

INSPECTION REPORT

BOYNE HILL INFANT AND NURSERY SCHOOL

Maidenhead

LEA area: Windsor and Maidenhead

Unique reference number: 109969

Headteacher: Jenny Stephen

Reporting inspector: John Lilly
12487

Dates of inspection: 17 – 20 September 2001

Inspection number: 193076

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and nursery
School category: Voluntary controlled
Age range of pupils: 3 – 7
Gender of pupils: Mixed

School address: Rutland Road
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Appropriate authority: The governing body

Name of chair of governors: Mrs Margaret Phillips

Date of previous inspection: 17 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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			Religious education	
			English as an additional language	
			Equal opportunities	
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27736	Jeremy Collins	Team inspector	Foundation Stage	
			Design and technology	
			Physical education	
12116	Christina Morgan	Team inspector	Science	Curriculum
			Art	
			History	
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			Special educational needs	
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 13
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16 - 18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19 - 21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	21 - 22
HOW WELL IS THE SCHOOL LED AND MANAGED?	22 - 25
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25 - 26
PART C: SCHOOL DATA AND INDICATORS	27 - 30
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31 - 46

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Boyne Hill is a Church of England Voluntary Controlled Infant School, with a nursery class providing part-time education from four years of age. At the time of the inspection, the headteacher had only just taken up her post. The school is of nationally-average size, with 230 pupils on roll. Most children come from the locality of the school and the range of home backgrounds is wide but broadly average; the proportion of pupils eligible for free school meals matches the national average. A high proportion of pupils are learning English as an additional language and a significant number are at an early stage of English development; many of these pupils speak Punjabi or Urdu at home. Pupils come from many religious cultures including the Muslim and Sikh faiths. The number of pupils with special educational needs is average, but an above-average number have Statements of Special Educational Need. The proportion of pupils with English as an additional language or special educational needs is increasing, with a marked change over very recent years. When the children join the nursery aged four, their range of attainment is wide, but a high proportion have attainment lower or much lower than levels expected at that age. The school states that it aims to provide education within a Christian ethos for all children within its community whatever their religious or cultural heritage.

HOW GOOD THE SCHOOL IS

The school provides a warm, positive and caring community within which children are guided by strong values and learn and develop positively as young people. It provides sound education and a secure start to the children's schooling. Most pupils make appropriate progress, joining the school with below-average attainment and attaining nationally-expected standards by the time they seven. Teaching is satisfactory and provision for personal development good. The new headteacher provides strong and expert leadership. She has a clear vision for the future and recognises that aspects of the management and performance of the school require review and improvement. Balancing the high revenue per pupil and the pupils' achievements and personal development, the school offers satisfactory value for money.

What the school does well

- The very good relationships within the school that underpin the pupils' good behaviour and personal development;
- The very good partnership with parents that fully involves them in their children's learning;
- The staff and governors work as a committed and close-knit team;
- The pupils' very caring attitudes towards others, leading to absence of threatening behaviour;
- The very good provision for moral development;
- The very good provision in the nursery;
- The very efficient financial management.

What could be improved

- Leadership and management in raising standards;
- Ways of ensuring that all pupils have equal opportunity to achieve;
- The proportion of very good and excellent teaching.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Current standards are broadly the same as in 1997. Until 2000, results in National Curriculum tests when pupils were seven improved and in 2000 were well above average. However, since then, standards have declined significantly because the school did not address all the concerns raised by the previous inspection and this was at the same time as the number of pupils with educational needs and who were learning English as an additional language increased; the school was not well placed to deal with these more challenging learning problems. Overall, improvement has been satisfactory, sufficient to maintain but not raise standards. However, the expertise of the new headteacher and the core values and strengths of staff and governors give the school the capacity to become a very good school once weaknesses are addressed.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	B	A	A	A*	well above average A above average B average C below average D well below average E
Writing	A	A	B	A	
Mathematics	B	B	A	A	

Results in national tests for pupils aged seven improved steadily between 1998 and 2000 and were well above average when compared both with all schools and with those in similar social contexts. The attainment of current pupils is not as high. In the main, attainment of current pupils at the beginning of Year 2 meets national expectations for pupils at that age. The school's targets for attainment are overly cautious and do not present a high enough target to aim for. Although most pupils make at least satisfactory progress, a significant number, particularly those learning English as an additional language and those who did not benefit from reception education, make unsatisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and have good attitudes to their learning.
Behaviour, in and out of classrooms	Behaviour in class and at other times is usually good.
Personal development and relationships	Relationships are very good and pupils develop well, gaining in confidence and self-esteem.

Attendance	Attendance overall is satisfactory.
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Although pupils develop well and gain in confidence and independence, they do not develop sufficient good work habits, for example listening to their teachers and taking turns. Relationships in the school are very good, both between adults and pupils and also among pupils, with a marked lack of bullying or threatening behaviour. Although attendance is satisfactory, some pupils find it difficult to arrive at school on time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery	Years 1 – 2
Quality of teaching	Very good	Satisfactory

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.

At the time of the inspection there were no reception classes. Although teaching is satisfactory overall, and very good in the nursery classes, this hides considerable differences between classes, in that in some the teaching is usually good, and in others usually only satisfactory with some unsatisfactory teaching. Literacy and numeracy are taught marginally better than other subjects, but teaching still shows this inconsistency. There is significant inequality of opportunity because pupils have varying access to the reception style learning at the end of the Foundation Stage, and because the provision for pupils learning English as an additional language and those with special educational needs is not effective enough. The inconsistent quality of teaching has a detrimental effect on the pupils' development of learning skills, and in particular of listening.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the curriculum is broad and balanced and meets the requirements of the National Curriculum.
Provision for pupils with special educational needs	Provision is of insufficient quality to address fully the increase in the proportion of pupils with special educational needs.
Provision for pupils with English as an additional language	Provision is inadequate to ensure that these pupils make good progress in their acquisition of English and their general work.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Overall the provision is good. Provision for moral development is very good and for social development good. Provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school cares for pupils well and makes their welfare a very high priority.

The school works in very good partnership with parents, involving them fully in their children's learning and the improvement planning of the school. Many parents work with the school to improve the pupils' education by helping in class and in many other ways. Although the curriculum meets requirements, present arrangements for reception education

create significant inequalities. Although the school takes very good care of the pupils, assessment of each pupil's learning needs and achievements is not used sufficiently to ensure that individual pupils' needs are identified and addressed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher provides strong professional leadership, and this gives an opportunity to improve the overall leadership and management of the school as a whole. At present, they are satisfactory.
How well the governors fulfil their responsibilities	The governing body meets its statutory responsibilities well, but is not sufficiently effective in raising standards.
The school's evaluation of its performance	The school does not evaluate its performance sufficiently systematically or rigorously.
The strategic use of resources	Resources are managed very efficiently.

There are enough qualified staff to meet the learning needs of the pupils and the curriculum. The accommodation has been well developed to provide a good place in which to learn. Resources for learning are satisfactory but not always used to full effect; for example, not enough use is made of computers in lessons. The new headteacher provides strong and clear leadership, but, as yet, the school as a whole has an unclear understanding of its strengths and weaknesses. Consequently, there is not an effective plan for improvement. The school ensures it obtains good value when purchasing, but does not sufficiently use comparison with more effective schools and the guidance of outside experts to ensure that investment is in the right areas to gain maximum benefit.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress.; • Teaching, especially in the nursery, is good; • The school keeps parents well-informed and listens to the views of parents; • The school is well managed. 	<ul style="list-style-type: none"> • Homework; • Outside class activities.

Although inspectors agree broadly with the very positive views of parents, they find that the quality of teaching needs to improve. Similarly, although the new headteacher provides strong leadership, there are areas within management that need to be more effective in raising standards. Inspectors find that the quality of homework is appropriate and high, and the range of activities outside lessons, when taken over the year, is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most pupils make satisfactory or better progress and attain standards expected of their age. This matches standards found by the last inspection. Most children join the nursery in the term after their fourth birthday. Overall, their attainment is below that expected at that age, especially as to their personal and social skills. Language skills are not well developed. Many of these children are learning English as an additional language, and a higher than average number have special educational needs. Children are yearly presenting increasing learning problems. Even so, children make very good progress in the nursery, their attainment matching the expected standards of their age in most areas of their learning. However, by the time they transfer to work within the National Curriculum in the term after their fifth birthday, only a few have reached a level of development necessary for this more structured learning. This has a continuing and negative impact on subsequent learning, because their basic social, thinking and learning skills are not secure.
2. In National Curriculum tests and assessments for pupils aged seven in 2000, results in English, mathematics and science were well above the average when compared with all schools and those in similar social contexts, although attainment in reading was only above the national average. This followed three years of steady improvement. However, interim results for 2001 suggest that attainment was below the average for all and similar schools. Attainment of current pupils in Year 2 suggests that results in 2002 may well be similar unless progress improves. This significant decline is in part due to nature of the cohort and their lower prior attainment, but more significantly relates to the negative impact of the lack of secure learning at the reception stage; for example, some pupils receive no education of this type and enter the National Curriculum ill-prepared. Important factors are also inconsistency in teaching and the fact that teaching practices have not improved or adapted sufficiently to deal with the wider learning needs of the pupils.
3. For these reasons, although progress overall in Years 1 and 2 is satisfactory or better, in that most children join the school with lower than expected attainment and leave with attainment in line with national expectations, this hides considerable variations. In some classes, pupils make good or very good progress and, in some, barely satisfactory progress. Across all classes, pupils learning English as an additional language often make unsatisfactory progress, especially in reading and writing. Similarly, because the provision overall is unsatisfactory for pupils with special educational needs, these pupils too often make unsatisfactory progress, and take up the time of class assistants in the management of behaviour rather than highly-targeted support. This leaves less time for the support of the most able, and their progress slows.
4. Despite all of the above, attainment at the beginning of Year 2 broadly matches national expectations in all subjects except for science and information and communication technology, where they are lower than the expected standard, and in design and technology and physical education, where they are above. Attainment in religious education matches the expectations of the locally agreed syllabus. In the main, more able pupils attain standards that are higher than nationally expected, but not to the same degree as in previous years. Interim results in tests in 2001 show that

boys did much better than girls, but no significant difference between girls and boys was apparent in the progress and attainment of current pupils.

5. Attainment in mathematics and science is broadly the same for the various aspects of these subjects, but this is not the case for English. Pupils speak confidently, although few show attainment higher than expected at each age. This aids learning in other subjects. However, pupils' listening skills are lower than expected, and this is holding back progress in all subjects. Reading skills are well developed, especially as to comprehension, and this supports good progress, but too many pupils learning English as an additional language do not make the progress they should. Most pupils make good progress in their writing, learning to form letters correctly. Pupils learn to write for a variety of purposes and this aids learning in other subjects. However, the progress in writing made by many pupils who are learning English as an additional language is too slow, and this creates significant problems with their learning as a whole.

Pupils' attitudes, values and personal development

6. Pupils' attitudes towards the school are good, and this helps them benefit from all the school has to offer. This reflects findings in the previous inspection. Pupils clearly like being in school because they feel valued, comfortable and at ease. This is because the commitment of the teaching and support staff creates a friendly and welcoming ethos; the school is a pleasant place to be in. Some pupils show a reluctance to come to school regularly each morning. They say that they would rather be doing something else and find the discipline of getting up early to arrive at school on time rather a strain. However, once in school most pupils work with enthusiasm and interest. Where teaching is good or better, pupils pay close attention to their teachers and concentrate even at the end of a tiring school day. Where teaching is less than good, however, the attention of many pupils wanders and the pace of learning slows considerably; pupils become restless and fidget.
7. Pupils generally behave well both in the classroom and around the school. There were no exclusions during the previous year. Most of the time pupils follow the instructions of teachers and other adults and thus the school operates as an orderly community. This is especially the case in lessons when the quality of teaching is good. Even on the playground, where activity at break-times can best be described as 'energetic', pupils remember to show courtesy and respect for each other. Pupils show care and concern for their environment by making good use of the waste bins and helping maintain the gardens. Further evidence of pupils' respect for property is the total absence of graffiti or intentional damage around the school.
8. Relationships and personal development are very good. There were no signs of any bullying observed during the inspection nor were any instances reported to the inspectors. Pupils get on very well with each other and pupils confirmed that this is usually the case. Relationships between pupils and staff are very good. There are very good relationships between girls and boys, and between children of different cultures; pupils mix, play and work together freely and naturally and this is particularly noticeable in the nursery. There is a marked absence of bullying and harassment. Many parents comment on the growth of self-confidence of their children during their time at the school, and this is in large part due to the secure and friendly ethos that the school promotes. Pupils have maturity appropriate to their age. Even so, although many of them are confident and articulate, some have yet to learn the discipline of taking turns in a discussion. Also, although they are at ease talking to

adults, some do not yet know how to show appropriate respect. However, it is apparent from their attitude towards each other that they are beginning to understand the feelings of others and the school reinforces this during 'circle-time' (class sessions when children can share problems and concerns) and assemblies. Pupils are also beginning to learn about responsibility by being given small tasks to do to help the teacher in the classroom, for example returning the class register to the office after registration.

9. The attendance of pupils is slightly below the national average and has been consistently so over the past three years. Examination of the registers reveals that a major contributory factor to this is the practice of families from ethnic minorities of making extended visits to their countries of origin. The school is aware of this and is taking steps to derive educational advantage from the situation. For example, the pupils concerned are encouraged to take this opportunity to broaden their experience and to share it with others in their class on their return. This positive approach is entirely appropriate given the ethnically-mixed nature of the school community. Unauthorised absence is virtually non-existent and this is consistent with the very high value that parents place on the school and the rigour with which the school follows up absences. Overall, therefore, pupils' attendance is satisfactory. However, lateness is still a problem with a small minority of pupils, as reported at the previous inspection. This relates to those pupils who show a reluctance to come to school each morning, even though they enjoy it once they arrive.

HOW WELL ARE PUPILS TAUGHT?

10. Teaching, overall, is satisfactory and most pupils make satisfactory and sometimes good progress between the ages of four and seven. However, this overall judgement hides considerable variations in the quality of teaching between classes and subjects. The teaching in 92 per cent of all the lessons observed was satisfactory or better, in almost 60 per cent good or better, and in almost a quarter very good or excellent. However, because the quality is not consistent between classes, some pupils are only satisfactorily taught, and others are taught well or very well. As a result, pupils as they move from the nursery to the end of Year 2 do not make steady progress. The pupils are presenting greater learning problems than in the past, and, because teaching is not consistently effective in all classes and subjects, and has not adapted sufficiently to meet these more challenging needs, overall progress has declined significantly. Teaching, therefore, presents a significant area for improvement because it is only in some classes that all pupils in all subjects receive at least good teaching and there is a high proportion of the very good and excellent teaching that sets the highest expectations and raises the pupils' aspirations. The quality of teaching has not improved since the last inspection.
11. Teaching in the nursery is always at least good; it was very good in over 40 per cent of sessions. In Year 1, 93 per cent of teaching was satisfactory or better, and a third was good and occasionally better. Teaching overall in Year 2 is more effective, with 92 per cent satisfactory or better, and 70 per cent good, including 22 per cent very good or excellent. However, teaching in both years varies considerably between classes; in one class it was almost always only satisfactory, whereas in another it was usually good or better, with some very good and excellent teaching. The teaching of literacy and numeracy tends to be slightly better than other subjects as a whole, mainly because the teaching is better matched to the various levels of the pupils' learning needs. Teaching observed and scrutiny of past work shows that teaching over time is effective as to literacy and numeracy, although differences between

classes remain. However, the effectiveness of teaching varies widely in other subjects, both when considered from a whole-school perspective, for example, learning in physical education is better than for religious education, and between classes. This inconsistent quality of teaching means that pupils in different years and different classes have unequal opportunities to learn effectively and make good progress.

12. Analysis of the teaching observed, teachers' planning and previous work highlights clear weaknesses to address. The key reasons for only satisfactory or unsatisfactory teaching are as follows:

- Class management is not rigorous enough. Teachers do not ensure that all pupils listen, take turns and concentrate on their work. Expectations are too low and not made clear to or enforced with pupils. Consequently, pupils do not gain good work and learning habits. This was the commonest reason for barely satisfactory or unsatisfactory teaching.
- Teachers make ineffective use of the support available from committed and often skilled classroom assistants. In full-class sessions, the potential contribution of these adult helpers is wasted, and when working with groups they are not deployed well enough, and, therefore, they do not meet pupils' individual needs. Consequently, the class as a whole does not make good progress, and particular groups make too little progress. This was a very common reason for unsatisfactory or barely satisfactory teaching, and a factor in less effective teaching and learning in many subjects.
- Teachers do not sufficiently or effectively use assessment information to foresee and plan to overcome factors that will hinder learning and to ensure that the level of challenge and support is precisely matched to each pupil's need. Learning objectives were usually clear in literacy and numeracy lessons, but in other subjects were too often descriptions of activities rather than skills, understanding and knowledge to be learned. Subjects other than English and mathematics are rarely taught in ways that present different levels of challenge for pupils of varying levels of ability. Consequently, the most able find the work too easy and the least able find it too difficult. This was particularly the case when the same topic was being taught in all years. Similarly, topics in geography, such as maps, were not taught in ways that recognised sufficiently that such skills require teaching that matches a wide range of pupils' understanding by setting different tasks.
- Teachers do not ensure that pupils use computers in support of their learning in all subjects in ways that enrich their learning and allow pupils to practise their information and communication skills.

13. These weaknesses devalue the underpinning strengths of the teachers and class assistants. Staff have sound, and usually good, subject knowledge and expertise. They build and maintain good relationships with pupils and create a warm and caring ethos in which to learn and in which pupils feel valued. They plan good coverage of the curriculum and, in the main, ensure that the required areas are covered. They work hard and are committed to enabling all pupils to make good progress. They know their pupils well and effectively link personal development needs to caring individual support for pupils. They work in a strong partnership with parents, supported by excellent provision for work at home. Work is marked conscientiously, although comment seldom highlights ways that pupils can improve. These strengths

have a very positive effect on the attitudes of the pupils to their learning. They are keen to learn and are curious. They try hard and show care with their work, and cooperate and collaborate with others. However, because they are too often unaware of the purpose of what they are learning and the standards they must reach, they become overly concerned with completing tasks rather than gaining skills and understanding. As a consequence, their learning is not reflective and they find it difficult to decide whether they are doing well or badly, or how they could improve.

14. The leadership and management of the school have not ensured that all teaching staff understand what constitutes very good or excellent teaching. In an excellent lesson observed, the teacher's planning was very detailed, setting clear learning objectives to be achieved at all levels of ability. The work of the classroom assistants was effectively planned, with learning objectives for targeted pupils and, during full-class sessions, these assistants either sat alongside targeted individuals or helped the teacher by sitting at the front, recording how individual pupils understood the new ideas. The class teacher set and reinforced clear expectations of behaviour and ways of working, and ensured that all the pupils listened intently and responded sensibly to questions that required thought, giving time for all to think through their answers. The lesson had good pace, along with high and increasing challenge. The plenary session checked the understanding of each pupil, and left both adults and pupils with a feeling of a job well done. All the pupils made good progress, but, more significantly, were helped to understand where and how they succeeded, why they may have met problems, and how they could improve. The pupils attained standards appropriate to their ability, and those learning English as an additional language received specific support, gaining full access to the learning. During the inspection there were only two lessons of this quality. There were several that approached this quality, and these were conducted by teachers who usually taught well.

15. The teaching of pupils learning English as an additional language is unsatisfactory. This is because, although teachers and classroom assistants always try hard to help these pupils, they usually do not know how. As a result, as the school's own records show, too many of these pupils make slow progress in the development of English speaking and listening skills, and make very slow progress in reading and writing. This hinders their general progress and reduces unacceptably their access to the learning. The specialist teacher was occasionally observed teaching effectively when taking specific groups or individuals away from the rest of the class, often switching between the pupils' home language and English. However, when working as a class assistant within a class, her contribution tended to be too general and not sufficiently integrated with the planning of the class teacher. These weaknesses have clear causes. The school does not have a policy for the teaching of these pupils that enables the specialist and class teachers to meet the requirements of the specialist teachers' job description, and therefore the school does not have a clear and carefully thought-through strategy for the use of this additional resource available to the school. Class teachers are not aware of the language stages that these pupils move through, and therefore cannot build these into their planning. They are often unaware of the blocks to learning these pupils may face, for example being able to bridge from good understanding in their home language to understanding in English. The absence of individual language plans for these pupils means the teaching overall is imprecise and too often inappropriate to their needs. To almost the same extent and for similar reasons, the teaching of and, therefore, learning of pupils is also often unsatisfactory.

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

16. At the time of the last inspection the school provided a broad and balanced curriculum for its pupils. This it continues to do. The provision meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. Although appropriate emphasis is placed on the development of literacy and numeracy, other subjects have maintained a sufficiently strong profile in the school. However, because the teaching is not sufficiently focussed and some time is wasted at the beginning and end of lessons not enough time is allocated to some subjects. Music, physical education, history, geography and religious education are all fitted into brief time slots, which do not allow an appropriate balance of instruction, consolidation and extension activities to be achieved. Although the full curriculum is planned for in information and communication technology, in practice too little of it is covered in any depth, largely because of time constraints and inadequate access to resources.
17. English and mathematics are well planned as discrete subjects closely based on the National Literacy and Numeracy strategies. Other subjects are planned within the broad umbrella of a three-year rolling programme of topics. These topics give the curriculum an overriding unity and relevance, enabling pupils to make connections between different subjects of the curriculum. However, the links between different aspects of the subject curriculum and the overlying topic are sometimes tenuous and occasionally limit the connections that should be made between different strands of the curriculum.
18. The topic planning places undue emphasis on the content of the curriculum rather than on the development of the skills that are specific to individual subjects. As a result there is often little increase in challenge in the level of work in consecutive years.
19. At the time of the last inspection, the school provided equal access to the curriculum for all its pupils and also opportunities for all pupils to make satisfactory progress. In particular, it provided good quality support for those pupils for whom English was not their first language and for pupils with special educational needs. The school now has greater numbers of pupils in both these categories and has not adapted its support sufficiently. Although the pastoral side of inclusion remains strong, the school has not arranged consistent or systematic support to ensure that all pupils have equal access to the learning opportunities. In subjects other than English and mathematics, work is seldom matched to the different levels of ability within the class. For the more able it lacks challenge, and for the less able it is too difficult. Many pupils are failing to gain access to much of the curriculum, either through slow progress in the development of English speaking and listening skills or because their specific learning difficulties are not being sufficiently addressed.
20. The school has a nursery for children under five and this provides very good learning opportunities across all the recommended areas of learning. However, present arrangements mean that children leave the nursery to transfer to the main school in the term after their fifth birthday. Of these children, a third have one term, a third two terms and a third no time in a reception class that offers the final stage in the learning approach recommended for the Foundation Stage. This constitutes serious inequality of opportunity, and seriously disadvantages especially the summer-born children who have no time in a reception class. This negative impact on their learning continues throughout their time in the school, and especially disadvantages pupils who are learning English as an additional language. At the time of the inspection there were no reception classes, but there was a class of children who were only just five. Most

of these children were not ready for the more structured learning required by the National Curriculum.

21. A wide range of outside-class activities enhances the curriculum and, even though some parents expressed concern, the provision is good. These activities include a football club, French conversation class and a music club. An 'arts week' provides a focus for drama, music and dance groups and a visiting artist gave a strong creative arts lead to the curriculum. A link with a Buckinghamshire village school provides opportunities in geography for work on contrasting communities.
22. Provision for pupils' personal, social and health education is covered principally in 'circle times' and through the science curriculum. The school nurse makes a valuable contribution through her expertise.

Contribution of the community

23. The school has strong links with the local community and uses them well to enhance the experience of pupils. Governors play an active part in their promotion and have an effective public relations committee, taking full advantage of the contacts of individual governors. Consequently, there is a wide range of visitors coming into school to share their experiences with pupils, and visits to many interesting local venues broaden the pupils' horizons. For example, there are regular visits to the parish church and other places of worship such as the Sikh temple. The rector frequently comes into school to lead assemblies and other recent visitors have included an author, musicians and theatre groups. Links with local businesses are not extensive though there are some, mainly through parents who work in them. There is an effective lettings policy in place and hence the school is used by a variety of local groups and clubs as a venue for their events. As well as producing useful extra income, these lettings also help to raise the profile of the school in the local community. One of the governors acts as press officer and so school activities are well covered in the local media. These initiatives increase pupils' pride in their school and achievements, and also their breadth of learning.
24. Nearly all pupils move on to a single junior school to continue their education after the end of Year 2 and the management of this transition is generally satisfactory. There is a meeting of the appropriate members of the teaching staffs in the summer term to discuss pupils' progress and informative pupil records are transferred. Also, there is an effective 'buddy' system in place that pairs pupils with others who have already made the transition. However, curricular links are underdeveloped. The school provides work experience and mentoring for students from other institutions in the area and this broadens the experience of pupils. As well as benefiting both pupils and these students, this also provides a valuable additional resource for the curriculum.

Provision for personal development

25. Provision is good overall, and fulfils the emphasis on personal development that lies at the heart of the school's aims and values. Standards have been maintained since the last inspection but some weaknesses identified have not been addressed.
26. Provision for spiritual development is satisfactory. Staff encourage pupils to use their imagination and feelings to help them understand the meaning of their lives, for example through art and dance. In 'circle times' they help the pupils to apply and question these understandings of their own lives. Teachers help pupils to respond

with awe and wonder to human creativity and the marvels of nature. This helps pupils see wonder and joy in their own and all human lives, as in an excellent religious education lesson where adults and pupils shared with each other the importance of their faith and belonging to a religious community. These pupils gained considerably in understanding their own special identity. Prayer plays an important part in the assemblies, but only in one class did it play a daily part in the life and work of the class community. Assemblies meet the statutory requirements for collective worship, but as with most religious education lessons, the school does not provide pupils with enough opportunity to reflect quietly and in silence. Religious education helps pupils understand the importance of faith and belief in human lives, and introduces pupils to a range of different faith traditions, but as with assemblies, most of these lessons focus on moral issues. This misses important opportunities for deeper consideration of faith, special people and places, the religious life and possible belief in purposeful creation and a caring deity or deities.

27. Provision for moral development is very good. There are clear expectations of right behaviour, and these are discussed in depth in circle times and promoted in assemblies. Staff do not simply promote moral behaviour, but help pupils understand why things are right or wrong, and how to do what is right even when it is difficult; particularly good is the way supervising staff use play and lunchtimes to guide the pupils in solving relationship problems and going out of their way to care for others.
28. Provision for social development is good. In the main, pupils gain this from playing their part in the school community. This is a caring, orderly and purposeful community, and teachers show pupils how and why this is so. Good social behaviour is recognised and celebrated, and poor behaviour usually but not always held to account. Visitors to the school and visits out introduce pupils to a wider social community and, for example, the important parts such people as police officers and doctors play. However, the way in which some teachers fail to ensure good social behaviour in classes, for example allowing pupils to talk or not listen when either adults or other children are speaking, hinders the development of appropriate social skills. Too often teachers accept that pupils do not take turns, and this detracts from the otherwise good provision for the development of social skills.
29. Provision for cultural development is satisfactory. The school is a culturally rich place and children are encouraged to enjoy creativity through performance, for example in 'book' and 'art' weeks. Pupils enjoy a range of artistic and musical experiences, reflecting a range of cultural traditions. In geography, pupils gain a good awareness of other countries such as Kenya. However, even though the school provides special events to celebrate unique experiences in the life of different faith cultures, for example Divali, day-by-day the work and life of the school tends to be culturally bland. For example, during the week of the inspection, there were no displays to celebrate the cultural richness and diversity that is present in the school, and, although the theme in assemblies and religious education lessons was belonging and kindness, only in a very few lessons did teachers bring out the unique ways in which Christians, Muslims, Jews and Sikhs enact these values. In two very good lessons, the teachers achieved this very well, sharing pupils' own experiences, including that of the Jewish New Year; these were exceptions to the general practice.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school takes good care of the pupils. Staff provide them with a safe and secure environment that is much valued by parents. A comprehensive health and safety policy, which is reviewed annually, underpins this care. It clearly defines the responsibilities of governors, headteacher and staff, and adequately describes the procedures for assessing and managing risk both on site and on educational visits. An appropriate number of staff has first-aid qualifications, and pupils are well supervised at break times. Any accidents are properly recorded and parents informed. There is no dedicated medical room, but a fold-up bed is available in the school office should a pupil need to lie down. The school nurse visits regularly to examine pupils and to talk to them about health matters. There are emergency exits from all teaching areas, fire drills take place each term and are recorded and fire equipment is checked annually. No significant health and safety issues were identified during the inspection.
31. Good procedures are in place for child protection. The headteacher is the 'named person'. She is fully trained and very experienced. All staff are fully briefed on the signs to look out for and the steps to take. There is a very good policy in place, which is based on the local education authority model. It has been recently reviewed.
32. The school promotes good behaviour through an effective and recently reviewed behaviour policy. Both rewards and sanctions are clearly laid out and are entirely appropriate for children of this age. Each class has its own set of rules that pupils helped formulate and happily point out to visitors. The school also has a good anti-bullying policy. Pupils say that if anyone is 'nasty to them' they can go and tell a teacher who will then sort it out. This indicates that they have confidence in the policy and that it is effective. The school takes all reasonable steps to encourage good attendance. Registration takes place at the beginning of both morning and afternoon sessions and registers are in general well kept and accurately marked. Parents are made aware of their responsibility to inform the school if their child is absent and virtually all do so.
33. The school provides appropriate support and guidance for pupils in a number of ways. Circle time, which takes place in the ten minutes before registration as pupils are arriving, is an effective means of preparing pupils for the day ahead. Similarly, story time, at the end of the day, provides a good opportunity for class teachers to remind pupils of what they have learned and the experiences they have had. Pupils say that their homework is usually marked with helpful comments, especially if there is room for improvement. Pupils are involved in the production of the annual written reports to their parents. They have a space to add their own comments and can draw a self-portrait on the front. Thus they feel a sense of ownership and that the report really is about them personally; indeed it is called 'My Report'.
34. Some pupils bring a packed lunch and the arrangements for them to eat this are not entirely satisfactory. Owing to shortage of space in the dining hall some pupils have to eat their packed lunch in the main hall sitting on the floor. This is unhealthy and encourages bad eating habits. The staff are all female, and, therefore, the school takes positive steps to introduce male role models for its pupils. For example, each class has a link governor who visits regularly and many of these are men, and members from the local Rotary Club, exclusively male, come into school regularly to

assist with the literacy hour. Also, the school holds an annual 'Dads in School' day, which has proved to be very successful.

Support and guidance for pupils with special educational needs

35. The support and guidance for pupils with special educational needs is unsatisfactory. The present co-ordinator maintains an overview of provision but, because of a full teaching commitment, is not involved with supporting pupils with special educational needs on a day-to-day basis. She provides some advice for support staff and ensures that they receive adequate training. The school is at a very early stage in considering how to implement the revised Code of Practice for pupils with special educational needs.
36. The recent marked increase in the numbers of pupils with learning difficulties within the school has given rise to a corresponding increase in the number of support staff. However, the school has not sufficiently thought through how to use these extra staff to best advantage. Many are skilled and experienced but spend large parts of lessons listening to the teacher rather than actively engaged with pupils. When involved in follow-up activities, they are frequently used in a general behaviour management role rather than in specifically supporting pupils when understanding what they need to learn or addressing their specific learning difficulties. Teachers' planning rarely includes specific targets for pupils with special educational needs and assessment information is infrequently used to ensure that tasks are matched to the learning needs of individual pupils or groups of pupils.
37. There is no special educational needs base or resource area. Resources are scattered between classes and not used efficiently. There are too few resources to meet the needs of pupils with specific learning difficulties, for example, to help pupils in the early reading skills of auditory and visual discrimination.
38. Individual education plans are of variable quality and do not always contain short-term, measurable targets. Even when they do, the emphasis in lessons is on all pupils being taught through the same tasks, taking too little account of the individual education plans. Individual learning needs are not met by withdrawing pupils or groups of pupils for specific, targeted help. As their individual learning difficulties are not being addressed, too many of these pupils make unsatisfactory progress in the development of basic skills, and in some cases this has a detrimental effect on their personal development.

Assessment

39. Staff assess the pupils' attainment carefully when they enter the nursery and when they enter full-time education; they use this information to identify pupils with particular needs at an early stage. The baseline tests are followed by regular tests combined with the collection of samples of individual pupils' work as they progress through the school. However, the wealth of data gathered is not yet being analysed or used to show areas of the curriculum and teaching that need developing in order to raise attainment. Similarly, it is not being used sufficiently to track and monitor pupils' progress clearly or effectively as they move through the school. As a result, teachers' expectations are not always appropriate and the work set is often too easy or too hard. The exception is in English, where a system to analyse tests and use the information has been started, although it is still in its early stages. The effective use of assessment has not improved since the last inspection.

40. Even at this early stage in the school year, teachers know their pupils well and use their knowledge to encourage pupils during lessons. However, there is inconsistent use of assessment during lessons to let pupils know how well they are doing or what they need to do in order to improve. Not enough use is made of assessment data to plan the next stage of learning for pupils who learn at different rates. This includes pupils with special educational needs, those with English as an additional language and more able pupils. As a result, pupils' progress and attainment are too frequently restricted.
41. Targets are set for individual pupils during parents' consultation evenings. However, there is no agreed and consistently used system in place to remind pupils of their targets or to let them know when they have achieved them. There are no well-developed systems for teachers to share and agree their understanding of the levels of work attained by their pupils. As a result, teachers' expectations of their pupils are not always sufficiently high and work is not always planned to challenge pupils and raise their attainment.
42. The school currently does not have a manager with responsibility for overseeing the systematic use of assessment procedures. However, the newly appointed headteacher has already started to analyse the results of National Curriculum tests at the end of Year 2. She is well aware that the use of assessment is an area for development and has a very clear direction for the future.
43. Assessment in the nursery was identified as unsatisfactory in the last inspection report, but is now much improved. Children in the nursery now have record booklets that contain tests and examples of their work illustrating their achievements. A tracking system has been started to show children's progress but this has yet to be refined.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school works very closely with parents and this is a considerable strength of the school. There has been significant improvement since the previous inspection. Parents are very supportive of the school and are appreciative of its strong sense of community and friendly atmosphere. They have a very high regard for the staff, in particular the way in which they care for their children. The inspection finds these opinions to be entirely justified. Parents feel that pupils are generally well taught and that teachers are fully aware of the characteristics of individual pupils and use this knowledge effectively to enhance their learning. Although this is true overall, the inspection finds that improvements in teaching are required. The nursery comes in for especial praise, where parents believe children are fully stretched and their self-esteem is nurtured; these views are justified. Parents are very happy with the attitudes that the school promotes.
45. In general, parents are kept very well informed of their children's progress and about the life of the school, though some say that they would appreciate more notice of events and changes. There are two formal meetings during the year at which parents can discuss progress with their child's class teacher and parents find these useful. There are also occasional meetings at which recent educational developments such as the literacy hour and the numeracy strategy are explained. At the end of the school year, all parents receive written reports on their children and these reports are of very good quality. The pupil's strengths and weaknesses in each subject are

described and 'special targets' are set to encourage further improvement, although these are not used to full effect in everyday lessons. There is a space for parents to add their own comments and most of them take the opportunity to do so. Both the school's prospectus and the governors' annual report to parents are well-produced informative documents, which meet all the legal requirements. Informal contact between parents and teachers considerably enhances these formal channels of communication. The school has an 'open door' policy and most parents feel welcome to come into school at any time. Teachers are usually available on the playground at the end of the school day to talk to parents.

46. Each year the school sends out its own questionnaire to parents to ask for comments on its work and to invite suggestions for improvement. Parents are delighted with this opportunity and it is an effective initiative. Analysis of the returns confirms the strong parental support for the school and many of the suggestions made are included in the school development plan. Parents are impressed that the school takes their ideas seriously, thus confirming their view that this is a school that seeks to improve.
47. Parents make an excellent contribution to pupils' learning both in school and at home. The school encourages parents to get involved in the classroom and many do so; the school runs a crèche in the hall so that parents can drop off their younger children whilst helping in school. As well as giving general support, some parents use their own expertise and experience to enhance the learning of pupils, especially in the nursery. Parents of pupils with special educational needs are appropriately involved in reviews. Most importantly, the school makes a point of thanking all parents for their contributions and this is very much appreciated. The school makes extensive use of homework to extend pupils' learning; indeed a few parents say that there is too much. However, the inspectors found this work at home made a significant contribution to the pupils' achievements. The school provides very helpful guidance on how parents can help their children at home, for example through booklets sent home in pupils' reading bags. Although some parents say that they would like more guidance, most of them are in practice already giving considerable help to their children with their homework and the pupils confirm this.
48. There is a very active parent-teacher 'School Association' that operates jointly with the main junior school to which the pupils progress. It organises a wide range of fund-raising and social events throughout the year and these are strongly supported by parents. Many of the events also involve the pupils. The association raises about £2000 each year for the school, which is used to fund specific projects requested by the headteacher.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher is new and the chairmanship of the governing body is changing. The new headteacher and the governors recognise that this provides an opportunity to carry out a root and branch review of the way the school is managed and led. This inspection finds that this review is very necessary because, although the management of the school is satisfactory, in that the work and life of the school is orderly and positive, it has weaknesses that have allowed important areas for improvement to be missed and, therefore, to remain. As a result, these weaknesses have combined to allow the achievements of pupils to decline significantly over recent years. Governors are insufficiently aware that the increase in the proportion of pupils with English as an additional language and the number of pupils with serious special educational needs meant that continuing to work in the way the school had previously would not meet the

needs of current pupils. This lack of awareness has allowed significant inequality of opportunity for pupils to arise, a situation that is the complete opposite of the school's values and intentions.

50. The management of the school has many strengths and these strengths provide strong foundations on which to build:

- The new headteacher is expert and experienced. She has a clear vision of where the school needs to go, realises that improvement is urgently needed, and has well considered but as yet undeveloped plans to achieve these improvements. She provides strong professional and personal leadership.
- The staff are committed to improvement and are a close-knit, experienced and cohesive team; they are willing to take on their various leadership and management roles. The school is an Investor in People, and this provides a rigorous standard against which to test the effectiveness of staff development.
- The governors have a good range of experience and expertise, and work in a businesslike and committed manner that is open to new ideas. They have created a very good partnership with parents, involving them fully in the improvement planning of the school, and have good relationships with staff.
- The finances of the school are very efficiently managed.

However the school fails to build upon these undoubted strengths because:

- Governors and school staff do not analyse assessment data sufficiently to monitor and evaluate the progress and attainment of pupils. Consequently, the school does not identify sufficiently clearly the areas in which the school needs to improve and adapt the ways it works.
- The management of the school insufficiently monitors and evaluates the effectiveness of teaching. Consequently, the quality of teaching varies considerably between classes and subjects, and overall exhibits too little very good and excellent teaching. This is because teachers receive too little feedback based upon the standards that need to be achieved and how to improve.
- The school development plan is insufficiently related to challenging targets to achieve. It is based on insufficient awareness of the strengths and weaknesses of the school, and, therefore, does not provide an effective action plan. This is because it does not specify with sufficient clarity the quality and outcomes to be achieved and against which to measure progress, and does not set priorities with clear and relevant objectives and a carefully scheduled plan to achieve them.
- Policies and procedures do not set challenging quality and standards, and do not sufficiently clarify ways these are to be achieved. The aims and strong values of the school are not sufficiently balanced by demanding objectives and the outcomes that these imply, namely equality of opportunity and high achievement by all pupils. An important weakness is the absence of a school policy and agreed procedures for the teaching of pupils who are learning English as an additional language.

- The governors check that their investments are made at reasonable cost, but do not sufficiently test that investment takes into account the best practice in more effective schools and guidance from outside experts.
51. These strengths and weaknesses have resulted in a school that has not adapted well enough to the more challenging learning problems the current pupils present, and, therefore, the overall quality of education the school provides has recently declined. Even so, once the weaknesses are addressed, the present strengths of the leadership and management give the school the capacity to become a much more effective school. Balancing the high revenue per pupil and the pupils' achievements and personal development, the school offers satisfactory value for money.

Accommodation

52. The school has ample accommodation to teach the curriculum and it is used effectively. The school ensures it is well maintained, and the caretaker makes a major contribution to its good state of repair and cleanliness. All areas are attractively decorated and enriched by good displays. The accommodation provides an attractive and entirely appropriate environment for pupils of this age; for example, a modern stained glass window in the hall is spiritually uplifting, and what was a rather drab area has been very imaginatively converted into a delightful playground by carefully considered design and the skilful use of plants. There is an outdoor swimming pool, which in warm weather is used extensively by pupils during the school day and by parents and the community in the evenings and at weekends. An area of the school is used effectively to provide an attractive and well-stocked library. Unfortunately the school lacks a playing field, but it has access to those of the junior school for its annual sports day and there is a well-planned wild area of garden.

Staffing

53. There are enough qualified teachers to meet the demands of the curriculum and the learning needs of the pupils. Most of the teachers are experienced and their knowledge and understanding of the curriculum are usually good. Very committed and skilled classroom assistants are available to meet the wide range of learning needs, and most of these staff have received training. However, too often they are not deployed to best effect. Performance management procedures are in place and the school is recognised as an Investor in People. There is a good programme of staff training and development, but this is not sufficiently guided by evaluation of benefits to pupils.

Resources for learning

54. In the main, resources are of satisfactory range, quality and quantity and, with the exception of the computers, are accessible to staff and pupils. However, considering the high proportion of pupils with special education needs or who are learning English as an additional language, specific resources for these pupils are not satisfactory nor stored in effective ways to support learning in each class. The library is not very accessible to some classes, and the outside play area for children at the Foundation Stage is rightly in the school's plans for improvement.

Finance and efficiency

55. The school manages its financial resources very efficiently. There is a well-managed budget planning cycle and the headteacher discusses and decides educational needs and priorities in discussion with the curriculum co-ordinators. The governing body agrees the budget following scrutiny by its effective finance committee. The governing body manages any surplus well to fund longer-term investments, for example improvements to the buildings, and decisions are ordered by priority and costed. The school's budget-setting procedures are good.
56. The bursar, in consultation with the headteacher, monitors the day-to-day expenditure and the governors' finance committee also monitors expenditure frequently. This provides effective control. The most recent audit of the school's accounts reported very favourably, "we are pleased to conclude that the internal controls operating in the areas reviewed are adequate and effective". The bursar has a good working relationship with staff in the finance department of the local education authority, and therefore help is available if required. To gain best value, the school obtains quotations for major items and 'shops around' for the best price on all its purchases. However, the governors do not test the effectiveness of their investments, in terms of the eventual achievements of pupils, systematically or rigorously enough, and this is one reason why the school offers satisfactory rather than good value for money.
57. Specific grants, for example to support pupils with special educational needs and those from ethnic minorities, are spent appropriately.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The attainment of children when they join the school has declined and continues to decline. More children are learning English as an additional language and more are presenting special educational needs. The school has not adapted well to these increased challenges and therefore standards, although the same as at the last inspection, have not improved. This situation means the undoubted strengths of the school are devalued by weaknesses that need to be rectified.
59. To improve the attainment and progress of all pupils, governors and staff should:
- (1) Improve the aspects of leadership and management that drive improvements in attainment and progress by:
- governors and school staff analysing assessment data more systematically to monitor and evaluate the progress and attainment of pupils in ways that identify areas of the school's work that need to improve and adapt;
 - managers monitoring and evaluating the effectiveness of teaching more systematically and rigorously, providing feedback to teachers on areas for improvement;
 - ensuring that the school development plan is centred upon raising attainment to meet challenging targets, and is based upon a better understanding of the school's strengths and weaknesses;
 - reviewing and improving all school policies and procedures so that they set challenging quality and standards to attain, and clarify ways these are to be achieved;
 - governors checking that their investments gain best value by comparing them with best practice and performance in more effective schools and seeking further guidance from outside experts.
- (paragraphs 49-51 and 56)

- (2) Improve the effectiveness and consistency of teaching, and, therefore, learning by:
- improving the class management skills of teachers;
 - creating more effective policy and procedures for the use of classroom assistants and specialist teachers;
 - ensuring that teachers use assessment information to foresee and plan to overcome factors that hinder learning, and to ensure that the level of challenge and support is precisely matched to the individual needs of all pupils, relating these to more precise learning objectives;
 - increasing pupils' use of computers across the curriculum. (paragraphs 10 - 15, and especially paragraph 12)
- (3) Improve the equality of opportunities for all pupils by:
- ensuring that all pupils receive adequate and equal education at the Foundation Stage before beginning the National Curriculum; (paragraphs 19 - 20)
 - improving the provision for pupils learning English as an additional language; (paragraphs 15 and 54)
 - improving provision for pupils with special educational needs, including those with particular gifts and talent. (paragraphs 35 and 54)

Whilst considering the above governors and staff should address the following less significant weaknesses:

Improve standards in information and communication technology by:

- increasing the pupils' access to computers. (paragraphs 121 - 125 and especially 121)

Improve the effective use of assessment by:

- improving the leadership and management of this aspect of the school's work; (paragraphs 39 and 42 - 43)
- improving policy and procedures so that assessment becomes the foundation of effective teaching and learning. (paragraphs 39 - 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	23	23	5	0	0
Percentage	3	19	35	35	8	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	39	144
Number of full-time pupils known to be eligible for free school meals		16

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	3	26

English as an additional language

	No of pupils
Number of pupils with English as an additional language	46

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	35	33	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	32	34
	Girls	31	31	33
	Total	62	63	67
Percentage of pupils at NC level 2 or above	School	91 (85)	93 (91)	99 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	33	34
	Girls	31	31	31
	Total	62	64	65
Percentage of pupils at NC level 2 or above	School	91 (86)	94 (91)	96 (85)
	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	2
Black – other	1
Indian	13
Pakistani	22
Bangladeshi	1
Chinese	0
White	104
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y1 – Y2

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	35
Average class size	24

Education support staff: Y1 – Y2

Total number of education support staff	13
Total aggregate hours worked per week	193

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	78
Total number of education support staff	2
Total aggregate hours worked per week	64
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.4
Number of teachers appointed to the school during the last two years	3.8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	502414
Total expenditure	522355
Expenditure per pupil	2536
Balance brought forward from previous year	40817
Balance carried forward to next year	20876

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	2	0	0
My child is making good progress in school.	61	29	6	0	4
Behaviour in the school is good.	55	42	0	0	3
My child gets the right amount of work to do at home.	35	38	11	4	12
The teaching is good.	69	28	1	0	2
I am kept well informed about how my child is getting on.	49	41	5	0	5
I would feel comfortable about approaching the school with questions or a problem.	75	22	2	0	1
The school expects my child to work hard and achieve his or her best.	64	31	3	0	2
The school works closely with parents.	59	35	4	0	2
The school is well led and managed.	60	33	0	0	7
The school is helping my child become mature and responsible.	57	36	1	0	6
The school provides an interesting range of activities outside lessons.	29	44	16	0	11

Other issues raised by parents

- Several parents were concerned that pupils had too much homework. Inspectors found that the homework set was of high quality and appropriate.
- Some parents felt they did not get sufficient warning of events or changes. Although this does not seem to be the case, the school is considering improvements.

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

60. At the time of the inspection there were no reception classes, even though the youngest pupils in Year 1 classes were clearly not yet ready for the more structured work of the National Curriculum. Provision in the nursery builds a very good basis for children's future learning. It bristles with purposeful activity. However, as children usually enter the school in the term after their fourth birthday, many of the youngest children have only one term in the nursery before moving on to reception classes. Therefore their opportunities for learning in this rich environment are very limited and this is reflected in standards seen later in their school life. Those children who spend the maximum time in the nursery make very good progress but many still struggle to meet the early learning goals by the time they move on to either the National Curriculum or reception classes.
61. Standards on entry also challenge the teaching staff as a large proportion of children enter the school with low levels of attainment relating particularly to non-English speakers. The findings of the previous inspection stated that the provision and teaching were satisfactory and good improvement has been made since then. Now the structured planning and use of resources is excellent and teaching is very good. This means, together with the very warm and friendly atmosphere of the nursery class, that the children soon settle and begin to enjoy activities and demonstrate what they can do.
62. The teachers, nursery nurses and class assistants work very well together as a team. They plan a very wide, excellent variety of interesting activities and experiences that support children's development toward the early learning goals recommended for children of this age. This quality of provision is seen especially in the organisation of the activities, which vary from day to day. The curriculum for the nursery aspects of the Foundation Stage is very carefully and effectively planned. The nursery has a very detailed system of assessment that identifies the children's individual needs very well. From their findings the staff are able to set individual targets for the children.
63. The parents are kept well informed and this helps the staff build up a very good relationship between home and school, beginning with home visits. These links are further developed by the highly structured parental involvement within the nursery. Apart from the high involvement of parental volunteers, the teacher keeps an up-to-date profile that is always present to inform parents about the work covered in class. There is also a highly professional nursery newsletter and information on how parents can assist their children at home.
64. The very good quality of teaching throughout all areas of learning, combined with the assessment and the close links with parents, means that children make very good progress. Those who spend longest in the nursery attain standards near to but below those expected of them before starting the National Curriculum. The staff take particular care of children who have special educational needs so that they are able to make good progress in their early years in school. Levels of work are carefully gauged to challenge all children whatever attainment they have achieved. Expectations of what the children can do are very high in terms of directing themselves independently in class. The staff take evident pleasure in every

achievement. This quickly reflects on the children, who come to school looking eagerly to see what is on offer each day.

Personal, social and emotional development

65. All staff provide consistent, positive and encouraging role models and treat children courteously, respectfully and with great enthusiasm. As a result, the children quickly learn to have confidence in the staff, behave very well in lessons, and get along together exceptionally well. This was seen, for example, when the children were running an airline and managing a passenger plane. Children were also sharing books and “reading” stories to each other from picture books. Staff are constantly praising the children’s work and this builds up their self-esteem and influences them to praise others; they are always ready to applaud other children’s efforts, particularly when gathered together on the carpet. During the activities the children work very well alongside one another and there is a good mix of girls and boys and children from all ethnic backgrounds. At times there is personal one-to-one sharing with adults and pupils very happily talk about their families and pets to visitors.
66. The children celebrate different faiths and festivals such as Divali, Christmas and Chinese New Year. There is a ‘dads’ day’ when fathers come in and work with their children. This allows the children to demonstrate all their activities in school and build further relationships with their fathers. When supporting the children in their work, the staff are extremely effective at ensuring that the children are aware of their success. All staff seek out small improvements and reward children immediately with little stickers. Independence is a keynote of their teaching and the children move very purposefully from one activity to the next. The children’s very good social experiences include being part of the larger community as visitors come and share their lives and faiths with them. These include talks by the police, and speakers on Sikhism and Judaism and the Dr. Barnado’s homes. ‘Hector the dog’ also visits, introducing ways in which the children can raise money for the aged. Thus the nursery gives many opportunities for children to grow in self-esteem, develop socially and become confident and independent youngsters.

Language and literacy

67. The teaching of this area of learning is of very high quality. It places continual emphasis on language throughout the day and in all activities. Children rapidly develop an interest in and listen well to stories and instructions. They share books with their friends and like to retell the stories from the books they know well. When reading the ‘big books’, the teachers emphasise the expressive presentation, which keeps the children interested and also increases their enjoyment when reading their own books. The teaching is very lively and the children respond well, finding the learning of words and sounds very exciting. The children listen very well to stories and are able to build up stories and predict what will happen. This was seen in a very graphic story of ‘the gingerbread man’, which was acted out on the carpet with a map of the village, puppets and toys. The children also point to the title and know that writing goes from left to right. The children’s speaking is well structured and they ask questions clearly. An example of this was when the children were following ‘Rupert’ around the playground and one child asked ‘How do you make them (bottles) into new glass?’ One child explained at length how he built up a cat’s face. ‘The white pieces are for the eyes, with the little coloured circle in the middle, and the red bits are for the mouth. The black bits are for the whiskers’.

68. A number of children have well-developed reading skills. They read simple books and thus are well beyond the early learning goals. Other children show that they relate well to similar sounds and through very good work on these can read a series of simple words such as *bat, cat, mat and fat*. The older children form letters well and write the words very clearly. They also describe their work around the school pond in simple sentences. These children also use full stops and capital letters. As the children love rhyming words the staff use stories such as 'The king's socks' and 'Humpty Dumpty', very well to assist in spelling and extending the children's vocabulary. The children have many visits from authors and storytellers. In the nursery class, the new children are far from achieving the early learning goals at this stage, though with the determined and most caring teaching it is likely that they will attain standards expected for children aged five.
69. There are many children who are learning English as an additional language. They are well supported and make good progress in the initial stage of acquiring English.

Mathematical development

70. The teaching of mathematics is very good. Staff place a high emphasis upon using the language of number, size and shape throughout the daily routines. During a mathematics lesson the children counted all those present. They count up to twenty well and are very keen to find missing numbers, for example the number between thirteen and fifteen. They also count backwards from twenty. The children develop their skills in number using various apparatus such as the treasure hunt, where they work from number clues. In the puppet story of 'The Gingerbread Man', the teachers used a great deal of positional language, for example *next, near, where, and across*. The teaching here was very good and was an example of the rapid pace employed throughout the nursery, which keeps the children most interested in all their activities. The children make clear food graphs of likes and dislikes in tastes. They compare times in growing strawberries and then count the red ones. The very good provision includes use of money, as in the 'baker's shop' and the 'airline office'. The children also have the good opportunity to look at sequences of events. This was particularly demonstrated in watching the growth of a butterfly from egg to maturity.
71. The excellent provision for learning mathematics includes slightly demanding jigsaws with which the children explore shape, rotation and spatial awareness. The staff build up concepts of size well. 'Find something long then something short', and 'Is it heavier or lighter?'. The children work very well in practical areas such as with water and sand, experimenting with volume. The many activities ensure that children make good progress towards expected levels of attainment.

Knowledge and understanding of the world

72. The teaching is very good. Many of the children start school with a very limited understanding of the world around them. However, the school ensures that, through a very full programme throughout the nursery curriculum, the children gain a much wider knowledge. Within the classroom they have constant opportunities to experience information technology. This is used appropriately in other subjects, particularly in literacy where the knowledge of phonics is increased; children were working on the letter 'c' whilst arranging the components of a car. They help Paddington Bear make a train. The children are given many first-hand experiences of the world. A particularly exciting one was the visit of a local farmer who brought in his animals for the children to touch and hold. The children also have opportunities to cuddle rabbits and the school's guinea pigs. They have the very good wildlife pond where they can

observe frogs develop from their spawn to grown frogs. The children grow their own plants and gain good practical experience in planting and watching their flowers grow. In technology they learn very well the principle of hinges and this is applied well to the constructing of the three little pigs' houses. The good opportunities abound. In food technology the children make an independent study of cereals and devise their own recipes. The staff also give them further practical experience in studying herbs. Overall, the very good provision and gains made by the children in their level of language and curiosity mean that most children's achievements are good, and, by the time they transfer to the reception classes, planned for after Christmas and Easter, they will be working well towards the early learning goals for this area of learning.

Physical development

73. The teaching is very good. By the time they move on in the school, children reach the level of co-ordination and physical skill expected for their age. Their fine motor skills are well developed and they show a good facility in using pencils and colours. They are also given considerable opportunity to develop manipulative skills in using play-dough. The children use scissors well for their age. Provision of space for outside play is adequate at the moment but is not very inspiring. However, there is a very good supply of large mobile equipment such as tricycles and scooters, on which the children demonstrate good skills in control. In this area the children are also given the unusual chance to practise their aiming skills with a basketball net. In the good physical educational lessons, the children take part in energetic warm-ups and also understand that these make the heart beat faster. The children show good spatial awareness as they skip, run and jump around the hall. At this early stage they also understand how to find a clear space for floor work. They are very enthusiastic and make good progress.

Creative development

74. The teaching is very good. Children have many and varied opportunities to be creative. The nursery staff work hard to provide good opportunities for children to extend their understanding of the world through their imaginations. The children in the nursery have produced very colourful paintings and they work very purposefully using play-dough. There is considerable provision for role-play as seen in their 'airline play' and 'bakers' shops'. Further examples include the 'doctor's surgery' and one little girl was able to say what each instrument was for. The stethoscope was for 'listening to the heart' and the thermometer 'for seeing how hot you are'. The children also show good skills in cutting and sticking. When making the cat face, they placed the features very accurately and they take the opportunity to develop these imaginatively. The children also create interesting portraits along the lines of Paul Klee. In music the children have many good experiences as musicians visit and the children play percussion instruments. These visits are followed up well as the children make their own instruments, such as shakers, drums and plucking instruments. They also explore the sounds made by everyday objects. The wealth of provision allows them to be creative and it increases their knowledge of the world around them. The children attain levels appropriate to their age.

ENGLISH

75. The quality of learning is satisfactory and attainment at each age matches national expectations. Standards since the last inspection have been maintained but have not improved sufficiently to meet the increased learning problems the pupils now present.
76. Between 1998 and 2000, results in National Curriculum tests for pupils aged seven improved steadily, and in 2000 were above the average for all schools and well above those for similar schools. Writing was not quite as good as reading. However, interim results for 2001 show that standards have declined significantly; they were below average overall and boys tended to attain better than girls. This considerable decline was partly because this cohort of pupils joined the school with lower attainment than in previous years, and a higher proportion of pupils had special educational needs or were learning English as an additional language. However, the key reasons were that weaknesses in the provision of the school had not rectified sufficiently to meet the increased challenges. This is still the case for current pupils, and weaknesses now combine to depress both attainment and progress. The areas that require improvement are as follows:
- After very good learning in the nursery, pupils do not have equal access to the last stage of the Foundation Stage in reception classes. Therefore, too many start their work within the National Curriculum without the required skills, particularly as to listening. Many also have underdeveloped speaking skills.
 - Teaching quality varies widely, and overall pays too little attention to listening skills and the specific needs of pupils learning English as an additional language. Specialist teachers and classroom assistants are not used effectively enough to meet the wide range of learning needs.
77. By the beginning of Year 2 when most pupils are six, most pupils speak confidently and have an appropriate range of vocabulary. However, fewer can use these skills to explain at length and in detail their ideas, or to frame probing questions. This is particularly the case with pupils learning English as an additional language. The latter pupils quickly gain simple everyday English, but then their progress towards more complex speaking skills slows. This is because they do not receive the specific help they need. Even so, speaking skills overall are in line with national expectations, although too few exceed them.
78. Listening skills are unsatisfactory and only a few pupils meet expectations for each age. Pupils find it difficult to maintain their focus on listening, and too often, although even when paying attention, too few think about what they hear or search for meaning and understanding. This seriously diminishes their ability to interpret and fully understand what they hear. The key reason for these weaknesses is that teachers lack specific policy and procedures for teaching listening skills. Consequently, too many teachers do not ensure that pupils listen when others are speaking, and do not use questioning effectively to test understanding and encourage pupils to articulate what they have learned. This is particularly the case with pupils learning English as an additional language and those with special educational needs. Only in one lesson were classroom assistants deployed effectively to target the learning needs of specific pupils. When the specialist teacher for pupils learning English worked separately with these pupils, often switching between English and their home language, the teaching was much more effective because it was better focussed and the pupils were less distracted by other sounds.

79. Reading at least matches expectations and a significant number of pupils in Year 2 exceed them. Reading is taught in a structured and progressive way, and supported by a very good reading partnership between home and school. Consequently, the pupils' ability to read new words is good, either by sounding out the letters or by working out the word from its context. By the age of six, most pupils read fluently and a significant number read very fluently for their age and with good expression. Pupils enjoy books and, unlike in their listening, search for the meaning in the texts. They read for pleasure and use books competently to find information. Many pupils learning English as an additional language make good progress with their reading, although a significant number do not; this slow progress relates to their slower development of speaking and listening skills and the way these are not addressed by the teaching.
80. Standards of writing are good. Again, these skills are taught effectively and progressively, with good opportunities to write for a range of purposes and to practise letter formation. Most pupils in Year 2 form letters well, and some able pupils are beginning to write cursively, and the most able are beginning to develop a personal style of writing. Most construct complete sentences, using capital letters and full stops correctly. Most pupils understand the function of commas and speech marks when reading, although they rarely use them in writing. Spelling is usually correct or phonetic. Pupils link sentences together in sequence to create stories and descriptions, and are beginning to understand the power of language by choosing words carefully. The highest attaining pupils show a quality of writing that is well above expectations. Even so, a significant number of pupils do not reach expected standards. These pupils are usually those who are young for their year, those who have special educational needs, or those learning English as an additional language and who have made slow progress in their speaking and listening skills in English.
81. Overall, pupils of average and below average ability make good progress. Those of above average ability make satisfactory and often good progress, especially the most able. Many pupils learning English as an additional language make progress equivalent to that of their English-speaking peers, but a significant minority make unsatisfactory progress. Pupils with special educational needs vary in their progress, and this depends on the quality and focus of the support they receive.
82. Pupils enjoy their literacy lessons and usually work co-operatively and with care. However, when the teaching is not good, their attention wanders and progress slows.
83. Teaching quality varies significantly between classes. In most classes, teaching is usually good or better, but in some usually only satisfactory. Some excellent and unsatisfactory teaching was observed. The key strengths of the excellent teaching were careful planning that met the range of learning needs, excellent deployment of classroom assistants and team work between adults, and very good class management that maintained the pupils' concentration and pace of learning throughout the lesson. When teaching was unsatisfactory or only satisfactory, class management was insecure, which led to slow progress, and classroom assistants and the specialised teacher for pupils learning English were neither deployed nor employed effectively. In these lessons the pace was slow, and too many pupils lost concentration.
84. The subject manager manages the subject satisfactorily, monitoring standards and using analysis of assessment data to identify weaknesses in teaching and learning.

However, these important management procedures have yet to be sufficiently systematic, rigorous or effective. Resources are good, and learning is significantly enriched by a very good partnership with parents based upon an excellent programme for homework and such events as 'book week'. The recent introduction of 'story bags' is making a very positive contribution to the pupils' learning. The library is attractive and well stocked, but not very accessible to four classes. At present, the use of computers to underpin the learning is underdeveloped, and pupils do not have enough opportunity to use computers to write creatively or practise their word-processing skills. At present, teachers do not plan well enough for pupils to improve their literacy skills through other subjects, although the pupils' good writing and reading skills support good learning across the curriculum. The pupils' unsatisfactory listening skills tend to hinder learning in many subjects. Present targets are not sufficiently challenging and are insufficiently related to targets for classes as a whole and for individual pupils.

MATHEMATICS

85. The quality of learning is satisfactory. The National Curriculum tests for pupils aged seven in 2000 showed that standards in mathematics were well above average when compared with all schools nationally and with similar schools. The number of pupils attaining the higher Level 3 and even Level 4 was much higher than the national average. Results over the previous four years exceeded the national average and showed an improving trend. The results of these tests in 2001 cannot yet be compared with those of other schools but appear to have dropped to below average. This apparent decline is due to a significant change in the nature of the cohort, where the high proportions of pupils with special educational needs, English as a second language and, very importantly, pupils who have had less time in school, have combined to make a very significant impact on overall test results. Evidence from the scrutiny of work and lesson observations indicate that current attainment is in line with expectations. This is similar to the standards found at the last inspection.
86. Pupils in Year 1 learn to count confidently and order numbers to ten. They learn to subtract by counting forward and backwards and begin to grasp the idea of 'finding the difference'. Year 2 pupils begin to understand place value of numbers and can find multiples of 10 up to 100 with confidence. More able pupils begin to be able to explain their mathematics, but often find it hard to find the right words. The National Numeracy Strategy is being applied, but with varying degrees of success. There is an appropriate emphasis on developing numeracy skills and each lesson begins with mental and oral work in mathematics. However, in some classes the mental mathematics sessions are too long and neither make appropriate demands on pupils nor include all of the pupils. As a result, many pupils lose their concentration and there is insufficient time for the following mathematical activities. A significant number of pupils have underdeveloped mental agility in mathematics and this restricts their progress.
87. Pupils are given a broad range of mathematical experiences. These include work on two-dimensional and simple three-dimensional shapes, measuring in standard and non-standard units, money, halves and quarters, time and simple block graphs. Mathematics has not yet been fully integrated into other areas of the curriculum and the use of information technology during mathematics lessons is underdeveloped. Teachers do not give the pupils enough opportunities to use computers to support and extend their learning.

88. Progress for the majority of pupils is satisfactory. However, pupils with special educational needs and those with English as a second language do not always make appropriate progress. Too often not enough account is taken of their specific needs during lessons and they struggle to understand what they are being asked to do. There is also too little challenge in many lessons for the more able pupils. As a result, the progress of these groups of pupils is often too slow. There are no significant differences in the progress of girls and boys.
89. Boys and girls are keen to try their best and please their teachers. In lively lessons they listen well and become interested and involved in their work. For example, pupils are entranced and pay total attention when helping a puppet to correct its numbers. However, when they are asked to sit on the carpet and listen for too long, their attention wanders and they lose concentration.
90. The majority of the teaching is either very good or satisfactory in broadly equal balance. Only one unsatisfactory lesson was seen. In the classes where teaching is very good, pupils slowly but successfully acquire and reinforce mathematical concepts such as number bonds. The difference between the very good and satisfactory lessons lies in the pace of the lesson and the demands made on the varying groups of pupils in the class. This is even more marked in the unsatisfactory teaching, and the learning becomes very slow and lacking in purpose.
91. Teachers have a satisfactory understanding of the subject and are well led by the subject co-ordinator. They work well together to plan the work for pupils of the same age in different classes. However, the outcome of the lesson varies as a result of different teachers' expectations. Assessment and recording procedures in mathematics are carried out informally. There is no agreed and consistently used system for tracking the progress of individual pupils. As a result teachers are not always able to target work accurately for all pupils and this restricts their attainment and progress. The co-ordinator is aware that this is unsatisfactory and has plans for developing a more thorough system to assess, record and track pupils' progress.

SCIENCE

92. The quality of learning is satisfactory and standards have been maintained since the last inspection. Current standards are in line with national expectations at the beginning of Year 2. This reflects the findings of the last inspection and the teacher assessments at that time, which showed attainment to be in line with national expectations and just below the national average.
93. On the basis of teacher assessment in 2000, pupils' attainment was above the national average, with the percentage of pupils achieving the higher Level 3 well above the national average. Interim results for 2001 suggest that, although over one third of pupils continue to reach the higher level, the numbers of pupils attaining the nationally expected level fell markedly. This decline is partially due to a change in the nature of the cohort, with a higher number of pupils with special educational needs and with English as an additional language. However, many of these pupils had had little or no time in a reception class, and the impact of this deficit was significant.
94. Current attainment is broadly in line with national expectations for pupils at each age. The youngest pupils in Year 1 are beginning to think perceptively of ways of identifying whether objects are made of wood, plastic or metal. They are beginning to think about similarities and differences and moving towards simple scientific

classification. By the age of seven, most pupils can identify materials which can be squashed, bent or stretched, and ones that cannot. More able pupils understand the idea of a fair test and can suggest one or more variables that would influence the outcome of an experiment.

95. The school provides satisfactory coverage of the National Curriculum programmes of study, linked to a three-year rolling programme of broad topics. However, the science components are not always sufficiently linked to the main theme of the topic and this makes it difficult for pupils to make the necessary connections. At the time of the inspection, pupils in both Year 1 and Year 2 were studying materials but the topic was air, fire and water.
96. The quality of teaching is extremely variable. Teaching tended to be either good or satisfactory; there was an unsatisfactory lesson. This variation in effectiveness was evident both in lessons and in the scrutiny of pupils' previous work. Although teachers plan together, different teachers interpret the learning objectives in different ways. In some classes there is insufficient increase in knowledge and development of skills between one year group and the next. Informal moderation across year groups has not been effective in establishing equal standards across classes and units of work. Consequently, there are also differences in the quality of teaching and level of challenge in parallel classes in the same year group. In some classes there is a focus on the development of knowledge, with the whole class copying work from the board, while in other classes pupils are given more opportunities for investigative work with a clearer focus on learning outcomes. For example, in a very good lesson in Year 2, the teacher's good open-ended questioning enabled pupils to think scientifically about the properties of different materials. When asked, "Did you notice anything about the materials in your basket, when you squashed them?" pupils were encouraged to use their observational skills and appropriate scientific language. This engendered a range of responses, including "I squashed the foam rubber but it sprang back into its old shape".
97. There are also variations in the pace and organisation of lessons. In the best lessons activities are well planned and have a clear link to the learning objective. Where teaching is unsatisfactory, pupils spend too long listening to the teacher and there are too many strands within the lesson for pupils to gain a clear understanding of the purpose of the tasks. In the good or very good lessons, teachers have high expectations of what pupils should achieve and target the work appropriately to the learning needs of all the pupils. Teachers do not make enough use of information and communication technology, such as data handling programmes to support or record learning in science, and miss too many opportunities for pupils to use computers as part of their learning.
98. Pupils are interested in science, showing curiosity and, at times, a sense of wonder. Most try to do their best and take a pride in their work. However, when they find the work too easy or too difficult, or the teacher does not ensure full attention, their concentration wanders and they waste time chatting amongst themselves.
99. Assessment procedures are in place for testing pupils at the end of each unit of study. However, there is no consistent system for using this information to track the progress of individual pupils or groups of pupils. Targets are not set and there is a frequent mismatch between the work set and the learning needs of different groups of pupils. For example, pupils copy down work from the board, which they are unable to read, or draw diagrams of the earth and its atmosphere, which they cannot interpret. Pupils

with special educational needs or with little English often make unsatisfactory progress. Although there are good levels of additional adult support in most classes, these staff too often are not used effectively to help individual pupils or groups of pupils to understand the content of the lesson. They tend to be used for overall classroom management and these skilled support staff are frequently not effectively engaged with pupils when teaching is of the class as a whole. In some classes activities for more able pupils are too easy. Sometimes previous learning is repeated and pupils have too few opportunities for applying their knowledge.

100. The present co-ordination of science is unsatisfactory. It focuses too much on ensuring coverage of the content of the curriculum and too little on skills and understanding to learn and apply. Although the school has identified weaknesses in teaching and learning, too little action has been taken to make good such deficiencies as the need for more practical activities in lessons or the failure to provide in lessons a range of tasks that match the needs of pupils with differing abilities and needs. The recent purchase of a commercial scheme is intended to ensure good teaching of science activities. It is unlikely to solve the above problems unless there is also rigorous monitoring of teaching and learning.

ART AND DESIGN

101. The quality of learning is satisfactory and standards of attainment are in line with national expectations. Pupils make satisfactory progress both in their knowledge of different artists and in developing their skills. This is a picture broadly similar to that found in the previous inspection.
102. The art scheme is planned to develop skills from the Foundation Stage through to Year 2. All pupils have sketchbooks and draw their teacher each term in order for their progress to be assessed. A comprehensive portfolio of art displays records the quality of work produced throughout the school. The art co-ordinator occasionally works alongside colleagues and has monitored the work of colleagues in an advisory capacity. The teaching of art is linked to whole-school topics and is used extensively to illustrate other areas of the curriculum. However, sufficient attention is also paid to the development of specific skills. The range of artists studied ranges from Arcimboldo to Picasso and Paul Klee and from Monet to Van Gogh. Effective links are made between the work of these artists and the overall topic.
103. The quality of pupils' work is enhanced by good standards of display. Art makes a positive contribution to creating an attractive and stimulating learning environment. Pupils' observational drawing is well developed; subjects have included bicycles, their teacher, flowers and toys. They handle paint well and mix colours confidently. Textiles and three-dimensional work are given an appropriate focus. The 'Greenfingers' challenge, a project to enhance the school environment, produced attractive clay butterflies, which are displayed in the playground area.
104. Good links are made to other areas of the curriculum. Stories from the literacy hour, such as 'The Rainbow Fish' and 'The Enormous Turnip', are a regular stimulus for display. The work of Paul Klee is linked to work on shape in mathematics. A visit to a Buckinghamshire village, exploring a contrasting community, in geography, gave rise to sophisticated observational drawings of the main village buildings. Buildings in Maidenhead including a mosque, Sikh gurdwara, and the local church are the subject of well-executed collages.

105. In the lessons observed, teaching was good in Year 2 and satisfactory in Year 1. In the better lessons, good management of pupils enabled the teachers to convey the key learning intentions to the pupils, to set tasks in the context of the overall topic and to give pupils opportunities for independent choice of materials and ways of working. When pupil management is less secure, the tasks are too prescriptive, too much time is wasted on class control and support staff are used in a behaviour management role rather than in a supportive role. This hinders pupils' natural ability to work collaboratively and develop their own ideas.
106. Art is well led by a knowledgeable and enthusiastic co-ordinator who gives good support to colleagues and constantly revives the curriculum with interesting and vibrant initiatives. 'Art weeks' provide an effective focus for work in all the creative arts. Regular visits take place to the local Stanley Spencer gallery at Cookham. Teachers use computer programs to show pupils how they can use computers to draw and develop designs, but this is not consistent across classes. Despite the inevitable time constraints, art has maintained a high profile in the school.

DESIGN AND TECHNOLOGY

107. The quality of learning is good. The lessons seen during the inspection showed that standards for pupils at the beginning of Year 2 are good and this is an improvement on the previous inspection, when standards were judged to be satisfactory. The improvement overall lies in the well-structured approach to the subject, now based partly on national guidance that has been adapted to suit the school's needs. This structure has now rectified the weaknesses found in the previous inspection. Pupils with special educational needs have good support when required and make good progress, as do those pupils with English as an additional language.
108. The pupils aged six years were making windmills and tulips and were making good progress in making paper structures. They learned to fold the paper carefully and accurately. The pupils in Year 2 were making fans and had a very wide selection to give them an opportunity for some practical research; they gained a clear understanding of their construction. They developed good ideas from a science topic on the properties of air. The pupils showed a good knowledge of the design process and practised with prototypes. All produced good end-results and one pupil made an excellent lace fan by cutting an intricate pattern on the folded paper. Another made a very simple but beautiful design. The evaluation was also good as the pupils had to consider which fan was most effective and what they might do to improve their design. The pupils showed a very good attitude towards the subject of design and technology in virtually all lessons.
109. Teaching is good overall. In half the lessons observed it was very good, in a sixth good and in one third satisfactory. The very good lessons were characterised by very good planning and the inclusion of the design elements including the evaluation of the work done. Less successful lessons were marked by scant attention to design and were more akin to directed craft lessons. In some lessons the level of challenge in Year 1 classes was higher than in Year 2.
110. The coverage of the curriculum is interesting and much is developed from the pupils' own interests; this allows them to make artefacts that have meaning for them. Evidence from the scrutiny of previous work shows how the pupils made a variety of pet shelters using recycled materials. Though the structures themselves were somewhat primitive, the ideas, such as keeping the shelter dry by supporting it on

stilts, were good. There are complex polyhedrons clearly showing the strength of triangular structures. One feature of this activity was the very good differentiation where the higher attaining children made a globe, the middle-attainers a pyramid and the other pupils made a less complex triangular structure.

111. Co-ordination of the subject is good. There is a good policy and the schemes of work cover all the required aspects well. These schemes of work relate very well to other subjects, for example windmills with both science and mathematics. The curriculum is enhanced by visits, which include pizza restaurants and farms. In-service training has not been available in school owing to the emphasis on training for mathematics and literacy. Even so, the co-ordinator plans the work with the teachers and ensures that they have all the resources needed. This support enables the teachers to be more confident in tackling the subject. The results of pupils' work are regularly assessed but the information this provides is not always sufficiently reflected in adaptations to the teaching. Accommodation is satisfactory, as are resources.

GEOGRAPHY

112. The quality of learning is satisfactory and standards of attainment are in line with national expectations; most pupils make satisfactory progress as they move through the school. Standards have been maintained since the last inspection. The only lessons observed during this inspection were in Year 1 but evidence from the portfolio of work indicates that a wide and appropriate range of topics is covered within the framework of the overall focus for that term.
113. In Year 1, pupils explore the local environment. They use geographical skills competently in carrying out simple fieldwork investigations such as mapping their route to school. A great deal of use is made of stories as a focus for geographical investigations. Pupils make clear pictorial maps of places in the stories, such as the 'Island of Struay'.
114. In Year 2, pupils focus on contrasting communities such as a village in Kenya or the Greek island of Patmos. Visitors to the school help pupils to find out about other cultures, such as of the aborigines in Australia. Visits to a Buckinghamshire village enable pupils to explore a contrasting community nearer home.
115. Teaching was at least satisfactory in all three lessons observed. Teachers have good subject knowledge and draw effectively on pupils' own ideas and experiences in initial discussions. However, not enough time is allowed for effective reinforcement activities and very little work is recorded in pupils' books. Follow-up tasks are frequently of poor quality, concentrating on drawing rather than writing, and do not give pupils opportunities to consolidate their learning effectively. Since the tasks set are of similar difficulty, for example the concept of map, for some pupils they are too easy and for some pupils, too difficult.
116. The co-ordinator gives good support to colleagues, particularly through the creation and provision of resources. Monitoring of lessons has taken place but has not been rigorous enough in improving teaching and learning. In particular, the different learning needs of different groups of pupils have not been sufficiently considered. There is too little challenge in lessons for higher attaining pupils, particularly in opportunities for recording. Support for pupils with special educational needs and with limited English is too general and does not focus sufficiently on developing their understanding of the curriculum. For example, in one lesson, a highly experienced

support teacher did not engage in conversation with any pupil for the duration of the lesson. Resources for learning are adequate and good use is made of the local and wider environment.

HISTORY

117. The quality of learning is satisfactory and standards of attainment meet but rarely exceed national expectations. This reflects the situation at the time of the last inspection. Most current pupils continue to make satisfactory progress, although the challenge in lessons for more able pupils is too low and teachers do not plan separate activities for pupils of differing ability. Most follow-up activities do not sufficiently require pupils to develop their ideas and are too restricted in scope and potential outcome. The planned curriculum places emphasis on the acquisition of historical facts, and too little emphasis on the development of skills of historical enquiry and investigation.
118. By the beginning of Year 2, pupils have an appropriate knowledge of a range of famous people but find it more difficult to set this knowledge in a historical context. Most pupils are aware of the passing of time through changes in their own lives but few pupils can reliably place people, events or objects in chronological order.
119. Teaching in the lessons observed was generally satisfactory. Stories are well used to develop pupils' interest in history and questioning usually encourages pupils to draw on their own ideas and experiences. However, too little time is allowed for effective written consolidation of what has been learned and overall very little work is recorded. Support for pupils with special educational needs and with limited English language skills is poorly used and, consequently, many of these pupils find it difficult to understand the focus of lessons.
120. Although there has been monitoring of teaching by the co-ordinator, this has not been rigorous enough in considering and eliminating weaknesses in teaching and learning. She provides good support for colleagues in the provision of resources, including for pupils learning English as an additional language. Resources for learning are satisfactory, although not enough use is made of information technology to record learning and make investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. The quality of learning is unsatisfactory in some respects and attainment is unsatisfactory. This represents a decline in standards since the last inspection and is because the teaching provides too few opportunities for pupils to use the computers during the course of the school day. As a result, although statutory requirements are met, the use of information technology across the curriculum is insufficiently developed and pupils do not have time to put what they have been taught into practice.
122. Pupils learn to write suitable labels for their work and know how to change the size, colour and font of letters. Older pupils know how to save their work and retrieve it competently in order to make changes. They have good control of the mouse and talk quite confidently about icons, highlighting and fonts. They use art programs to draw and paint colourful symmetrical butterflies, and draw graphs showing how interesting food comes from far away. Pupils effectively use the computers in design and technology to draw the design for a coat for Joseph and use programmable toys

during the spring and summer terms. However, very few pupils were seen actually working at the computers during the inspection and teachers' planning shows that the range of programs and skills employed is too limited. As a result, the progress made by the pupils, including those with special educational needs and English as a second language, is unsatisfactory.

123. Pupils enjoy using the computers when given the opportunity. They sit quietly and attentively when listening to their teachers' instructions. They try to remember what they have been told and are very keen to try out their new knowledge.
124. The quality of teaching is satisfactory overall. Teachers are reasonably confident in their understanding of information technology and are all currently undertaking more training. Teachers make sensible use of the one machine in each class when giving direct teaching by demonstration on the computers. However, this is not reinforced by ensuring that all pupils have access to the computers for enough time to consolidate skills and make progress. Too many opportunities to use computers are missed. For example, classroom computers are not set up to be used automatically by the pupils as an aid to their learning throughout the school day, and the small bank of computers is not easily accessible to pupils and so is under-used. As a result, pupils' attainment and progress in information technology is unsatisfactory.
125. The co-ordinator for information technology is well aware of the shortcomings within the subject and has plans to extend the resources for the subject as soon as staff training is complete. She also has clear ideas as to how to ensure that pupils have enough time working on the computers for them to make appropriate progress.

MUSIC

126. The quality of learning is satisfactory overall, which maintains the picture found by the previous inspection. Attainment meets national expectations at each age.
127. The pupils enjoy making music and they sing well during assemblies, responding well to the mood of the tunes. They learn to hold percussion instruments correctly, but younger pupils do not always use them with great care. They begin to copy rhythms with varying success when tapping them out on their hands. They learn the words to songs quickly and remember them well. However, their listening skills when, for example, responding to higher and lower notes, are not so well developed. Pupils with special educational needs and those with English as an additional language are not always given appropriate support during lessons. As a result, they do not always make satisfactory progress.
128. Pupils enjoy their music lessons and look forward to using percussion instruments. The quality of teaching is satisfactory and one very good lesson was observed. The very good teaching was characterised by enthusiasm, a lively pace that interested the pupils and a good knowledge of the skills and understanding that pupils need in order to make progress in music.
129. The scheme of work for music is based on an appropriate commercial scheme. However, the subject is suffering at the moment because there is no co-ordinator to help non-specialist teachers bring it alive. As a result, pupils do not always make the progress that might be expected of them during lessons. The music curriculum is enriched by the visits of a puppet theatre enacting 'Peter and the Wolf' and by a variety of visiting musicians. Good use is made of music to liaise with other schools

when junior school pupils play their cellos, and opportunities are taken to listen to music from other cultures when pupils watch performances of Indian dancing. Resources for music are satisfactory and include an appropriate range of instruments.

PHYSICAL EDUCATION

130. The quality of learning is good and the standards achieved by the pupils are above national expectations. Pupils make good progress overall. This shows a good improvement since the last inspection, which found standards and progress to be satisfactory. Pupils with special educational needs make good progress and were well supported during the dance lessons and pupils with English as an additional language also make good progress.
131. Progress is good. Pupils aged six and seven years worked very hard to better their skills and ideas in making shapes and dancing rhythmically. They showed considerable awareness of space and moved around very sensibly and avoided contact with each other. They listened carefully to their teacher and tried to follow instructions. This very good attitude ensured that they had plenty of time for their activities. The pupils are very keen to develop their ideas.
132. Many children were very graceful both in smaller movements of the hand and in the larger movements using the whole body. In gymnastics the younger pupils are learning the need to arrange the apparatus sensibly, safely and efficiently. When moving across the apparatus the pupils show good independent thought and try to devise their own methods of travel. Despite very clear instructions, some pupils became confused, due in part to unsatisfactory listening skills and in part to their low understanding of English. The older pupils work well in gymnastics and some show particular talent in control. One pupil demonstrated cartwheels of excellent grace and style. In the tasks set on the apparatus, travelling by spinning and sliding over benches and stools, the pupils build up good sequences of movement. Pupils know of the need to warm up and cool down and enjoy these activities greatly.
133. The quality of teaching is now very much improved, as 80 per cent of all teaching seen was good. There was one unsatisfactory lesson as poor management of time left little opportunity for pupils to learn any skills. All teachers emphasised the need for safety. The teachers showed good knowledge of the subject, demonstrated the activities well and also participated in many of the tasks set. The class management was usually very good and, consequently, pupils listened most carefully to the instructions and behaved in a very mature way. They enjoyed their lessons greatly.
134. Co-ordination of physical education is very good. The co-ordinator is also the 'Tops' co-ordinator for the borough and is very experienced. She has no time available for monitoring teaching. There are very detailed schemes of work and all classes have three sessions a week. The staff follow these schemes well, with good standards resulting. This is also the result of much in-service training given by the co-ordinator. As the school has its own outdoor pool, pupils have swimming lessons during the warmer weather. This is a very good resource. Assessment is regular and is based on the teachers' weekly evaluation. Accommodation is satisfactory with a suitably large hall but there is little storage space for the larger equipment. There is no grassed area but the school can use another school's fields for sports day. Resources are satisfactory.

RELIGIOUS EDUCATION

135. The quality of learning is satisfactory and attainment matches but rarely exceeds the expectations of the locally agreed syllabus. Standards have been maintained since the last inspection, but confusion between the specific nature of religious education and other subjects remains.
136. Pupils gain a good idea that there are different religions and realise that these affect the lives of adherents. They can use this knowledge to understand special differences between people of different faiths, including those of other pupils in the school. They are aware that religions have festivals, special books and special places, and that these are signs of belonging to a religious community. They gain good understanding as to why and how people pray. They are less skilled at talking about their ideas and expressing their own emerging ideas and beliefs.
137. Pupils treat the subject seriously and respect and value the experiences of others. However, when the teacher's class management skills are not secure, the pupils' concentration drifts and this restricts the intensity that constitutes very effective religious education teaching, for example thinking things through in reflective quiet and 'stillness'.
138. Teaching is usually satisfactory and rarely very good, excellent or unsatisfactory. The strength of the very good and excellent teaching is the way the teacher and class assistants use their own experience and that of pupils to develop the core idea of the lesson. This helps pupils to understand the way different faith traditions help people, for example, to feel they belong to and are valued by their religious community. These lessons brought out the uniqueness of Christianity, Sikhism and Judaism, while highlighting the way each sought meaning and purpose in life. Song and standing in a 'loving circle' helped the pupils experience and feel what belonging meant. In satisfactory lessons, the teaching was mainly about moral issues, missing opportunities to build religious knowledge and understanding, and to allow pupils to probe and express their own emerging faith. When the teaching was unsatisfactory, the lesson involved simply making a moral point and involved too little contribution from pupils.
139. The subject co-ordinator has only recently taken up the role, but is keen, knowledgeable and has good ideas as to how to develop the subject. The scheme of work covers the requirements of the locally agreed syllabus, but when teaching is only satisfactory, the teachers miss the point of the topic. Resources are adequate although not extensive, and good use is made of local faith communities such as the church and the Sikh gurdwara. Work in this subject is too rarely extended or consolidated through writing or drawing, and pupils do not have a separate place to record their work. This means they lack a way to see what they learn over time. In a school that represents many faiths, religious education too often misses opportunities to celebrate and recognise each faith tradition.