

Draft

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INSPECTION REPORT

OAKFIELD FIRST SCHOOL

Windsor

LEA area: Royal Borough of Windsor and Maidenhead

Unique reference number: 109897

Head: Mrs R Sendorek

Reporting inspector: Mr John Tyler
20506

Dates of inspection: 18 – 21.06.01

Inspection number: 193482

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	5 - 9
Gender of pupils:	Mixed
School address:	Imperial Road Windsor Berkshire
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E-mail address	oakfield.first@rbwm.gov.uk
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Ed Morley
Date of previous inspection:	10-13 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
John Tyler 20506 Registered inspector	Foundation Stage Special educational needs Mathematics Science Information and communication technology Physical education English as an additional language	
Deborah Pepper 9454 Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Robin Coulthard 11746 Team inspector	English Geography Music Religious education	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Linda Prince 15621 Team inspector	Equal opportunities	How good are curricular and other opportunities offered to pupils?
Shirley Lee 19542 Team inspector	Art and design Design and technology History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oakfield First School is situated in west Windsor and caters for pupils from five to nine years of age. There are 210 pupils on roll. The school serves an area of owner-occupied housing and a nearby council estate, and is heavily over-subscribed. There is high pupil mobility. About 10 per cent of pupils join the school or leave each year, partly because the school draws pupils from local military garrison families. Six per cent of pupils are from families with English as an additional language. Most are of Asian origin. None of these pupils is at an early stage of learning English. Twenty per cent of pupils are on the register of special needs, which is about average. This is mainly for support with literacy skills. Five pupils have statements of special educational need. The number of pupils known to be eligible for free school meals has recently risen to just over eight per cent, which is still below average. Pupils enter the school at the beginning of the term following their fifth birthday. Some, therefore, spend no time in the Foundation Stage. Pupils' attainment on entry to the school is above average. Staffing is very stable; only two teachers have left since 1994, both for retirement. At the time of the inspection, one senior teacher was absent through injury and another was on maternity leave.

HOW GOOD THE SCHOOL IS

Oakfield is a good school where the pupils achieve well. Pupils' attainment in Years 1 to 4 is above average in English, particularly in reading; in mathematics it is well above average. Some abler pupils under-achieve in science. Teaching is good above the Foundation Stage, but planning was inadequate for the introduction of the Foundation Stage, where children's attainment is overall in line with national expectations. Attainment at this stage is high in the basic skills of literacy and numeracy, but less good in the more imaginative aspects of language. Throughout the school, pupils have very good attitudes to their work and behave well. Leadership and management are good with some very good features, particularly in the provision for pupils' welfare. The school gives satisfactory value for money.

What the school does well

- Standards are above average in English and well above in mathematics;
- Teaching is good in Years 1 to 4; in mathematics it is very good;
- The school enriches the curriculum with a very good range of extra-curricular activities and visits. Opportunities for pupils' cultural development are very good;
- Attitudes and relationships amongst pupils are very good;
- The school provides a very supportive and caring environment for pupils and strongly fosters their personal development;
- Parents value the school very highly and make a very effective contribution to their children's education.

What could be improved

- Planning and teaching do not satisfactorily meet pupils' needs in some aspects of the Foundation Stage;
- For pupils in Years 1 to 4, information from the monitoring of teaching is insufficiently used to improve the pace of some pupils' learning, for example in scientific enquiry.

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. Standards have continued to rise in the meantime. Overall, satisfactory progress has been made in addressing the issues for improvement. Teachers' planning is now better and clearly identifies what is to be learned in each lesson. Teachers now receive clear guidance from subject co-ordinators on the knowledge, skills and understanding to be taught in each subject. All aspects of the National Curriculum for information and communication technology and design and technology are now taught. There has been satisfactory improvement in procedures for assessment, which now provides useful information to guide planning in English and mathematics. The use of information from assessment remains unsatisfactory in science, where there is some under-achievement. There has been insufficient development in monitoring and evaluating the quality of teaching to reduce the variations observed.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools*
	1998	1999	2000	2000
English	A	A	A	A*
Mathematics	B	B	A	A
Science	C	C	A	A

Key	
Very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E*
very low	

* This refers to schools with a similar proportion of pupils known to be eligible for free school meals.

The school met its challenging targets in national tests English and mathematics for pupils age seven in 2000. Standards in reading are very high, in the top five per cent nationally. After dipping slightly between 1997 and 1999, standards rose steeply between 1999 and 2000. Standards in writing have risen from above to well above the average for similar schools since the previous inspection. Boys' and girls' attainment is similar. Spelling is a comparative weakness. Attainment in mathematics rose from average in 1998 and 1999 to well above average in 2000. In science, some otherwise lower-achieving pupils attain standards above expectation, while some more able pupils under-achieve. Standards in design and technology and physical education have risen to match national expectation since the previous report. Standards in art and design and information and communication technology are above national expectations. Religious education remains above the expectations of the local syllabus. Standards in history and geography are in line with national expectations. It was not possible to make an overall judgement on standards in music. Pupils' achievements in relation to their previous learning vary between subjects. While achievement is unsatisfactory overall in the Foundation Stage, it is good in the remainder of the school. In reading and in mathematics, achievement is very good throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are confident and happy there.
Behaviour, in and out of classrooms	Good. Pupils behave well, are enthusiastic about their work and concentrate well in lessons. They often play energetically at play or lunch times, but they act responsibly and organise themselves well in informal games.
Personal development and relationships	Good. The school is a harmonious community in which all are included. Relationships are very good, but some younger pupils' personal and social skills are underdeveloped. Pupils exercise responsibility well.
Attendance	Very good and well above average.

TEACHING AND LEARNING

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

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

Eighty eight percent of all lessons were satisfactory or better, 38 percent were good and 25 percent very good. Twelve percent were unsatisfactory. Teaching of pupils aged five to nine is significantly better than at the time of the previous inspection. Teaching is good in literacy and very good in numeracy. Teaching in the Foundation Year is unsatisfactory. Teachers plan carefully to ensure that pupils in parallel classes receive equal opportunities to learn. Teachers make pupils fully aware of what is to be learned in each lesson. Too few opportunities for using computers are included across the curriculum. Pupils are keen to learn. They settle readily to their work and concentrate well. They use well opportunities for collaborative work, but few opportunities were planned for the inspection week. Lower attaining pupils and those with special educational needs receive good support and often use simplified texts and worksheets, which help them to learn effectively. There are some inconsistencies in teaching, for example, the amount of time pupils spend sitting on the carpet in whole-class discussion before beginning tasks. The best practices in teaching are insufficiently shared so that all lessons reach the good standards observed in the majority.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum has good breadth and balance. It is relevant to the needs of all pupils and enriched by a wide range of extra-curricular activities, including residential visits and field trips. Provision for pupils' personal, health and social education is good.
Provision for pupils with special educational needs	Good. Their needs are identified, they receive good support and this results in good progress.
Provision for pupils with English as an additional language	There are no pupils at an early stage of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school successfully develops its pupils' personal and social skills. Provision for pupils' spiritual, moral and social development is good; provision for their cultural development is very good.
How well the school cares for its pupils	Very well. Arrangements for ensuring pupils' care and welfare are a strength of the school. Good relationships exist amongst pupils, staff, parents and governors, which ensure that all pupils are well supported in their academic and personal development.

There are good procedures for monitoring, recording and reporting to parents on pupils' academic progress and personal development. Parents value very highly the good relationships and helpful links which exist between the school and parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head and other key staff	Good. The head is strongly committed to fulfilling the school's vision and aims. Many aspects of the school are very well managed. Curriculum co-ordinators fulfil their responsibilities well, but the Foundation Stage and science are less effectively managed. Planning is well co-ordinated between parallel classes.
How well the governors fulfil their responsibilities	Governors are very committed to the school, well informed and very supportive. They discharge their statutory duties well and fulfil the role of critical friend satisfactorily. They play a constructive role in planning the school's future.
The school's evaluation of its performance	Good. The school regularly evaluates the quality of teaching and learning as a basis for its continuing development.

The strategic use of resources	Good. Financial planning and day-to-day management are very good. Resources are used well in lessons.
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The school has benefited from stability in staffing over a long period. Staff are suitably qualified and work together well. Accommodation is good and very well maintained. Learning resources are satisfactory. The school secures best value for money it spends.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Their children like school, make good progress and behave well;</p> <p>The teaching is good and the school expects their children to work hard and to achieve their best;</p> <p>The school works closely with parents and keeps them well informed about how their children are getting on; they feel comfortable about approaching the school with any concerns;</p> <p>The school is helping their children become mature and responsible and provides an interesting range of activities outside lessons.</p> <p>The school is well led and managed.</p>	<p>A small number of parents were concerned about the social impact of younger children of being placed in classes containing pupils from two different year groups.</p>

The inspectors strongly agreed with nearly all of the positive views expressed by parents about the school in the questionnaire returns and at the pre-inspection meeting, and particularly about the work done by the head to foster pupils' welfare. The inspectors found, however, that the planning of pupils' learning in the Foundation Stage was unsatisfactory.

The inspectors understood the concerns of the few parents, but felt that the pastoral organisation of the school and the approachability of the head and teachers would quickly reduce any short-term uncertainties experienced by younger pupils placed in vertically grouped classes.

A few parents raised other, individual concerns but these had no common theme.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of pupils when they enter the school, in the term following their fifth birthday, is above average. There is, however, a wide spread of ability. By the end of the Foundation Stage, children reach standards that are well above national expectations in some aspects of learning, but below in others. Overall, their attainment is broadly in line with national expectations, but with some children under-achieving in relation to their abilities and previous experiences. Children's personal, social and emotional development is good in some aspects, such as the way that they get on well with others. It is unsatisfactory in terms of their ability to learn independently and use their initiative. Standards are high in the basic skills of literacy and numeracy, but the more imaginative and creative aspects of communication, language and literacy are less well developed. Attainment is well above national expectations in mathematical development. Children count well and name shapes correctly. Many of them count in twos without help. Children's knowledge and understanding of the world are in line with expectations for this age group. Their inquisitiveness helps children achieve satisfactorily in relation to their previous learning. Children talk about events in the past and about different places. In creative development, attainment in the work seen was below national expectations. Children have too few opportunities to develop their creative skills and understanding, and they achieve less than they could. Role-play is often unfocused and opportunities to develop the imagination are missed.
2. In national tests at the end of Year 2, standards in reading have continued, since the previous inspection, to be well above average when compared with all schools. In 2000, standards in reading were very high in comparison with those found in similar schools, with well above average numbers of pupils achieving the higher levels, 2A and 3. Compared with a steadily rising national average, standards in reading dipped slightly between 1997 and 1999, but they rose steeply between 1999 and 2000. Standards in writing were above average at the time of the previous inspection, but, in 2000, they were well above average in national tests in comparison with all schools and with similar schools. Standards have risen significantly and at a faster pace than is the case nationally. Boys and girls' attainment is similar in the school, which means that the performance of boys is slightly more above their national average than is that of girls. A substantially greater percentage of pupils achieve levels 2A and 2B than nationally, but the proportion of pupils achieving level 3 is below average.
3. In the past three years, pupils' attainment at the end of Key Stage 1 has been well above average in English compared with similar schools. Results were very high, in 2000, in comparison with similar schools – that is, where a similar proportion of pupils are known to be eligible for free school meals.
4. Pupils achieve well in relation to their abilities and previous learning. Most pupils explain their ideas concisely when speaking. They listen well while the teacher establishes a topic, but can become restless when there are insufficient opportunities for them to contribute orally themselves. Pupils' reading is a strength of the school. Pupils enjoy reading. By the end of Year 2, pupils sound out words confidently or use the context to help them with words that are unfamiliar. By Year 4, pupils read aloud expressively and reflect the character of what they read, such as drama, humour or dialogue, in their delivery. They have well developed tastes in literature.

5. Pupils develop a good style of handwriting early, which they continue to practise regularly, but they begin to use pens later than is usual. Pupils present their work neatly, but standards of spelling are below expectation and there is too little use of computers by pupils to create or re-draft writing.
6. In mathematics, in 1998 and 1999, pupils' attainment in national tests at the end of Key Stage 1 was average. In 2000, it rose to well above average. Over one third of pupils attained the higher level 3 and almost all reached at least the middle band of the expected level 2. In the same year, about half the pupils at the end of Year 4 reached level 4, which is one level above the national expectation. In the work seen, standards were well above national expectations and almost all pupils were achieving well in relation to their abilities. Throughout the school, pupils are very strong in number skills and have good knowledge in all areas of mathematics. They are capable of applying their skills in problem-solving and investigative work and in other subjects, for example, in geography, where they use graphs and statistics.
7. Standards in science were found to be well above national expectations in teacher assessments in Year 2 in 2000. During the inspection, pupils' attainment was in line with national expectations. Lower-attaining pupils are supported effectively and so reach standards that are higher than might be expected. However, a significant number of higher-attaining pupils who achieve levels above expectations in English and mathematics are not doing so in science. Standards are similar in most aspects of scientific knowledge. Pupils' understanding of environmental and ecological issues is developed well through good use of the school grounds and field studies. Pupils carry out regular investigations but the communication of their findings is generally at a lower standard than expected for their ages.
8. Pupils' attainment in information and communication technology (ICT) and in design and technology (DT) were below national expectations. Following purposeful development in both these areas, standards in ICT are above national expectations. Standards in DT are now in line with national expectations.
9. In art and design, standards have risen to above national expectation since the last inspection, as has pupils' attainment in physical education (PE). In geography and history, attainment remains in line with national expectation. There was insufficient evidence to make an overall judgement about pupils' attainment in music in lessons, but the three specialist teachers ensure good provision and extra-curricular standards are high. In religious education (RE), attainment has remained above the expectation of the locally agreed syllabus.
10. Pupils with special educational needs make good progress because work is often planned specifically to meet their needs and they receive effective support. Pupils who speak English as an additional language make good progress.

Pupils' attitudes, values and personal development

11. Pupils have very good attitudes to school which support their learning and progress. Parents say their children like coming to school and pupils are clearly confident and happy. In the great majority of lessons, pupils show real enthusiasm for their work, contribute eagerly and concentrate well. In a very good science lesson, pupils were very keen to offer explanations about how and why objects gripped different surfaces. In a good English lesson, pupils concentrated hard and were thoroughly engrossed as they wrote about a scene in the early part of 'Harry Potter'. Pupils particularly enjoy the school's extra-curricular activities and

school visits, for example, taking part in a choir competition and the Isle of Wight visit. The sports day during the inspection week was also a highlight for them. Pupils with special educational needs are positive about learning and their own abilities. Pupils with quite complex needs are very well integrated and this helps all pupils in their personal development.

12. Pupils' behaviour is generally good, and often very good, in lessons and enhances their learning. Parents are pleased with the good standard of behaviour at the school. Pupils are polite to teachers and each other. They know the school's 'Golden Rules' of behaviour well. Pupil play energetically at playtime and lunchtime but their behaviour is good. There are lapses in behaviour in one younger class, where pupils do not always listen properly because their personal and social skills are underdeveloped. There was no evidence of bullying or other oppressive behaviour during the inspection and incidents are rare. There have been no exclusions during the past year.
13. Relationships within the school are very good, between pupils and adults and between pupils themselves. The school is a harmonious community within which all pupils are valued and included. Adults provide good role models for pupils. Parents believe that the school helps their children to become mature and responsible. When given the opportunity, pupils co-operate well together, for example, in organising themselves in playground games. More able pupils supported less able pupils with spelling as they worked on their Isle of Wight project books. Pupils take on class responsibilities throughout the school. They are given a wider range of responsibilities in year 4, when, for example, they show prospective parents around the school. During the inspection, teachers' planning gave pupils fewer opportunities than usual to work independently or collaborate in groups.
14. Pupils are considerate towards each other and understand how their actions can have an impact on others. They show interest in, and respect for, the beliefs and values of others. For example, they were very interested in the contribution made by a Sikh boy to an assembly about Sikhism.
15. The attendance rate of 96 per cent in 1999/2000 was very good and well above national averages. The rate of unauthorised absence is in line with national averages. Punctuality is good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Despite the absence of two of the school's three senior teachers, the overall quality of teaching during the inspection was good and this enables pupils to develop their learning skills well. During the inspection, 25 per cent of lessons were very good, and one lesson was excellent, 38 per cent were good, 25 per cent were satisfactory and 12 per cent were unsatisfactory. Teaching in Key Stages 1 and 2 was significantly better than at the time of the previous inspection. The teaching in the newly established Foundation Stage was unsatisfactory overall because the school did not adequately plan the curriculum or anticipate the training needs of teachers early enough.
17. In Key Stages 1 and 2, teachers' planning is good and follows a common formula in all subjects. Subject co-ordinators devise long-term plans and monitor colleagues' medium-term planning regularly. This ensures that lessons meet the needs of pupils over the whole range of ability, and cater appropriately for the full age range in vertically grouped classes. Class teachers collaborate over short term planning to provide parallel classes with equal opportunities across the whole curriculum. Cross-curricular opportunities, however, are not as

well planned as they might be across the curriculum. Good examples occur, for example in geography, where pupils use mathematical procedures such as graphs and statistics. In history and religious education, pupils develop useful note-taking skills and develop different styles of writing, from extended narrative to newspaper advertisements. There is too little use of ICT other than in specific lessons in which the pupils develop their computer skills. In English, for example, pupils rarely use computers to redraft their writing.

18. The national strategies for literacy and numeracy are well taught, but there is considerable variety of practice amongst teachers. In the best English lessons, teachers enthused pupils and communicated their own enthusiasm for what they were teaching. Teachers had at least a satisfactory, and often good, command of the material they were teaching. There was some effective use of praise to give pupils confidence and encourage their efforts. A few lessons lacked sparkle because pupils were kept too long on the carpet and sometimes were given inadequate opportunities to contribute orally. This reduced their enthusiasm, their level of concentration and the effort they subsequently directed towards the set tasks. The teaching of the numeracy strategy achieved the highest overall quality of teaching during the inspection. Lessons are well planned. A warm-up that practises mental mathematics establishes a good pace for each lesson. In lessons observed, work was set at challenging levels for almost all pupils, and the range of activities maintained their interest and involvement. Pupils over the whole range of ability were able to learn at a good pace.
19. Teachers manage pupils and their behaviour well, but, during the inspection, provided them with fewer opportunities than they usually have for developing independent learning skills or showing initiative. Pupils show that they can organise themselves effectively and responsibly into teams during play and lunch times. In a lesson in Years 3/4, where there was scope for initiative, pupils worked purposefully in groups to test pneumatic systems to create pressure. Time is used well, but too few teachers set challenging deadlines to stimulate a brisk pace of work. In a Year 1 literacy lesson, a brief introduction to the lesson fired the pupils' imaginations and they worked independently and enthusiastically to produce a good volume of work in the eight minutes allowed.
20. Teachers give good individual support in lessons. They encourage pupils and praise effort and success. There is good use of learning support assistants in class, and other adults, including parents. All who help are well organised and briefed and make a valuable contribution towards developing pupils' learning. Occasionally, learning support assistants do not intervene, particularly to help lower-attaining pupils contribute to carpet sessions. This leads to some pupils making too little contribution to these sessions. Where a support teacher was more active, in a Year 1 lesson in religious education, this helped some lower attaining pupils to learn more effectively.
21. Teachers give good evaluations of work in progress, targeting their advice carefully to pupils over the whole range of ability. Marking is generally encouraging and supportive, but it does not yet adequately reflect pupils' attainment in terms of National Curriculum levels or sufficiently inform pupils how they can improve their work. Where this in fact happens, in timed tasks each term, in English, mathematics and art, it provides valuable and objective information about pupils' progress, which can usefully influence planning.
22. A key issue in the previous inspection was to develop further assessment procedures and increase the extent to which assessment informs planning. The school has made good progress with this and assessment is good at Key Stages 1 and 2. It is unsatisfactory in the Foundation Stage. Teachers are required to assess what pupils have learned and to use this information to

plan future activities. In lessons, teachers constantly check on learning by questioning. They carefully evaluate work in progress and provide good advice for individual pupils. Pupils sometimes assess their own and each other's work as means of stimulating progress.

23. The use of homework is good throughout the school. All pupils take home reading books and spelling lists. Older pupils have separate homework books, for their regular homework in mathematics and English. They occasionally complete homework from other curriculum areas. Homework sometimes gives opportunities for parents and carers to be involved, through tasks intended to be done with an adult at home. Parents are encouraged to make comments in the books and feed back information to the school.

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

24. The overall quality and range of learning opportunities provided for pupils are good. They are good in Key Stages 1 and 2, but unsatisfactory in the Foundation Stage. The school meets statutory requirements in Key Stages 1 and 2 and provides a broad and balanced curriculum that includes all of the subjects of the National Curriculum and religious education. This is an improvement since the previous inspection, when some aspects of information and communication technology and of design and technology were not included in schemes of work. These omissions were a key issue at the previous inspection.
25. A second key issue was the need for clear guidance for teachers, identifying the knowledge, skills and understanding to be taught in each subject of the National Curriculum. The school uses the recently revised, and nationally recommended, schemes of work as a basis for its provision. Planning is now good in Key Stages 1 and 2 and there are appropriate schemes of work for all subjects. In religious education, the existing very good scheme of work is being modified to reflect the requirements of both the nationally recommended scheme and the locally agreed syllabus. This is a significant improvement since the previous inspection. Planning for the Foundation Stage is, however, unsatisfactory and does not yet incorporate adequate opportunities to develop methodically the required areas of experience.
26. Planning is carefully monitored to ensure that it challenges and meets the needs of all pupils within each class, all except one of which contain pupils from two chronological years. Much of the content is taught as part of a two-year cycle to avoid pupils repeating work. The Key Stage 1 and 2 staff work well together to ensure that there is continuity between the key stages.
27. Planning is good for pupils with special educational needs. For example, worksheets for a class topic sometimes use simpler text. Teachers respond in a consistent manner to pupils with behavioural difficulties and this helps them to make good progress in their work.
28. National strategies for teaching literacy and numeracy are well established and the teaching of both is good. The curriculum makes good provision for personal, health and social education. This is taught both in allocated curriculum time and in circle time. The wide-ranging scheme of work covers environmental studies, gender equality, multi-cultural issues, health and safety, road safety, healthy bodies and well-being. There is good provision for sex education and drugs awareness raising.

29. The school's provision for extra-curricular activities is very good. These include a choir, recorder and other instrumental lessons, football, short tennis, rounders, folk dancing and French. The school environment and the town and surroundings of Windsor provide significant opportunities for study in connection with history, geography, science and the environment. A large number of visits enrich the curriculum, for instance, to the theatre and musical events. The residential visit to the Isle of Wight is very popular with the pupils. All visits are carefully planned to gain maximum educational and social benefit from each. Extracurricular activities, including sport, are open to all, regardless of ethnicity, gender or home circumstances. Visitors to school include parents who attend to talk to pupils about different faiths. Workshops on literature are a regular feature of provision for English.
30. The school has good links with local nurseries and with the schools to which most pupils transfer.
31. Individual education plans for pupils with special educational needs are good and involve the careful use of observation, monitoring and data. Targets are precise, such as 'know with instant recall number bonds to 20'. This enables teachers to measure pupils' progress accurately and to set new targets. The school draws on the expertise of outside agencies very successfully to support pupils.
32. The school has a clear and effective policy for equality of opportunity. All staff are aware of both the policy and its implications. Adults value the pupils and respect them equally. All pupils are given full and equal access to the curriculum. In lessons, work is clearly differentiated and takes account of pupils' differing abilities. Work is suitably modified for pupils with learning or physical disabilities. The school identifies pupils who are creatively gifted in English, art by means of independent, creative assignments carried out each term.

Spiritual, moral, social and cultural development

33. The school makes very good provision for pupils' spiritual, moral, social and cultural development. Acts of collective worship meet statutory requirements, follow a well-planned programme and make a good contribution to pupils' spiritual development. During the inspection, the assemblies were used well by staff to promote understanding of, and respect for, Sikhism. Very good opportunities occur in religious education for pupils to gain an understanding of spiritual matters in major world religions. Pupils in Year 1/2 showed genuine awe when they learned about the Jewish Torah and were able to see a model of one. In music, opportunities for appreciating the achievements of composers and the power of music occur when pupils listen to music in class or before assembly. A Year 3/4 class was captivated when listening to Grieg's 'Morning' from 'Peer Gynt'. Pupils experience the wonder of the natural world through their work on the environment and through other activities, such as chalk drawings of Alum Bay, which they completed whilst on the Isle of Wight field trip.
34. Provision for pupils' moral development is very good and they have good opportunities for social development. They know the difference between right and wrong and understand both the school's 'Golden Rules', and the class rules, to which they have contributed. Parents are very positive about the attitudes and values the school promotes. Pupils handle the responsibilities the school gives them with confidence, for example, for collecting registers and, in Year 4, for working the overhead projector in assembly. Extra-curricular opportunities, for example, to take part in music festivals and sports matches against neighbouring schools also help pupils to become mature and responsible. Pupils' awareness of their role in the local community is fostered effectively by joint activities with the centre for adults with learning

disabilities, adjacent to the school, and by taking part in musical events in Windsor and singing at a local hospice. Pupils display considerable maturity on occasions. A Year 4 boy spoke of a disagreement in his room on the Isle of Wight between two other occupants and said, 'We made them shake hands and be friends.'. Some pupils display initiative by doing extra work for a topic at home, for example, in English, by creating poems and stories in response to work done in class.

35. Pupils' cultural development is very good. Pupils are helped to understand their own culture, and the cultures of others, through religious education, music, history and a wide range of visits and visitors. Music is a particular strength and pupils take part in local and national festivals, as well as making music at school. Recent visitors to the school have included the London Mozart Orchestra and theatre groups. Multi-cultural development is also good. Pupils visit the Hindu Mandir in Slough and Muslim and Hindu parents come in to talk to pupils about their faith. Asian parents organised a Diwali Ladies Night to which the school community was invited. Many opportunities are provided for pupils to extend their cultural understanding through English. These have recently included a multi-cultural writing festival.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school cares very well for its pupils and has a very supportive ethos. The head and staff have a thorough knowledge of every pupil and relationships throughout the school are very good. Pupils' personal development is monitored well through regular informal exchanges of information and termly profiles completed for each pupil by staff. The school has a carefully planned personal, health and social education programme. Pupils joining the school during the course of a year are linked to another pupil to help them settle and close links are maintained with parents.
37. The care of pupils with special educational, or other social or emotional needs, is a particular strength. Teaching and support staff understand the specific needs of their pupils well and support them effectively and sensitively. The contribution of outside support agencies is well integrated. Families experiencing difficulties receive sensitive support from the school.
38. The school provides a safe and secure environment for pupils and staff. Regular risk assessments are carried out, first aid certificates are kept up to date and accident records are maintained. The police run safety workshops for pupils. There are good child protection arrangements, and staff, including midday supervisors, are aware of their responsibilities.
39. The school has good procedures for promoting and monitoring good behaviour. Expectations of behaviour are generally high. Separate behaviour codes cover school and playground behaviour. The 'Golden Rules' set out expectations of pupils' behaviour in school and these are supplemented by class rules, agreed by pupils. The policy affirms the positive encouragement of good behaviour and outlines rewards and sanctions for both classroom and playground. Staff apply these procedures consistently across the school and behaviour management is generally good. Any anti-social behaviour is dealt with promptly and effectively. Serious lapses in behaviour are recorded in a behaviour book, but entries are few. The few pupils with behavioural difficulties respond well to the school's procedures. Where their behaviour causes concern, they are monitored closely, using a home/school contact book.

40. The school has good procedures for assessment, record keeping and reporting, which fulfil statutory requirements. These include a termly task in English, mathematics and art, which are assessed according to National Curriculum levels. In addition to the obligatory national tests, pupils take the optional tests at the end of Years 3 and 4. The results are carefully analysed and the school receives information from pupils' destination school to compare with its own assessment findings. Parents and teachers meet annually, there is an annual written report, and assessment leads to target-setting for each pupil. The school makes good use of its data. Teachers and governors work together to analyse assessment information. This analysis is then used to identify both underperformance and good practice. All class teachers are required to use the data to guide their planning and match work to pupils' differing needs. This is good progress since the last inspection where assessment was a key issue.
41. Effective and manageable record keeping and tracking procedures enable teachers to monitor the academic progress of individual and specific groups of pupils. The pupils are invited to add their own comments to the progress reports they receive. The planning of work for pupils with special educational needs is based effectively on assessment information. As individual education plans are being reviewed, staff evaluate success in targets and set new ones, based on the pupils' progress.
42. THIS NEEDS REMOVING. I'VE COMPRESSED SOMETHING BUT DIDN'T WANT TO CHANGE THE SUBSEQUENT PARAGRAPH NUMBERS AT THIS STAGE.
43. The school and governors have identified marking in mathematics as inconsistent and the marking policy is being updated. Where marking is good, pupils receive advice on how they may improve their work. Some marking is, however, limited to comments on neatness and presentation rather than the quality of work.
44. The school's procedures for monitoring attendance are very good. Parents know that absences will be followed up and that term-time holiday is strongly discouraged.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school has developed a very strong partnership with parents, which very effectively promotes pupils' learning. Parents are strongly supportive of the school and its work. They find that their children make good progress and are happy and proud of their school. Parents support the positive values promoted by the school. They value the way in which staff know pupils well and resolve difficulties promptly. They find the head and staff accessible and approachable and any concerns they have, are resolved quickly.
46. The school strongly encourages parents of pupils with special educational needs to be involved in their education and this helps them to make good progress.
47. The school provides parents with a substantial amount of helpful information through the prospectus, annual governors' report and fortnightly newsletters. Useful curriculum information, provided each term, includes ideas for parents on how to support their children's learning at home. Curriculum workshops are offered and have included evenings on literacy, numeracy and the Foundation Stage. Reports are generally good and include information about what pupils know and can do, as well as areas for development. Teachers incorporate pupils' own comment on their progress in the report.

48. Parents are involved as active partners in their children's learning, which strongly promotes both pupils' learning and their personal development. Home/school reading records are used to exchange information as well as monitor pupils' progress in reading. Over the course of the year, a large number of parents help in classes and many were observed providing good support during the inspection. The school seeks actively to involve the parents of ethnic minority pupils in the school and several come in to talk to pupils about their faith. The school works closely with the parents of children with special educational needs, and parents value the support they receive.
49. The school consults with parents on a wide range of issues, through questionnaires and focus groups, to monitor the effectiveness of its partnership. Changes have been made, for example, in mathematics homework as a result of consultation. An active parent teacher association, The Friends of Oakfield, makes an important contribution and has recently raised funds for an adventure trail and to furnish the new computer suite. The adventure trail has been constructed in the playground, and provides a useful resource for extending pupils' personal development. Parents are keen to be actively involved in the life of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school's worthwhile philosophy is summed up in the mission statement, 'Excellence through partnership in learning'. The school's clear vision is to provide a supportive environment in which staff, pupils, parents and the wider community foster and develop an enthusiasm for learning, within a supportive and reflective environment. The school strives for continuous improvement in pupils' academic and personal development. These aims and values are well reflected in its work. The head is conspicuously dedicated to the welfare of pupils and to the development of staff. She tirelessly promotes the school's values in the school and local communities. Parents enthusiastically acknowledge her contribution to the welfare and development of their children.
51. The school's management structure includes no deputy head. Instead, there are three senior teachers with clearly defined responsibilities. These three are acknowledged as highly accomplished teachers. They provide role models for staff within the school and develop their own teaching further by making important contributions to the development of teaching locally. At the time of the inspection, two of the three were absent due to injury or maternity. Other teachers discharge their delegated functions well as subject co-ordinators in Key Stages 1 and 2. The management of the Foundation Stage is at present unsatisfactory because the planning of the required curriculum, and the development of suitable teaching styles, did not take place early enough.
52. The governing body fulfils its statutory duties well and individual governors strongly support the school's work. In particular, the chair of governors is actively and regularly involved as a voluntary helper in class, on school trips and occasionally as a mentor of pupils. Governors support school events wholeheartedly. They are very well informed about developments in the school through their regular contact, through the work of subcommittees and through formal receipt of information from the head. Governors have a satisfactory awareness of the strengths and weaknesses of the school. They scrutinise the results of national tests and other assessments, and play an active role in setting targets for the head. They conscientiously act as critical friends and contribute to the school's strategic planning.
53. There are good procedures for the monitoring and development of teaching. The high quality of the school's systems for staff development has been acknowledged by the conferment, in October, 2000, of the Investors in People Award. The effectiveness of the systems is evident

in the successful introduction of the National Literacy and Numeracy Strategies. There have been few opportunities for subject co-ordinators to monitor their colleagues in the classroom, other than for literacy and numeracy, but the school development plan includes formal opportunities to develop this. Individual staff development is a priority and takes place continually. All co-ordinators have received training in the use of ICT in their subjects. At present, however, the qualities of the best teaching are insufficiently shared and teachers' progress towards their individual targets is insufficiently monitored. The good strategy for performance management has not been in operation long enough for its full effectiveness to be ascertained.

54. The school's priorities for development are good. They include raising the attainment of carefully targeted groups in literacy and mathematics.
55. The school met its challenging targets in the national assessments for English, mathematics and science in 2000 and has continued to raise its good achievement in English and very good achievement in mathematics since the last inspection. Statutory requirements in the provision for information and communication technology and design and technology have been put in place since the previous inspection. Standards in the teaching of physical education have improved. The scheme of work for personal, social and health education is being carefully developed to include citizenship, in line with statutory requirements. There is a very good team spirit amongst the staff, who are all very dedicated, and mostly long-serving. Their commitment to improvement is strong and the school has a good capacity for further development.
56. The management of special educational needs is good, especially for pupils with the most complex needs. The consistency with which staff deal with pupils with different needs demonstrates good communication. Teachers and learning support assistants have received useful training and this enables them to give pupils good support individually and in groups.
57. The school has benefited from very stable staffing over a number of years and many teachers have served the school well for a large part of their teaching careers. This has provided cohesion and continuity. The present staff are well matched to the demands of the curriculum. The head appreciates the need for a balance between stability and fresh ideas and teachers take full advantage of the good opportunities for professional development available locally. The teachers are well supported by a team of learning support assistants and other suitably qualified support staff, all of whom undergo regular training and share in both the planning and teaching. Day-to-day financial management, which is the responsibility of the bursar, is very good. Financial administration, the monitoring of expenditure and the planning of future financial initiatives are well supported by the use of ICT.
58. Financial planning is very carefully linked to the priorities of the school development plan. Governors are kept well informed of developments by joint reports from the head and bursar. All staff are involved in setting the priorities for the year. The school and governors apply the principles of best value to all expenditure. Specific grants are conscientiously used for their intended purpose.
59. Accommodation is good. The recent adaptation to provide an information, communication and technology suite is a valuable acquisition, but there is insufficient space for an adequate library. Despite these drawbacks, the school provides an exceptionally pleasant learning environment, inside and out. Inside, the classrooms are very attractively decorated with pupils' work. Outside, the pupils are fortunate in having an extensive play area, which the trees, grass and

adventure trail help to make a very inviting environment for recreation. The buildings and grounds are very well maintained.

60. Resources are satisfactory, except for the library, where there is an acknowledged shortage particularly of non-fiction books. The computer suite is a valuable new resource, but its use across the curriculum is under-developed at present.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

To raise standards further in the school, the head and governors should:

- (1) rigorously develop planning and teaching in the Foundation Stage;
- (2) use information from the monitoring of teaching to ensure that the pace of learning is consistently good in all lessons, and that teachers knowledge in science is developed, particularly in relation to the aspect of enquiry.

Minor issues, as Adrian suggests: library, use of ICT across the curriculum

PART C: SCHOOL DATA AND INDICATORS***Summary of the sources of evidence for the inspection***

Number of lessons observed

32

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

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor

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

Information about the school's pupils**Pupils on the school's roll**

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)		210
Number of full-time pupils known to be eligible for free school meals		8%

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y4
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		17%

English as an additional language

	No. of pupils
Number of pupils with English as an additional language	16

Pupil mobility in the last school year

	No. of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	8

Attendance**Authorised absence**

	%
School data	3.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	21	26

National Curriculum Test/Task Results	Reading	Writing	Mathematics	
Numbers of pupils at NC Level 2 and above	Boys	21	21	21
	Girls	25	25	25
	Total	46	46	46
Percentage of pupils at NC Level 2 or above	School	98	98	98
	National	84 (82)	85 (83)	90 (97)

Teachers' Assessments	English	Mathematics	Science	
Numbers of pupils at NC Level 2 and above	Boys	21`	21	21
	Girls	24	25	26
	Total	45	46	47
Percentage of pupils at NC Level 2 or above	School	96	98	100
	National	84 (82)	88 (86)	88 (87)

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000		

National Curriculum Test/Task Results	English	Mathematics	Science	
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC Level 4 or above	School			
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments	English	Mathematics	Science	
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC Level 4	School			

or above	National	70 (68)	72 (69)	79 (75)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	1
Black – other	1
Indian	10
Pakistani	7
Bangladeshi	2
Chinese	0
White	182
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	8.0
Number of pupils per qualified teacher	26.4
Average class size	30.1

Education support staff: YR– Y4

Total number of education support staff	9.0
Total aggregate hours worked per week	217

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	

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

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

Exclusions in the last school year none

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

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

Financial information

Financial year	2000/1
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	£
Total income	459239
Total expenditure	453686
Expenditure per pupil	2303
Balance brought forward from previous year	1733
Balance carried forward to next year	7286

Results of the survey of parents and carers**Questionnaire return rate**

Number of questionnaires sent out	184
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	51	46	0	0	3
My child gets the right amount of work to do at home.	44	48	5	3	0
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	61	37	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	77	21	2	0	0
The school works closely with parents.	74	24	2	0	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	61	37	0	0	2
The school provides an interesting range of activities outside lessons.	58	40	2	0	0

Summary of parents' and carers' responses

The inspectors strongly agreed with nearly all of the positive views expressed by parents about the school in the questionnaire returns and at the pre-inspection meeting, and particularly about the work done by the head to foster pupils' welfare. The inspectors found, however, that the planning of pupils' learning in the Foundation Stage was unsatisfactory.

The inspectors understood the concerns of the few parents, but felt that the pastoral organisation of the school and the approachability of the head and teachers would quickly reduce any short-term uncertainties experienced by younger pupils placed in vertically grouped classes.

Other issues raised by parents

A few parents raised other, individual concerns but these had no common theme.

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.

61. Children enter the school in the term after their fifth birthday, in common with other schools in the local education authority. The balance of attainment on entry is above average, but with a wide spread of ability. By the end of the Foundation Stage, children reach standards that are well above national expectations in some aspects of learning but below in others. Pupils' achievement is high in literacy and numeracy, but, overall, their attainment is broadly in line with national expectations. Many children underachieve in the creative areas in relation to their abilities and previous experiences. The short time available to them in the Reception class is a significant factor, but there are also aspects of the curriculum and teaching that are unsatisfactory. The school has done much to improve the accommodation and resources in the first year of the Foundation Stage, but did not plan early enough for the training needs of staff. This has been recognised and training is planned for the autumn term, when there are no children of this age group in school.
62. Some considerable strengths in teaching are offset by aspects that need improvement and the overall quality of teaching is unsatisfactory. The most important strengths are the effective teaching of basic literacy and numeracy skills and the very positive relationships that are fostered in the classroom. Particular aspects for improvement include the teacher's understanding of the Foundation Stage curriculum, which is new to the school, the quality of planning and assessment and the pace of some lessons. At the beginning of several lessons, the class sat on the carpet for a long time and some children became restless and inattentive. In two lessons seen, the pace of learning was reduced because children did not make good use of resources and waited for adults to help. The accommodation and resources are good, but they are not used as well as they might be. Role-play areas, for example, are not used for large parts of the day and the sand and water were not used at all during the inspection. The curriculum is not sufficiently based on the guidance for the Foundation Stage and aspects are being missed or covered too lightly. Links between areas of learning have not been identified and used to extend children's understanding and to foster learning skills.
63. Children's **personal, social and emotional development** is strong in some aspects, such as the way that they get on well with others. It is unsatisfactory in terms of their ability to learn independently, organise their own activities and use their initiative. Many pupils achieve less than they could because the opportunities for developing these skills are too limited. Pupils settle in quickly on arrival, are happy and enjoy coming to school. This is because relationships between adults and children are very positive. Children know that they are well cared for, and trust the adults with whom they work. The teaching has a consistency of approach that children find comfortable and they generally work calmly and play sensibly. They have too few opportunities to make meaningful choices and plan their own work. When they do have free choice, the lack of a clear focus in each area of the classroom leads them to play rather aimlessly. Some children in the puppet theatre, for instance, were unsure what to play because there were no pictures, text or range of resources to guide them or spark off their imaginations. In general, there is a very limited range of activities at any one time and these are directed carefully by adults. Children are not taught to select and record in which ones

they have engaged or to make sure that their choices have given them a wide range of experiences.

64. Standards are high in the basic skills of literacy and numeracy, but the more imaginative and creative aspects of **communication, language and literacy** are less well developed. Overall, therefore, attainment is above national expectations in this area of learning, but children achieve less than they could. Children speak well and are able to listen carefully and follow instructions. They are keen to talk about what they have achieved and about their experiences at home. Many children read well, with a high level of understanding, and most of them know at least some letters and sounds as well as their own names. The standard of writing is high. A significant number of children write with very good letter formation and make sensible attempts at spelling and copy words accurately. A few write with a high degree of independence for their age. The approach to teaching does not help children to perceive books and writing as tools for learning, nor for play. For example, when unsure how to draw a crab, children did not think to look at the display of books about the seaside. Language does not feature highly in displays and role-play areas. Although children wrote postcards as if from the seaside in a lesson, there is not a writing area in which they could do so again as a game. There is very little text to trigger children's imaginative use of language, for example in the playhouse or the puppet theatre. During literacy lessons, adult support tends to focus so strongly on basic skills, such as spelling, that other aspects of language are not developed sufficiently. In one lesson, for example, children were helped to write accurately but not to extend their use of exciting vocabulary.
65. Attainment is well above national expectations in **mathematical development** and children achieve appropriately in relation to their abilities. Children count well and name shapes correctly. Many of them count in twos without help and add one or two more to numbers under 10. They are capable of using resources to help them, such as objects for counting, but do not think to fetch them when they are needed. Some children who were trying to find out which numbers add up to 10 struggled until the teacher gave them 10 pasta pieces to split in different ways. In this lesson, the teacher used the final class discussion well to review what had been learned and to correct some misconceptions. The different areas of learning and of the room are not used as well as they could be to reinforce and extend mathematical development. For instance, some pupils were learning to add money but no connection was made with the class shop either during the lesson or in planning. A display of Noah's Ark, for which pupils had painted animals 'two by two', supported their mathematical understanding and skills effectively.
66. Children's **knowledge and understanding of the world** are in line with expectations for this age group. Their inquisitiveness helps children to make sound progress and they achieve satisfactorily in relation to their previous learning. Children talk about events in the past and about different places. One child, for instance, described staying in a caravan at the seaside and how it was different from the house and area in which she lives. Construction materials are used with some purpose in mind, as when children made spaceships. Children are aware that things change over time. They showed great interest in the beans they were growing, describing how they grew taller and had to be watered in to stay healthy. Planning for children's knowledge and understanding of the world misses opportunities to link with other areas of learning. For example, the beans were not growing against a height chart so that children would measure them as they grew. However, children did talk about their height, using good mathematical language.
67. Standards of **physical development** are in line with or above national expectations in some aspects but lower in others. Overall, attainment is below expectations. In those aspects that are practised often, such as careful colouring in and using scissors to cut neatly, children make

good progress and achieve well. Opportunities for regular and frequent practice are insufficient in some aspects, such as playing on large-wheeled toys and using a wide range of tools and materials, and children achieve less than they could. However, children have opportunities to use the large play equipment in the adjacent independently managed nursery. During the school sports day, children performed very well. Their balance and agility were good and they threw objects with reasonable accuracy. They ran, holding cups of water and remaining remarkably dry. During the inspection, opportunities were missed to use the sand and water trays for developing physical and other skills.

68. In **creative development**, attainment in the work seen was below national expectations. Children have too few opportunities to develop their creative skills and understanding, and achieve less than they could. Teaching often gives too much direction. The care with which children colour in is considerable, but they have too few opportunities to be creative. When children have the option to paint it is often under careful direction rather than with a clear focus. Role-play is often unfocused and so opportunities to develop the imagination and other areas of learning are missed. When given a choice of activity, children did not go into the shop because it was not inviting. Children in the house played without any real purpose, such as getting ready for a day at the seaside, and their imaginative use of language was limited. Although children sing well on the whole, the frequent singing of nursery and number rhymes is not a feature of the daily routines.

ENGLISH

69. In national tests at the end of Year 2, standards in reading have continued, since the previous inspection, to be well above average when compared with all schools. In 2000, standards in reading were very high in comparison with those found in similar schools. Compared with a steadily rising national average, standards in reading dipped slightly between 1997 and 1999, but they rose steeply between 1999 and 2000. Standards in writing were above average at the time of the previous inspection, but, in 2000, they were well above average in national tests in comparison with all schools and with similar schools. Standards have risen significantly and at a faster pace than is the case nationally. Boys and girls' attainment is similar in the school, which means that the performance of boys is slightly more above their national average than is that of girls.
70. Standards are above average in speaking and listening. Pupils are keen to speak in lessons and class discussions across the curriculum, such as those held in carpet time. Some of the younger pupils, however, are impulsive and do not always put up their hand and wait to be invited to speak. Most pupils explain their ideas concisely and express themselves clearly and thoughtfully. Pupils in a Year 1/2 class enthusiastically devised and volunteered ingenious sentences incorporating as many words with 'ew' endings as they could. In class and in assembly, however, pupils tend not to project their voices well. Opportunities are lost for them to develop confidence in speaking to larger audiences. Pupils' ability to listen to the teacher and other pupils develops well through the school. Most lessons begin with the class assembled on the carpet while the teacher establishes a topic, usually with appropriate question-and-answer. Pupils focus their listening well on the teacher and on the 'big book' or other teaching material. Their learning is good and their concentration is well sustained throughout discussions. They learn less efficiently and can become restless or disengaged when listening to teachers with insufficient opportunities to contribute orally themselves.
71. Pupils' attainment in reading is a strength of the school. Pupils greatly enjoy reading. The high level of support that they receive from home, and the excellent grounding they receive at school, in recognising word patterns and understanding phonics, encourage them to make very

good progress and to achieve very well in relation to their abilities. By Year 2, pupils confidently sound out or use the context to help with words that are unfamiliar. By Year 4, all pupils are achieving very high standards in relation to their abilities. They read aloud expressively and show a quick understanding of grammar and sentence structure. They are aware of the style of what they read, reflecting drama, humour and dialogue in their delivery. Pupils develop preferences for individual authors and types of literature, including poetry. They can recall accurately a plot or sequence of events and enjoy predicting possible outcomes. They can use reference books efficiently.

72. Pupils develop a good style of cursive handwriting early, which they continue to practise regularly. They begin to use pens later than is usual, and sometimes they use them at inappropriate times, for example when writing sentences in a Year 3/4 class, which they were subsequently required to amend and refine. Pupils develop early a good working knowledge of the technicalities of writing. Year 1 pupils are familiar with capital letters and basic punctuation, including speech marks, and most know nouns, adjectives and adverbs. The school is working intensively and successfully to remedy the comparative weakness apparent in the higher level of creative writing by some pupils at the age of seven. Overall, pupils achieve well in writing, but spelling is a comparative weakness, which the school constantly strives to remedy. A scrutiny of pupils' books and work on display indicated that pupils make good progress in writing. They write in a good range of styles, for examples, weekend news, poems about Noah's Ark, stories and instructions. Lower attaining pupils benefit from using writing frames. In Years 3/4, writing develops well. The range of writing extends from book reviews, play scripts and retelling stories, to instructions for making a sandwich. Towards the end of Year 4, higher-attaining pupils in particular are developing sophistication in writing. For example, they showed sensitivity and empathy when retelling from his parents' point of view how Harry Potter re-discovered them in 'Harry Potter and the Philosopher's Stone'. Teachers and learning support assistants target pupils appropriately so that all pupils, including those with special educational needs, achieve well in their writing.
73. Teaching observed during the inspection was satisfactory in Key Stage 1 and good in Years 3/4. From the scrutiny of work, it was clear that, over time, teaching is good throughout English. Teachers have a good command of what they teach and they plan carefully to meet the wide-ranging needs of all pupils in the vertically grouped classes. Suitable resources help all pupils' learning to develop appropriately. Clear objectives for lessons are stated at the outset, and pupils' learning is confirmed at the end of each lesson. Learning support assistants make a good contribution to the effectiveness of the teaching, enabling pupils with special educational needs to make good progress. In a few lessons observed, however, the support assistants tended to be passive during the teachers' input to the whole class. This resulted in some lower-attaining pupils making too small a contribution in these sessions.
74. There was no unsatisfactory teaching of English. Some lessons had good features, but were overall 'satisfactory' for varied reasons. Sometimes pupils spent too long on the carpet and their attentiveness and pace of learning diminished. Sometimes pupils who were eager to contribute orally were not given opportunities. Overall, the highly structured lessons gave pupils too few opportunities to show individual initiative, and there were no opportunities for paired or group working in any lessons observed. In one lesson, a most exhilarating and challenging discussion, which provoked very articulate responses from higher-attaining pupils, was at a level that failed to involve lower-attaining pupils adequately. Some teachers did not use deadlines enough within the literacy hour to promote a brisk pace of learning. On the whole, however, pupils sustained their concentration well and were keen to refine their work and attain high standards. In a very good Year 1/2 lesson, the teacher explained the task

briskly, with the pupils on the carpet, and secured an orderly, but good-humoured atmosphere by praising the pupils for their thoughtful ideas. The pupils went enthusiastically to their tables, with clear instructions about the task and the need for careful work. An excellent feature was to check the understanding of a hearing impaired pupil in a way that consolidated the understanding of the whole class. In this lesson, the pace of work was very brisk and all of the pupils achieved very highly because learning support assistants and a voluntary helper gave carefully targeted assistance. The lesson proceeded with a very purposeful air, and the pupils enjoyed their success.

75. The co-ordinator has established a high profile for English and the literacy hour is well established. She monitors teachers' planning and ensures that there is equality of provision for all pupils and that the needs of all are met in the vertically grouped classes. The scheme of work is imaginative and challenging, and supported by a wide range of stimulating resources. Events and visitors in connection with story telling, a writing residency and a multi-cultural poetry event have recently supplemented the curriculum. Pupils use computers insufficiently to create or redraft their work. Resources are good but there is insufficient non-fiction material and the library is unsatisfactory in size and range. Pupils undertake an unaided writing task each term, which is assessed in relation to National Curriculum levels. This gives a reliable and regular guide to the progress of each pupil. The co-ordinator monitors exercise books from time to time to check on progress and provision. Monitoring of teaching took place last year, but it has not yet resulted in sufficient sharing of the best classroom practice. There is a very good capacity for the further development of the subject.

MATHEMATICS

76. Since the previous inspection, the school has made good improvement through the introduction of a new approach to teaching mathematics. The quality of teaching and pace at which pupils learn have improved and standards have risen.
77. In the 2000 national assessments for seven-year-olds, results were well above the national average. Over one third of pupils attained the higher level 3 and almost all reached at least the middle band of the expected level 2. In the same year, about half the pupils at the end of Year 4 reached level 4, which is one level above the national expectation. In the work seen, standards were well above national expectations and almost all pupils were achieving well in relation to their abilities. Some pupils with special educational needs achieved very well, with the help of learning support assistants. A few pupils, who are capable mathematicians in the older year group within mixed-age classes, were achieving less than they could in some lessons because the work was not sufficiently challenging. Throughout the school, pupils are very strong in number skills and have good knowledge in all areas of mathematics. They are capable of applying their skills in problem-solving and investigative work and in other subjects.
78. Pupils are positive about mathematics lessons, keen to learn and proud of their achievements. The main reasons for this are that lessons are generally fun and move along at a good pace, and teachers give clear guidance when it is necessary and fulsome praise when it is due. Lessons are well planned, with work set at challenging levels for almost all pupils, and a range of activities that maintain interest and involvement. Lessons are planned to include a warm-up that practises mental mathematics, a session of class teaching, individual activities and a closing class discussion. Pupils are used to this structure and like it. They know that they have a limited time to finish tasks and they respond well to the challenge. Some teachers are especially good at using this lesson structure to achieve a rapid pace. In one lesson, the teacher reminded pupils how long they had left, not only during individual work but during class

discussions as well. Pupils had been told exactly how much they were expected to learn by the end of the lesson and felt a sense of urgency that led to exceptional progress. Teachers have good subject knowledge and this enables them to give clear explanations and ask searching questions. Pupils' understanding is often extended when they are asked to explain how they have reached a solution, sometimes demonstrating to the whole class. In some lessons seen, the class burst into applause when pupils gave good explanations. In a few lessons, the higher-attaining pupils in the older age group within a mixed-age class were given tasks that were too easy. For example, they were sometimes given multiplication problems that used slightly larger numbers than other pupils were attempting, but at a level of understanding that was exactly the same. Overall, the quality of teaching in mathematics is very good.

79. The leadership and management of the subject have been effective in bringing about improvements. The curriculum is good and includes some useful links with other subjects. In science, design and technology and geography, for example, pupils use number and measuring skills effectively. More use could be made of graphs in science. The school makes good use of information and communication technology when using computers and robots to learn about angles. Assessment information is used well to identify where the curriculum needs improvement and to plan further work. Analysis of assessments, for instance, has helped the subject co-ordinator recently to identify that some higher-attaining pupils need greater challenge. Teachers make good use of the high-quality resources and the accommodation.

SCIENCE

80. Four years ago, the previous inspection found that pupils' knowledge and understanding were sound but that there were some aspects of scientific enquiry that needed improvement. This is still the case and, despite improvement in the regularity with which pupils carry out investigations, the school has made less progress than it could. Standards now are similar to those at the time of the previous inspection and some pupils are underachieving. The current inspection took place during the absence of the science co-ordinator.
81. Standards are in line with national expectations. In assessments, most pupils are reaching the level expected for their ages. Lower-attaining pupils are supported effectively and so reach standards that are higher than might be expected. However, a significant number of higher-attaining pupils who achieve levels above expectations in English and mathematics are not doing so in science. Standards are similar in most aspects of scientific knowledge. Pupils' understanding of environmental and ecological issues is developed well through good use of the school grounds and field studies. Pupils carry out regular investigations but the communication of their findings is generally at a lower standard than expected for their ages. For example, some pupils previously carried out an investigation of how materials change when heated. They recorded their results in a table but not even the higher-attaining pupils described the investigation or drew any conclusions from it.
82. Pupils hold a few misconceptions or are confused by some aspects of science, in a way that indicate weaknesses in teachers' subject knowledge. For example, some older pupils are confused between the conditions necessary for seeds to germinate and for green plants to sustain life. Some younger pupils, who had previously studied materials, confused the term 'material' in its scientific sense with 'fabric' during a discussion. Teachers do not always interpret the detailed scheme of work correctly. Teaching is satisfactory and has some clear strengths, such as drawing on pupils' own experiences and making learning fun. In a lesson about friction, pupils were enthusiastic as they talked about how it affects them when riding a bicycle or going ice-skating. They related these experiences to the following investigations and this helped them to learn very effectively. In many lessons, pupils use numeracy skills, such as measuring length and quantities and recording results in tables. Insufficient use is made of

graphs for communicating and interpretation. Literacy skills are greatly underused. Pupils often complete worksheets that limit opportunities to explain and exemplify. This not only reduces the chance to practise writing, but also the opportunity to deepen their understanding of science. There is not a clear method of recording and communicating science that develops systematically through the school.

83. Every aspect of science is taught each year, but different experiments are used in a two-year cycle, so that due regard is given to the mixed-age classes. Some aspects are visited during the intervening year if they fit into activities in another subject but this is not planned systematically. The result is that pupils do not recall some knowledge as easily as they might. Procedures for assessing pupils' attainment and the analysis of existing information are not sufficiently detailed for identifying the needs of different groups of pupils or how to improve the curriculum. Teachers foster a keen interest in the subject amongst pupils and ensure that the very good accommodation, including field, wild area and pond, are used well.

ART AND DESIGN

84. The school has made good progress in art since the last inspection. The schemes of work have been revised to provide pupils with good opportunities for developing all aspects of the subject required in the National Curriculum, including the use of ICT. Standards are above national expectation and pupils' achievement is good in relation to their abilities.
85. Two lessons were seen during the inspection. Additional evidence of the pupils' achievement was gathered through examination of artwork around the school, pupils' sketchbooks, photographs and a portfolio of work, as well as discussion with the co-ordinator and pupils during lessons.
86. All pupils, including those with special educational needs, develop their drawing skills well as they move through the school. For example, younger pupils observed winter trees carefully and use charcoal to draw the main features of the trees. By the time pupils reach Year 3/4 they can select their preferred medium from pencil, crayon or watercolour. They include much more detail in their initial sketches and drawings. As a result of the systematic teaching of drawing skills, the most able pupils produced pictures which captured the finer details of the branches and texture of the bark.
87. Following training from a specialist in the use of the 'Dazzle' program, teachers have gained confidence in using ICT. This has resulted in younger pupils using the 'fill-in tool' correctly, and they can change the size of the paintbrush when making designs in the style of Mondrian. Older pupils can use the Internet to research information about artists, for example, Lowry. A visit from an artist added a worthwhile real-life dimension to the work of the thirty pupils involved. Pupils benefit from occasional visits to galleries and exhibitions.
88. Most pupils make good progress in learning about artists and the environments which inspired their work. For example, in a lesson about Lowry's work, pupils improved their powers of observation in response to the teacher's good questioning and encouragement. They contrasted Lowry's terraced houses with their own homes and closely studied how he drew human forms.
89. Good links between art and other subjects throughout the school enhance pupils' learning. For example, pupils designed Viking longboats to enhance their work in history. In religious education, they very carefully illustrated their work on the Jewish Torah.

90. The co-ordinator supports the development of art well. Resources and support materials are increasing and they are carefully organised to help teachers' plan their lessons.

DESIGN AND TECHNOLOGY

91. Standards are better now than when the school was last inspected when they were judged unsatisfactory. They are now in line with national expectations. By the end of Key Stage 1 and Year 4, all pupils, including those with special educational needs achieve at least satisfactorily and some of the most able pupils achieve well. Teachers' planning has improved so that it now fully covers the National Curriculum requirements.
92. Teaching was good in the two lessons observed. Standards were evaluated by looking at pupils' work, photographs, displays and schemes of work, and through discussions with teachers and pupils. The scheme of work that builds systematically on pupils' prior knowledge, skills and understanding. Pupils find the tasks interesting and good questioning enabled them to explain well how things work. Pupils in Year 3/4 know how air pressure can create movement. They demonstrate this by experimenting with balloons, party blowers and straws. They competently discuss ways of solving problems and how to improve their designs. They gained an understanding of pneumatic power in real life by observing a rocket being launched. They can design and plan the steps needed to make a jack-in-the box, thinking carefully about what will be needed to make it work.
93. The pupils use varied materials, including clay, with which they made mosaics, and wood, to produce photograph frames of which the pupils are proud. The frames show that pupils make satisfactory progress and increasing precision in cutting, joining and assembling.
94. Younger pupils design and make vehicles, using reclaimed materials, and learn how to develop a wind-up mechanism, using a piece of dowling, a cotton-reel and string. Pupils of all abilities join in enthusiastically. Most explain well what they are doing and understand that they must measure accurately so that the mechanism will wind-up properly. More able pupils know how to modify their designs successfully so that their toys work.
95. A restaurant provided a good link with real life when pupils paid a visit to learn how pizzas are made. They progressed to designing their own pizza fillings and discussed the pizza-making process. Pupils develop pottery skills satisfactorily when making pottery fishes and using different carving tools.
96. The co-ordinator has updated the policy for design and technology and is gradually improving resources. The co-ordinator supports colleagues, whenever possible, by visiting classrooms and assisting with planning. Currently, there are too few opportunities for teachers to share good practice as a means of raising standards. Since the last inspection, there has been a limited amount of staff training, but there is more to do to develop expertise in all areas. There is no systematic assessment of pupils' work to help teachers plan.

GEOGRAPHY

97. At the last inspection, the challenge that the work presented to pupils was found to be inconsistent. Planning was satisfactory but lacked the detailed support that teachers needed. As a result, while standards were in line with national expectations, some pupils were inadequately challenged. The joint co-ordinators, one in each key stage, now plan carefully and lessons challenges all pupils appropriately. Only one geography lesson was observed during the

inspection. An analysis of written work indicates that standards are overall in line with national expectations, and some is above. Pupils' achievement in relation to their abilities in geography is satisfactory.

98. Pupils use the local area substantially to learn geographical skills. In Year 1, they have carried out a survey of the kinds of houses they live in, and have presented the statistics as a graph. They have modelled the different types of house. Good links with other subjects, here with CDT and mathematics, are a strong feature of geography. They have surveyed how pupils come to school, and generated street maps for each of their homes using the Internet. Pupils learn geographical terms by studying, for example, the island of Struay. They have drawn maps and labelled key features. Their knowledge of the world is enhanced by studying the destinations of 'Travelling Ted', who is taken on holiday by members of the class.
99. In the lesson observed in Year 1, pupils made good progress when discussing the functions of important buildings in Windsor. They understood that maps need keys and symbols, and they went on to illustrate a chosen building and add a caption or symbol to indicate its use. They showed a good understanding of the geographical terms they encountered. The active support of a second teacher and a learning support assistant enabled all pupils to achieve well in the lesson.
100. In Years 3 and 4, pupils study the range of world climates. They develop their use of graphs, Venn diagrams and geographical symbols when recording their work. They use technical words accurately. Pupils develop well their abilities to make notes but there is little extended or personal writing in geography at this level. Some pupils did, however, write dramatic newspaper articles entitled, 'Flood Alert!'
101. The co-ordinators organise geography well. They have revised the scheme of work to include new statutory requirements. Assessment makes good use of the levels of attainment specified in the National Curriculum. A good standard of resources increases the impact of the subject. These are supplemented by regular fieldtrips, for example to a farm in Key Stage 1. The residential visits, to an outdoor study centre in Year 2, and to the Isle of Wight in Year 4, each have an important geographical focus.

HISTORY

102. Since the last inspection standards have been maintained, and, at the end of Key Stage 1 and at the end of Years 3/4, pupils reach levels normally seen at this age.
103. Two lessons only were seen during the inspection. Discussions with teachers and pupils, as well as teachers' planning and looking at a wide range of work throughout the school, contributed to judgements on pupils' standards and achievements in history.
104. By the age of seven, pupils make sound progress in developing their knowledge and understanding of some aspects of the lives of people in the past. They do this, for example, by re-telling stories of the past and imagining what it would have been like to live in a Roman town rather than in Windsor in 2001. The pupils' achieve a satisfactory sense of time and show this in Key Stage 1 by comparing objects from the past and present, such as an electric iron and a flat iron. Younger pupils of all abilities, including those with special educational needs, can answer questions about the Great Fire of London. In one lesson more-able children made sound progress in developing understanding of what it must have been like to live in London during the Fire by writing a letter home as if they were servants at that time

105. In Key Stage 2, pupils' achievement is sound and sometimes good and they benefit from a good range of enriching experiences. This is due to the teachers' confidence in teaching familiar topics in history and the pupils' own interest in, for example, the topic folders they make on their work on Invaders and Settlers. These include the Romans and the Vikings. They learn well from the links with other subjects, finding out and writing about the treasures found at Sutton Hoo, and making Roman mosaics in art and models of Viking ships. When learning about Tudor houses, they wrote descriptions of the houses as if they were estate agents of the time, and, as a result, gained a good understanding of the differences between living today and in earlier periods of history. Pupils have visited the Mary Rose when studying the Tudors and to Fishbourne Roman Palace to support pupils' learning about life in Roman times. Discussions with pupils about visits and visitors showed that they enjoy opportunities for real-life experiences. They can recall their experiences in detail, which helps consolidate their learning and makes a positive impact on their achievement in history.
106. History is well managed by the co-ordinator, who has recently rewritten the scheme of work. Good opportunities for persuasive writing occur when pupils write about the treasure of Sutton Hoo. Teachers make sound use of videos and CD ROMs to support their planning and to give pupils insight, for example, into the clothes and customs of the times. In Year 3/4, some use has been made of the BBC Internet site to research the Romans, but the Internet is under-used as a research resource at present.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. The school has improved its provision for information and communication technology considerably since the previous inspection, when it was a main action point. Good progress has been made in developing resources, accommodation, the curriculum and staff expertise. Statutory requirements are now being met fully and standards have risen.
108. In the work seen, standards were above national expectations and pupils achieved well in relation to their abilities. Pupils are confident when using the mouse or keyboard, which they use quickly and accurately. They are willing to try out ideas in the knowledge that mistakes can be corrected, and this helps them to learn new skills and gain an understanding of how software works. Pupils with special educational needs quite often use computers to reinforce literacy and numeracy knowledge. The added practice on computers gives them good confidence when they work alongside others in the information and communication technology suite. They sometimes teach skills that they have learned to other pupils and this increases their self-esteem. Pupils who use computers a lot at home are allowed to use their skills well in school.
109. In the one lesson seen, the planning was detailed and very effective. It identified which skills were to be learned and set tasks at different levels so that all pupils would reinforce and extend their learning. The planning was based on the scheme of work for information and communication technology, which is good. It ensures broad coverage and the systematic development of knowledge and skills. There is not yet sufficient planning of how to use information and communication technology in all subjects. The previously mentioned lesson supported pupils' mathematical development very well because it required them to use angles, measurements of distance and knowledge of shape. However, many opportunities are missed, such as for the regular use of word processing to draft writing. Classroom computers were used very little during the inspection.
110. The new computer suite is well resourced, with sufficient stations and a good range of peripherals such as a scanner and digital video. A part-time technician not only looks after the suite but also plays an important role in supporting pupils during lessons. The use of the suite is well organised, including simple timesaving techniques like numbering the stations so that pupils

go straight to the correct one. Teachers make good use of the suite out of school time for the preparation of lessons and resources.

111. The leadership and management of the subject have been effective in improving provision and standards. As well as the cross-curricular use of information and communication technology, an aspect for improvement is the procedures for, and use of, assessment. At present, there is no simple means of measuring pupils' progress or of identifying which aspects of the subject are most in need of further development.

MUSIC

112. At the time of the last inspection, attainment in music was above the expectations of the National Curriculum. On this occasion, not enough music was observed to make a judgement on standards or teaching for the whole school. In the small amount of class music observed, however, standards were above national expectations and pupils achieved well in relation to their abilities. Music provides very good opportunities for pupils' creative, social and cultural development. Pupils' experiences of music are much more varied and significant than was noted in the previous inspection.
113. In a Year 3/4 lesson, pupils showed a good understanding of rhythm and pulse. They could compose brief rhythms and fit these into an overall structure. They have a good knowledge of musical terms and the basic elements of music, as required by the National Curriculum. They developed their speaking well by sensitively and imaginatively describing the scene suggested by 'Morning' from Peer Gynt'. Pupils achieved well in the musical activities observed.
114. The co-ordinator provides good support for colleagues in Key Stage 1, who are responsible for their own class's music. Pupils in Years 3/4 are taught by music specialists. The scheme of work contains carefully graduated activities so that pupils can develop an appropriate range of skills and knowledge. The co-ordinator has made very good use of opportunities provided locally for developing schemes of work, and has good plans for developing and refining these further.
115. Three teachers are specialist musicians and provide a high standard of direction and accompaniment for the various ensembles. Whole-school activities include proficient hymn singing in assemblies, for which there is a weekly practice. Pupils listen to carefully chosen music as they arrive for assembly. The school has an accomplished choir and there are several recorder groups. The advanced players achieve very polished performances. Thirty pupils learn orchestral instruments in the course of the week at the East Berkshire Music Centre, which occupies adjacent premises. The school holds regular concerts and musical assemblies. Ensembles participate regularly in the community and in local musical festivals, and have taken part in the Music for Youth National Festival.

PHYSICAL EDUCATION

116. There have been sound improvements in the curriculum and resources for physical education since the previous inspection. The co-ordination of the subject has helped teachers to increase their expertise and become more confident through useful training, as in gymnastics. A new scheme of work has been successfully introduced.
117. In the work seen, standards were above expectations for the ages of the pupils, and in swimming were well above expectations. Many pupils swim very confidently and with good style for their ages. The teaching seen was characterised by enthusiasm, a good concentration on technique and the building of confidence. Pupils responded well to this, tried very hard and

made clear progress during lessons. The small pool is a valuable resource that is used effectively, and parents play an important role in funding it and in providing extra adults to supervise changing and ensure poolside safety. Lessons are organised well so that pupils' other work is disrupted as little as possible.

118. The school sports day took place during the inspection. It was very well organised and offered a good range of events for pupils of all ages. The degree of competition was just enough to create excitement and team spirit. Many pupils, especially older ones, were very supportive, encouraging their team and praising particular achievements. Pupils showed good balance, were agile and turned quickly, carried and threw accurately, and followed rules appropriately. Their attitudes and behaviour during a long, hot afternoon were exemplary. A significant number of parents, governors and friends of the school helped arrange games and resources.
119. The scheme of work ensures that skills develop methodically over a good balance of aspects. The school has improved its resources for the subject and makes good use of the school hall and site. The adventure area is well used and popular. Some resources are available at lunch times and older pupils often organise their own formal and informal games. This helps to support their physical development and also encourages positive behaviour and co-operation.

RELIGIOUS EDUCATION

120. At the last inspection, pupils' attainment in religious education was above the expectations of the locally agreed syllabus. This remains the case.
121. Lessons which were observed and an analysis of written work indicated that pupils acquire substantial information about Christianity and the other principal world religions. Their good factual knowledge encompasses places of worship, festivals and religious events throughout history. They understand symbolism and why beliefs are important to religious followers. Pupils are encouraged to reflect on their own values and consider how religious and moral codes can influence people's lives. Religious education provides pupils with very good opportunities for developing their powers of discussion and their skills in literacy.
122. In Years 1/2, pupils learn about 'belonging' and 'celebration', developing a good understanding of a church as a community, and they become familiar with principal events in the Christian year. They learn the significance of a range of artefacts in Christianity, Islam and Judaism. In lessons observed, pupils discussed the place of the Torah in Judaism, comparing it with the Bible. Pupils thought about their own values by devising their own rules for living, showing in this an understanding of basic morality. In Years 3/4, pupils showed a good understanding of symbolism and social values when compiling the qualities of friendship, which they presented as leaves of an olive branch. They studied a collection of church items, including a Paschal Candle and priests stole, and learned the significance of, symbols and words, such as 'ichthus' for early Christians. They subsequently devised crests and badges that represented their own personalities and interests. Standards of written work are good. Pupils record factual information accurately and produce thoughtful personal writing. Written work included careful accounts of a visit to a Hindu place of worship they had visited and vivid accounts of the Crucifixion, written from the point of view of a witness of the event. Such activities help pupils to understand the views and beliefs of others.
123. Teaching is good. Teachers are well informed about what they teach and prepare lessons carefully. They make very good use of artefacts, teaching the pupils the importance of respecting all religious objects. In Year 1, the careful revealing of the Jewish scroll gave pupils a real sense of awe. Religious education provides pupils with very good opportunities for

spiritual, moral, social and cultural development. Teachers use question-and-answer purposefully to confirm and extend pupils' knowledge and understanding. Teachers carefully guide written work, insisting, for example, on the accurate spelling of key words. Good support in the classroom enables pupils of all ability to achieve well. Sometimes the opening discussions take up too much time, at the expense of pupils' independent work.

124. The co-ordinator has compiled a substantial scheme of work, which effectively develops the required range of knowledge and understanding. She provides good support for colleagues. A good range of artefacts and occasional visits to places of worship give added significance to what pupils learn.