

# **INSPECTION REPORT**

## **CIPPENHAM INFANT SCHOOL**

Dennis Way, Cippenham, Slough.

LEA area: Slough

Unique reference number: 109901

Headteacher: Mrs Valerie Henderson

Reporting inspector: Mrs Joy Emberton  
22823

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> February 2000

Inspection number: 193881

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
School category:	Community
Age range of pupils:	5-7
Gender of pupils:	Mixed
School address:	Dennis Way Cippenham Slough Berkshire
Postcode:	SL1 5JP
Telephone number:	01628 604732
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Appropriate authority:	Slough
Name of chair of governors:	Mrs G Edwards
Date of previous inspection:	13 <sup>th</sup> -16 <sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Joy Emberton	Registered inspector	Science History Music Special educational needs	What sort of school is it?  What should the school do to improve further?  The school's results and the pupils' achievements  How well are pupils taught?  How well is the school led and managed?
Geoffrey Humphrey	Lay inspector		Pupils' attitudes, values and personal development  How well does the school care for its pupils?  How well does the school work in partnership with parents?
Kanwaljit Singh	Team inspector	English Art Religious education English as an additional language	
Terry Aldridge	Team inspector	Mathematics Design and technology Geography Physical education Equal opportunities	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was: Capital Inspections, Chaucer Building, Canterbury Road, Morden, Surrey, SM4 6PX.

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Cippenham Infant School is a lively and friendly community. The school is situated in a very mixed housing development of private, local authority and rented accommodation. Pupils come from a varied social and economic background, with a wide range of attainment. Pupils join the school when they are five at three points in the year. There are 202 pupils on roll and 15 pupils who are entitled to free school meals. Attainment on entry to the school varies from term to term, but over the year, it is generally below the level expected. A small number of pupils lack any formal pre-school experience. There are 20% of pupils whose first language is not English and 16% of pupils with special educational needs in the school.

### **HOW GOOD THE SCHOOL IS**

This is a good school. It provides a caring, secure and effective learning environment. Teachers and learning support staff know their pupils well. Through its very good quality of teaching, it succeeds in creating a very positive climate for learning, and this ensures good progress is made by most pupils.

#### **What the school does well**

- Pupils achieve high standards in English, art and living processes in science.
- The quality of learning is very good in art and is good in English, mathematics, science, design technology, geography, history and music.
- Pupils' spiritual, moral, social and cultural development is strong and this makes a positive impact upon pupils' personal development and their good behaviour.
- Monitoring, assessment and the links across and between the different subjects is good.
- Provision for pupils with special educational needs is good.
- The school has excellent links with parents and provides them with very high quality information about their children's progress.
- The help that parents and friends provide widens the curriculum and improves pupils' learning and contributes significantly to the very good ethos for learning in the school.

#### **What could be improved**

- Financial administration procedures and strategies in order to monitor the school finances.
- Physical processes in science.
- Setting individual targets for improvement for pupils with English as an additional language.

**The school has many strengths. The areas for development above have already been recognised by the school and will continue to form the basis of the governors' action plan which will be sent to all parents and carers of pupils at the school.**

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in January 1997. Since then good improvements have been made in meeting the key issues for development. The school development plan is detailed and useful, and is monitored effectively by the headteacher, however because the governing body has been very recently formed, monitoring and evaluation by them needs further development. Standards in information technology and in the core subjects have steadily risen and the quality of teaching and the curriculum have improved.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	A	A	B	B	well above average A above average B
Writing	C	B	B	B	average C below average D
Mathematics	B	B	D	D	well below average E

The school performed in the top 5% nationally in reading in 1997 and 1998. In 1999 the increased number of pupils with special educational needs affected the results across the three subjects, but particularly in mathematics. However, pupils attaining the higher Level 3 improved over the previous years' results, and these pupils achieve high standards in line with their capability. During the inspection standards are above average in English, and average in mathematics, science, religious education and information technology. Standards in living processes in science and art are particularly high. In all the other subjects, standards are broadly average. Pupils achieve well throughout their time at the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good and make a significant contribution to the quality of learning and attainment.
Behaviour, in and out of classrooms	Behaviour, both within lessons and around the school is good. Pupils are polite, confident and trustworthy. This is a strength of the school and underpins the high quality ethos.
Personal development and relationships	Relationships between pupils and between pupils and adults are good. The pupils are valued and treated with courtesy and respect and this is reflected in the attitudes of pupils towards others.
Attendance	In recent months attendance has improved significantly and is now satisfactory. Punctuality is good.

Pupils are responsive and well motivated to learn. They listen well and are enthusiastic about learning. Pupils understand the school rules and bad behaviour is not tolerated either by the staff or other pupils. There is good racial harmony and pupils show high levels of respect to one another.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	No under fives in school	41

*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 is very good. It is never less than satisfactory and in 71% of lessons was very good or better. In a high percentage of lessons, 32% teaching was very good. The teaching of English is very good, teachers have good expertise and plan very carefully. The numeracy strategy is delivered carefully and teachers have made a good start. Teaching of art and of pupils with special educational needs is of a high quality.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	It is broad and balanced and provides pupils with a wide range of opportunities. It is planned well so that the subjects link together coherently.
Provision for pupils with special educational needs	Provision is good. Specific activities clearly identify the learning needs of pupils. Teaching is of a high quality and small group work significantly improves pupils' progress.
Provision for pupils with English as an additional language	Provision is satisfactory and pupils are supported adequately in the classroom, although pupils do not have individual targets for improvement because of unavoidable staff changes. This area has been identified already by the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: this makes an important contribution to the ethos of the school, which is implicit in good behaviour, caring attitudes and valuing every member of the community
How well the school cares for its pupils	The school provides a caring, secure and effective learning environment. Teachers, learning support staff and helpers know their pupils well.

The school has very strong links with parents and together they form a strong team, which enhances the curriculum. The curriculum meets all statutory requirements.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision and provides good leadership. The deputy and staff work together well to manage the curriculum and teaching to ensure high standards.
How well the governors fulfil their responsibilities	The governing body has undergone many recent changes. Thus reformed, they are in a good position to begin to lead the school forward. As yet they are not fully involved with monitoring their areas of responsibility.



## HOW WELL THE SCHOOL IS LED AND MANAGED continued

The school's evaluation of its performance	There is a well-established culture of self-evaluation and the improvement of teaching, learning and standards of attainment is evident. The school development plan is well put together and is prioritised to move the school forward. It is monitored and restructured adequately to meet the changing needs of the school.
The strategic use of resources	The school has a good range of resources, and these are used well by staff and pupils to meet the demands of the curriculum.

Professional development of staff is good, and they have undergone many training courses to improve their expertise. The accommodation is adequate and the high quality of the school interior and displays of pupils' work makes the school an attractive and welcoming one. Although the money allocated to the school is high, it is used very well and taking into account the standards achieved by pupils, the very good quality of teaching and good leadership and management, the school provides good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school achieves good standards, has appropriate expectation, and pupils are well challenged.</li><li>• They are kept well informed on curriculum and topic work.</li><li>• Termly parents evening are very informative.</li><li>• Staff know the children and their families well and are very approachable.</li><li>• Good induction programme for transfer into the middle school.</li></ul>	<ul style="list-style-type: none"><li>• Curriculum information and topic briefings could be provided earlier.</li></ul>

Inspectors agree with the parents' positive views.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. In the previous inspection in January 1997, standards in English were broadly in line with expectations for pupils of this age group, in mathematics standards were above average at Level 2, but below national averages for Level 3. In science, standards were below average for Level 2, but above average for Level 3. In the other subjects of the curriculum, standards in most subjects were about average, except in music and art where standards were above national averages. Pupils, including those with special educational needs made sound progress.
2. The majority of pupils enter the school with levels of attainment which are below those expected. The school has focused on raising pupils' levels of attainment through a very detailed analysis of test results and initial assessment when pupils enter the school. Most pupils benefit from pre-school education. Pupils' results and progress are tracked systematically and any areas of weakness are highlighted for improvement through structured learning programmes. The school is successful in improving pupils' rates of progress consistently and in meeting its targets for improvement in standards in English but not in mathematics in 1999. However, the grouping by attainment in Year 2 has had a beneficial effect and the school is on target for the 2000 tests.
3. The National Curriculum tests of 1999 show that standards are above average in reading and writing, but below average in mathematics. This is the same when compared to similar schools. In reading, the proportion of pupils attaining Level 2 and Level 3 was above the national average, in writing the proportion of pupils attaining Level 2 was above and Level 3 was well above the national average. In mathematics the proportion of pupils attaining Level 2 was below average and those achieving Level 3 was close to the national average. In science the national teacher assessments show that standards are below for pupils achieving Level 2, but pupils achieving Level 3 was well above the national average.
4. Over a period of time, since 1997, standards have steadily risen in writing and reading, but have fallen in 1999 in mathematics. The large number of pupils with special educational needs affected the performance results across the three subjects, but particularly in mathematics. Girls achieve better than boys in the tests for writing and reading, but there is little difference in the achievement of boys and girls in mathematics. A higher number of boys in 1999 had special educational needs.
5. The standards of work seen during the inspection were above average in English, and well above average in art. In mathematics, science, religious education and information technology, design technology, geography, history, music and physical education standards were broadly average. Standards in living processes in science are particularly high. Pupils whose first language is not English make very good progress at school and subsequently, their attainment is very similar to the other pupils in the school by Year 2.
6. Most pupils make at least satisfactory progress. Pupils with special educational needs and those of below average ability make good progress as work is presented which is consistent, well structured and suitably matched to cater for their needs. Above average attaining pupils are sufficiently challenged and are provided with work that enables them to make good progress.

#### **Pupils' attitudes, values and personal development**

7. Pupils' attitudes to school are good and make a significant contribution to the quality of learning and attainment. They are responsive, well motivated, have good levels of concentration and take a pride in their work. Pupils listen well and contribute to lessons with enthusiasm. Good examples of enthusiastic participation by pupils were observed during literacy and numeracy lessons and in history and PE. In common with their peers, pupils with special educational needs also display good attitudes towards their work.

8. Behaviour, both within lessons and around the school, is very good. Pupils are polite, confident and trustworthy. This is a strength of the school and underpins the high quality ethos. Pupils understand the school rules and unsatisfactory behaviour, including bullying, is simply not tolerated either by the staff or other pupils. There is good racial harmony and no indication of bullying and pupils consistently show respect for the feelings and values of others. Relationships between pupils and between pupils and adults are good. The pupils are valued and treated with courtesy and respect and this is reflected in the attitudes of pupils towards others.
9. Pupils respond well to visitors and are helpful and well mannered; for example, holding doors open for others to pass and talking with confidence and pride about their work. They show respect for school property, working on computers and clearing up after lessons with little supervision or adult input. When provided with opportunities they willingly take responsibility for specific tasks such as returning the registers to the school office and setting out equipment for PE lessons.
10. During last year attendance was just below the national average but with minimal unauthorised absence. In recent months attendance has improved significantly and is now satisfactory. Punctuality is good. Good learning attitudes and standards of behaviour have been maintained since the last inspection and this makes a significant contribution to the quality of learning.

## **HOW WELL ARE PUPILS TAUGHT?**

11. The quality of teaching is very good overall. During the inspection, teaching was never less than satisfactory and was very good in 32 per cent of lessons, which is high. In 40% of lessons, teaching was good. A strength of teaching is in literacy and English, where 60 per cent of lessons were very good. Other very good lessons were seen in mathematics, art, physical and religious education. The quality of teaching has improved since the last inspection when 20 per cent of teaching was very good.
12. Teachers plan lessons very well so that pupils are motivated to learn. There is a good balance of direct teaching, well-chosen activities and time for reflection and consolidation of pupils' skills, knowledge and understanding. Pupils make good progress in most subjects because work builds effectively on previous learning and becomes more demanding. In literacy and numeracy lessons, teachers' thorough understanding of the curriculum and rigorous, regular practice enables pupils to achieve well and grasp phonic blending and the basic skills of reading and writing. Pupils become increasingly confident in combining letters to build words and in attempting to spell longer words, and in the use of mental arithmetic to solve mathematical problems. In information technology, pupils make good progress because teachers use the computers efficiently to consolidate learning. Teachers' subject knowledge in the foundation subjects is secure.
13. In literacy, numeracy and the other subjects, pupils are encouraged to reflect on what they already know and draw on this to develop and improve their current learning. In English, teachers are successful in selecting texts closely matched to the needs of the whole group in guided reading sessions and this sustains pupils' interest and promotes good progress. In lessons, teachers use questioning very effectively, and their instructions and explanations are clear. Information gained from teachers' questioning is used well to plan future lessons. This is particularly effective for pupils who have special educational needs. Teachers work closely with the special educational needs co-ordinator so that targets for improvement build successfully on what these pupils already know, understand and can do. Plans are implemented appropriately and pupils with special educational needs are encouraged to reach their targets and recognise their own progress. Pupils whose first language is not English are supported well in class and receive extra help from a specialist teacher if their command of English is in the early stages. However, most pupils whose first language is not English have a satisfactory command of English.
14. Teachers have high expectations of pupils. More able pupils are challenged through teachers' probing questions and persistent expectations of high quality work, such as creative writing in English and history. Research skills are developed well through the use of the school library, and CD ROMs are being increasingly used by pupils as a source of information.
15. Pupils are managed very well by teachers who expect only the best behaviour, politeness and courtesy both in and out of the classroom. Most pupils respond to these demands very well.

16. Resources are used very well and teachers employ a wide range of ideas to stimulate the individual class needs. Support staff are deployed very well to support small group teaching within classes and parents, friends of the school and governors also assist during lessons. Additional adults in the class contribute significantly to the good progress made by pupils.
17. The pupils with special educational needs are often taught in small groups for literacy and/or numeracy by specialist teachers. This provision impacts significantly upon their learning and pupils achieve well against their individual targets. These lessons have a very positive effect on their self-esteem and gives them confidence to perform better in class. Monitoring of teaching by the headteacher and co-ordinators has been very effective in helping teachers to share good practice and improve the quality of their work. Teachers work hard and manage their pupils very well to ensure that activities are carried out diligently and appropriately. Homework is set for all pupils, and this benefits pupils well as it consolidates their learning.

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

18. The previous inspection report stated that curriculum was broadly based and met the requirements of the National Curriculum at Key Stage 1. Inspection findings show that this is still the case, with pupils offered an appropriately broad and balanced curriculum which provides pupils with a wide range of opportunities that are well matched to their needs. The school has good long term and medium term planning in place in all curriculum areas. The planning is well structured, providing good learning opportunities, and this enables most pupils to gain knowledge and make good progress. Thorough schemes of work ensure that pupils progressively develop skills, knowledge and understanding. In many of the foundation subjects, and science and information technology, these schemes are based on the current guidelines from the Qualifications and Curriculum Authority and are used effectively. A particular strength is the cross-curricular link between subjects which provides pupils with a broad range of learning opportunities. Teachers plan together in year groups and this ensures that there are similar learning opportunities across similar aged classes. Learning objectives in the short term planning are clear with well-matched and challenging activities. The curriculum provision for pupils with special educational needs is a particular strength, with specific activities clearly identified according to individual needs. However, provision for pupils with English as an additional language is less good as effective targets for their specific needs are under developed.
19. The time allocated to each subject is appropriate and enables them to be taught in sufficient depth. In the past two years the school has concentrated on the introduction of the National Literacy Strategy which has been very effectively introduced and had an impact on raising standards in English. Since September the National Numeracy Strategy has been successfully introduced across the school and teachers have adapted their teaching styles well to the new challenge. The school has not lost sight of other curriculum areas and worked hard to ensure a balanced curriculum. Religious education, science and information and communications technology and the foundation subjects all receive appropriate coverage. Co-ordinators are effective in their curriculum areas providing good support in planning and monitoring of pupils' work especially in the core subjects.
20. The school's provision for extra curricular activities is satisfactory. It currently provides activities for pupils in football and computers and there are plans to increase this range. The curriculum is further enhanced with a range of visitors and visits to places of interest.
21. All pupils, including those with special educational needs, have equal access to the opportunities on offer and this is managed well by the school using non-teaching assistants, parents and friends of the school. However, although pupils with English as an additional language are given satisfactory support, an area for development is to ensure their needs are fully addressed through specific improvement targets.
22. Provision for pupils' personal, social and health education is good. Opportunities are provided on a daily basis for pupils to successfully discuss issues about relationships and codes of behaviour. Pupils undertake a range of responsibilities in all classes which effectively supports their personal and social education. Health education is effectively provided through the science curriculum.

23. The school successfully promotes the spiritual, moral, social and cultural development of all its pupils. This makes an important and positive contribution to the ethos of the school. It is implicit in good behaviour, caring attitudes, friendliness and valuing every member of the community.
24. Lessons in religious education, assemblies and displays around the school provide opportunities for spiritual awareness. In one lesson on the Chinese New Year, pupils were discussing the different ways people celebrate the new year. Pupils responded with wonder to such events as a dramatic narration of a story of Christmas and a puppet saying words with the wrong initial letter during a literacy session. It was also observed when pupils sang 'Two little eyes to look to God' in their music lesson and in appreciation of artists' work and their own drawings in the art lesson. Such incidental experiences encouraged the development of their spiritual awareness. During assemblies, for example on the theme of caring, pupils were given opportunities to pray and reflect and give ideas on how they can make their school a better place to work.
25. The provision for pupils' moral development is good, and is based on the good relationships that exist between all members of the school community. The school provides a secure environment where pupils are taught to understand the difference between right and wrong. The importance of good behaviour is constantly emphasised through classroom rules and even very young pupils respond positively to this message and their behaviour in the classrooms is exemplary. Good relationships are fostered amongst pupils and between them and all the adults in the school.
26. The pupils' social development is very well promoted, and is a strength of the school. The importance of equal opportunities is emphasised in all school policies. Pupils relate to one another in a variety of situations in and out of the classroom. They work collaboratively in pairs and groups, share resources amicably and support each other in their learning. For example, one boy in his sewing session was threading the needle for his classmate who could not manage it. The pupils are taught to be courteous and well mannered and even the youngest reception class pupils would open doors for their peers and adults alike. Pupils are given responsibilities such as taking registers to the office, which promotes their social development.
27. The school's provision for cultural development is good. The diversity of cultures is evident in the school and is celebrated in classrooms and communal areas through the curriculum, especially through religious education, art and music. The celebrations of Christmas, Diwali, Chinese New Year, and the Remembrance Day all give pupils an insight to their own and others' culture. The books in the library, the artefacts for the study of six major faiths represented in Great Britain, the Caribbean music used in the assembly and the display of art work on stories from other cultures all help to improve pupils' understanding of different cultures. The Acts of Collective Worship meet the statutory requirements.
28. Relationships with the nursery and junior schools are good and this ensures that movement between schools is carried out smoothly and effectively with the least possible disruption to pupils' learning.
29. The school provides a caring, secure and effective learning environment. Teachers and learning support staff know their pupils well. The policies and procedures for ensuring high standards of health and safety practice are very good. Risk assessments, termly evacuation drills, annual fire and electrical equipment checks are undertaken and there is good provision for first aid. Detailed health and safety records are maintained. The procedures for dealing with child-protection issues are very good and well established.
30. The procedures for monitoring and promoting behaviour and discipline are very good and include effective strategies for eliminating all forms of unacceptable behaviour. The school rules are clearly displayed in all classrooms. Procedures for promoting good attendance and punctuality are currently proving to be very effective. Good support is provided for pupils who are assessed as having special educational needs and the provision for those who have English as an additional language is satisfactory.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

31. The school strives hard to identify the needs of pupils as early as possible in order for them to maximise their potential. Each intake of pupils is assessed on entry to school using a nationally recognised test and this provides a good baseline assessment of their attainment. At the end of Year 1 formal assessments are made in spelling, reading and mathematics. On-going assessments are made by class teachers each term and annotated samples of pupils' work are retained termly in individual pupil profiles. In Year 2 national testing is undertaken in English, mathematics and science but there are no other formal assessments. The school has developed systems for regular teacher assessment and pupil tracking in English, mathematics and science but there are no whole school assessment procedures in place for religious education and information technology. Assessment in non-core subjects is managed through the identification of assessment opportunities during the planning process and the monitoring of individual progress by class teachers which is good.
32. Assessment information is used well in English, mathematics and science to plan for pupils' next steps in learning. The results of Year 1 assessments are used effectively to group pupils within the classroom. Test results are analysed and monitored carefully to identify gender, teaching and learning issues, as well as making decisions about pupil grouping especially in mathematics and English where pupils are in ability groups in Year 2. Procedures to monitor pupils' personal development are good and these records, together with those for academic progress are passed on from teacher to teacher when pupils move classes and this ensures progress and achievement are not disrupted. Continuity and progression are ensured.
33. Support and guidance is carefully managed by the school through 'circle times' and assemblies. Lunch times are well supervised and pupils feel safe and secure.
34. The behaviour policy is implemented very well. Pupils are monitored carefully, especially when they first join the school. Teachers and staff know the pupils well and any misbehaviour is dealt with promptly. Procedures to eliminate oppressive behaviour are very good.
35. Attendance and lateness are monitored thoroughly and these procedures are good. The education welfare officer is contacted appropriately by the school when necessary.
36. There are very good procedures in place to assess pupils with special educational needs and English as an additional language and the information is used very effectively.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

37. Parents have a high regard for the school and consider that it maintains good educational standards and has a positive ethos. They fully support the moral and social values which the school promotes. The school communicates well with parents. Excellent quality information on the curriculum, topic work and progress of pupils is provided every term and this encourages parents to participate in their child's learning. The majority of parents are committed partners in the learning process. Inspectors agree with parents' positive views of the school.
38. Annual reports provide a broad review of attainment and progress and there are consultation meetings every term. The school welcomes parents and responds well to any issues or concerns raised. The parents of pupils with special educational needs and those who have English as an additional language are kept well informed of their children's progress.
39. The effectiveness of the school's links with parents is very good and in some respects excellent. The parents association is very supportive of the school and there are many parents and grandparents who volunteer to help on a regular basis with reading, cookery, craft work and other general duties. Their contribution is much valued and appreciated and has a significant impact on learning and attainment.
40. After the last inspection it was reported that partnership with parents was sound. This partnership is now very good with some excellent aspects and has become one of the strengths of the school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher has a clear vision and provides good leadership. The deputy and senior management team work well together to monitor the curriculum and quality of teaching. They scrutinise teaching and lessons rigorously to ensure that any weaknesses are addressed in order to improve standards. The headteacher works very closely with the governing body, and presently is supporting them to a very high level in order to assist them with their new roles. To this end, an additional burden is placed upon the headteacher but she copes with this very well. The school has a well-established culture of self-evaluation by both teachers and classroom assistants for the improvement of teaching, learning and standards of attainment. The school development plan is well put together and is prioritised to move the school forward. It is monitored and restructured adequately, mostly by the headteacher and deputy, to meet the changing needs of the school.
42. The governing body has undergone many recent changes of membership and in effect is a new governing body. Thus reconstituted, and with the support of the headteacher and LEA, they are in a good position to begin to lead the school forward. As yet they are not fully involved with monitoring their areas of responsibility, but have put into place a good training programme to enable them to take up their responsibilities as quickly as possible.
43. The school makes sound use of the available financial resources allocated to the school including funding for special educational needs and additional funding. Expenditure is clearly linked to educational priorities detailed in the school development plan which shows clear direction for the school. These priorities are carefully drawn together by the headteacher in consultation with staff and governors and supported through careful financial planning. Each item is accompanied by a realistic estimate of costing which effectively assists the budget process. Planning for the budget is carefully carried out before the beginning of the financial year and there is full staff consultation. The school provides substantial funding from its own budget for support staff to help lower ability pupils and those with special educational needs. The finance committee of the governing body is not effectively involved in the budget preparation process and does not monitor monthly expenditure effectively. The annual budget is approved by the full governing body, usually in May, and but regular financial reports are not monitored on a regular basis. The most recent auditor's report was in 1997, and all of the recommendations have not yet been implemented. The school does not yet fully apply the principles of best value by monitoring standards and comparing costs with other schools, evaluating the use of its resources or consulting widely on major spending decisions or changes to the curriculum.
44. The finance officer manages the day-to-day financial procedures of the school effectively using computer technology for budget and pupil administration. However, there are no written procedures in place for financial management and this is a weakness. There are no effective systems for monthly checks on expenditure. The school did not receive a year end statement from Slough Education Authority for last year and it is unclear what the carry forward was to this year. Separate accounts are kept for private funds which are audited annually and presented to the governing body. Other day-to-day administrative procedures are satisfactory and communication systems within the school are sound. Parents are kept well-informed about events and special activities and this is a strength. Office staff work in an efficient, calm and professional manner and support the school's work well.
45. The school has a good provision of well qualified staff to teach the subjects of the National Curriculum and religious education. The majority of teachers have a wide range of experience and the newly qualified teacher is well supported through good mentoring and an established induction programme. Curriculum co-ordinators have a clear understanding of their roles and all staff work closely together to maintain and improve standards. The classroom learning assistants provide effective support. Teachers deploy and brief classroom assistants well and the quality of their input to lessons has a very positive impact on standards, particularly for the less able pupils and those with special educational needs. There is a structured appraisal procedure and all members of staff are provided with appropriate professional development opportunities.
46. The accommodation is adequate for the number of pupils on roll and fully meets the needs of the National Curriculum. The school is situated on an attractive landscaped site with an adequate provision of hard surfaced and grassed play and games areas. There is good outside storage for games and furniture. There are good quality displays in all classrooms and throughout the school which inform, promote high standards, celebrate pupils achievements and stimulate learning. The accommodation is maintained and cleaned to a high standard.

47. The provision of learning resources is very good in art and in English there is a very good quality, quantity and range of books to support the reading scheme and stimulate a wider interest in literacy. Learning resources are good in design technology, maths, music and special educational needs and satisfactory for science, history, geography and religious education. There is a good provision of computers with appropriate software but not all of those available cover the full range of applications necessary for the full delivery of the National Curriculum. The school library provides good support for all areas of the curriculum.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The governors, headteacher and Local Education Authority should now:

(1) Improve the financial procedures of the school to ensure that accurate financial reconciliation takes place at the end of every accounting period and that the budget is monitored efficiently. **(See paragraphs 43 & 44)\***

In addition the following less important weakness occur in the report:

(2) ensure that the physical process element in science is delivered fully; **(See paragraph 55) \***

(3) set individual targets for improvement for pupils with English as an additional language.  
**(See paragraph 72)\***

\*The school has already recognised these weaknesses and has made appropriate arrangements to improve these areas.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	27

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	31	40.5	28.5	0	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	202
Number of full-time pupils eligible for free school meals	15

*FTE means full-time equivalent.*

#### **Special educational needs**

	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	40

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	40

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

#### **Authorised absence**

	%
School data	5.8
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.4
National comparative data	0.5

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

***Attainment at the end of Key Stage 1***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	38	51	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	30	32
	Girls	47	44	43
	Total	79	74	75
Percentage of pupils at NC level 2 or above	School	89	83	84
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	32	33
	Girls	46	45	45
	Total	78	77	78
Percentage of pupils at NC level 2 or above	School	88	87	88
	National	82	86	87

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	1
Black – other	2
Indian	23
Pakistani	18
Bangladeshi	1
Chinese	0
White	142
Any other minority ethnic group	10

*This table refers to pupils of compulsory school age only.*

***Exclusions in the last school year***

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

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

***Teachers and classes*****Qualified teachers and classes: YR– Y2**

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	22.6
Average class size	28.1

**Education support staff: YR– Y2**

Total number of education support staff	6
Total aggregate hours worked per week	122.5

***Financial information***

Financial year	98/99
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	£
Total income	350,378
Total expenditure	361,390
Expenditure per pupil	1,729
Balance brought forward from previous year	32,026
Balance carried forward to next year	15,597

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	202
Number of questionnaires returned	32

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	25	3	0	0
My child is making good progress in school.	65	34	3	0	0
Behaviour in the school is good.	53	47	0	0	0
My child gets the right amount of work to do at home.	34	53	9	0	3
The teaching is good.	59	41	0	0	0
I am kept well informed about how my child is getting on.	34	47	16	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	75	22	3	0	0
The school works closely with parents.	47	38	3	3	6
The school is well led and managed.	63	31	3	0	0
The school is helping my child become mature and responsible.	56	41	0	0	3
The school provides an interesting range of activities outside lessons.	19	38	25	13	3

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **ENGLISH**

48. The proportion of seven year olds who reached the expected levels in 1999 standard tests was above the national average in both reading and writing. There has been a slight decline in the reading results from the previous two years, but the results in writing have improved from broadly average, to above the national average. The school's average scores in tests were above the national average in both reading and writing. The proportion of pupils reaching the higher levels was well above the national average in both reading and writing. The teacher assessments reflect the test results.
49. When compared with the results of schools with a similar intake of pupils nationally, the proportion of pupils reaching the expected levels at the end of Key Stage 1 was above average in both reading and writing. The average attainment of pupils on entry to the school, fluctuates from term to term, and is overall lower than the expected levels nationally. All pupils including those whose first language is not English, make good progress in the school and by the time they reach Year 2, they attain standards that are higher than the national average. Pupils with special educational needs are additionally taught in small withdrawal groups and make very good progress overall.
50. The full range of inspection evidence shows that by the end of Key Stage 1 the attainment of most pupils in speaking and listening is good. Teachers provide good opportunities for pupils to improve their confidence in speaking and listening and they make good progress. Pupils ask and answer questions in classrooms, explain their work to teachers and other pupils and engage in public speaking in assemblies and drama sessions. During the inspection, pupils were seen to be making and saying impromptu prayers in the assemblies. They spoke clearly and loudly when asked to act the story being read by the teacher. Pupils listen to teachers' explanations and instructions attentively in all sessions.
51. Standards of reading at the end of Key Stage 1 are above the national average, and all pupils make satisfactory progress throughout the school and good progress in Year 2 classes including those with English as an additional language. Pupils in Reception begin to learn the names and sounds of the letters of the alphabet, and begin to learn strategies to build words. Year 2 pupils are set in ability classes for literacy lessons. The higher attaining pupils in Year 2 read fluently, and they work out unfamiliar words and show understanding of the text to establish meaning. They can talk about the plot and the characters in their stories. They show their preferences for the story books. The average ability pupils read fluently and understand the text to establish meaning. But a significant minority of these pupils are reading books which are too easy for them and they are consequently not meeting appropriately challenging texts. This slows their progress. All pupils take books home and read to practice reading. Higher attaining pupils understand the purpose of contents in a book.
52. The stock of fiction and non-fiction available in classroom reading areas and in the library is good and this helps to challenge and extend their reading skills. However, pupils' skills in finding books in the library for further research are not developed, they ask an adult to find a book for them. Parents contribute greatly in the development of their children's reading both by helping them at home and through visiting the school to hear pupils read.
53. Attainment in writing by the end of Key Stage 1 is above average for most pupils when compared with national expectations. Most pupils are able to write stories independently using full stops, commas and are beginning to use speech marks accurately. They write poems, invitations, and instructions such 'how to play basketball' and 'how to make a cup of tea'. They organise their ideas into sequences of sentences showing a beginning, middle and ending in stories. However, higher attaining pupils are not writing extended stories. The pupils' knowledge of spelling is good. Their handwriting skills are very good, they write neat, legible joined script, presenting their work with care and pride. Pupils make very good progress in Year 2 classes.

54. The additional help provided by the support staff and parents to individual pupils and in the group guided reading sessions in literacy, contributes significantly to the progress made in reading, writing and comprehension skills. Pupils' attitudes to the subject are very good, they show interest and enjoyment and work with sustained concentration individually or in a group. Even the Reception pupils who started school about five weeks ago in January are able to concentrate through the whole literacy hour. Pupils are very well behaved and polite to parents and support staff when they are withdrawn from classrooms for individual work.
55. Pupils with special educational needs make very good progress both in their own classes and when they are set by ability. Pupils who speak English as an additional language make satisfactory progress both in classes and when, they are taught, by the specialist teacher. However, three changes of staff within a short time have hindered continuity in their learning. There are no targets set for individuals or groups of pupils to be achieved within the time limits. This slows down their progress.
56. Literacy skills are used across all subjects. Pupils write stories related to their topic in religious education, describe their science experiments, write instructions such as 'how to make a sandwich' in relation to their food technology topic in design and technology. They relate events in history; for example, the Great Fire of London, and write description such as Isle of Struay in their geography topic. Information technology is used to write and illustrate pictures and develop research skills. Pupils were using CD ROMs to find out information about the Fire of London.
57. The overall quality of teaching is very good; of the ten lessons observed 60% were very good with the remainder being good. All the literacy sessions observed during the inspection were good. Teachers have a good knowledge of the National Literacy framework and they use this effectively to improve pupils' reading and writing skills. Teachers plan their lessons well, identifying the learning objectives and make sure that, they are achieved by the end of the lesson. They give clear instructions and good explanations, build on previous learning and maintain good pace. Their management of pupils' behaviour is always very good. They have high expectations and give work of appropriate levels of difficulty. This challenges pupils and they make good progress. Pupils start school when they are five, but children who enter the school in September do not receive any reception time in school. Most children come with nursery experiences, and teachers have a very good understanding of teaching the basic skills in reading and writing. This enables pupils to make a good start. Support staff are used effectively to support pupils within classrooms and when withdrawn in small groups.
58. The curriculum follows the National Literacy Strategy and more than sufficient time is allocated to it. In Year 2, literacy is taught in ability groups, which is effective in raising standards. The development of literacy in other curriculum areas is good. Day to day assessment is good and is used to plan next steps in learning, and to identify different groups such as sets in Year 2, a 'booster group', special educational needs groups, and English as an additional language group. Teachers mark work and write comments to tell pupils what is good about their work and what needs to be done to improve it further are written regularly. Pupils' progress is tracked from baseline assessments to Year 1 and Year 2 tests. However, this is not recorded on a single form for easy access.
59. Management and leadership of the subject is good. Monitoring of the curriculum through teachers' planning and through classroom visits is a good feature. Resources for use in the literacy hour are good. Good quality books are available in large format in all subjects and there is a good selection of reading books. The library is organised well and is accessible to all. The library contains a good quantity of books. Audiocassettes and tape recorders, support independent learning and video cassettes are used to enhance class work
60. The progress since the last inspection is good. The previous report indicated that standards of attainment were in line with the national average. The current inspection findings indicate that good progress has been made and pupils' attainment in both reading and writing is now above the national average. The quality of teaching has improved and is now mainly good.



## MATHEMATICS

61. The results of national assessments for seven year-olds in 1999 show pupils' attainment to be below national averages. The proportion of pupils who reached the higher Level 3 was close to the national average. The performance of girls was better than that of boys but in the cohort there were more boys with special educational needs. Performance in 1999 tests was below that of similar schools. The school has sustained average results in mathematics over the last three years, but which dipped in 1999.
62. Inspection evidence shows that, at the end of Key Stage 1, pupils' attainment is broadly in line with national averages which is above the 1999 assessments. The variation in performance in different year groups is because there are more pupils with special educational needs and with English as an additional language in some cohorts, the number of pupils who enter the school during the key stage, and the variable attainment on entry to the school. Teachers give many opportunities for pupils to discuss their mathematics and they are developing their strategies for adding and subtracting numbers. Most order and count on and back confidently to at least one hundred in 2s, 5s and 10s. They know odd and even numbers, simple fractional parts such as half and quarter, with higher attaining pupils working out simple fractional parts of quantities. They know clock times such as quarter and half past and relate these to their daily routines. Most have a sound awareness of simple shapes and some of their properties but their understanding of weighing and measuring is less well developed.
63. Special educational needs are addressed through a well-structured programme, which helps pupils to develop mathematical skills and extend their knowledge and understanding. The grouping by ability in Year 2 means that activities and pace are more suitable for the needs of these pupils. In addition, pupils are taught in small groups by specialist teachers, here their progress is very good. Teachers' and other adults' discussions with small groups and individual pupils about their mathematics helps to reinforce and develop basic skills. As a result, pupils with special educational needs make good progress overall.
64. Since the last inspection the school has improved the standard of provision, but there has been a fall in standards. The National Numeracy Strategy has been successfully introduced which now ensures all pupils receive a daily mathematics lesson which was not the case at the time of the previous inspection. The quality of teaching has improved and there is more effective monitoring of standards with target setting in place to improve standards. Effective monitoring of the quality of teaching and learning has been undertaken by the headteacher and co-ordinator. The school continues to be well resourced. Good assessment and planning procedures, based on the National Numeracy Strategy, ensure that activities are well matched to the needs of individual pupils.
65. Teaching is good overall. It is never less than satisfactory and is often very good. Of the 11 lessons seen, three were very good, five were good and the rest satisfactory. Teachers work hard to improve pupils' knowledge and understanding, in many cases starting from a low base line. They have introduced the Numeracy Strategy well. The introductory mental activity is brisk and teachers ensure that all pupils are actively involved with challenging activities and given the opportunity to explain strategies used in solving problems. Teachers use searching questions, and direct them sensitively to the needs of pupils at different stages in their learning so pupils are willing to learn and respond. Mental activity work proceeds at a brisk pace which ensures the active engagement of all pupils. They use a variety of strategies to motivate pupils such as the use of a glove puppet in a Reception and Year 1 class. Main activities are clearly defined and well matched to different ability groups within classes. The plenary session is used well to assess pupils' learning and plan further work. Most teachers make good use of time but in two lessons the introduction was too long and pupils given insufficient time to complete their work.

66. Teachers' planning, based on the National Numeracy Strategy, is thorough with clear learning objectives to ensure activities are closely matched to pupils' needs. In Year 1 it is undertaken jointly by all teachers and this ensures pupils receive a similar entitlement in the two parallel classes. In Year 2, teachers make good use of assessments undertaken at the end of Year 1 to effectively group pupils by ability. This ensures that teaching and activities are more closely matched to the needs of pupils in these groups and that all pupils are challenged at an appropriate level.
67. Teachers use questioning well to assess pupils' knowledge and understanding and to plan further activities that are matched to the needs of their pupils and this ensures that pupils make at least adequate progress. This encourages pupils to grow in confidence in their activities and to speak and demonstrate their knowledge before the whole class. Most have high expectations which gives order and structure to lessons so pupils know what they have to do. This has a positive impact on their learning and achievement. Teachers make good use of the quality resources, choosing them well to support pupils' learning and this helps with the progress pupils make. The classroom assistants show high levels of expertise and make a strong contribution to raising standards especially for pupils with special educational needs and English as an additional language. Pupils use information technology where appropriate in the subject. Effective use is made of activities for pupils to complete at home reinforcing work undertaken in the classroom. In most lessons there is strong emphasis on the use of mathematical language which links well to literacy skills. Mathematics also supports learning effectively in science, geography, history, music, art and physical education.
68. Management and co-ordination of mathematics are good, with monitoring of pupils' work, teachers' planning, and teaching of the subject carried out to a high standard. There are good resources to meet the demands of the curriculum and these are readily accessible to pupils in all classes.

## SCIENCE

69. The results of national assessments for seven year-olds in 1999 show pupils' attainment to be below national averages. However, the proportion of pupils who reached the higher Level 3 was well above the national average. In this cohort there were a larger than average percentage of pupils with special educational needs and this affected the number of pupils who gained Level 2. The inspection evidence shows that attainment in science is average for the majority of pupils, and that higher attaining pupils achieve the standards expected of them given their capability. In living processes, pupils achieve above average standards, as this part of the curriculum is very well taught. The quality of pupils' learning is at least satisfactory and is often good, especially for higher attaining pupils and those who have special educational needs.
70. Pupils at age seven have a good understanding of how to construct a table to record their results when investigating materials. Higher attaining pupils understand that some changes in materials are reversible or irreversible and explain clearly why this is so. Most pupils use appropriately the correct scientific language to describe how materials feel, for example, slimy, wet, smooth or greasy. These descriptors are extended well by the teacher. Pupils are able to predict fairly accurately what changes will occur after the materials have been heated. Most pupils discuss clearly, the life cycle of animals. They know that creatures move in different ways, for example by flying, walking or crawling. Pupils understand the effect of exercise on the body and growth differences in children and adults. Higher attaining pupils understand that certain environments are better for survival than others. Pupils in Year 1 group correctly living and non-living things. They can discuss at length whether a twig is living or non-living. They are enthusiastic about using the school grounds to collect mini-beasts and plants to discuss in their lessons. They are proud of the beauty of the school grounds.
71. The quality of teaching is good, as it was in the last inspection. Teachers have good knowledge of the science curriculum and use resources including the school grounds to very good effect. They have high expectations for behaviour and standards of work. Pupils are expected to behave well and are managed very effectively in class to allow small group teaching. Classroom assistants are used well to ensure that pupils of all abilities understand and can use the worksheets and tables effectively.

72. The curriculum is planned well so that all elements of the science curriculum are delivered, but there is an over-emphasis on living processes at the expense of physical processes. However, the school is aware of this and has made appropriate plans to review the curriculum and address this weakness. Lesson plans are detailed and ensure that work is based on previous learning. Assessment is used well, as are resources. Since the last inspection standards for the higher attaining pupils have been well maintained, and although they fell slightly in 1999, they show evidence that they are rising again.

## **ART**

73. Attainment in art is well above national expectations across the school. By the time pupils are seven, they have experienced a wide range of techniques in two and three-dimensional media. Most pupils observe accurately and draw and paint expressively. Their studies of other artists show increasing competence of the elements of art, including form, composition, tone, shape, line and colour. The colourful and attractive displays throughout the school, in corridors and in classrooms show work of high quality. They include three-dimensional work based on the stories they have read such as those on penguins, vehicles and wells. They use clay to make houses to go with their topic on homes, and plasticine to make models in relation to their study of the five senses. The school is full of inspiring displays of pupils' work.
74. The pupils make good progress when they study the work of famous artists. The displays show that pupils have drawn pictures using oil pastels in the style of Picasso, Seurat, Van Gogh and Lowry. The paintings in the style of Mondrian show their understanding of the use of primary colours. They have made a picture of the Millennium Dome using a variety of biscuits, this shows a good sense of line and good observation of form and proportion. Art is used to improve pupils' learning in other curriculum area, such as in history where they have made collage pictures of the Great Fire of London, Florence Nightingale and old and new means of transport. Pupils use a variety of media and a variety of styles in their pictures.
75. All pupils make very good progress, including those with special needs. In one Year 2 class, pupils were observing the work of Escher and drawing pictures in his style producing very good quality of work. In another lesson, younger pupils were using mirrors to observe their features and were drawing faces using appropriate shape and shades of skin, and eye colours. The pupils learning English as an additional language successfully use practical activities as a means of improving their competence in English.
76. Teaching is very good overall. Teachers appropriately develop pupils' skills and creative application. Art appears on the curriculum to support other subjects and as an activity on its own right. Teachers' knowledge of the subject is good, and a well structured and impressive programme is provided through the use of schemes of work to develop pupils' awareness of the elements of art. Very good teaching provided pupils with strategies to reflect critically on their work, for example by asking pupils to observe carefully the nearest shade for the skin and eye colour.
77. Management of the subject, under the leadership of the head teacher is very good. Teachers' planning is monitored and samples of pupils' work are examined to ensure progressive development of their skills through the school. The range of materials and visual resources is of high quality. The curriculum meets the statutory requirements and is enriched by visiting artists. A children's book illustrator was invited to show pupils his work style, and another artist in residence worked with Year 2 pupils to show 'Felting' technique and helped them make a picture. The provision of such opportunities reflects the clear commitment to maintaining these high standards.
78. Since the previous inspection, the school has continued to maintain high standards in art.

## **DESIGN AND TECHNOLOGY**

79. No lessons were seen during the inspection due to timetable constraints, so a reliable judgement on the quality of teaching cannot be given. From looking at pupils' work, teachers' planning documents, and discussions with pupils and teachers, it is clear that pupils develop skills and knowledge at the level expected for their age in design and technology as they progress through the school. The school has maintained the standards seen during the last inspection.

80. Teachers plan together in year groups so that pupils in parallel classes receive a similar entitlement. They provide pupils with a good range of opportunities to develop a variety of skills such as cutting, sticking and joining using familiar objects such as paper, card, scissors, glue and sellotape. Clear planning, using nationally agreed guidelines, ensures pupils progressively develop skills and knowledge of using materials and tools. However, the design element of the subject is an area for further development as pupils are not always given sufficient opportunities in this area. The curriculum is linked very clearly to other areas through topic work and the cross-curricular approach provides pupils with the opportunity to extend their learning and use design and technology skills across other subjects. Teachers encourage pupils to design and evaluate their projects well, showing how they may be improved. Evidence from displays shows the influence of design and technology in science where pupils observe changes in raw materials through cooking, in making hot air balloons and baskets in history, and with literacy where they construct Jack and Jill's well. The good use of non-teaching support ensures that all Year 2 pupils make cookies, taking particular note of food handling and safety issues. Teachers ensure that there is a sound link with mathematics activities in measuring.
81. Co-ordination of the subject is satisfactory with monitoring of planning and quality of work on display in classrooms and about the school. The range and quality of resources is good and these have been re-organised to match the Qualification and Curriculum Authority planning document.

## **GEOGRAPHY**

82. By the age of seven, pupils achieve average standards when compared to other pupils of the same age. Teachers provide good opportunities for pupils to develop sound geographical skills and knowledge as they move through the school; thus, most make at least satisfactory progress. Pupils with special educational needs are well supported.
83. The good quality of teaching and sound standards of attainment observed in the last inspection have been maintained. The school has improved the quality of planning, a weakness in the previous inspection, by adopting, on a trial basis, the Qualifications and Curriculum Authority's guidance. The subject is a feature of the school development plan and is due for review shortly.
84. Teaching was good in two out of three lessons seen. Teachers planning is effective with clear objectives which are explained to pupils and this ensures lessons are clearly focused which aids pupils' learning. Teachers plan together in year groups so that pupils in parallel classes receive a similar curriculum. Teachers have good subject knowledge and this has a positive impact on the quality of pupils' learning. They use the local area and resources well to develop pupils' knowledge and understanding. Reception pupils learn about the area around the school through first hand experience. This is extended with Year 1 learning about how the area near the school could be made safer using maps, photographs and use of visitors such as the school crossing officer. Teachers build on these experiences so that Year 2 pupils use their geographical skills and knowledge to learn about life on the Scottish island of Struay comparing lifestyles, travel and housing and gain knowledge. Teachers make their lessons interesting and this motivates the pupils. Activities are managed effectively and there is a good balance of exposition, explanation and searching questions to make pupils think about what they are learning.
85. Co-ordination of the subject is good with monitoring of planning and looking at pupils' work. There are currently no formal monitoring procedures in place and this is an area recognised by the school for further development.

## **HISTORY**

86. Pupils achieve average standards by age seven when compared to other pupils of the same age. The quality of learning is good for all pupils as can be seen by the history displays throughout the school and from the pupils' work. Little history was seen during the inspection because of timetable constraints.
87. Pupils effectively talk about the different periods of history. They are enthusiastic when discussing the diaries of Samuel Pepys and give very good accounts of the Great Fire of London. Pupils understand how children were used for labour and how social class affected lifestyles during this period. Most pupils can recount tales about Florence Nightingale and her part in the Crimean War. Pupils use time lines effectively and are developing a good appreciation of life past and present and the major differences between them.

88. Pupils show a high degree of co-operation during lessons and listen intently to their peers and teachers. One class of pupils were totally absorbed when watching a video to reinforce what they had learned. Pupils enjoyed discussing what they had learned in history with inspectors.
89. Not enough teaching was seen to give a judgement on its quality. However, lesson and curriculum plans are very detailed and ensure that history plays an important part in the life of the school. The school has adopted the nationally recommended scheme of work, and has adapted this to meet the needs of the school. Assessment is used effectively to plan lessons. Worksheets differ in content so that work is well matched to pupils' abilities. The local environment is used regularly for additional impact as is the local museum loan service. Resources and artefacts are satisfactory. Standards since the last inspection have been maintained.

## **INFORMATION TECHNOLOGY**

90. By the age of seven standards of attainment in information technology are broadly in line with national expectations and pupils make good progress. Most pupils have sound knowledge of the keyboard and use of word processing skills such as changing font and size, using the computer appropriately to further develop reading and writing activities and save their work. They use an art program effectively to create pictures using a variety of tools such as spray and flood and different sized brushes, and drag and drop pictures onto a background. During the lunchtime computer club, they investigate the internet to find information for the history topic on the Fire of London. Most have had some experience of using the computer to handle simple mathematical data and further activities are planned later in the year. All have had experience of using the Internet and many clearly explain how to log on and off. Their knowledge and understanding of the benefits of using information technology in the wider world is less well developed and an area for further development.
91. The previous report identified, as a key issue, the need for the school to raise standards of information technology in the curriculum by providing training for teachers; updating the school's policy and reviewing the scheme of work; and establishing monitoring procedures to ensure the effective provision of information technology in classrooms. The school has worked hard to address all these issues and has been successful. Further training is to be arranged using government funding during the coming year and this is identified in the school development plan.
92. No direct teaching was observed in lessons during the inspection although computers were in use. It is clear from pupils' performance, from teachers' planning, talking to pupils and examples of pupils' work that teaching is at least satisfactory. From monitoring sheets near classroom computers it is clear that pupils have regular access and experience, over a term, to a range of activities. The effective use of non-teaching assistants, parents and friends of the school means that pupils receive good support not only in the classroom, but also when withdrawn to work in the temporary computer room. All Year 2 pupils attend the lunchtime computer club on a rolling programme and receive good quality specific teaching by a knowledgeable non-teaching assistant. Teachers' planning is clear and is soundly based on the Qualifications and Curriculum Authority guidelines which have been adapted for use in the school. Activities are effectively identified for pupils to acquire new knowledge and skills. However, these are not always matched to their needs. Currently all pupils undertake similar tasks and a weakness is the lack of formal recording of attainment to plan appropriate activities for individual progress.
93. Pupils' response to information technology lessons is good and they are keen to learn. They work well individually, in pairs or in small groups and teachers encourage them to show respect for the equipment and each other. They take turns and supporting each other very well. Most show good concentration and perseverance, positive attitudes and are highly motivated.
94. The co-ordinator provides good support and manages the subject well monitoring planning and pupils work by visiting classrooms to see the quality of pupils' work. Formal assessment procedures is an area recognised by the school for future development. The number of computers in the school is good and the quality satisfactory. There is a range of suitable software and the subject is used effectively to support other subjects such as English, mathematics, science, geography and history.

## **MUSIC**

95. Pupils aged seven, attain the standards expected for their age. Pupils throughout the school enjoy music and sing with enthusiasm and confidence and make satisfactory progress in the acquisition of new skills.
96. In Year 1, pupils sing with effect and lift their voices when singing the refrain of 'Millennium'. Pupils clap, tap and stamp rhythmic patterns accurately and are confident to perform before the whole class. They learn songs from memory and by the end of lessons competently sing the verses they have learned. They listen intently to taped music and are able to discriminate the different instruments being played. Pupils sing simple songs in French, fairly accurately. By the age of seven, pupils have made good progress in music appreciation and are able to discuss the type and mood of music portrayed. Pupils are attentive and co-operate well together to make a good sound when singing. Pupils show a good depiction of musical stories. They play instruments in rounds, carefully listening to other performers. They start and end on time, instruments are held correctly and rhythm is played accurately. Higher attaining pupils have a good use of musical vocabulary, for example using the term 'vibrate' accurately to describe the sound of a piano.
97. Pupils behave well in lessons and treat their instruments with respect. The high level of co-operation allows good performances. When working in class, they listen carefully to each other, to suggestions and criticisms, and behave in a mature manner. Pupils' willingness to listen and to consider improvements is a major factor in their musical success.
98. Teaching is never less than satisfactory and is often good. Teachers use resources competently to add interest to their lessons. They use a good range of taped music effectively so that pupils are directed to listen for particular styles, moods and/or instruments. High expectations are evident, both for behaviour and performance. Classroom assistants are used very effectively to allow all pupils to participate in using musical instruments. A good balance of time is spent on performance and evaluation on how this may be improved.
99. Music plays a significant part in the pupils' spiritual, social and cultural development. They sing in French and the home-time prayer is sung. There is a good range of instruments from abroad. The Berkshire Music Scheme is used to good effect. Assessment is used effectively to plan the curriculum, and pupils' individual learning needs are noted by teachers effectively. Standards in music have been maintained since the last inspection, but there is no longer any recorder teaching from a music specialist as she now has other priorities in the school.

## **PHYSICAL EDUCATION**

100. Attainment at age seven is in line with national expectations with a particular strength in dance. Pupils, including those with special educational needs, make satisfactory progress in gymnastics, dance, games and swimming, in line with expectations for their ages.
101. Pupils develop sound co-ordination and control when they run, and they learn to respond appropriately to teachers' instructions. They learn to perform for other pupils and are able to make simple judgements about what others have done. They are aware of the need to warm-up and know that the heart pumps faster when they exercise. They develop an understanding of safety procedures when moving around the hall.
102. Pupils respond well to physical education and exercise energetically. Relationships are good and pupils co-operate well when working in pairs or groups as in floor work. They progressively acquire new skills or techniques and gain in confidence. The vast majority listen attentively to their teachers, behave well in lessons and respond quickly to instructions. They are aware of safety issues.
103. The quality of teaching is sound. Lessons are planned to provide a suitable range of activities. Due praise is used effectively to motivate the pupils and improve the general standard of their work. All lessons include an appropriate element of warming up and cooling down, and the management of the pupils' behaviour is satisfactory.
104. The outdoor facilities for physical education are satisfactory, with ample grassed and hard-surfaced outdoor areas. The use of the hall is restricted by its use for other purposes such as for storing resources for other subjects, and for one of the two small libraries. There is an adequate range of small and larger apparatus, which is effectively used to support the work.

105. Good progress has been made since the last inspection in ensuring that all pupils dress appropriately for lessons. Pupils' response is now satisfactory. No unsatisfactory teaching was seen, but teachers are under pressure to achieve their intended learning outcomes in the time available during lessons, as activity time in the hall is severely restricted due to the lack of space available in the school. This in turn disrupts other lessons. Apart from football, there is little opportunity for extra-curricular sport activities. Indoor accommodation for teaching the subject is barely satisfactory as adequate space for energetic activity is severely restricted.

## **RELIGIOUS EDUCATION**

106. Owing to the way in which religious education is time tabled, it was only possible to observe two lessons during the inspection. Some work was available in the pupils' topic books. The inspection judgements are made taking into account the observation of two lessons, scrutiny of work and teachers' plans. The pupils achieve standards that are in line with the levels set out in the locally agreed syllabus. In both the lessons observed, pupils were learning about the Chinese New Year.
107. In one lesson, Year 2 pupils were learning that the festivals are characteristic of more than one religion and were relating very well to their own experiences of Christmas, Diwali and Eid. The teaching in this lesson was good, it was characterised by good planning, good management of pupils. The teacher kept a close focus on the religious theme and skilfully stimulated discussion using a variety of artefacts available in the school. A pupil of Chinese heritage related first hand experiences. This helped pupils to make good progress in, learning about the religion and learning from the religion. The lesson made a good contribution to the pupils' spiritual, moral, social and cultural development. In this lesson, behaviour was good, and the majority of pupils showed respect for other's beliefs and practices and this enabled pupils to make good progress.
108. In the younger pupils' lesson, pupils' own knowledge and understanding of the festivals they celebrate, although satisfactory, was not used to fully extend learning. The artefacts and books available were not used to stimulate and excite pupils to learn about the festival and this had a detrimental effect on pupils' understanding of religious festivals and their importance in religion.
109. The requirements of the local education authority's agreed syllabus are met. The curriculum planning indicates that all the core units are taught. The school has begun to collect artefacts and other resources such as pictures and books in all the six major faiths represented in Great Britain. The co-ordinator, along with the head teacher, monitors planning and scrutinises pupils' work. However, she has not as yet monitored lessons to improve standards further.
110. Since the previous inspection the school has made satisfactory progress. The agreed syllabus is fully implemented and resources and artefacts are collected satisfactorily.