedures for monitoring attendance by:
- working closely with pupils and parents to develop an understanding of the importance of regular attendance as a significant feature of pupils' learning;
 - using a computer program to monitor absence and to identify trends and patterns of absence; (paragraphs 17, 47)
- (6) provide pupils with their entitlement to a full music curriculum. (paragraphs 139, 144-145)

In addition, the governors may wish to include the following for possible inclusion in their action plan:

- increase the amount of time allocated to the teaching of science. (paragraph 35)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

42

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

40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5	21	55	19	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	26	132
Number of full-time pupils known to be eligible for free school meals		24

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register	12	54

English as an additional language

	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.2

Unauthorised absence

	%
School data	1.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	10	10	12
	Girls	13	13	14
	Total	24	23	26
Percentage of pupils at NC Level 2 or above	School	77 (73)	74 (85)	84 (82)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	11	13	14
	Girls	13	14	15
	Total	24	27	29
Percentage of pupils at NC Level 2 or above	School	77 (79)	87 (82)	94 (82)
	National	84 (82)	88 (86)	88 (87)

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	1
Indian	3
Pakistani	15
Bangladeshi	1
Chinese	0
White	108
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	6.3
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: YR – Y4

Total number of education support staff	9
Total aggregate hours worked per week	157

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	375,001
Total expenditure	360,214
Expenditure per pupil	2,280
Balance brought forward from previous year	29,696
Balance carried forward to next year	44,483

Results of the survey of parents and carers

Questionnaire return rate 34.2%

Number of questionnaires sent out	158
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	4	0	0
My child is making good progress in school.	50	44	4	0	2
Behaviour in the school is good.	40	46	8	2	4
My child gets the right amount of work to do at home.	31	46	17	4	2
The teaching is good.	56	38	4	0	2
I am kept well informed about how my child is getting on.	48	33	13	2	4
I would feel comfortable about approaching the school with questions or a problem.	74	11	11	4	0
The school expects my child to work hard and achieve his or her best.	61	35	4	0	0
The school works closely with parents.	48	28	14	4	6
The school is well led and managed.	68	13	9	4	6
The school is helping my child become mature and responsible.	47	39	6	4	4
The school provides an interesting range of activities outside lessons.	40	44	8	2	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

66. Children start the nursery at the age of three and transfer to reception in the term before their fifth birthday. They attend the nursery on a part-time basis, either in the morning or the afternoon. There are no full-time children. Not all children transfer to the school's reception class; some move on to neighbouring first schools. In addition, children join the reception class who have not attended the nursery. On entry to reception pupils are tested using the local education authority's scheme, and the results show that standards are below average, especially in communication, language and literacy.
67. Children make good progress in the nursery in the stepping-stones of the Foundation Stage curriculum. Progress in reception is satisfactory as planning is not always related to the Early Learning Goals. Currently the nursery and reception class are not working as an Early Years unit and this contributes to inconsistent progress made by children in this stage of education.

Personal, social and emotional development

68. Children make good progress in this area of learning as a result of good teaching. Children quickly adapt to the day-to-day routines of the nursery. They know that at the start of the session there are activities provided for them, which they are expected to choose for themselves. Children relate well to adults and during the inspection many introduced themselves to the inspectors, with "My name is....., This is my friend, What's your name?" They enjoy working with the teacher and the nursery nurse in activities which are adult led. They show good concentration, for example, in completing their three-dimensional models of crocodiles. Children show good manners and are very polite. In one session the teacher was using 'Quackers' (a puppet) to teach children the letter sound for 's'. 'Quackers' could not pronounce the sound and asked the children, "Can I have a weegie?" As well as knowing that 'Quackers' should have asked for a 'sweetie', the children pointed out very firmly that he forgot to say 'Please'.
69. Children in the reception class are happy, secure and confident as the result of good teaching. They are confident in the day-to-day routines of the school, including taking registers to the office and in going to whole-school assemblies. Children are polite and friendly and very interested in initiating discussions with adults; many were very keen to talk to the inspectors about their work. They behave well in lessons and when moving around the school. By the end of reception, children meet the expectations of the Early Learning Goals.

Communication, language and literacy

70. As the result of good teaching, children make good progress in the nursery. By the time they leave, most have a satisfactory understanding of letter sounds (phonics). They recognise that print conveys meaning and that books are read from left to right. At the beginning of a story session there was a chorus of, "It's upside down, you've started at the end!" Children enjoy listening to stories and are happy to talk about the characters, for example, "I think it's an angry crocodile". They show interest and confidence in asking questions, such as "What's that bird (a pelican) called?"
71. Progress in reception is satisfactory. By the time they leave a few more-able children are established on the school's commercially produced reading scheme. When reading a story they show confidence in asking questions, for example, "What is a robber?" Most know their letter sounds and initial blends, such as 'bl' and 'st'. Children write their own names unaided, with more-able children writing simple sentences without

adult help; for example, 'I saw a big jung (jungle)'. However, by the end of reception standards are below the expectations of the Early Learning Goals.

Mathematical development

72. Children make good progress in the nursery as the result of good teaching. There is a strong emphasis on counting, which is evident when children who are playing independently count the number of cars they have in their game. Children sort and classify accurately by colour, shape and size. They read and order numbers to 10 with confidence.
73. Good progress is maintained in reception. Children read, write and order numbers to 10. More-able children add and subtract accurately to 20 and they add together confidently three single-digit numbers. They sequence the days of the week and sort objects accurately by size. As the result of good teaching, they meet the expectations of the Early Learning Goals.

Knowledge and understanding of the world

74. Progress is satisfactory in the nursery and reception, but children do not meet the expectations of the Early Learning Goals by the time they leave reception. In the nursery, children have a satisfactory knowledge of animals that live in the jungle. In reception, children name accurately the main parts of the body and they know about the five senses. In reception, they compare old and new toys as part of their understanding of chronology in history. In the nursery and in reception, pupils are confident in the use of the mouse to 'click and drag' items across the screen. Teaching in this area is satisfactory, but there is insufficient joint planning to ensure clear progression as measured against the stepping-stones within the Foundation Stage curriculum.

Physical development

75. Children meet the expectations of the Early Learning Goals as the result of good teaching. Children are provided with regular opportunities to develop their skills through indoor and outdoor play. They are confident in riding bicycles, tricycles and in pedalling toy cars. Children enjoy using small and large construction kits. Skills of cutting are developed successfully, for example in cutting out crocodile templates. Children take part enthusiastically in lessons in the hall where they develop good skills in preparation for gymnastics and dance.

Creative development

76. Children make good progress and meet the expectations of the Early Learning Goals by the time they leave reception. Teaching is good, particularly in music where children sing joyfully and in tune. They play instruments carefully and keep a good beat, especially when they are a 'marching band'. Children paint with a good degree of control using thick and thin brushes and bold colours. They have good opportunities to work in collage and other media, including three-dimensional work. In the nursery, the children created very effective crocodile collages using egg trays to represent the scales.

ENGLISH

77. At the end of Year 4, standards are below national expectations, and they are below the national average at the end of Year 2. In 2000, the results of the National Curriculum assessments showed that the proportion of pupils in Year 2 who gained the expected Level 2 and above was below the national average in reading, and well below average in writing. However, when compared to similar schools, they matched the national average in reading, but were below average in writing. The percentage of pupils who gained the higher Level 3 was well below average in reading, but was average in writing. When compared to similar schools, results were below the national average in reading, but above the national average in writing. There is a marked difference between the attainment of boys and girls, with girls attaining much higher. Since the time of the last report, standards rose to peak in 1999 and have since fallen. This is due to the high proportion of pupils, mainly boys, with special educational needs and the considerable staff changes. However, the consistent effort to raise standards has resulted in lower and higher attainers achieving well.
78. Pupils have good listening skills. This was evident in a Year 2 geography lesson. The teacher gave detailed instructions, which were carefully followed by pupils in the separate activities, which included designing vehicles, making a collage, and gaining information from photographs and the computer. Pupils listened and understood, and this was evident when pupils were asked about the theme of a previous assembly. They explained that it was about controlling their own lives. This tied up with throwing a dice, which was a difficult concept to understand, recall and explain. The standards of speaking are satisfactory. The majority of pupils in Year 4 are articulate and confident, and obviously love language. This was seen when a talk was given and a poem was read out from a chosen book. The pupil had offered to give the talk and had included the poem as part of it. Pupils in other years are enthusiastic talkers, bursting to talk about their experiences. Pupils take turns when speaking and listening, and respond well to other pupils. This was apparent in 'Circle Time', when notes were being taken to form a discussion in the 'School Council'. When pupils were talking about the Great Fire of London, they constantly added relevant information, such as where and why it started and the effect of strong winds.
79. At the end of Year 4, pupils' standard of reading is below national expectations. This is because of the higher numbers of lower-attaining readers. The higher-attaining and average readers read with interest and enthusiasm, and use deduction to predict what will happen next in a story. For example, a pupil thought that the emphasis on a very cold floor in a story could be important to its development. Pupils talk with understanding about the books that they have read and enjoyed. For example, sections of the *Harry Potter* books were heatedly discussed. All pupils have good library skills and quickly scan to gain information. In Year 2, pupils' level of reading is below national expectations, because of the higher numbers at the lower levels. However, all have a good knowledge of letter sounds (phonics) and use them confidently to decode new words. Year 2 pupils also have good library skills and use the index and contents pages confidently.
80. The school has a good supply of 'Big Books' for class teaching and a variety of reading schemes. In each class, there is fiction to suit the individual and extend the most able readers. However, in the library the supply of fiction is inadequate to meet the interests of all pupils and to widen their reading. For example, more poetry and myths and legends could be added. The majority of pupils enjoy reading, but it is not expected by all parents that pupils read daily at home, with the consequence that poor readers may not read at all at home. However, the school supports these pupils with additional help in school from learning support assistants.

81. The standard of writing seen is well below the national expectations in both Year 4 and Year 2. In Year 4, poor grammar and punctuation affects standards. There is often little internal punctuation, misspelling of words such as 'difrent' for 'different', sentences starting with 'And' and 'But', and the lack of capital letters in words such as 'Britain'. Poor punctuation also affects standards in Year 2. Insufficient emphasis is placed on the teaching of punctuation and grammar throughout the school. However, pupils write for many purposes and their stories and poetry show of love of language. For example, they wrote thoughtful poems in the style of Rudyard Kipling. Poems written about a playground show of a good understanding of how words can convey more than meaning. This was seen when a pupil wrote:

*'children shouting
children running
hop scotch
jail break
round the race track.'*

82. By its structure, the poem clearly conveys the active and noisy atmosphere in a playground. Pupils also know that poetry is experimentation with words and form, and they made poems that skidded and slithered across the page like a cat or a snake, for example:

*'h
e
w Al bert's S
a in qu
s back are.'*

83. Pupils write imaginative stories, and this was seen when a pupil wrote a very thoughtful story about 'Jess the sheepdog who saved sheep'. Pupils' handwriting has improved recently and, for the majority of pupils in Key Stage 2, is joined and fluent.
84. Written work often makes a significant contribution to other subjects. For example, in religious education, pupils write about faith and retell Bible stories. However, there are many subjects, for example science, in which pupils' writing could be further used to record and comment. This would assist in raising overall standards in writing.
85. Pupils make satisfactory progress in all aspects in English from the low standards on entry to the school. Even following the considerable staff changes, the above average attainer achieves well, and pupils with special educational needs and English as an additional language make good progress with the support of the class teacher and the learning support assistants. Pupils are encouraged to listen to each other and to speak to each other, to the class and to the school. 'Circle Time' and personal, social and health education play an important part in this. Pupils' writing is displayed well, but it could be seen to greater extent around the school, which would give it higher status and encourage pupils to attain high standards.
86. Pupils enjoy their work in English. They take part enthusiastically; for example, when clapping syllables of pupils' names, they roared with laughter when 'Gordon the Puppet' got it wrong and were desperately keen to correct him. Pupils work very hard on tasks set and try very hard from Year 1 to work independently. They are keen to do well and attain high standards. Because of the high level of motivation inspired by the teachers, all pupils achieve well.
87. The quality of teaching is consistently very good in Key Stage 1 and good in Key Stage 2. Teachers plan effectively and take careful note of what pupils have learnt in previous

lessons. They have a secure knowledge of the Literacy Hour and ensure that no time is wasted. Very good use is made of the learning support assistants, who ensure that pupils work hard. They also give guidance and assistance where necessary. In the very good lessons, the enthusiasm of the teachers transfers to pupils. These lessons are conducted at a good pace and the sense of urgency is transferred to pupils, so that they are highly motivated and much is achieved. In addition, learning is made fun. For example, when 'Gordon the Puppet' was used to check understanding, the pupils called out, "Try again Gordon", and clapped when he got the correct answer. Teachers have high expectations of pupils' work and their behaviour, which contributes to the purposeful buzz of concentration in lessons. Individual targets given for reading and writing are in front of every child and they add considerably to pupils' motivation. All teachers have good relationships with pupils and encourage them to succeed. Good use is made of group reading to explore the meaning of the text and pupils are carefully questioned to make them think. For example, pupils discussed why a boy would be embarrassed by his grandfather wearing his old football strip. Teachers take every opportunity to extend pupils' knowledge and understanding, such as exploring the meaning of alliteration and similes. They also gently correct poor speech, for example when a pupil said, "ain't".

88. The headteacher is the English co-ordinator and is determinedly committed to raising standards. Following the recent introduction of new programmes, such as spelling and handwriting, testing shows that improvements have been made. Assessment is very good and is used as the basis for pupils' individual targets and to plan the curriculum.

MATHEMATICS

89. The results of the 2000 National Curriculum assessments for pupils in Year 2 were well below the national average and below average when compared with similar schools. The proportion of pupils achieving the higher Level 3 was well below average. The school's results for 2001 (no national data is available for comparison) show an improvement over its results in 2000. Inspection findings support this, with standards judged to be below average. However, standards are still not high enough, particularly amongst above average and more-able pupils, who are not achieving as highly as they should.
90. Standards have improved as the result of effective teaching of the Numeracy Hour, including the decision to teach pupils in Years 1 and 2 in ability groups (sets) based on their prior attainment. Pupils with special educational needs, and those for whom English is an additional language receive effective support and make good progress. However, more-able pupils are not challenged enough.
91. By the end of Year 4, standards meet expectations for pupils of this age and progress for all pupils, including those with special educational needs and English as an additional language, is good. In Year 4, a third of pupils achieve at levels above expectations for nine-year-olds, as a result of challenging teaching.
92. Pupils have insufficient opportunities to use information and communication technology to support their learning in numeracy. Teachers' planning does include sufficient planned opportunities for the use of computers to support pupils' learning. Pupils apply their literacy skills successfully when reading problems; for example, in Year 4, in reading instructions to play mathematical games in which they have to apply their mental arithmetic skills. Numeracy skills are applied successfully in science, for example, when pupils record the results of an investigation into thermal insulation.
93. Pupils make satisfactory progress in the use and application of mathematics to problems and investigations. By the end of Year 2, pupils are accurate in investigating combinations of items bought from a museum that cost exactly one pound. In a Year 2

lesson, pupils developed their thinking successfully when they had to describe shapes in a 'feely' bag. One pupil spoke clearly and confidently saying, "It has two long sides, it has two short sides, it has four corners, it must be a rectangle". This was a good example of pupils applying their speaking and listening skills in numeracy. By Year 4, pupils are confident in explaining how they find the answers to mental arithmetic problems, for example ' $1550 + _ = 2000$ '. Pupils are confident in investigating problems in which they have to find the missing operator, for example ' $239 ? 76 = 315$ ' or ' $15 ? 5 = 75$ '.

94. By the end of Year 4, progress in number work is satisfactory. By the end of Year 2, more-able pupils read, write and order numbers to 100, but too few are confident beyond this number. They are accurate in doubling and halving numbers using tens and units; pupils understand and apply successfully their 2, 5 and 10 times tables. By Year 4, pupils have a good understanding of place value to 10,000 and in reading, writing and ordering numbers to ten thousands. They use and apply accurately their knowledge and understanding of times tables, particularly in problem solving with money.
95. Progress in the understanding and knowledge of shape, space and measures is unsatisfactory; pupils do not spend sufficient time on this aspect of mathematics. By the end of Year 2, pupils show a satisfactory understanding of the names and properties of two-dimensional shapes. However, their knowledge of telling the time is below average. By Year 4, pupils have a satisfactory knowledge of standard metric units, for example that ' $15000\text{ml} = 15\text{l}$ '. However, their knowledge of shapes has not been significantly improved from Year 2.
96. In Years 3 and 4, progress in handling data is satisfactory, although opportunities to use information and communication technology are underdeveloped. Pupils show a satisfactory understanding of how to construct a tally chart and transfer this information onto a block graph.
97. The teaching of numeracy is good and is having a positive impact on improving standards. The mental arithmetic session is taught effectively, with a strong emphasis on pupils explaining how they find answers. For example, in a Year 4 lesson the teacher plays a game called 'Show Me'. Here, she shows pupils a two-digit number and the pupils 'show' the teacher using a 'number fan' the corresponding two-digit number that will make 100. Pupils are asked, "How did you get your answer? Which strategies did you use?" As a result, pupils grow in confidence in explaining their thinking. Teachers ensure that all pupils are involved by adapting questions to pupils' differing learning needs, but the challenge of explaining how remains.
98. In the group work part of lessons, planning is effective in meeting the learning needs of all pupils. For example, in Year 4, more-able pupils were given the task of playing a game in which they had to use and apply their 10 times tables skills. They were expected to work in pairs and to read the instructions for themselves in order to play the game independently. This allowed the class teacher and learning support assistant to work with pupils with special educational needs in reinforcing their understanding of patterns of two within number grids. Average pupils were given the task of investigating whether patterns of two would produce vertical or diagonal lines. Learning support assistants are used effectively and make a strong contribution to pupils' learning, particularly those with special educational needs and those with English as an additional language.
99. In the final or plenary part of the lesson, teachers question pupils effectively to assess the progress in understanding that they have made in the lesson. For example, in a lesson on tens and units with the lower 'set' in Years 1 and 2, the teacher asked "Who can tell me the addition sum we would use for this one (13), how many tens, how many units?"

100. In some lessons, teachers do not set high enough expectations of what pupils should achieve in the group work session, with the result that those groups who are working independently do not achieve as much work as they should. The quality of marking is inconsistent across the school; it does not guide pupils sufficiently forward in their learning, particularly for average and more-able pupils in Years 1 and 2 and this contributes to their underachievement.
101. The decision to teach Years 1 and 2 in 'sets' is having a positive impact on standards, particularly for below average and average pupils. However, numbers remain high as the three classes are split into three 'sets' with no additional teacher support and this contributes to more-able pupils not being challenged sufficiently.
102. The subject is managed effectively by the co-ordinator, who is aware of the need to continue to raise standards, especially by the end of Year 2. At present, she has insufficient opportunities to monitor teaching and learning in the subject through seeing lessons or examples of pupils' work. In addition, there is no portfolio of pupils' work that has been matched to the different levels required by the National Curriculum. There is insufficient in-depth analysis of gaps in pupils' learning from the results of National Curriculum assessments, although this is developing and the issue of pupils' lack of understanding of time has been identified. Resources are sufficient in quality and quantity to support pupils' learning.

SCIENCE

103. In 2000, teachers assessed pupils by the age of seven as having average standards compared to those of schools nationally. Inspection supports these findings, with pupils attaining expected standards at the ages of seven and nine before they leave the school. The school has maintained the average standards seen at the last inspection, despite the increasing number of pupils with special educational needs. The maintenance of these standards is due to the very good provision for pupils with special educational needs, and those with English as an additional language. Pupils make good progress supported by good teaching and effective planning for science. Compared with similar schools, standards are above average.
104. Standards in the current Year 2 are average. In their work on naming and labelling the main parts of a range of insects, teachers challenge their pupils very well. Most pupils satisfactorily name and label the external parts of the body using, with understanding, a suitable vocabulary. The very good teaching and resourcing assists the pupils to sort and classify a range of insects according to their features.
105. In Year 3, pupils very effectively designed a leaflet, describing the best way to keep a chosen plant healthy. Excellent teaching supported the excellent progress pupils made in learning how to design the pamphlet and to apply their scientific understanding using effectively their writing and word-processing skills. A boy, using the computer, changed the size of the print to give impact to his design. By the time they are nine, in Year 4, pupils show a good understanding of how the body and its muscles react to physical exercise. Very good teaching enabled pupils to learn that the heart is a muscle. They took and recorded their own pulse rates and said what would happen to the pulse rate and the heart after an activity such as skipping.
106. An analysis of pupils' previous and present work shows they consistently achieve well from, initially, a low level of understanding. The adopted scheme of work, which was not in place at the last inspection, supports teachers' planning and the progress of pupils. Teachers are satisfactorily covering all aspects of the subject as required by the National Curriculum, with a very good coverage of life processes and living things. There is an

increasing emphasis on pupils undertaking their own experiments and investigating for themselves. Very good displays in classes, for example the growing of a wide range of seeds and plants under different conditions, seen in Years 1 and 2 and in Year 3, particularly aids pupils' understanding of what plants need to grow and how they grow.

107. Taking account of lessons seen and samples of previous work, the quality of teaching is good overall. In lessons seen, it was very good or excellent. There are many strengths, which account for the at least good progress made by pupils.
- Teachers plan and resource their work thoroughly with a good awareness of the subject and interpretation of the adopted scheme of work.
 - Lessons proceed at a very good pace. Teachers start lessons with questions linking to previous work. They give very good, clear explanations, progressing pupils' understanding. They explain and use scientific words. This occurred in a Year 3 lesson, when the teacher very clearly explained, supported with excellent illustrations and by the use of the classroom display of growing plants, what happens to plants when they grow. She explained the meaning of words, such as chlorophyll - a green pigment found in most plants responsible for light absorption to provide energy. When asked, pupils understood the meaning of the word and spelt it correctly.
 - Teachers use a wide range of resources that capture and hold pupils' interest. Throughout the school, pupils have a very good attitude towards their scientific studies.
 - Teachers and support assistants work very well together, supporting across the class pupils' understanding and learning.
108. The assessment of pupils' skills is developing, but the use of it to inform on what the pupils have learnt from each lesson and what should be taught next is underdeveloped. Marking rewards effort, but is insufficiently used to inform pupils how to improve their work. As a result, pupils are not always sufficiently challenged to conduct and record further investigations. Co-ordination of the subject is good. The co-ordinator has clearly discerned the developmental needs of the subject. She is in the process of initiating a scheme for use across the school, developing this from the present satisfactory commercial scheme in use. She is appropriately supporting this scheme, through planning in-built opportunities for assessment of pupils' progress. The monitoring of teaching and the delivery of the subject across the school is having a good effect on standards. The school has not addressed the further development of science in the school development plan.

ART AND DESIGN

109. During the period of inspection, it was only possible to see one taught lesson in a Years 1 and 2 class, together with one lesson in Year 4. There was not enough evidence to make a judgement on teaching for pupils aged seven to nine in Years 3 and 4. An examination of previous work, displays around the school and discussions with staff and pupils indicate that by the ages of seven and nine, pupils reach standards expected for their age. Standards have been maintained since the last inspection.
110. In a Years 1 and 2 class, pupils develop well their observational drawings of a range of insects. They achieve above average standards when examining the patterns and colours of their chosen insect. One pupil, drawing a grasshopper commented, "How do you think we can get the pattern in?" The pupil accurately represented the colouring of the grasshopper by using two different green coloured pastels to shade them together to get accurate colourings of the grasshopper observed. Another pupil represented well the pattern and yellow dots on the black edging of a butterfly's wings. Good teaching supports pupils' learning. The teacher helps pupils to add detail with clear explanations

to further develop their drawings. As pupils finished their drawings, good links were established with science by asking pupils to label the parts of the insect's body. Most successfully labelled the antennae, abdomen, legs, body and wings of their well-drawn and coloured insects.

111. An analysis of pupils' past work, displays around the school and photographs show a satisfactory use of sketchbooks for observational drawing. Younger pupils have drawings associated with nursery rhymes. An extensive range of good patterns, by pupils in Years 1 and 2, using a range of media such as paints, pastels and charcoal, is on display. Design of coats for Joseph and his brothers and design associated with the Egyptians show good historical and cultural links. Collage around the school shows a satisfactory application of design and an understanding of the application of a range of different materials to make a finished picture. Collages of characters found in the Roald Dahl books and of *Postman Pat* use well composition and colour. In Year 3, pupils using paint and pastels to make a collage on 'How does your garden grow?' illustrated a good awareness of colour mixing and the arrangement of their images. These pupils are starting to make sculptures arising from an examination of photographs for the Yorkshire Sculpture Past, which due to the foot and mouth outbreak they were unable to visit as planned. Pupils in Year 4 experiment with line and shape and have successfully designed a range of posters for lights and electricity. All over the school good displays celebrate pupils' two-dimensional and three-dimensional work. These include models of animals made out of papier-mâché, which pupils have carefully finished and decorated. Pupils are starting to gain experience of using information and communication technology for computer generated pictures, although this facility is not evenly developed across the school.
112. Teaching is good for pupils up to the age of seven. Even though no teaching was seen for the seven and eight year olds, samples of work show at least a satisfactory quality of work being attempted, with pupils effectively learning to use a range of media. The school's planning for the subject, using a purchased scheme, suitably supports teachers' security to teach the subject. Occasionally, teachers show some insecurity regarding the design element of the art and design curriculum and design and technology. Pupils talk with pride about their work, show good levels of enthusiasm, awareness and interest.
113. The co-ordinator is starting to develop a needed new policy for the subject. She has conducted an audit of resources and this well informs the appropriate spending of the yearly budget. She has not had time to see the teaching of the subject across the school. There are no defined procedures for assessing pupils' standards to inform on their future needs and progress. The school does not have a priority for the development of the subject in its school development plan. Resources are adequate.

DESIGN AND TECHNOLOGY

114. Standards meet expectations for pupils by the ages of seven and nine. They have deteriorated since the last inspection, where they were 'above average'. The subject is supported by a suitably adopted scheme and this is maintaining standards at average levels. The reason for a fall in standards is that teachers show some uncertainty with the subject and how it does or does not relate to art and design. Standards are better for pupils up to the age of seven. For older pupils there are insufficient opportunities for them to design and evaluate what they intend to make before their constructions.
115. Satisfactory standards were seen in a Years 1 and 2 lesson. Pupils attaching axles and wheels to complete a model of a vehicle understand how to make the wheels go round when fixing them with split pins. All understood that split pins are a good joining method, saying, "because the wheels go round". Concentrating very well, they discuss how to

make the wheels move and whether the axles were too long. They shape, join and assemble the various parts of their model with satisfactory levels of understanding. The teacher suitably supported pupils' standards in this mixed-age class with a range of appropriate activities for Years 1 and 2 pupils and for a more able, mixed year, 'challenge' group.

116. Older pupils in Year 4 achieve satisfactory standards when designing chairs for a character from *Charlie and the Chocolate Factory*. They showed a satisfactory awareness of designing for a purpose when they said, "Gustus Gloop would like a dining chair because he is always eating". The teacher well aided their learning through encouraging pupils to use a CD-ROM on a Roald Dahl website, furniture catalogues and other various pictures of chairs.
117. An analysis of pupils' past work, displays and photographs around the school shows hand and glove puppets used in a puppet play, being hand stitched by pupils in Years 1 and 2. These pupils made their models well with a winding mechanism. Pupils in Year 3, being introduced to the use of pneumatics, made crocodiles with mouths that opened out of junk cardboard boxes. They painted and finished their models well. Pupils in Year 4 designed and made a storybook with moving parts. The work of older pupils did not produce sufficient evidence of them having opportunities to clarify and develop their ideas. There were insufficient opportunities, before making, to use labelled sketches and models to communicate their design details and, using these, to think ahead about the sequence of their work.
118. The quality of teaching is overall satisfactory. Teachers present pupils with a satisfactory range of opportunities to use and assemble materials. Pupils are taken out in groups to experience cooking. This is usually under the guidance of teachers, supported by adult helpers. Pupils, in making jam curd tarts, showed a good awareness of what would happen when they were cooked, how to roll and cut the pastry and fill the tarts. Teachers show some uncertainty regarding the development of the subject and how it does or does not relate to art and design. This is because the adopted scheme has not been developed to support the present National Curriculum requirements. There is no system for assessing or recording pupils' progress in design and technology as they progress. Teachers have yet to fully interpret where the subject has links with English, information and communication technology, science, art and design and mathematics.
119. Pupils enjoy the subject and work sensibly and safely together. They show very good relationships, supporting each other very effectively when working together. Teachers and support assistants work together very well as a team, aiding pupils' good achievements. The school, aware of a fall in standards, has recently appointed a new co-ordinator, who is effectively showing an awareness of the subject's developmental needs. She has a good subject knowledge illustrated by the good range of work, completed by pupils, on display in her class. There is no priority for the development of the subject in the school management plan. The co-ordinator has no time to monitor provision across the school. She has realistic intentions to further develop the existing scheme and to support teaching to develop alongside the scheme, and ideas for teachers to help them to develop the requirements of the National Curriculum effectively across the school. She wisely spends the allocated yearly budget and resources are satisfactory.

GEOGRAPHY

120. It was only possible to see one lesson in Key Stage 1, but extensive discussion with pupils and scrutiny of work show that standards are in line with national expectations at the end of Year 4 and Year 2, and have improved since the time of the last inspection.
121. Pupils in Year 4 show their knowledge and understanding of the local area to an expected level. They explained that Windsor Castle was built on a hill for defence and that this could be seen because of the thick walls, which have slits in them to allow arrows to be fired. However, their knowledge of other parts of Windsor, such as the River Thames, is limited. They also describe and compare the physical and human features of other places, such as The Gambia, to an expected level. They easily picked out The Gambia in an atlas and pointed out that it was on the continent of Africa. Their atlas skills are to a satisfactory level. They explained that many of the differences in human features seen in The Gambia resulted from the differences in climate, which is sound reasoning. Regarding the environment, pupils talked animatedly about pollution, which, they pointed out, is added to by the continual flow of air traffic to Heathrow airport. They added that they could help to prevent pollution by walking to school and not using cars. They showed great concern for the effect of pollution on fish in rivers, which they guessed could come from factories. They also explained that last winter many rivers caused flooding when they burst their banks, because of the heavy rain.
122. Pupils in Year 2 are very aware of the problems that cars cause on local roads, and suggested bumps, lollipop ladies and traffic lights to make cars slow down and to make it safe for them to cross the roads. They were horrified at the vandalism that had taken place on play equipment and the litter that is dropped. To prevent the litter problem, they suggested that there should be more litter bins, cleaners and signs saying 'Don't drop your litter'. Pupils were intensely interested in photographs of The Gambia and responded well to finding differences. These varied to include obvious geographical features, such as dirt roads, to a detailed observation about the size and shape of windows.
123. Pupils are interested in the world about them and this was seen in the lesson where they responded well to the different activities. For example, a pupil designed a multi-wheeled vehicle to enable it to go over bumpy roads, and pupils working on a collage recognised the differences in the plants and flowers in Africa. Their involvement results from a good choice of tasks that interest pupils and the use of good resources. For example, photographs showed children playing football and a mother shopping, to which pupils could relate. They are also very curious about countries and enjoyed searching for them on the computer.
124. The quality of teaching seen was good. This was because the interest of the teacher in the topic motivated pupils to work hard on the tasks set. Questioning was good and made pupils think. For example, pupils were asked what they thought was different in photographs to that which they could see around them, and why they thought an object was a musical instrument. This encouraged pupils to justify their statements and to observe closely. With positive encouragement, all pupils achieved well, including those with special educational needs and English as an additional language. They all worked hard on the tasks and observed and understood the differences seen. Pupils' work was continually shown to the class and praised, which motivated all pupils to do their best.
125. The National Curriculum is well planned to cover all elements, which is an improvement on the last report, and the use of worksheets is now minimal. However, the recently appointed co-ordinator has not included planned opportunities for the assessment of pupils' progress in the scheme of work, the use of which is planned to ensure that

teachers know what pupils understand and have learnt. Resources are insufficient to fully cover the requirements of the National Curriculum and have not improved since the time of the last report. The residential visit considerably enriches the curriculum. Pupils enjoyed the orienteering, participation in which improved their mapwork skills. Geography makes a positive contribution to pupils' cultural development through the study of people in other places.

HISTORY

126. It was only possible to see one lesson in Key Stage 2, but extensive discussion with pupils and scrutiny of work show that standards are in line with national expectations at the end of Year 4 and Year 2.
127. Pupils in Year 4 explained that there are different periods in history and that in Britain the Roman period was the first time that there had been a major invasion. They explained that this was because Romans had good armies and marched well, and they described how they had finally beaten the English Queen Boudicca. They said that the Romans also built straight roads, and a wall to keep out the Scots, and that they knew that because they could see them. They recognised that although the Vikings had invaded Britain, their invasion was different, as their main aim was to take goods and not to conquer the whole country. This recognition of differences in periods in history is to an expected level. In their study of the Tudors, pupils were clear that the reason for Henry VIII having six wives and creating the Church of England was because he wanted an heir. When presented with different pieces of information, they recognised which were fact and which opinion, although a pupil added that if a musical instrument had been found, that would support a statement that Henry had been a good musician. The teacher's high level of challenge in the task allowed some pupils to reach a standard above that expected. For example, they showed that they understood the different ways in which information is represented.
128. Pupils in Year 2 are very clear about what happened a long time ago, such as World War II, and what happened '*100 times a long, long time ago*', such as the building of the pyramids. They describe events in the past in detail, such as the Great Fire of London and the impact of Florence Nightingale. They explained why events occurred. For example, they said that the 'hay' on the house roofs was part of the reason for the Great Fire of London, as it burnt so quickly. When looking at artefacts, they explained clearly why older toys were often made of wood, as plastic, which is now used, had not then been invented. This observation is to an expected level.
129. Pupils' achievement and interest is due to the stimulating use of resources and the enthusiasm of the teachers. For example, photographs showed how a corner of a classroom had been turned into a Victorian scullery, and pupils delighted in talking about it. They described washing clothes without a machine because there was no electricity, and the different clothes that they had worn when acting as Victorians. In the lesson, pupils were totally involved in the task of looking at evidence and listed a number of thoughtful questions, the answers to which could be deduced from a painting. These included whether they could tell if the person was wealthy and important from his clothes and demeanour. Pupils' interest extends beyond the classroom, and this is seen in information brought from home about the topic being studied.
130. The quality of teaching seen was good. With good teaching of the skill of deduction, pupils learnt how to distinguish primary and secondary source material, for example historical artefacts as opposed to books. The impact of the good teaching was that pupils achieved well in the lesson and, with high expectations, some achieved at a higher level. Pupils with special educational needs, and English as an additional language, achieved

well through careful planning by the class teacher and the support of the learning support assistant. Probing questioning by the teacher resulted in pupils understanding the length of the Tudor period and the relationships of the monarchs. Comments were always positive, which encouraged all pupils to participate in answers and they therefore felt valued. This contributed to the good relationships that existed and enabled pupils to work well together, and to agree without fuss.

131. The National Curriculum is fully covered, but the very recently appointed co-ordinator has not had the opportunity to ensure that assessment is an integral part of teaching. The use of assessment shows what pupils know and understand, which can then affect planning. Visits, such as that made to the Imperial War Museum, considerably enrich the curriculum. Resources are sufficient to meet the present requirements of the National Curriculum and have improved since the time of the last report. Worksheets are no longer over used. History makes a positive contribution to pupils' cultural development, through the study of people over time.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. By the age of seven, standards meet national expectations. However, by the age of nine, standards are below national expectations as a result of significant gaps in pupils' previous learning. Until the appointment of the current headteacher, information and communication technology had a very low profile in the school and money was not invested in updating resources or in training teachers to teach the subject. Currently, pupils still have insufficient opportunities to use computers in their learning both in learning skills and in applying those skills in other subjects. Progress in learning is satisfactory in Years 1 and 2, but unsatisfactory in Years 3 and 4. Pupils with special educational needs, and those for whom English is an additional language, make the same progress as their peers.
133. The school is aware of the weaknesses within the subject and resources are being updated. Teachers have not received their training under the NOF (New Opportunities Funding) scheme, but a date has been set for the start of this training programme.
134. Currently, pupils have too few opportunities to use and apply their literacy and numeracy skills when using computers. Skills in word-processing are underdeveloped. Pupils are not applying sufficiently their grammar, punctuation, spelling and imaginative writing skills through this facility. There is some evidence that pupils are using computers successfully to support the handling data aspect of mathematics, with pupils using the computer to produce graphs showing, for example, the colours of the cars in their families.
135. By the end of Year 2, pupils show satisfactory skills in combining text and pictures created in a graphics program in retelling the story of Noah as part of their work in religious education. In retelling the story of the 'Good Samaritan', pupils show satisfactory application of correct spellings and punctuation. Pupils use a graphics program successfully to produce Christmas cards. In a numeracy lesson observed, pupils made satisfactory progress in entering commands into a programmable toy in order for it to move 'forwards' or 'backwards' and to 'turn'. In the lesson, pupils' estimation skills were developed, as they had to predict the number to be entered in order for the toy to reach a designated point.
136. There was very little recorded evidence of work done by pupils in Years 3 and 4 and this confirms that standards are below expectations as the result of insufficient opportunities to use computers to support their learning. In Year 3, there is evidence that in word-processing, pupils change fonts and font sizes. In Year 4, pupils have used the Internet and CD-ROMs to research information.

137. No teaching was observed during the inspection, with the exception of a group being taught how to use a programmable toy as part of a numeracy lesson. Currently, teachers lack confidence and expertise in teaching the subject to the levels required. In addition, there is insufficient planned use of the subject to support pupils' learning in other subjects, including literacy and numeracy.
138. The co-ordinator is very aware of the weaknesses in the subject and knows what needs to be done in order to secure improvement and this is identified in the school improvement plan. The school now has, as a result of its NGFL (National Grid for Learning) money, 10 computers, which are networked and Internet connected. In addition, the governor with responsibility for the subject has produced a three to five year programme for upgrades and maintenance. However, the co-ordinator recognises that the following need to be achieved:
- training of teachings through the NOF initiative;
 - training of learning support assistants;
 - developing a system for recording and assessing pupils' progress;
 - developing a programme for the monitoring and teaching of the subject.

MUSIC

139. During the period of inspection it was only possible to see one lesson taught in Years 1 and 2 and hymn practice and assemblies, where singing played a prominent factor. There was not enough evidence to make judgements on the standards, progress of learning and quality of teaching for pupils aged eight and nine at Key Stage 2. An examination of photographs of previous work, discussions with staff and pupils indicate that the subject meets the requirements of the National Curriculum.
140. Pupils across the school achieve good standards of singing. In a whole-school singing practice, pupils sang learnt and new hymns with very good phrasing and control. They responded with high levels of enthusiasm and motivation. When requested, they clapped out the beat, showing a good sense of rhythm. They willingly tackled more difficult songs, including two and three part songs, performing repeated patterns with a very good awareness of the combined effect.
141. By the time pupils are seven, they have already learnt to recognise and explore sounds and can keep their own part when singing with others. In a music lesson for Years 1 and 2, pupils interpreted very well *Old Macdonald*, using the sounds of an animal they had chosen. With soft and loud 'grunts', they expressed the animal's feelings of sadness, anger and how it would respond to a range of experiences. The teacher, showing excellent subject awareness, helped the pupils to develop and rehearse their respective parts. Standards were further developed when pupils contributed their own part to the whole song. Pupils, responding to a further challenge in an excellent manner, adopted a similar approach to a selection of nursery rhymes, such as *Incey, Wincey Spider* and *Jack and Jill* and *Mary, Mary, Quite Contrary*.
142. An analysis of previous work shows pupils across the school having opportunities to play percussion instruments and to make music. Pupils sing and play in the community, making contributions to such events as 'The Festival of Light'. As part of an arts workshop, musicians visit the school and pupils gain experiences of playing instruments, such as the drums and guitar. Pupils make their own musical instruments. Using these, and together with the existing satisfactory range of tuned and untuned percussion instruments, they make music together. Pupils are given good opportunities to listen to and analyse a wide range of music, such as that from Abba and Schubert. Pupils have experiences of instruments from a range of cultures, such as African drums.

143. In the whole-school hymn practice, the quality of teaching was very good. This had a positive influence on the pupils' ability to develop and modify repeated patterns, showing a very good awareness of the combined effect. Excellent teaching was seen in the Years 1 and 2 lesson. Pupils, creating their own sounds, contributed very successfully to the whole song, showing an excellent awareness of when and how to sing their part. They responded very well to the high level of challenge.
144. In the past, for three years, the school has used a part-time teacher to develop music with pupils aged seven upwards. This teacher is no longer with the school. There is at present no co-ordinator for music and no priority for the development of the subject in the school management plan. Class teachers now teach their own music, guided by an appropriate scheme. There is no monitoring or overview of what is actually taught. Since the last inspection, when standards were above average, there is now an uneven representation of music across the school.
145. There is still no system for assessing or recording pupils' progress in music from one year to the next; this has a negative impact on pupils' progress.

PHYSICAL EDUCATION

146. By the age of seven and nine pupils achieve standards that meet expectations for their age. Pupils with special educational needs, and those for whom English is an additional language, play a full part in lessons and achieve as well as their classmates. In dance, at the age of nine, girls achieve very high standards. During the inspection, lessons were observed in dance, gymnastics and games. Pupils are taught swimming when they transfer to middle school.
147. By the end of Year 2, pupils know the importance of regular exercise to keep fit and healthy. Pupils are very good at remembering their kit and they are smartly turned out for lessons. They know why lessons begin with a warm-up and end with a cool-down. In most lessons, pupils understand the importance, for their own health and safety, of the teacher's 'stop' command, although teachers are not consistent in its use. In gymnastics, pupils perform satisfactory 'tuck', 'star' and 'straight' jumps. They are successful in combining jumps with rolls to perform good sequences involving two jumps, two rolls and two balances. Pupils transfer successfully sequences performed on the floor to the apparatus. They are careful, sensible and well organised in getting out and putting away the apparatus. In games, pupils show satisfactory skills in passing a ball to a partner and in aiming at a target. They show good attacking skills by intercepting a ball before it reaches a partner.
148. By the end of Year 4, pupils build successfully on skills taught previously. In dance, pupils in Year 3 show good gymnastic skills in the warm-up when they perform stretching, curling and spiralling movements. In planning dance sequences linked to the poem, *The Mean Machine*, pupils perform satisfactory 'push and pulls' to the beat of the music. Girls show creative movements in which they introduce spirals and repeating patterns of movement. In Year 4, girls plan and perform very impressive sequences showing a tour of the 'chocolate factory' from Roald Dahl's story *Charlie and the Chocolate Factory*. They combine successfully gestures and movements and show a good understanding of 'unison', 'canon' and 'speed'. Boys perform better when planing and performing paired sequences and the quality of performance improves noticeably.
149. During the inspection, the quality of teaching was good and contributes to good progress made within lessons. Most lessons begin with a good warm-up, which is sustained and rigorous. Teachers move around the hall or playground supporting individuals in

improving skills and techniques. In a games lesson, there were frequent reminders to “keep your eye on the ball”. In a Year 4 dance lesson, the teacher encouraged pupils to use “clear shapes and work at different levels”. Pupils are used effectively to ‘model’ good work and pupils’ speaking and listening skills are applied successfully when teachers ask pupils to evaluate each other’s work. However, teachers are not consistent in the use of the ‘stop’ command and this contributes to some pupils not responding immediately when an instruction is given or a task is explained.

150. Resources are good; pupils benefit from a good-sized hall, two playgrounds and a school field. The subject is managed effectively by the headteacher, amongst her many other responsibilities. Since her appointment, the teaching of gymnastics has improved, with teachers receiving recent in-service training in this aspect. Pupils have opportunities to take part in games clubs before and after school. Pupils and parents enjoy the annual sports day.
151. An area for development is for teachers to raise the status of dance with the older boys, for example, by showing them a video of professional footballers using dance a part of their training programme.

RELIGIOUS EDUCATION

152. It was not possible to see any lessons in this subject due to the timetable. However, extensive discussion with pupils and scrutiny of work show that standards are in line with the expectations of the locally agreed syllabus at the end of Year 4 and Year 2.
153. In Year 4, pupils have a wide ranging knowledge of Christianity and other religions. They explained that the Old Testament is known and used by Christians, Jews and Muslims, which shows that they believe in the same God. They added that Hindus believe in many gods such as Rama and Sita. When talking about the Old Testament, they explained that Moses was a very important person as he led the Jews out of Egypt. They added that Jews celebrate the Passover to remember this journey. Pupils said that prayer is very important to all faiths, as it is talking to God, and they explained how Christians and Muslims pray. They added that it is important to know and talk to God, for he tells how to behave. Pupils handled the concept of ‘bad things’ happening in the world very well. They explained that God gave people the freedom to decide on their actions, and they referred to the previous day’s assembly when you could follow a throw of a dice, or decide yourself how to live. This shows that they make a link between religious values and their own behaviour, which is to an expected standard.
154. Pupils in Year 2 retell Bible stories with a good understanding of their significance. For example, after pinpointing Bethlehem on the map, they explained that that was where Jesus was born. They added that the King at that time was Herod and that the Wise Men had told him that they were looking for a new-born King. Herod, therefore, ordered all boy babies to be killed, as he was afraid of being overthrown. They also explained that because Jesus died on a cross this is an important symbol of Christianity. They know that Jesus was a Jew and that there are other religions, such as Islam and Hinduism. Pupils were emphatic in explaining that it does not matter if people have different faiths and that what does matter is that they only do ‘good things’. This is to an expected level of understanding.
155. The interest that pupils show in religious education was seen when a class presented a book of stories about Jesus that they had made, which could be used in assemblies. Pupils have also compiled a book of their own prayers and assembly songs, and have brought information about religions from home.

156. The school has a well-planned curriculum, which fully covers the new agreed syllabus. The committed co-ordinator has not planned to formalise assessment, the use of which accurately measures the attainment of pupils and the success of the curriculum. Resources are inadequate to fully meet the agreed syllabus and have not improved since the time of the last inspection. Religious education plays a very important part in developing pupils' spirituality and this was seen in their writing about faiths.