

INSPECTION REPORT

BROADMOOR PRIMARY SCHOOL

Crowthorne

LEA area: Bracknell Forest

Unique reference number: 109812

Headteacher: Mrs D Edwards

Reporting inspector: Mr B McCutcheon
2420

Dates of inspection: 14 - 17 January 2002

Inspection number: 193765

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Lower Broadmoor Road
Crowthorne
Berkshire

Postcode: RG45 7HD

Telephone number: 01344 772034

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Appropriate authority: Governing body

Name of chair of governors: Mr J Roberts

Date of previous inspection: May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2420	B McCutcheon	Registered inspector	Mathematics Information and communication technology Geography History Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1333	E Forster	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
2414	D Westall	Team inspector	Science Art & Design Design and technology Music Foundation Stage	How good are curricular and other opportunities?
3856	S Wellsted	Team inspector	English Physical education Religious education Special educational needs English as an additional language	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 197 pupils on roll, aged from three to 11 years. The percentage of pupils known to be eligible for free school meals is below the national average and only three pupils speak English as an additional language. The percentage of pupils on the school's register of special educational needs is below the national average, and includes five pupils who have a statement of special educational need. On entry to the school, there is a wide spread in children's standards but, overall, they are below average.

HOW GOOD THE SCHOOL IS

This is a good school which benefits from effective leadership and management by the headteacher and a committed governing body. The quality of teaching is never less than satisfactory and is mainly good. As a consequence, most pupils progress well in relation to their starting points on entry to the school. By Year 6, they achieve standards which are mainly in line with those expected. Pupils' personal development is catered for very well, and their attitudes and behaviour are good. Although there are no marked weaknesses in the school, the more able pupils could often do better in science; and a rigorous evaluation of teaching and learning is not yet fully established. Overall, the school provides good value for money.

What the school does well

- The headteacher has good leadership and management skills.
- The quality of teaching is mainly good and is occasionally very good.
- Pupils progress well in relation to their starting points on entry to the school.
- Singing skills are good; and pupils demonstrate standards that are mainly above average in art and design.
- The school caters well for pupils with special educational needs.
- Pupils' attitudes, behaviour and relationships are all good.
- The school makes good provision for pupils' moral, social and cultural development.
- Good links are established with parents, and they hold the school in high regard.
- The school is a caring community, where pupils' welfare is a high priority.

What could be improved

- The achievement of more able pupils in science.
- The monitoring of the quality of teaching and learning by subject co-ordinators.
- Elements of the school development plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made mainly good progress in addressing the key issues identified in the last OFSTED inspection. Sound schemes of work have been adopted and implemented in all subjects, and pupils make continuous progress building well on their prior learning. Weaknesses in assessment procedures have also been successfully addressed. Significant progress has been made in monitoring teaching and learning more effectively, particularly by the headteacher. However, the monitoring role of subject co-ordinators is still underdeveloped.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	B	C	B	A
Mathematics	A	B	D	C
Science	D	D	E	D

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

The table shows the school's results in 2001 were above the national average and well above the average results of similar schools in English. In mathematics, the results were below the national average but in line with those of similar schools. The results in science were well below the national average and below those of similar schools. Trends over time are affected by significant variations in the proportion of pupils with special educational needs from year to year. However, pupils' achievements in science have been consistently below average since 1999.

Inspection findings show that the overall standards achieved by the current Year 6 cohort are broadly in line with the national average in English and mathematics, but are a little below average in science. In relation to pupils' starting points on entry to the school, current standards in these core subjects represent mainly good achievement. In most other subjects of the National Curriculum, pupils in their final year at the school generally demonstrate standards that are in line with those expected nationally. Standards in singing and art and design, however, are mainly above average. In religious education, the standards of Year 6 pupils match those expected in the agreed syllabus for the subject, and some are even better.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school, are keen to learn and to do their best.
Behaviour, in and out of classrooms	Behaviour is good, throughout the school day.
Personal development and relationships	Relationships are good at all levels. Pupils work well together in lessons and respect each other's opinions. They take on routine duties and responsibilities willingly and reliably.
Attendance	Attendance is good, being above the national average in recent years.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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.

The quality of teaching was at least satisfactory in all lessons observed, and was good, or better, in almost six out of every ten lessons, across the school. The most effective teaching is in the older half of the school where there is a higher proportion of good practice and some very good teaching. The teaching enables children to make sound progress in the nursery and reception classes and good progress, overall, in Years 1 to 6.

In the nursery and in the reception class, children make good progress in their personal, social and emotional development and sound progress in the other key areas of learning. This reflects teachers' sound planning and the overall satisfactory quality of teaching. Examples of good teaching were observed in the reception class, particularly in relation to children's creative and physical development.

The teaching of English is mainly good and occasionally very good. Teachers are generally well informed, confident and competent. They demonstrate good questioning skills; and most lessons are characterised by high expectations of performance and behaviour and by good, evaluative, feedback to pupils on their work. In the most effective teaching, in Years 3 and 5, teachers also provide very clear explanations and skilfully involve pupils in evaluating their work.

In mathematics, the quality of teaching is mainly sound, and sometimes good, in Years 1 and 2 and mainly good in the older half of the school. Overall, the National Numeracy Strategy has been successfully established although, across the school, there is some variation in the pace of the introductory oral and mental activities, the quality of questioning and the interactive involvement of all pupils. In science, teaching is satisfactory overall, and is sometimes good in the older half of the school. However, the more able pupils are not always sufficiently challenged and could often do better. There is scope to promote pupils' investigation skills more strongly and to give more emphasis to the development of pupils' scientific vocabulary.

The quality of teaching is mainly good, and otherwise satisfactory, in information and communication technology (ICT) and physical education. While insufficient lessons were observed to judge the teaching in art and design, design and technology, history, geography, music or religious education, evidence from pupils' work shows it enables them to make good progress in their learning in art and design and at least sound progress in the other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory for children in the nursery and reception classes and good for pupils in Years 1 to 6. However, the youngest children would benefit from more opportunities to use the outside area.

Provision for pupils with special educational needs	The school provides well for pupils with special educational needs.
Provision for pupils with English as an additional language	Good. Teachers are sensitive to the needs of the few pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' moral, social and cultural development and sound provision is made for their spiritual development.
How well the school cares for its pupils	The school is a caring community. Every pupil is valued as an individual and their welfare is a high priority. Teachers know their pupils well and, overall, they assess their needs skilfully. However, there is scope to improve assessment in science.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has good leadership and management skills. She knows the pupils very well and is particularly successful in fostering their personal development. Her good interpersonal skills have enabled her to promote a good team spirit amongst staff and a strong commitment to raising the achievement of all pupils. The deputy headteacher ably supports her in the management of the school.
How well the governors fulfil their responsibilities	The school benefits from an effective governing body which is well led by the chair and makes a positive contribution to the leadership and management of the school. A range of appropriate committees is established and these function efficiently. Governors have a secure understanding of the results of statutory testing and some are able to observe the school in operation. This helps to inform them further about its performance.
The school's evaluation of its performance	Satisfactory. The headteacher, co-ordinators and governors analyse the results of statutory testing carefully; and the headteacher checks the quality of teaching and learning through well-focused lesson observations and scrutiny of pupils' work. However, as a result of a significant amount of staff turnover, the co-ordinators for English, mathematics and science have not yet had opportunities to monitor teaching and learning across the school. The school development plan provides a broadly satisfactory overview of priorities for the current year. However, some action plans lack precision and do not always include important elements. The governors recognise that they now need to outline clear priorities for how the school will improve beyond the current year.

The strategic use of resources	Overall, the school makes good use of its resources. The school budget is analysed thoroughly and financial planning is appropriately linked to the priorities identified in the school development plan.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The vast majority of parents believe that:</p> <ul style="list-style-type: none"> • there is a high standard of teaching; • the staff have high expectations; • their children make good progress; • the school encourages high standards of behaviour. 	<p>A minority would like:</p> <ul style="list-style-type: none"> • the school to forge closer links with parents; • better information on their children's progress.

Inspection findings fully support parents' positive views about the school. However, they do not provide evidence to justify the improvements suggested by some parents. The school has established an effective partnership with parents and provides them with a sound range of information about children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the school, there is a wide spread in children's standards but, overall, they are below average. In the nursery and reception classes, children make good progress in their personal, social and emotional development and sound progress in the other key areas of learning, reflecting teachers' satisfactory planning and the overall quality of teaching. Children are secure, relate well to their teachers and the nursery nurses, and work and play amicably with their classmates. However, despite sound teaching in both nursery and reception, children's communication, language and literacy skills, mathematical development and knowledge and understanding of the world are generally below average as they enter Year 1.
2. In Years 1 to 6, pupils build well on their secure start in the nursery and reception classes by making mainly good, and otherwise sound, progress in relation to their starting points. In English and mathematics, pupils generally achieve the standards expected in Years 2 and 6, and overall attainment in these subjects is broadly average. However, inspection findings show that overall standards in science are currently a little below average in Years 2 and 6. There is no significant difference between the attainment of boys and girls, across the school.
3. The results of the 2001 Standard Assessment Tests (SATs) in English for pupils in their final year at the school were above the national average overall, and well above the results of similar schools. In mathematics, the Year 6 results in 2001 were below the national average but in line with the average results of similar schools. In science, the overall results of the statutory tests were well below the national average and were below the results of similar schools. These results are more favourable than inspection findings in English but not as good as the current evidence indicates for mathematics and science. Overall, the SATs results have shown considerable variations since 1998 reflecting significant differences in the size and composition of the groups of pupils moving through the school. Girls have not recently achieved as well as boys in these tests for Year 6 pupils. Evidence indicates that this is because of the smaller number of girls in these year groups.
4. In English, pupils of all abilities make good progress over time, in relation to their starting points. The overall attainment of the current Year 2 pupils is within the average range for their age in speaking and listening, reading and writing. However, few have yet mastered more advanced skills such as fluency and expression in their reading or 'reading between the lines'. Their command and control of grammar and of the organisation and structure of writing are also less secure and reference and library skills are generally underdeveloped. In Year 6, most pupils read texts fluently and expressively, can explain some of the techniques used by authors to bring characters to life and have satisfactorily developed skills such as handwriting, presentation, spelling and punctuation. They write for a variety of suitable purposes and are able to organise their ideas appropriately. More able pupils do well and the best writing seen is of a high standard in all respects. The main weaknesses in pupils' reading are linked to working out meanings beyond the literal and, in writing, are related to a lack of maturity, depth and detail in ideas and in the language used.
5. In mathematics, pupils' achievements in Year 2 are broadly satisfactory reflecting the mainly sound, and sometimes good, teaching they receive. In Year 6, their

achievement is good in relation to their starting points in Year 3. This is the result of mainly good, and otherwise sound, teaching. Most pupils reach the standards expected in Years 2 and 6, and overall attainment in mathematics is broadly average. In their final year at the school, pupils have a sound understanding of number, space, shape and measure but are less confident when applying their mathematical skills to solve problems.

6. Overall standards in science are currently a little below average in Years 2 and 6. However, in relation to their starting points at the beginning of Year 1, most pupils, including those with special educational needs, make mainly sound, and sometimes good, progress in their scientific learning. Most pupils reach the expected standard in Years 2 and 6 and it is only the significant minority with identified special educational needs who, understandably, do not usually achieve these levels. This reflects the sound, or better teaching pupils generally receive, across the school. The progress made by the more able pupils is generally more spasmodic and is unsatisfactory, overall. This results in too few pupils exceeding the expected standards for their ages, including in Years 2 and 6. Current findings about overall attainment in science are a little less favourable than those found in the last inspection, when standards were judged to be broadly average.
7. In art and design, pupils achieve well across the school and their standards are mainly above average for their ages. In design and technology, geography, history and ICT pupils generally achieve the standards expected for pupils of similar ages in Years 2 and 6. There are examples of above average work in design and technology in Years 3 and 5. In all these subjects, the standards reached reflect pupils' sound or better achievement from their starting points on entry to Year 1. In music, there was insufficient evidence available to judge pupils' standards in most classes. However, standards were average in the lessons observed in Years 4 and 6; and evidence from pupils' singing in assemblies and during hymn practice shows that their singing skills are good. In physical education, the standards achieved by pupils in games and gymnastics show some variation, but are broadly average overall in relation to pupils' ages. In the dance lessons seen in Years 3, 4 and 5, pupils' attainment was above average for their respective ages. By Year 6, most pupils achieve broadly average standards for their age in relation to the requirements of the locally agreed syllabus for religious education, and some do even better.
8. Pupils with special educational needs are fully integrated into all lessons. In common with the very few pupils for whom English is an additional language, they make consistently good progress in relation to their starting points and capabilities. The most able pupils generally make at least sound progress but are capable of achieving higher standards in science.

Pupils' attitudes, values and personal development

9. Pupils of all ages and abilities are happy at school. They enjoy their lessons and all the other activities arranged for them, and they enjoy playing with, and chatting to, their friends. When asked, they say there is nothing in particular they would like to change, and some confess that holidays soon become boring when there is no school to come to. It is clear, from their many positive comments about the school and about the staff, that the pupils feel valued and respected as individuals. These caring attitudes are reflected in their own relationships and in their very positive attitudes to work, even amongst those who sometimes struggle to learn.

10. Because no child is ever set apart or excluded, and because the staff are so very clearly there to help them, pupils feel safe and secure in their learning. As a result, they are always ready to try, and they have no apparent fear of failure in any area of activity. From the youngest to the oldest, and irrespective of their ability and gender, their ethnic, linguistic or cultural background, or their special educational needs, all pupils strive to meet the aspirations their teachers set for them. They commit themselves whole-heartedly to their work, and they derive great pleasure from special events such as visits and from involvement in after-school activities, whether that be the 'Quiet Club' or more vigorous pursuits such as rugby.
11. Relationships are good at all levels. At play and during lunch-times, pupils chat companionably together in a friendly, open way, and are quick to welcome a newcomer into their conversation. Older pupils happily take on responsibility, when necessary, for any younger child who joins them at the dining table. 'Buddies' in Year 6 also enjoy their interaction with younger pupils. They take their duties seriously in ensuring the well-being and safety of younger pupils. When on duty, they have an air of authority which younger pupils respect, but their actions are always helpful, never oppressive. During lessons, pupils work together well. They listen politely when someone else has something to say, and they co-operate successfully to achieve shared goals or when asked to share resources. Even children as young as those in the nursery and reception classes value interaction with others and work constructively together. For example, the youngest children of all in the nursery soon join together in imaginative play to keep house in the 'Igloo', while children in the reception class perform quite complex dance patterns with their partners during a physical education lesson.
12. Pupils with special educational needs, and also the very few pupils for whom English is an additional language, are well supported and encouraged by their peers as well as by staff. Relationships amongst all pupils are natural and warm, and any additional help such pupils may need from their peer group is given quietly and normally, without any hint of special favour or prejudice. All pupils with special educational needs are fully integrated into every aspect of school life. They all work hard to improve their work, and, in a few cases, also to control or modify their behaviour. They take on responsibilities, make many friends, and quite clearly enjoy their school days. There is a strong bond between pupils within classes, and an equally strong sense of unity within the school as a whole. Nowhere, perhaps, is this more evident than in some assemblies when the singing, in rounds, epitomises, in its almost spiritual quality, the 'oneness' that can be achieved through collaborative effort.
13. With very rare exceptions, pupils are polite, helpful and friendly and behave well at all times. They observe social conventions such as turn-taking appropriately, whether when waiting to answer questions during lessons, or when queuing for dinner. They are often quick to identify the needs of others or to identify things that need to be done. For example, without being prompted they will offer trays to newcomers who join the dinner queue, pick up coats that may have fallen, or tidy up shoes in the cloakrooms. Pupils of all ages take on routine duties and responsibilities willingly and reliably. Benefiting from the school's strong emphasis on citizenship and personal development, they also welcome the opportunity to help others in the wider community. For example, they support a number of fund-raising activities for charities, visit a local residential home for the elderly, and take part in many sporting, cultural and social events within the Bracknell Forest area.
14. In lessons such as English, history, religious education and personal, social and health education pupils readily identify with the feelings, beliefs and values of others.

They are learning to appreciate the impact of their actions on others, and they take seriously the many opportunities they are given to reflect on their own experiences of life. While many children find abstract ideas difficult to fathom, they demonstrate a very sound appreciation of actions and deeds which are helpful or harmful to others, and they make their judgements accordingly. They can identify strengths and weaknesses in their own behaviour, and they have a developing understanding, too, of right and wrong in the wider world. Bullying in school is a very rare event as are incidents of racist name-calling. Support for one another, co-operation and the appreciation of others' skills and talents are the norm.

15. Attendance at the school is good, being above the national average in recent years. Pupils are seldom absent without explanation and the few who had poor attendance or punctuality records are now improving. Registers are correctly completed and school sessions start promptly. Nearly all pupils arrive in good time at the start of the day.

HOW WELL ARE PUPILS TAUGHT?

16. In the last OFSTED inspection, the teaching was described as sound overall, with a significant amount of good teaching, although some unsatisfactory teaching was observed in the older half of the school. Inspection findings show that there has been an overall improvement in the quality of teaching since the last report in 1997. The quality of teaching is never less than sound and was good, or better, in almost six out of every ten lessons, across the school. The most effective teaching is now in the older half of the school where there is a greater proportion of good practice and, occasionally, some very good teaching.
17. In the nursery and in the reception class, children make good progress in their personal, social and emotional development and sound progress in the other key areas of learning. This reflects teachers' sound planning and the overall satisfactory quality of teaching. Examples of good teaching were observed in the reception class, particularly in relation to children's creative and physical development.
18. The teaching of English is mainly good and occasionally very good. Teachers are generally well informed, confident and competent. Lessons are thoroughly planned and it is quite clear what pupils are intended to learn. The tasks set are well tailored to pupils' individual needs and all teachers demonstrate good questioning skills which provide pupils with the support they need, for example, to cope with 'higher order' comprehension skills. Teachers provide good role models for pupils in their use of spoken language and model both reading and writing well. Common strengths in teaching include the very good working relationship teachers and teaching assistants have established with their pupils; and the good support provided for those with special educational needs and with English as an additional language. Most lessons are also characterised by high expectations of performance and behaviour and by good, evaluative, feedback to pupils on their work. In the most effective teaching, in Years 3 and 5, teachers are also particularly skilled at communicating complex ideas very clearly and at involving the pupils themselves in the evaluation process. Assessment procedures in English are thorough and rigorous; and the marking of pupils' work is good throughout the school.
19. The quality of teaching in mathematics is mainly sound, but sometimes good, in Years 1 and 2 and mainly good in the older half of the school, particularly in Years 3 and 4. Teachers plan their lessons well and good use is made of assessment to inform this planning. As a consequence, the work set is carefully matched to pupils'

differing needs and they respond with interest and have positive attitudes towards the subject. The National Numeracy Strategy is being successfully implemented although there is some variation in the pace of the introductory oral and mental activities, the quality of questioning and the interactive involvement of all pupils. Teaching assistants, and a part-time member of staff, are well briefed and provide good support particularly for pupils with special educational needs.

20. The quality of teaching in science is satisfactory, overall, and is sometimes good in the older half of the school. Teachers motivate their classes well, and all provide clear explanations which pupils understand. They identify the learning intentions of their lessons and usually ensure that pupils are aware of what they are expected to learn. Teachers generally cater well for pupils with special educational needs but the work set for more able pupils lacks challenge and they could often do better. Throughout the school, teachers usually need to give more emphasis to the development of pupils' scientific vocabulary and there is scope for them to promote pupils' investigation skills more strongly, including pupils' understanding of fair-testing.
21. The quality of teaching in ICT is mainly good and otherwise sound. Teachers have secure subject knowledge and, overall, make effective use of the school's good provision for this subject. As a consequence, pupils have regular access to ICT and use this to support and enhance their work in other subjects. The teaching of physical education is mainly good and occasionally very good. All teachers make sure that every pupil has the opportunity to enjoy and benefit from all the physical education activities offered by the school. The teaching of dance is a particular strength.
22. As a result of timetabling arrangements, it is not possible to make a secure judgement about the quality of teaching in art and design, design and technology, history, geography, music or religious education. However, evidence suggests that the teaching of art and design enables pupils to make good overall progress in the subject. In design and technology and geography, teachers are securing the progressive development of pupils' key skills and, by Year 6, most pupils achieve broadly average standards in religious education as a result of effective teaching. The teaching that was observed in history was mainly good and otherwise sound. Good use is made of artefacts and of visits to promote pupils' interest in the subject. In the two music lessons that were seen, the quality of teaching was satisfactory and enabled pupils to achieve sound standards for their ages. Overall, pupils singing skills are good and older pupils achieve particularly well when singing songs in parts.
23. The teaching of pupils with special educational needs (SEN) is mainly good and sometimes very good. Every pupil is fully integrated into class for all lessons and is helped to do his or her best. Teachers plan suitable academic work which builds steadily on what the pupils have already achieved. Sometimes, especially during group work in literacy and numeracy lessons, the pupils benefit from additional support from a teaching assistant or the part-time teacher. These staff are well briefed about what is to be taught and learned, and they play a significant role, often helping pupils to understand and focus on tasks which might otherwise prove too challenging for them to cope with on their own. As with all other pupils, those with special educational needs are given clear targets to help them improve their performance. Individual education plans are both precise and rigorous, with challenging but achievable targets. Pupils' progress towards meeting their targets is closely monitored by the class teacher, teaching assistants and by the headteacher who co-ordinates special educational needs work in the school. Pupils with statements of special educational needs also benefit from the involvement of outside

specialists whose expertise and practical help in planning work for pupils is much valued by staff.

24. Where necessary, pupils learning English as an additional language are given extra help in class, and, for the most part, teachers take good account of the needs of such pupils when introducing new vocabulary or when explaining complex ideas.
25. Across the school, the teaching is characterised by good relationships between teachers and pupils and an orderly atmosphere in lessons. Sound use is made of homework to extend what is learnt in school. Teachers have good awareness of equal opportunities and avoid any stereotyping in their expectations or delivery of lessons.

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

26. The curriculum for children in the nursery and in reception is securely based on the national guidance for children of this age. As a consequence, children have a sound range of learning opportunities, and the overall quality of the curriculum provided for them is satisfactory. However, while these children are able to use large play apparatus outside during break times, they would benefit from more opportunities to use the outside area to promote their physical development as part of their planned learning in lessons.
27. The curriculum for pupils in Years 1 to 6 is good, and statutory requirements are fully met. These pupils benefit from a very broad range of worthwhile activities which meet their interests and generally cater well for their aptitudes and particular needs. Sufficient time is allocated for literacy and numeracy, and this time is used well by the teachers, enabling pupils to make good progress in these key areas of learning. When last inspected, the school lacked clear structures to promote the progressive development of pupils' skills and knowledge in some subjects. This is no longer the case, since sound schemes of work have been adopted and implemented in all subjects, and pupils make continuous progress, building well on their prior learning.
28. Good provision is made for pupils' personal, social and health education. Regular opportunities are provided for pupils to develop their understanding of the importance of positive relationships with others. In addition, pupils are made aware of the dangers of drugs and the importance of healthy eating. The school's very thorough health education policy also ensures that appropriate emphasis is given to sex education.
29. The curriculum is enriched by a good range of regular educational visits and by many visitors to the school. Some pupils benefit from specialist tuition in music, and after-school clubs are available throughout the school week. Broadmoor Primary School is seen as an integral part of the local community and this is reinforced by the very good use the school makes of local resources to give pupils the chance to learn about skills and experiences that are outside the usual range of the curriculum. Each year the school organises two weeks which each concentrate on a theme such as 'the community', 'business', 'books' or 'other cultures'. The community week last year included visits from members of the local natural history society, beekeepers, lacemakers, flower arrangers and musicians who shared their skills and enthusiasms with the pupils. They also had the chance to meet the local policeman and mayor and to entertain members of the Mothers' Union. These contacts also increased the involvement of volunteer helpers in the school and established links with former pupils

who can provide valuable first hand memories of the school in earlier years. An 'industry' week, using contacts through the Education Business Partnership, entailed each year group visiting a different company or organisation to see how information technology was used. These initiatives broaden pupils' horizons and provide a significant enrichment to the curriculum.

30. The school caters well for pupils with SEN. Appropriate policies and procedures are in place, and the implications of the new SEN 'Code of Practice' are being given serious consideration. The interpretation of the school's inclusion policy into practice works well and is a real strength of SEN provision. Every effort is made to ensure that pupils with physical disabilities or behavioural and emotional needs can play a full part in all activities and sports, including visits, team-games, extra-curricular clubs and community events. The progress made by SEN pupils is monitored closely and they are set new targets, and are moved appropriately to different stages on the SEN register, in the light of the progress they make. Professional contacts with outside agencies and specialists are constructive and helpful; and links with SEN staff at the comprehensive school to which most pupils transfer are good. The school makes sound overall provision for more able pupils, however, evidence suggests that these pupils sometimes mark time in science lessons because their work is too easy.
31. The school has satisfactory links with local playschools and with the other primary school which shares its nursery facility. Pupils have a variety of opportunities, promoted by the local education authority (LEA), to join with others in sporting, musical and drama activities. The headteacher, or another senior teacher, from the secondary school is invited to present an assembly each term and this opportunity is used by them to get to know pupils who will be joining their school. Pupils also benefit from the help given by pupil volunteers from private and state secondary schools each week. These links make a positive contribution to the smooth transition to secondary education.
32. The school makes good provision for pupils' moral, social and cultural development and sound provision for their spiritual development.
33. Pupils' spiritual development is soundly promoted through acts of collective worship which fully comply with statutory requirements. Pupils are encouraged to reflect on key elements of their lives, and the commitment they show when singing hymns often conveys a strong spiritual quality. Religious education lessons often make a strong contribution to pupils' spiritual development, and work in science and art helps pupils to appreciate the wonder of the world. Teachers also provide sound opportunities to promote pupils' spiritual development through other subjects, including in English.
34. The school has a strong moral and social code. All staff provide good role models in their relationships with one another and with the pupils. Pupils have ample opportunities to work together constructively in group tasks in lessons, and learn to respect each other's opinions. Through the regular opportunities all classes are given to talk about their feelings, pupils are able to develop their moral and social awareness. For example, in a discussion in a Year 3 class during the inspection, pupils were able to make sensitive comments about the gifts they would like to give to others, particularly those in need through hunger, loneliness or homelessness. Through their class work, daily routines, community links and involvement in fund-raising activities, pupils are shown how to care for each other, the world about them and for those less fortunate than themselves.

35. Across the school, pupils are taught the difference between right and wrong, and this is well supported by the school's behaviour policy. Pupils are encouraged to care for one another and older pupils help younger ones during break times, as part of the 'buddies' system which works well in the school. These 'buddies' from Year 6 also visit classes to join discussions with younger pupils and to learn about any concerns they have about school issues. They report any areas of concern conscientiously to the headteacher or deputy, with ideas to rectify any problems. These pupils also volunteer to organise a 'Quiet Club' for those pupils who sometimes wish to stay in during lunch breaks, and they carry out this task very responsibly. Overall, the school provides a good range of opportunities for pupils to take responsibility and to contribute to the quality of life in the school. For example, pupils also take responsibility for the upkeep of some areas in the school courtyard and grounds, care for the school's rabbit and birds, help to clear the hall after lunch, set up and operate equipment in assemblies, and sometimes are responsible for answering the school's telephone.
36. Pupils' cultural development is promoted well by work across the curriculum, particularly in English, geography, art and design and religious education. The wide range of visits pupils make in the locality and further afield is beneficial, and visitors help them to develop their vocabulary and appreciation of art, dance, music, literature and drama. A feature of the school's work is the multicultural week which takes place every other year, and pupils have particularly good opportunities to develop their appreciation of the richness and diversity of other cultures during these carefully planned periods. A good range of school clubs also makes a valuable contribution to pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Procedures for assessing pupils' standards and progress are mainly good. Sound use is made of assessments made soon after children start in the nursery in order to inform future planning and to identify those with particular learning needs. The results of the statutory tests in Years 2 and 6 are analysed carefully, together with non-statutory tests and on-going teacher assessments, in order to identify strengths and areas for improvement in the work of year groups, groups and individual pupils in English, mathematics and science. Well-judged targets are set for pupils in English and mathematics and have a beneficial effect on the progress they make in their learning. The needs of pupils at different levels of attainment are generally identified accurately by teachers and are mainly well met as a result. However, there is scope for improvement in science, since teachers often underestimate the potential achievements of the more able pupils in their classes and this has a negative effect on the standards these pupils achieve.
38. The last inspection also found that procedures for assessing pupils' standards in the core subjects of English, mathematics and science were good, overall. However, procedures to assess pupils' standards and progress in other subjects were too variable across the school, and generally needed to inform teachers' planning more accurately. The school has successfully addressed this weakness. All teachers are now making pertinent assessments of pupils' achievements across the curriculum, have sensible strategies for recording pupils' standards and areas for development, and are making mainly good use of assessment information to inform their planning. They identify the learning intentions of their lessons and this enables them to focus on clear criteria when assessing pupils' achievements. In addition, the skilful use of questions to check pupils' understanding is characteristic of most lessons; and marking often includes valuable feedback which benefits pupils' learning. Some

useful meetings have helped teachers to agree common interpretations of National Curriculum levels, particularly in writing. However, there have been no meetings to match examples of work to National Curriculum levels in science. These are particularly desirable since teacher assessments are the only measure of pupils' standards in Year 2, and because there is scope for a closer match between teacher assessments in science in 2001 and the test results in the subject.

39. The school is a community where the importance of care and the fostering of high self-esteem underpin the good support which it provides for all pupils. Teachers and support staff know the pupils well; and relationships throughout the school are based on encouragement, care and high expectations. The school has a strong commitment to inclusion, where each child is valued and supported to play a full part in all aspects of school life. Pupils with medical or physical difficulties receive appropriate support so that they may participate fully in all aspects of school life. The good relationships fostered with parents means that they are prepared to share concerns or changes in circumstances with the staff, who are then well briefed to provide pupils with sensitive and sympathetic support. Where appropriate, the school makes good use of specialist support for pupils and can suggest agencies for advice for parents.
40. Child protection issues are well handled by the school. There are sound guidelines for staff but the school recognises that it would be timely for those new to the school to have awareness training. All adults who may come into contact with pupils during the school day are carefully vetted. The school is participating in the National Healthy School Standard, which ensures that aspects of personal, social and health education such as drugs and sex education are appropriately included in the curriculum. Pupils have planned opportunities to learn about personal safety, including road and water safety, in the annual safety week. Each week, pupils have the opportunity to discuss aspects relating to their personal development and feelings and this helps them to articulate any worries and develop positive attitudes to school.
41. The school is successful in promoting high standards of behaviour and a sense of personal responsibility. Pupils have a clear understanding of the high standards expected of them and respond positively to a variety of opportunities to undertake responsibilities in the school. Positive values, such as friendship, are promoted as the focus in assemblies; and a weekly assembly is used to acknowledge and celebrate the achievements and efforts made by pupils. Photographs of pupils who have achieved success, or who have represented the school, are prominently displayed in the entrance hall. Sensitive support is provided for the small number of pupils who find it harder to concentrate or conform to the high standards expected and they are fully accepted by their classmates.
42. The school has recently introduced a 'buddies' system, whereby volunteers from Year 6 care for younger pupils who might be unhappy or feel excluded at playtimes. These older pupils also help to organise a 'Quiet Club' for children who may not wish to play outside at lunchtimes and attend class discussions to hear pupils' ideas for improving the school. This initiative has proved to be popular amongst all pupils and has given them a sense of ownership and responsibility. Consequently, the rare incidents of poor behaviour, bullying or racism are quickly identified and dealt with effectively. There have been no exclusions.
43. The school regularly monitors attendance and liaises closely with the education welfare officer to identify and monitor pupils whose levels of attendance or punctuality give cause for concern. Children joining the nursery initially attend in the afternoons

and their familiarity with the school buildings and activities ensures a smooth transition into the morning nursery class and then reception.

44. The school has well-established procedures for medicines, accidents and emergencies and maintains appropriate documentation. The health and safety policy is implemented through regular site inspections by the governors and, in the absence of a caretaker, the headteacher. Pupils are appropriately reminded of the importance of safe practice in lessons such as physical education. The school buildings and grounds are clean, tidy and well maintained, providing a safe and secure environment for pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents have positive views about the school and rightly hold the school in high regard. The headteacher and staff work hard to foster this partnership. They have an open and welcoming relationship with parents where concerns are shared and expectations are clear. Parents know that they will be quickly involved if there is any pastoral or educational concern about their child and value the opportunities for informal contact with teachers before or after school.
46. The school brochure provides clear and comprehensive documentation and regular newsletters keep parents well informed about activities. In addition, the school issues a booklet each term which not only keeps parents informed about dates, procedures and staffing, but is also effectively used to remind parents about attendance and homework expectations. Parents are appropriately consulted on their views about aspects of the school through questionnaires sent out by the governors.
47. Parents have a variety of opportunities to learn about what is taught. They are invited to class assemblies, an annual open day to see their children at work and curriculum workshops during the year. They have clear guidelines on homework expectations and are informed about the topics to be studied each term. Parents have the usual range of opportunities through the year to discuss their children's progress and to talk about their targets for improvement. Annual written reports, though rather brief, give satisfactory indications of pupils' attainment and areas for improvement.
48. For their part, parents are supportive of the school and a few make a regular commitment to help in classes. Others are keen to help with particular initiatives such as the creation of the splendid mosaic which brightens up an exterior wall, or with sharing their skills with the pupils in the school's 'community' week. Self-help working parties also provide assistance in improving the school fabric or environment, which is particularly valuable as the school has no caretaker to undertake these tasks. The active School Association organises well-supported functions, which raise useful additional resources for the school. However, despite encouragement from the school, some parents find it difficult to give their children regular support by hearing them read at home.
49. The school has established appropriate links with the parents of pupils with special educational needs. Parents are informed of their child's needs when these are first identified, and are subsequently involved whenever the child's progress is reviewed and new targets are set. Most parents are very appreciative of the school's efforts on their child's behalf, value the support they are given and work in partnership with the school to serve the child's best interests.

50. The school provides accommodation for a privately run 'after school club' to help parents who are working at this time. The school is also accommodating to parents who work unusual hours and will make alternative appointment times for them to discuss their children's progress. During the annual focus week, parents from ethnic minorities are invited to share their knowledge of other parts of the world, and their culture, with the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school benefits from a committed governing body that works effectively with the headteacher. A significant number of governors have been appointed in the last two years but the chair of governors has worked hard to ensure continuity in practice. He is a frequent visitor to the school, knows staff and pupils well, and effectively leads the governors in all aspects of school development. Appropriate committees are established and these meet regularly, are well attended and help to guide the work of the full governing body.
52. At the beginning of the current school year a new literacy governor was appointed. She has previously observed lessons across the school, as a member of the governors' curriculum committee, and more recently has monitored some literacy lessons and met with the literacy co-ordinator to discuss the school's provision. She plans to attend LEA training for literacy governors to be held later this year. The numeracy governor attended the initial LEA training for the National Numeracy Strategy that was offered to all schools. During the last 18 months, she has observed lessons across the school, met with the numeracy co-ordinator and attended a meeting for parents aimed at raising their awareness of the way in which mathematics is now taught. The governor with responsibility for special educational needs works with statemented pupils at the school and this gives her an insight into the quality of special educational needs provision. Over the last 12 months she has met regularly with the headteacher who acts as the special educational needs co-ordinator (SENCO) for the school.
53. The headteacher demonstrates good leadership and management skills. She is very conscientious, knows the pupils well and is particularly successful in creating a climate of inclusion where their personal development is successfully fostered and all pupils are made to feel valued. Her good interpersonal skills have enabled her to promote the development of a very positive team spirit amongst staff, most of whom have joined the school relatively recently. As a consequence, all those who work at the school share a strong sense of purpose, aimed at raising the achievement of all pupils. There is a strong partnership between the headteacher and the deputy headteacher, who ably supports her in the management of the school; and together they provide a clear sense of direction. Parents feel that the headteacher knows their children well, is approachable and responds positively to concerns or suggestions they might have.
54. The headteacher monitors teachers' planning and the quality of teaching, through well-focused observations in lessons across the school, and provides sensitive and valuable feedback for teachers. The results of statutory and other testing have also been carefully analysed and the strengths and weaknesses identified are used to inform strategic planning. In addition, the headteacher regularly scrutinises examples of pupils' work from across the school and reports her findings to the teachers concerned, often in writing.

55. The last OFSTED report indicated that the school needed to monitor teaching more effectively in order to achieve consistency in practice, and it is evident that the headteacher has acted on this recommendation. However, the school recognises that the monitoring role of subject co-ordinators remains generally underdeveloped. In the last two years, progress in this area has been slowed because of a significant turnover of teaching staff and the appointment of some less experienced teachers. As a consequence, the deputy headteacher has had to cover four subject areas temporarily, including science, and most co-ordinators either have little experience of co-ordinating any subject, or of the curriculum areas they currently manage. At present, therefore, it is understandable that there are weaknesses in the co-ordination of some subjects and these include the monitoring of teaching, particularly in English, mathematics and science. All co-ordinators are keen to be effective, organise resources for their subjects efficiently, analyse the results of testing, if appropriate, and have an overview of planning. They willingly provide advice when their colleagues request it; and have started to look at samples of pupils' work to judge pupils' overall progress and standards, across the school. The senior management of the school needs to ensure, at the earliest possible time, that co-ordinators are given well-focused in-service training to enable them to continue to develop their monitoring roles.
56. The school development plan has been formulated through effective leadership by the headteacher with appropriate staff and governor involvement. The plan is carefully organised and provides a broadly satisfactory overview of priorities for the current year. Objectives are clearly identified and these are appropriately linked to financial planning. Action plans have been prepared for most initiatives although these vary in quality. The plan for mathematics, for example, appropriately details the tasks, those responsible, resources required, costings, success criteria and plans for monitoring and evaluating progress. However, these important elements are either missing or not clearly defined in most other action plans thus reducing the overall effectiveness of the school development plan. The governors recognise that there is now a need to augment the current one year school development plan, with outline planning for a further two years, to enable them to continue to plan strategically over a longer period of time.
57. The headteacher is effective in her complementary role as SENCO. She has a good level of knowledge and understanding of the wide range of SEN represented by the pupils on the SEN register, and she works hard to ensure that those needs are met. Staff training in aspects of SEN provision is appropriately given high priority. The SEN governor is well informed and is very supportive of the school's efforts. All statutory requirements relating to SEN provision are fully met and targeted funds, associated with Statements of Special Educational Need, are used to good effect.
58. The administration of the budget is carried out efficiently by the headteacher and the school's Finance Officer. New appointments of 'Finance Officer' and 'Administrative Officer' have been made over the last 15 months and the school is benefiting from the good support which is provided by office staff. Spending is also carefully monitored by the finance committee which provides good support for the management of the school. There are regular meetings, and the budget is analysed with particular care during the spring and early summer terms. Financial planning is appropriately linked to the priorities identified in the school development plan. The school takes care to obtain value for money through the purchase of educational materials, and estimates for building work or maintenance are carefully debated. Overall, the school makes good use of finance, staffing, accommodation and learning resources. As a

consequence, pupils generally make mainly good, and otherwise sound, progress in their learning and the school provides good value for money.

59. There are sufficient teachers and, overall, the staff have the expertise and experience to cover the age range and ability of the pupils. Teaching assistants are well briefed and develop positive relationships with pupils. They have good skills and make a valuable contribution to pupils' learning. Performance management procedures are well established and the school has good induction arrangements for newly qualified teachers and those new to the school.
60. The school benefits from ample grassed areas and there is a satisfactory amount of paved playground space. However, pupils in the nursery and reception classes do not have easy access to the secure outside play area in order to develop their physical skills. Since the last OFSTED inspection, the headteacher and governors have successfully managed a number of significant improvements to the buildings and a new library and additional classroom are planned for the current school year. Teachers have created attractive learning environments in classrooms and corridor areas and the school is kept in very clean condition. This has a beneficial effect on the overall quality of education provided by the school. The school is fully accessible to wheelchairs and has toilet facilities for the disabled.
61. Overall, resources for learning are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to improve strategic planning, the monitoring and evaluation of the quality of teaching and learning across the school and the achievement of more able pupils in science the headteacher and governors should:
 - (1) Ensure that more able pupils are provided with sufficiently challenging work in science;

(see paragraphs 104 - 106)
 - (2) Devise and implement systematic and rigorous procedures for monitoring the quality of teaching by subject co-ordinators;

(see paragraphs 55, 92, 100 and 107)
 - (3) Improve the school development plan by:
 - a) ensuring that all action plans have well defined targets, activities and procedures for monitoring and evaluating progress;
 - b) extending the planning to include clear priorities for how the school will improve over a longer period.
(see paragraph 56)

In addition to the above key issues, the governors should consider the following less important issue for inclusion in the action plan:

Provide opportunities for children in the nursery and reception classes to use the outside area, other than just during break times, in order to promote their physical development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	25	22	0	0	0
Percentage	0	10	48	42	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	173
Number of full-time pupils known to be eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	26

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4

Unauthorised absence

	%
School data	0.6

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	13	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	13	13	11
	Total	27	27	25
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (92)	93 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	13	12	13
	Total	27	26	27
Percentage of pupils at NC level 2 or above	School	100 (92)	96 (92)	100 (92)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	11	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	7	4	6
	Total	20	16	19
Percentage of pupils at NC level 4 or above	School	80 (90)	64 (79)	76 (79)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	5	4	6
	Total	15	15	17
Percentage of pupils at NC level 4 or above	School	60 (66)	60 (69)	68 (72)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	168
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: R – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	26
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	122

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	422,495
Total expenditure	405,290
Expenditure per pupil	1,967
Balance brought forward from previous year	41,150
Balance carried forward to next year	17,205

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	197
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	25	10	2	0
My child is making good progress in school.	54	41	3	2	0
Behaviour in the school is good.	38	56	3	2	2
My child gets the right amount of work to do at home.	52	29	11	0	8
The teaching is good.	65	33	0	2	0
I am kept well informed about how my child is getting on.	41	43	13	2	2
I would feel comfortable about approaching the school with questions or a problem.	78	11	8	3	0
The school expects my child to work hard and achieve his or her best.	68	30	2	0	0
The school works closely with parents.	41	43	11	5	0
The school is well led and managed.	68	22	10	0	0
The school is helping my child become mature and responsible.	63	27	3	3	3
The school provides an interesting range of activities outside lessons.	57	32	5	2	5

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

63. On entry to the school, children's overall standards are below average. Most start in the nursery, on a half-time basis, usually from the age of three and a half. There are separate classes for morning and afternoon sessions, with afternoons being attended by the youngest children. In the term in which they become five years old, children transfer from the nursery to the reception class.
64. In the nursery and in the reception class, children make good progress in their personal, social and emotional development as a result of effective work from the teachers and support staff who give strong emphasis to this element of children's learning. Children make sound progress in the other key areas of learning in the nursery and reception, reflecting teachers' satisfactory planning and overall quality of teaching. Examples of good teaching were observed in the reception class, particularly in relation to children's creative and physical development. In the nursery class, the teaching observed was consistently satisfactory. However, there was sometimes scope for the teacher to intervene more often and more effectively to stimulate children's thinking when they engage in group work. A weakness in the provision for children in both the nursery and reception classes, is that they have limited opportunities to play with large outside apparatus, mainly at play times. Such opportunities should be planned as part of routine activities in lesson time for these very young children.
65. At the end of their reception year, most children reach the early learning goals in relation to their personal, social and emotional development, their creative development and their physical development. However, despite sound teaching in both nursery and reception, children's communication, language and literacy skills, mathematical development and knowledge and understanding of the world are generally below average.

Personal, social and emotional development

66. The teaching in both the nursery class and in reception enables children to make good progress in their personal, social and emotional development. It helps children to feel confident and secure, and they benefit from the caring attitudes of all the staff who work with them. The atmosphere in both classes is very positive, and it is clear that children enjoy the range of activities they are given. The staff are very successful in promoting constructive relationships with all the children and provide them with good role models which have a beneficial impact on the way they respond to others. Children work and play together amicably, for example when using sand and water, when sharing a collection of model animals in 'small world' play, or when engaged in role play by dressing up warm together to enter the 'Igloo' in the nursery class. The teachers and support staff in both classes provide children with ample opportunities to develop their independence and to make choices. In addition, children learn to take responsibility for their actions and are taught the difference between appropriate and inappropriate behaviour in school. As a consequence, their behaviour is good, and they learn to listen to their teachers and to take turns during class discussions. Children generally persevere well with their tasks. This is particularly marked in reception, for example when they concentrate for quite long periods to create model houses made from card, twigs and straw.

67. As a result of the good provision in both classes, most children reach the required standards for personal, social and emotional development by the end of reception.

Communication, language and literacy

68. The baseline assessments used in the nursery to assess children's skills in communication, language and literacy show that attainment in these aspects of the children's development is below average overall. Inspection evidence confirms these findings: although most children already interact well with one another and with their teacher and the nursery nurse, few are articulate in their speech. Many children are still shy or reticent, and, even taking account of their very young age, many use very limited vocabulary and brief statements when responding to questions or in discussions. By contrast, the few higher attaining children are confident, speak in well structured sentences, and already choose their words carefully and precisely to make their meanings clear.
69. Most children make satisfactory progress in all aspects of communication, language and literacy during their time in the nursery. They begin to develop confidence in themselves as language makers and language users. They enjoy playing together in the 'Igloo' role-play corner and use 'home' language to discuss, and to plan their activities. For example, two of the youngest children decide to 'go for a walk' and to take the 'babies' down to the shops in the pushchair. The teacher organises interesting activities and uses suitable strategies to develop the children's language. For example, she uses registration to good effect to encourage children to respond to the routines using suitable words of greeting, and many planned activities promote collaborative talk by the children themselves.
70. Children are introduced systematically to letters and their sounds. During the inspection, for example, the children confidently recognise the sound and the letter which introduces the name of 'Sammy the Snake'. In a reading corner, some children quietly enjoy listening to the tape of 'The Snowman' by Raymond Briggs. This activity usefully promotes the enjoyment of literature, enhances their own language, and reinforces their grasp of the letter 's'. Both the teacher and the nursery nurse interact appropriately with children as they work on planned activities. They make sure that the children learn key words and concepts associated with the tasks. Regular opportunities for the children to engage with, and to recall, stories and rhymes are also planned. However, the most able children are not always sufficiently helped to build on their existing language repertoire, and incidental interactions with children as they play, indoors or out, are not always used as well as they might be to enrich the children's language.
71. Children in the reception class continue to make sound progress in communication, language and literacy. Although their attainment remains below average, most children build securely on their previous achievements and acquire an appropriate foundation for the early stages of the National Curriculum.
72. Phonics are taught well in the reception class, and in this aspect of their work, the children make good progress and attain standards which are broadly average for their age. For example, in a well-taught session on phonics, almost all the children can distinguish the final 'g' sound in words like 'bag' and 'dog'. Higher attaining children can 'transfer' what they have learned; they suggest other words ending in the same sound, and can also distinguish, by their sound, those words ending in 'g' from those ending in 'n'. Some of the children can already read very simple texts aloud

- accurately using their awareness of phonics, their knowledge of 'sight words' and, where necessary, clues offered by illustrations to help them.
73. Most children in the reception class are able to form letters correctly. The most able are beginning to write short, recognisable sentences independently to communicate their ideas, while most other children can write their own names and can copy their teacher's writing with reasonable accuracy when she has recorded their ideas for them. A few children are still developing the confidence to communicate and record their own ideas in 'emergent' writing.
74. The teaching of communication skills, language and literacy in the reception class is very sound. Children are taught routine but necessary skills thoroughly, and are also encouraged to engage in imaginative play and work related to stories they have enjoyed. For example, all children enjoy playing in Prince Charming's castle or writing invitations from the prince to attend the ball which is to be held there.

Mathematical development

75. On entry to the nursery class, the mathematical knowledge and understanding of most children are below that expected nationally for this age group. In the nursery and reception classes, the majority of children make sound overall progress but, for most pupils, attainment remains mainly below the standard expected at the end of the reception year.
76. Children are beginning to understand capacity and measures through exploring materials such as sand and water; and make sound progress, overall, in using mathematical language such as 'greater', 'smaller,' 'heavier' or 'lighter' when comparing quantities. They make broadly satisfactory progress in understanding numbers through sorting, matching, ordering, sequencing and counting using either everyday objects or mathematical resources. Children in the nursery, for example, gather around their teacher and the nursery nurse at the end of an activity time and count 'snowmen' together as the teacher reads a poem related to the class topic of 'snow and ice.' In the reception class, all children can say and use the number names in order in familiar contexts. Most recognise the numerals one to nine but not all can count reliably up to ten everyday objects. In practical activities and discussion, almost all children are beginning to use the vocabulary involved in adding and subtracting. For example, working in pairs, they use a dice and counters to collect, and then combine, two sets of numbers such as four and two. Through discussion, often with the support of an adult, they reach agreement that they have a total of six. Most children in the reception class can also use simple mathematical language such as 'circle' , 'triangle' or 'bigger' to describe the shape and size of solids and flat shapes. They use these shapes in their paintings of the three little pigs and can describe their efforts using the correct mathematical terms. In both the nursery and reception classes, children effectively consolidate their mathematical knowledge through learning number rhymes and songs, when playing counting games, and through their involvement in a range of carefully planned mathematical activities.
77. The quality of teaching in the nursery and reception classes is sound and a satisfactory range of practical activities are provided to promote children's mathematical development. Sessions are carefully planned and nursery nurses liaise closely with the class teachers. All adults have good relationships with the children and provide effective support for their learning. The staff have given careful consideration to the organisation of classrooms and have provided colourful and interesting displays designed to promote children's interest in mathematics.

Knowledge and understanding of the world

78. Children in the nursery and reception make satisfactory progress in this area of learning. However, at the end of reception, their knowledge and understanding of the world remain below average. Children extend their knowledge of the wider world in which they live, for example, through exploring the attractive school grounds and visiting the local park. They also follow a circuit close to the school which provides an interesting range of environments including woodland and a farm; and the reception children have visited nearby Wellington College. Through these activities, children learn to use simple geographical terms and then consolidate their learning through appropriate practical activities. Visitors to the school, including those from the police and fire service, enable children to begin to understand the world of work; and visits further afield, such as the train journey to Reading made by nursery children, significantly broaden their experiences. The sound progress which they make is also supported by well organised opportunities for role play, for example, in the nursery 'Igloo' where they learn that some parts of the world are very cold. Other regular observations children are encouraged to make, enable them to begin to develop an understanding of changes in the weather and the seasons, and these soundly promote their knowledge and understanding of the world.
79. In the nursery and the reception class, children make sound progress when using construction kits to create simple models. In both classes, they have ample opportunities to learn to use scissors and glue, and to learn basic techniques for joining paper and card. In reception, pupils achieve well, as a result of good teaching, when they create, from a range of different materials, their own representations of the houses in the 'Three Little Pigs' story. In the nursery, sound teaching provides children with opportunities to handle and describe ice and to learn that ice is frozen water. Reception children are able to examine leaves and plants from the local environment to develop their understanding of the natural world.
80. Children in the nursery and reception have access to computers and listening centres and are appropriately encouraged to use these as part of the normal range of activities provided for them by their teachers. Those observed using computers during the inspection were confident, demonstrated mainly satisfactory control of the computer mouse and were making sound progress, overall, in developing ICT skills.

Creative development

81. Children make sound progress in the nursery class when creating collage pictures, and are able to use simple printing techniques. Their self-portraits are boldly painted and they have ample opportunities to draw and paint from their imagination, or simply to experiment with line and colour. In reception, children have created vibrant paintings of flowers and make sound progress in drawing. Children enjoy singing in both classes, and have learned a good range of songs by heart. The teachers motivate children well so they are mainly confident singers, able to include actions to animate their performances. In both classes, children have ample opportunities to learn through creative play, for example, through small world play or role play. Overall, they make sound progress in their creative development but nursery children, in particular would sometimes benefit from well focused teacher guidance to stimulate their ideas. By the end of reception, most pupils achieve the expected standard for creative development.

Physical development

82. Activities planned for children in the nursery give them ample opportunities to develop fine motor skills. The children are taught to hold pencils and paint-brushes correctly. They also learn to control their movements and to co-ordinate hand and eye to achieve their own objectives when they play. For example, they learn to pour water steadily into containers without spilling it, to remove small pieces of card from a fuzzy-felt board, to roll out and shape pieces of plasticine, and to pick up and put in place small objects such as toy cars in the 'garage' or miniature pieces of furniture in the dolls house. During playtimes, the children are able to play, under supervision, in the secure outside area provided for them. Here, they learn to use larger apparatus such as tricycles and other large wheeled toys. They learn to pedal, push, pull, steer, climb and balance according to their own intentions and within the scope offered by the equipment. However, the children do not have regular opportunities to use the outside area and its equipment outside set playtimes. This arrangement not only limits its usefulness, but also constrains children's physical development.
83. Children in both classes have opportunities to use the school hall for physical education lessons. Only one such lesson, a country dance session involving children in the reception class, was seen during the inspection. The children took great delight in the challenging work planned for them, and their attainment was above average for their age. They used space safely and were clearly aware of others' need for space. As the dance developed, they walked, skipped, clapped, shook hands with their partners and turned around, all the time following the rhythm and the beat of the music and counting to eight to mark the changes in movement required by each pattern of the dance.

ENGLISH

84. On entry to Year 1, most pupils skills in speaking and listening, reading and writing are below average for their age. Between the ages of five and 11, they make good progress, and attainment overall is in line with national expectations at the end of Years 2 and 6. Pupils of all abilities, including those with special educational needs and the few for whom English is an additional language, make good progress in relation to their starting points and their capabilities.
85. In the national tests for Year 2 pupils in 2001, pupils' performance in both reading and writing was above the national average and well above the average results of similar schools. While most pupils achieved standards within the average range for their age, few did better, and attainment was better overall in reading than in writing. In the 2001 national tests in English for pupils in Year 6, the school's results were above the national average overall, and well above the results of similar schools. A small but significant minority of pupils attained a higher standard than that normally expected. These test results, in both age groups, represent good achievement as a result of sustained effort by pupils and by staff.
86. Inspection evidence shows that there are considerable variations in the overall performance of different year groups, throughout the school; and it is very likely that such variations, year-on-year, will affect the school's English results in national tests. Nevertheless, all available evidence from the inspection also shows that pupils of all abilities make good progress over time in relation to their starting-points. The overall attainment of pupils within the current Year 2 class is within the average range for their age in speaking and listening, reading and writing, although few have yet mastered higher order skills. For example, most pupils have acquired a suitable

range of strategies for decoding print and can apply their knowledge of phonics to help them work out unfamiliar or unknown words. They are also able to recognise many key words on sight. However, few have yet developed fluency and expression in their reading, and, although pupils understand the literal meaning of what is happening in a story, relatively few use inference well to grasp 'hidden' or deeper meanings. They can talk knowledgeably about the plot and about the characters in a story, but are not always certain, for example, why a character behaved in a certain way. Overall, all but the few highest attaining pupils find it difficult to 'read between the lines.' Similar strengths and weaknesses are also evident when pupils attempt to extract information from non-fiction texts : their ability to decode is, overall, better than their skills in comprehension. Often, their understanding of what they read is challenged by the author's use of words, phrases, idioms or imagery with which they are unfamiliar. Pupils enjoy using information books to find things out, but their reference and library skills are generally underdeveloped at this stage in their schooling. In writing, most pupils in Year 2 form letters accurately and are able to produce neat, legible, cursive handwriting. They enjoy communicating their ideas in writing, and, within their capabilities, they take care with the presentation of their work. Most pupils spell simple, common words accurately or use their knowledge of phonics to make recognisable attempts, while higher attaining pupils make often valiant attempts at spelling 'powerful' or adventurous words. However, pupils' command and control of grammar and of the organisation and structure of writing are less secure, and lower attaining pupils also use a fairly limited vocabulary.

87. Attainment in English in the current Year 6 is within the average range for their age. Most are already attaining the standard expected in the national tests. Pupils of all abilities have developed personal preferences in their reading: they can explain which kinds of books, which authors and which genres they like best, and why. Most pupils read fiction and non-fiction texts appropriate for their age fluently and expressively. They can find 'evidence' in a text, for example to build up the profile of a particular character. Higher attaining pupils are able to identify places in a text where the author has given clues as to the way a character is feeling about events, and they can also explain events from the viewpoints of different characters. Most pupils can explain some of the techniques used by authors to bring their characters to life. The most able, when challenged, can also explain how even an author's use of punctuation can give the reader clues as to a character's innermost feelings. Lower attaining pupils continue to find tasks involving the use of inference rather difficult and are still largely dependent on the support provided by their teacher when faced with working out meanings beyond the literal. In their writing, almost all pupils have developed routine skills such as handwriting and presentation, spelling and punctuation satisfactorily and achieve at least the expected standard for their age in these aspects of their work. Most write willingly for a variety of suitable purposes in English and in other subjects and are able to organise their ideas appropriately. The best writing seen is of a high standard in all respects. Weaknesses in pupils' writing include grammatical errors such as the lack of agreement between subject and verb, the use of different tenses, and the inappropriate use of non-standard forms of English. Often, however, the main weaknesses in pupils' writing are related to a lack of maturity, depth and detail in ideas and in the language used rather than in routine skills which can be directly taught.
88. The standards attained in speaking and listening by pupils in Years 2 and 6 are broadly in line with national expectations. Pupils of all ages listen well in class, whether to their teachers or their class-mates. Most are keen to respond to their teachers' questions, and almost all take turns very politely when waiting to answer. As they move up through the school, pupils develop increasing confidence and

competence in their skills as readers, so that, by Year 6, almost all pupils read aloud fluently and expressively. Higher attaining pupils aged 11 express themselves clearly using standard forms of spoken English when appropriate to do so. Lower attaining pupils are no less enthusiastic in their responses, although, as in their writing, they sometimes still experience difficulties organising their language and thoughts in the 'best' order to make their points clearly.

89. The last OFSTED report raised concerns about the lack of a scheme of work for English, and also about the lack of coverage of 'higher order' skills. Since that time, the school has fully, and successfully, implemented the National Literacy Strategy. Teachers have developed very thorough and well thought out plans to interpret the strategy into units of work which address all skills, including those known as 'higher order' skills. A further concern raised in the last report centred on the perceived lack of development of a mathematical vocabulary by pupils. This is no longer the case. Indeed, all teachers now make a concerted effort to make sure that pupils acquire, and use, mathematical terms. However, inspection evidence suggests that pupils' scientific language is not developed as rigorously or consistently as it should be in all classes.
90. The last inspection report also identified some unsatisfactory teaching of English. This is no longer the case. Most of the teaching seen was good or very good. Teachers are generally well informed, confident and competent. Their knowledge of subject requirements is such that, during lessons, they frequently raise the attainment of many pupils to levels they would probably be unable to attain if working independently, for example in a national test. In particular, all teachers have good questioning skills which provide pupils with the support they need to cope with the use of inference and other 'higher order' comprehension skills. All teachers plan lessons very thoroughly: it is quite clear what pupils are intended to learn and how skills and knowledge are to be developed through linked activities over time. Teachers know all their pupils well, and their questions, as well as the tasks they set, are well tailored to individual needs. All teachers present pupils with good role models for spoken language and model both reading and writing well. In the best teaching seen, in Years 3 and 5, teachers are also particularly skilled at communicating complex ideas very clearly and at involving the pupils themselves in the evaluation process. Pupils with SEN and the few for whom English is an additional language are well supported within class, are given suitably challenging work, and are included in all aspects of lessons. This is a significant strength of all the English lessons seen. A further, common strength lies in the very good working relationships teachers and teaching assistants have established with their pupils. As a result, pupils want to do their best and they try hard to apply what they have learned. Most lessons are characterised by high expectations in terms of performance and behaviour and by good, evaluative feedback to pupils on their work. Teaching assistants are well briefed, work very constructively with pupils and make an important contribution to pupils' progress.
91. The marking of pupils' work is good throughout the school. Pupils are shown what they need to do to improve, and regular target setting for individuals and for groups does much to enhance progress and raise attainment. Assessment procedures are thorough and rigorous. Information gleaned from the analysis of the results of national tests and other regular assessments is used constructively to help teachers plan their work and to provide help for those pupils who need it. Some staff willingly give much of their own time to help pupils achieve the highest standards of which they are capable.

92. The English co-ordinator has only recently taken on responsibility for the subject. She is an experienced and talented teacher who, in her own teaching, provides a very good role model and sets high expectations for what pupils should achieve. She supports staff with advice on planning and resources, and has been instrumental in ensuring that teachers have appropriate resources to support their work, for example in the teaching of writing. As yet, she has not had the opportunity to monitor teaching, and this is an aspect of her role which could usefully be developed. Overall, the resources for English are plentiful and of good quality. The current library stock is rather dated, but plans are underway for the development of a new library, and the book-stock is due to be reviewed and updated. Information and communication technology is often used to enhance work in English, for example through the use of spelling and language programs, and through the use of word processors to draft, edit, present and publish work.

MATHEMATICS

93. On entry to Year 1, there is a wide range of attainment although the numeracy skills of most pupils are below the standard expected. Overall, the results of the 2001 statutory tests for pupils in Year 2 were well below the national average and below the average results of similar schools. The percentage of pupils achieving Level 2 was close to the national average but the proportion reaching higher levels was well below average. There are notable variations in the size of different year groups from year to year and in the proportion of pupils with SEN within each class. This is reflected in the school's previous results which were in line with the national average in 2000 and well above average in 1999.
94. Inspection evidence indicates that most pupils in Years 1 and 2, including those with SEN and with English as an additional language, make mainly sound, and sometimes good, progress in acquiring key numeracy skills. For example, most Year 1 pupils recognise the pattern which results when ten is added to a single digit and more able pupils can add 20 with reasonable accuracy. In a Year 2 lesson, pupils made good progress in learning to represent numbers in words as well as figures. They consolidated their knowledge of 'teen' numbers and extended their understanding of how to record numbers between 100 and 199. In both Year 1 and Year 2, pupils develop their knowledge of place value, can describe and extend simple number sequences and learn to employ the correct number operations when making calculations. Progress in using and applying these skills to solve problems is slower, but is broadly satisfactory. Pupils also make sound progress in developing their understanding of measures, shape and space. In Year 2, the majority of pupils achieve the level expected although the proportion achieving a higher standard is lower than in most schools.
95. Overall, the results of the 2001 statutory tests for pupils in Year 6 were below the national average but in line with the average results of similar schools. In the previous year, the school's results were above the national average and, in 1999, were well above this level. There has been some variation in the size and composition of different year groups and this has had an impact on results and trends over time. The school also identified weaknesses in pupils' mental strategies, and in problem solving, as factors contributing to the lower results for 2001 and is taking steps to address this deficiency.
96. Inspection findings indicate that pupils in Years 3 to 6, including those with SEN, make at least sound, and mainly good, progress in relation to their starting points. The introduction of the numeracy strategy 'Springboard' and 'Booster' programmes has

improved the progress made by some targeted mathematicians; and all pupils have benefited from whole-class and individual target setting. Most pupils have a sound understanding of the number system and of measures, shape and space and can handle data. Year 4 pupils, for example, understand that subtraction is the inverse of addition and can use this to calculate the missing number in a number sentence such as $39 + ? = 80$ or, for more able pupils, $95 + 18 + ? = 205$. In a Year 6 lesson, the oldest pupils enjoyed a short whole-class game involving multiplying decimals by 10, 100 and 1000 and, in doing so, demonstrated their understanding of place value and the rules which need to be followed when working with decimal numbers. In the same session, the majority of pupils gained confidence in making quick mental calculations and in partitioning larger numbers in order to simplify multiplication problems such as 73×4 or 174×6 . Progress in learning to apply the mathematical skills they have acquired is broadly satisfactory, but slower, and pupils need more opportunities to solve real-life problems. In Year 6, the majority of pupils achieve Level 4 and a minority exceed this national standard.

97. The quality of teaching is mainly sound, and sometimes good, in Years 1 and 2 and mainly good in Years 3 to 6. Throughout the school, teachers plan conscientiously using formats based on the requirements of the National Numeracy Strategy learning objectives are clearly defined and are appropriately shared with pupils, usually at the beginning of each lesson. Resources are well prepared and appropriate, and instructions and teaching points are clearly explained. Teaching assistants are carefully briefed and provide good support, particularly for pupils with SEN. In addition, a part-time member of staff works in close collaboration with class teachers and provides effective support for pupils.
98. All teachers have established interesting numeracy areas in their classrooms and these promote pupils' interest in the subject and remind them of the correct mathematical vocabulary to use in their studies. The recommended three-part numeracy lesson has been successfully implemented. In the more effective lessons, when teachers have high expectations and manage pupils well, this is well paced; and teachers use skilful questioning to probe pupils understanding and to extend their thinking. In some lessons, the introductory activities lack pace and pupils are not interactively involved through questioning which is well targeted in order to challenge them. All teachers ensure that sufficient time is left at the end of numeracy lessons to summarise key ideas and vocabulary, and these sessions generally provide a broadly satisfactory conclusion to lessons. Some use is made of ICT to extend pupils' mathematical knowledge, skills and understanding but there is scope to increase this.
99. All teachers make careful assessments of pupils' learning and the tasks set for pupils, of all abilities, are well matched to their needs. In addition to the regular 'ongoing' judgements which teachers make of pupils' progress in mathematics, half-termly assessments are also used throughout the school to check on pupils' skills, knowledge and understanding. The results of these help to inform planning and to identify targets for improvement. All pupils have individual targets for mathematics in addition to those set for the whole class. Teachers also make regular judgements about the National Curriculum levels at which pupils are working and these are used to track the performance of both individual pupils and of each class.
100. The co-ordinator is a recently appointed member of staff who assumed the role at the beginning of the current school year. She has attended a range of relevant training, including LEA training for subject co-ordinators, and has made a good start in familiarising herself with the school's provision. A helpful 'term-by-term' Numeracy Action Plan has been formulated in consultation with the local authority numeracy

consultant; and a careful analysis of test results has been undertaken. The information obtained from this exercise has been shared with class teachers so that they target support to meet the learning needs of all pupils. In the autumn term, all staff were appropriately involved in an audit of strengths and weaknesses in the subject; and the co-ordinator led training focused on introducing the use of ICT in the daily mathematics lesson. She has not yet undertaken any lesson observations or sampling of pupils' work, but the Numeracy Action Plan appropriately identifies this as an area for development in the current school year. The headteacher checks teachers' planning, samples pupils' work and has observed some teaching of mathematics across the school.

101. An evening meeting for parents was held in the autumn term to provide them with information and activities to support their children in numeracy at home. In the current term, staff are receiving training to enable them to implement more effectively the different mental strategies required by the National Numeracy Strategy; and are to be given opportunities to observe leading mathematics teachers in the LEA to help them in evaluating their own practice. There are plans to hold a mathematics week during the summer term, involving all staff, pupils and parents, aimed at promoting enjoyment of the subject.
102. Resources for mathematics are satisfactory and are to be reviewed by all staff later in the year.

SCIENCE

103. On entry to Year 1, the scientific knowledge and understanding of most pupils are below average. The results of the statutory teacher assessment in Year 2 in 2001 show that all pupils reached the expected level but none exceeded this standard. In Year 6, the overall results of the statutory tests in 2001 were well below the national average and were below the results of similar schools.
104. Inspection findings show that overall standards in science are currently a little below average in Years 2 and 6. However, in relation to their starting points at the beginning of Year 1, most pupils, including those with SEN, make mainly sound, and sometimes good, progress in their scientific learning. Indeed, most pupils reach the expected standard in Years 2 and 6 and it is only the significant minority with identified SEN who, understandably, do not usually achieve these levels. This reflects the sound, or better, teaching pupils generally receive, across the school. The progress made by the more able pupils is more spasmodic and is unsatisfactory, overall. This results in too few pupils exceeding the expected standards for their ages, including in Years 2 and 6. Current findings about overall attainment in science are a little less favourable than those found in the last inspection, when standards were judged to be broadly average.
105. In Year 1, pupils make sound progress when learning to recognise and name the main external parts of the human body; and most can identify a range of sources of light and sound. Pupils in Years 1 and 2 undertake similar work which enables them to learn about forces but this work, on pushes and pulls, represents limited challenge for the more advanced learners in Year 2. However, all Year 2 pupils make satisfactory or better progress when learning about simple electrical circuits and are aware of the dangers of electricity. In Year 3, most pupils have a satisfactory understanding about light and all have made sound progress when conducting simple experiments to discover which materials are attracted by magnets. Year 3 pupils are able to identify basic properties of common materials, for example whether they are

rough or smooth, hard or soft. However, a significant minority find it difficult to judge whether materials are rigid or flexible since they are not fully secure about the meanings of these terms. In Year 4, pupils understand that friction can affect the distances covered by toy cars over different surfaces, and they benefit from conducting experiments to discover whether the size of small parachutes affects the time it takes for the parachutes to fall to the ground. However, in a lesson observed when pupils used thermometers and timers to measure the rate of cooling of warm water, it was clear that some pupils were insufficiently aware of the need for fair testing, and a few did not question the validity of their results when these showed unaccountable rises in water temperature. In Year 5, pupils make sound progress when learning about the earth and beyond, and the achievements of the majority are satisfactory when they learn about the basic characteristics of solids, liquids and gases. However, more able pupils mark time when completing simple worksheets about air which provide insufficient challenge and do little to develop their scientific understanding. Year 6 pupils are usually able to conduct systematic investigations, following the instructions of their teacher, but the highest attainers would benefit from increased opportunities to devise and conduct their own simple experiments to test their ideas. Pupils' knowledge about the sun, earth and moon is generally sound for their ages; and most have a satisfactory understanding about electrical circuits. Across the school, pupils take considerable care in presenting their science work, and their handwriting and graphics are neat and well organised. This reflects the pride pupils generally take in their work, and the expectations of their teachers.

106. The quality of teaching is satisfactory overall, and is sometimes good in the older half of the school. Teachers motivate their classes well, and all provide clear explanations which pupils understand. They identify the learning intentions of their lessons and usually ensure that pupils are aware of what they are expected to learn. Teachers generally cater well for pupils with special educational needs, and their planning ensures that most pupils make systematic and continuous progress in their scientific learning. However, a careful scrutiny of pupils' work, from across the school, shows teachers rarely set tasks for the more able pupils which differ from those provided for their peers. As a consequence, while most pupils are making at least sound progress in lessons, the more able pupils could often do better. Throughout the school, teachers usually need to give more emphasis on the development of pupils' scientific vocabulary. The introduction and reinforcement of appropriate vocabulary are rarely identified in teachers' planning and opportunities are often missed in lessons. In addition, there is scope for teachers to promote pupils' investigation skills more strongly, including pupils' understanding of the need for fair testing.
107. The science co-ordinator has a sound overview of teachers' planning and provides staff with useful advice when it is requested. She appropriately recognises the need to develop her monitoring role, particularly through observations of science teaching and through the careful scrutiny of examples of pupils' work to judge pupils' standards and progress across the school. The results of statutory assessments and tests are studied carefully, together with teachers' conscientious on-going assessments in science. These have helped the school to identify the need to give more emphasis to the development of pupils' investigation skills. At present, there are no established procedures for teachers to work co-operatively to assess examples of pupils' science work and to agree common interpretations of National Curriculum levels. Such meetings are desirable since teacher assessments are the only measure for pupils' standards in Year 2, and because teachers' statutory assessments in Year 6 were not well matched to pupils' test results in science. Resources for the subject are satisfactory.

ART AND DESIGN

108. Evidence from a careful examination of pupils' completed work, and from the few lessons seen, shows pupils generally achieve well in art and design, across the school. As a consequence, their standards are mainly above average for their ages. The last inspection also found standards were good in the subject.
109. In Year 1, pupils create bold and vibrant pictures, using crayons and paint, showing them in the jobs they would like to be doing when they grow up. Year 2 pupils make good progress in developing their knowledge about art when discussing the work of famous artists. They achieve well when making their own interpretations of work by Matisse; and demonstrate good standards when using paint and collage techniques to create images which reflect the work of Mondrian.
110. In Year 3, pupils have made striking three-dimensional sculptures which are abstractions of natural forms, and these are of high quality. Year 3 pupils also achieve well when creating drawings of these sculptures, and their interpretations demonstrate their good skills and confidence. The detailed paintings which Year 3 pupils create using the technique of pointillism are precise and represent good achievement. Year 4 pupils benefit from drawing detailed designs for chairs, while Year 5 pupils make good progress when analysing the quality of a range of containers, including their form and both decorative and functional features. The drawings Year 5 pupils make from direct observation of still life compositions include examples of very good representations of flowers and plants, and are generally above average. In Year 6, pupils have made effective progress when learning about masks from different cultures, and making their own masks using papier-mâché. Across the school, pupils have created interpretations of landscapes in paintings, drawings and pastels, and these demonstrate good achievement.
111. Due to timetabling arrangements, it was possible to observe only two art and design lessons; the teaching in these lessons ranged from satisfactory to good. As a consequence, it is not possible to make a secure overall judgement about the quality of teaching in the subject. However, pupils' completed work provides convincing evidence that the teaching enables pupils to make good overall progress in the subject. Pupils are given good opportunities to use a wide range of art mediums and to learn about the work of famous artists. In addition, they benefit from working with visiting local artists; and the large paintings that groups of pupils have created with these artists are of high quality. An art and design after-school club is popular with pupils. They have recently benefited from discussing the work of Bridget Riley and have created their own interpretations of her work.
112. The art and design co-ordinator is well informed about the subject and promotes it enthusiastically and effectively across the school. She provides staff with valuable advice and studies pupils' completed work in order to develop her awareness of standards in the school. The co-ordinator has worked very conscientiously to create a good range of resources to support pupils' learning about art. Overall, she makes a significant contribution to the good standards which are achieved in the subject. A good range of art mediums are available in the school.

DESIGN AND TECHNOLOGY

113. No design and technology lessons were taught during the inspection in Years 1 to 6, so it is not possible to judge the quality of teaching in the subject. However, a careful analysis of pupils' completed work provides secure evidence that pupils make mainly

sound and sometimes good progress in design and technology. Their standards are broadly inline with those expected nationally in Years 2 and 6, while there are examples of above average work in Years 3 and 5. Current standards are similar to those found in the last OFSTED inspection.

114. In Year 1, pupils have created simple two-dimensional puppets from card which have moving limbs, facilitated by paper fasteners. These, together with their carefully painted salt-dough Christmas decorations, represent sound achievement. In Year 2, pupils have examined different kinds of sandals and discussed how they were made. Subsequently, they have achieved sound standards when using simple joining techniques to create their own sandals, made from card.
115. In Year 3, pupils have made careful evaluations of a range of different kinds of product packaging. They achieve well when designing packing and demonstrate good making skills when creating their containers. Pupils show a well developed awareness of the need to make packaging attractive to the customer, and this is reflected in their vibrant graphics as well as in their written evaluations. Year 3 pupils also achieve good standards when evaluating a range of picture frames and creating their own free-standing frames, using card. In Year 4, pupils have created satisfactory designs for a simple alarm system which incorporates an electrical circuit. Good standards are achieved by Year 5 pupils when they evaluate the quality of different kinds of commercially produced breads. They also achieve well when making bread, including with their own recipes, and are able to make balanced evaluations of the success of their products. In Year 6, pupils demonstrate sound design skills when making model shelters. They are able to select the best option from their initial design ideas, clearly identify the materials they will need and record the sequence of processes to create their shelters. Their finished shelters demonstrate mainly satisfactory making skills, although there is sometimes scope for more precision in their techniques for joining materials.
116. Evidence from an evaluation of teachers' planning shows all are making sound use of the guidance provided by the Qualifications and Curriculum Authority to secure the progressive development of pupils' key skills in design and technology. Year 6 pupils have recently benefited from working with engineers, as part of the education and business partnership, to design and make bridges, using paper. It is clear that pupils enjoyed this work and that it was highly beneficial in relation to their learning.
117. The design and technology co-ordinator is knowledgeable about the subject and provides staff with valuable advice. However, since she joined the school at the beginning of the educational year, her procedures for monitoring the subject are understandably at an early stage of development. There are sufficient resources, and they are well organised.

GEOGRAPHY

118. As a result of timetabling arrangements, it was not possible to observe any teaching of this subject during the inspection. However, a careful analysis of pupils' completed work provides secure evidence that they make mainly good, and otherwise sound, progress in geography. Pupils' standards are broadly in line with those expected nationally in Years 2 and 6.
119. In Years 1 and 2, pupils make mainly good, and otherwise sound, progress in extending their knowledge and understanding of places, patterns and processes; and they achieve standards which are satisfactory for their ages. Year 1 pupils visit the

immediate area around the school and discuss photographs of Crowthorne expressing their likes and dislikes of features in the locality. They appropriately consolidate their learning by creating pictures and making three-dimensional models of buildings they know; and then by locating these on a 'map' of the village High Street. They also consider how to make the local area safe. The theme of travel is appropriately established in Year 1 and extended in Year 2 when pupils follow the movements of two toy teddy bears. 'Brunel' goes home with individual Year 1 pupils while photographs and postcards, mounted on a world map, show the progress of 'Barnaby' who travels more extensively around the world with the help of parents and teachers. Through their interest in these bears, pupils deepen their understanding of the notion of travel and Year 2 pupils begin to develop their awareness of the similarities and differences between other countries and their own. Pupils are also able to make simple comparisons between their own locality and another and, in doing so, effectively develop their geographical vocabulary and understanding. For example, they discuss 'Katie Morag's' Island Stories' and make models of the island showing key geographical features.

120. In the older half of the school, pupils continue to make mainly good progress in geography and attain average standards. Year 3 pupils learn about patterns of settlements and local roads and routes. They recognise the need for map symbols and for grids and co-ordinates in order to locate places and features. In Year 4, work on ancient Egypt enables pupils to make comparisons with Egypt in 2002 and to develop their understanding of the importance of major world rivers such as the Nile. These pupils also build on their understanding of their own locality to make comparisons with the contrasting locality of Chembakolli in India. They compare their own lives with those of people living in a distant country, overseas. Year 5 pupils extend their knowledge of the importance of the water cycle, and their understanding of the main features of a river's course as it descends towards the sea. In Year 6, pupils debate environmental issues and benefit from an annual residential visit to the Isle of Wight which enables them to compare their own locality with another, in a contrasting area of the British Isles. All pupils in Years 3 to 6 also consider local, national and worldwide issues, through a study of 'What's in the News,' in order to develop a critical and growing awareness of important issues. For example, an interesting display in Year 5 facilitates discussion about the countries of Europe, following the introduction of the 'Euro' while, in Year 4, pupils develop their understanding of the recent problems in Afghanistan.
121. It was not possible to observe any teaching of geography during the inspection. However, other evidence suggests that the quality of teaching is at least sound, and mainly good, across the school. Since the last OFSTED inspection, the school has improved the provision made for this subject. Helpful guidance, published by the Qualifications and Curriculum Authority, has been used to inform the school's planning and this is having a positive impact on classroom practice. The subject is conscientiously co-ordinated by the deputy headteacher.
122. Resources are satisfactory and are well organised.

HISTORY

123. During the inspection, three history lessons were observed, across the school. In addition to the lessons observed, evidence was gathered from teachers' planning, from a careful scrutiny of pupils' completed work and from discussions with pupils. Pupils' standards are mainly in line with those expected nationally in Years 2 and 6 but there are examples of above average work in the older half of the school.

124. In Years 1 and 2, pupils make mainly sound, and sometimes good, progress when exploring simple differences between the past and the present. Through their class topics they develop a satisfactory understanding of how things have changed and can use words relating to the passage of time. Year 1 pupils, for example, learn about the similarities and differences between toys today and those which children played with in the past. In Year 2, pupils investigate changes in forms of transport over the years. They trace the developments in air travel from early balloons to supersonic flight in Concorde, recognising landmark inventions such as the introduction of aircraft engines. They also extend their knowledge and understanding about famous people such as the Wright brothers and George Stephenson. Work undertaken in geography also supports the progress which pupils make in history. For example, pupils develop their knowledge and understanding of family trees when learning about the island adventures of 'Katie Morag' and this helps to consolidate their understanding of chronology.
125. In the older half of the school, pupils make at least sound, and mainly good, progress through their studies of various periods of history. In Year 3, pupils learn about Saxon settlements and how some place names can be traced back to these early times. They develop their understanding about the importance of evidence to historians and the often painstaking work of archaeologists. In Year 4, pupils benefit from a well organised visit to Hampton Court which enhances their studies of life in Tudor times. Through their research, they extend their knowledge and understanding of Henry VIII and his six wives; and of the contrasts in the lives of the rich and poor in England at this time. Older pupils successfully build on a growing understanding of chronology when they study the Victorians in Year 5 and life in the 20th Century in Year 6. Work in Year 5 enables them to link national events to local history, for example, when investigating the history of nearby Wellington College and Broadmoor Hospital. These pupils also extend their knowledge of famous people of this era such as Florence Nightingale and Charles Dickens. In Year 6, pupils effectively use ICT when learning to access and evaluate historical evidence from a wide range of sources including CD-ROMs and the Internet.
126. Evidence from the lessons observed and from discussions with pupils indicates that pupils have positive attitudes to the subject and that they enjoy history lessons. They respond particularly well to visits to places of historical interest, working with artefacts and to activities which allow them to act as historical 'detectives'.
127. Insufficient lessons were observed to make a secure judgement about the quality of teaching. However, the teaching observed was mainly good and otherwise sound. Teachers have good subject knowledge and plan conscientiously and effectively. Good teaching includes the effective use of skilful questioning to extend pupils' thinking, and the promotion of historical enquiry skills. For example, Year 3 pupils discover how archaeologists search for evidence, and how this informs our knowledge of the past, when their teacher creates a representation of the Sutton Hoo site in their classroom. In a Year 6 lesson, the teacher assembles an extensive range of appropriate resources such as artefacts, video, audio recordings, CD-ROMs and Internet access. These provide pupils with good opportunities to develop their understanding of how history has been interpreted by others and makes a good contribution to their research skills.
128. Since the last OFSTED inspection, the school has improved the provision which it makes for this subject. Guidance from the Qualifications and Curriculum Authority has been used effectively to form the basis for a helpful scheme of work and this has

improved continuity and progression across the school. The subject is conscientiously co-ordinated by the deputy headteacher who sets a good example in her own teaching of history. As there have been a significant number of staff changes in recent times, it has been necessary for her to manage four subject areas on a temporary basis. Some work sampling has been undertaken but the school is aware that the monitoring roles of all co-ordinators now needs to be developed.

129. Resources are satisfactory and are well organised.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Since the last OFSTED inspection, the school has maintained the good provision it makes for ICT. Evidence from discussions with staff and pupils, from work completed in the current school year and from lesson observations, indicates that most pupils are making mainly good, and otherwise sound, progress in developing their ICT skills. Across the school, the standards which most pupils achieve are in line with those expected.
131. Throughout the school, pupils use ICT to support and enhance their work in other subjects. During the literacy hour, for example, Year 1 pupils use ICT effectively to extend their word building skills and to re-arrange words when sentence building. They also satisfactorily develop their word processing skills when they each assemble a page of text for a class book entitled 'Louis and the Palace Under the Sea'. Year 2 pupils then experiment with different fonts and use these to enhance writing such as 'I feel happy' which describes their feelings when considering why 'Everyone is different in a different way'. These pupils also use ICT in their art work by learning new techniques such as 'flood fill' to create highlights of colour. This enables them to produce interesting designs in the style of the artist Mondrian. Other evidence suggests that Year 2 pupils also make sound progress in their learning about control technology. They work with their teacher and some visiting students to extend their understanding of how to programme the school's floor robot to move forwards and backwards.
132. In the older half of the school, pupils in Year 3 employ the ICT skills they have acquired to good effect. They use different font types, sizes and colours to help to emphasise, and convey the meaning of, the words they have used when writing 'Creatures of the Sea' poems. These pupils also begin to combine text and graphics in their work. For example, they effectively use 'clip art' pictures to illustrate 'Questions', 'Exclamations' and 'Statements' they have written as part of their work in literacy. Some simulations which they explore, such as 'Smudge the Scientist,' directly support pupils' work in other subjects as does the use of CD-ROMs for learning how to manipulate sounds and compose simple tunes. In Year 4, pupils continue to develop their word-processing skills. They extend their knowledge and understanding of the 'spell check' and 'preview' facilities; and some pupils can 'copy and paste' to re-order a piece of text. During the inspection, these pupils were being taught about 'tree diagrams' as an introduction to a unit on the use of databases. In Year 5, pupils use appropriate software to input data they have collected, for example about favourite pets or party food, and then convert this into pictograms, graphs and pie charts. They demonstrate secure word-processing skills when writing in the style of Betsy Byars and, when creating an image similar to an L.S. Lowry painting, they learn the limitations as well as the advantages of paint packages for modelling.

133. Year 6 pupils create an attractive and interesting class 'Greek Fact File' which combines word-processed accounts and incorporates graphics. They competently use CD-ROMs and the Internet to access information for this topic as well as their current studies of life in the 20th Century. These older pupils also use their sound knowledge of control technology to draw side elevations of Greek Temples, carefully calculating distances and angles to direct an on screen 'turtle.' Christmas cards and 'Welcome to Crowthorne' pamphlets also demonstrate their ability to use their ICT skills in a range of appropriate contexts.
134. Across the school, the quality of teaching is mainly good and otherwise sound. Each classroom has a good ratio of computers to pupils, colour printers and Internet access; and there is a range of well organised and appropriate software. Teachers have secure subject knowledge, make good use of these resources and are providing regular opportunities for pupils to use ICT. Helpful guidance from the Qualifications and Curriculum Authority has been used as the basis of a scheme of work and this is helping to secure progression in the development of pupils' skills. Training for staff, using national funding, is ongoing. The school's Industry Week in 2001 provided good opportunities for pupils to see the applications of technology in the local supermarkets, a garage, railway station and at nearby Legoland.
135. The co-ordinator assumed responsibility for the subject at the beginning of the current school year. She has good subject knowledge and attends local authority meetings for ICT co-ordinators to keep up to date with the most recent developments. She maintains an overview of the subject by scrutinising teachers' planning but has not yet had the opportunity to observe pupils in other classes using ICT. The co-ordinator is appropriately beginning to collect examples of pupils' work from across the school to help her to monitor progression in the development of pupils ICT skills.
136. Resources for ICT are good.

MUSIC

137. Due to timetabling arrangements, it was possible to observe too few music lessons to make overall judgements about pupils' overall standards or the quality of teaching. However, evidence from pupils' singing in assemblies and during hymn practice shows that pupils' singing skills are good. Pupils sing with clear diction and mainly secure control of pitch. They know when to sing louder or more quietly, and concentrate well when performing. Older pupils achieve particularly well when singing songs in parts; groups maintain their parts independently of the parts taken by one or two other groups, and the quality of their singing is impressive. In the two lessons observed, in Years 4 and 6, the quality of teaching was satisfactory and enabled pupils to achieve sound standards for their ages. Year 4 pupils were able to make sensible decisions about the sounds they might combine in order to create music to reflect the atmosphere conveyed by visual images. In Year 6, pupils demonstrated satisfactory standards when describing and comparing the moods of different kinds of music, and were able to perform a chant with interesting changes in dynamics and tempo.
138. Teachers' planning is sound and all are making satisfactory use of the guidance provided by the Qualifications and Curriculum Authority. Evidence from the lessons observed, and from pupils' singing in whole school gatherings, shows pupils have positive attitudes towards music, and teachers succeed in motivating pupils to do their best. Visiting musicians perform regularly in the school, and some pupils benefit

from specialist tuition in guitar, violin and brass. The school has sufficient resources for music.

PHYSICAL EDUCATION

139. Due to timetabling arrangements, only one lesson of gymnastics was seen, in Year 2, and only two games lessons, one each in Years 1 and 6. The standards achieved by pupils in games and gymnastics show some variation, but are broadly average overall in relation to pupils' ages. In dance lessons seen in Years 3, 4 and 5, pupils make good progress, and it is clear that their attainment is above average for their respective ages.
140. In games in Year 1, pupils demonstrate good co-ordination and control when walking and when balancing, throwing and catching objects such as beanbags and balls as they move around the hall. They demonstrate reasonable accuracy when aiming a ball at a specified 'target', and they work with due regard for the space and safety of others. In an indoor games lesson in Year 6, pupils demonstrate average skills for their age when they throw, pass or catch a ball and have a satisfactory understanding of ways in which they might improve their performance. In gymnastics, in Year 2, pupils attain average standards when performing a sequence of 'log rolls'. In Years 3, 4 and 5, almost all pupils achieve a high standard of performance in dance. From a young age, they are able to recall and perform sequences of movement to produce quite complex patterns of country dance. They move in time to the music in a controlled and co-ordinated way, making changes in speed and direction in accordance with the dance patterns. Pupils in Year 4 respond well to a musical stimulus which requires them to interpret anger in their movement. They use body, hands, arms, legs and feet to good effect to strike 'angry' poses, and they work well in pairs, synchronising movements and developing mirror images, one of the other. In Year 5, pupils move confidently to the beat of a drum, and their work shows not only very good control and co-ordination, but also originality and maturity. From year-to-year, pupils demonstrate an increasing ability to evaluate others' work and to learn from their observations of others' performance.
141. No swimming lessons took place during the inspection, but all pupils have suitable opportunities to develop their skills during their time in the school. By the end of Year 6, almost all pupils can swim at least 25 metres, and many can swim much further. Provision for outdoor and adventurous activities is broadly satisfactory, although the school is currently considering ways of developing this aspect of the physical education curriculum. It was not possible to make any direct observations of such activities during the inspection, but work is well under way on the construction of an orienteering course in the school grounds.
142. The quality of teaching is mainly good and occasionally very good. All lessons are planned thoroughly, and most have a very clear structure which gives pupils time to 'revisit' earlier work, practise new skills, demonstrate their performance, undertake evaluations and improve their performance. Occasionally, opportunities for evaluation are constrained by an over-ambitious schedule of activities, and, as a result, pupils are not given enough time to improve their work. The teaching of dance is a particular strength and is conducted at a lively but realistic pace which challenges and stimulates the pupils. All teachers pay due attention to issues of safety, and all teach pupils satisfactorily about the effects of exercise on the body. All teachers also make sure that every single pupil in their charge has the opportunity to enjoy, and derive the benefits of, physical education lessons and all other physical education activities

offered by the school. Pupils with SEN, some with physical disabilities, are encouraged and helped to play a full part in all lessons and activities.

143. The school is represented in local football leagues and in a netball rally by mixed teams of boys and girls, and both boys and girls are currently involved in rugby matches. An inter-schools sports day is held each year within the Bracknell Forest area, while dance festivals organised by Berkshire Youth Dance give many pupils the chance to follow up their enthusiasm for dance in extravaganza performances. Line-dancing, taught by an external instructor, is another activity popular with many pupils.
144. There are two co-ordinators for physical education, both newly appointed to the role. They bring great enthusiasm and expertise, and are currently involved in developing the physical education curriculum and updating resources. Useful video recordings have been made showing pupils working at different National Curriculum levels in various aspects of the subject, and these are to be used for staff training, as well as to help teachers achieve consistency in their assessments of pupils' work. To date, the co-ordinators have not had the opportunity to monitor teaching directly, and this is an aspect of their work that could usefully be developed. Resources for physical education are good. The school is fortunate to benefit from additional resources through the Top Sport and Top Play projects. Staff are also very appreciative of the excellent support and guidance both they, and pupils receive, from coaches and advisory staff employed by Bracknell Forest education authority.

RELIGIOUS EDUCATION

145. Due to timetabling arrangements, it was only possible to see two religious education lessons, one each in Years 5 and 6.
146. Given that much of the work covered in Years 1 and 2 is dealt with through discussion, there is not enough recorded evidence on which to reach secure judgements about the standards achieved by pupils in these particular year groups, or about how well these pupils are taught. Nevertheless, it is clear from teachers' planning and from the little evidence available that pupils in Years 1 and 2 spend an appropriate amount of time studying religious education and that they follow a suitable curriculum. For example, pupils learn about Christian festivals such as Easter; hear, and talk about, the story of Christmas; and learn about the significance of the christening ceremony in welcoming babies not only into their human family, but also into the family of Christ. They are taught to care for one another, to view themselves as 'special', and to recognise those people in their world who are 'special' in their own eyes. They begin to appreciate the religious significance of places of worship such as Christian churches and Hindu temples, and to recognise that there are major world faiths other than their own, each with its own stories, festivals ceremonies and beliefs. At a simple level, they learn about the symbolism of universal religious concepts such as the 'journey of life', as well as about the meaning of more specific symbols such as the Christian cross or the Hindu lotus flower, a symbol of purity.
147. In addition to the lessons seen, there is ample additional evidence to show that pupils of all abilities make good progress in Years 3 to 6. By Year 6, most pupils achieve broadly average standards for their age in relation to the requirements of the locally agreed syllabus for religious education, and some do even better. Examples of work from each of Years 3 to 6 show that pupils acquire a very sound knowledge of several major world faiths. They demonstrate a secure understanding of key principles, stories, symbols and events in Christianity, Judaism, Hinduism and Sikhism. More significantly, however, they quite clearly show, in their own writing, what is to be

learned from religion: they are able to reflect on experiences in their own lives in order to make meaningful comparisons with special events or with the lives of special people in different religious contexts. For example, pupils in Year 4 consider a key teaching from the Jewish Torah, namely that 'you should love your neighbour as yourself'; then, they consider ways in which they can help their own 'neighbours'. In Year 5, pupils learn how Krishna was forgiven by his mother when he was naughty and find parallels in their own lives. In a study of Sikhism in Year 6, pupils learn about the significance of the artefacts known as the 'Five Ks'. They then draw parallels with the wearing of wedding rings by Christians, and are able to appreciate that followers of different faiths may wear special clothes or artefacts as outward symbols of their faith.

148. At the time of the last OFSTED inspection, some of the teaching seen was unsatisfactory. During the current inspection, the teaching was good in both lessons observed, and there is no evidence to suggest that any of the teaching is unsatisfactory. On the contrary, teachers are well informed, lesson plans are well structured, and the lessons seen are delivered sensitively and with evident respect for all faiths. It is clear that teachers also respect their pupils. In their turn, pupils themselves show respect for the religions and beliefs they learn about, and respect for their teachers. In the lessons seen, teachers are skilled at evaluating, and building on, pupils' responses, so that learning is never superficial. In this way, the teaching of religious education makes a significant contribution to pupils' spiritual, moral, social and cultural development.
149. The co-ordinator has good subject knowledge and expertise and has played a key role in developing teachers' confidence. She has been able to help her colleagues to develop plans which truly address what is to be learned from religion, as well as providing them with ideas, resources and information about religion. She has written interesting units of work to complement those set out in the agreed syllabus, and, even though she has not had the opportunity to monitor teaching directly, she has an informed overview of provision throughout the school.
150. Resources for religious education are of good quality. They include suitable artefacts to support the teaching of major world faiths, and suitable use is made of information available on the Internet. The school also benefits from constructive links with ministers from several local churches, and pupils visit churches in connection with Christian festivals and the study of Christianity. The co-ordinator is currently working to establish links with places of worship which are representative of other faiths studied. Arrangements for the assessment and recording of pupils' progress in religious education are satisfactory.