

# INSPECTION REPORT

## **WRAYSBURY PRIMARY SCHOOL**

Staines Middlesex

LEA area: Windsor and Maidenhead

Unique reference number: 109907

Headteacher: Mr M A Bridges

Reporting inspector: Mr Adrian Everix  
23079

Dates of inspection: 28<sup>th</sup> – 31<sup>st</sup> January 2002

Inspection number: 194005

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:	4 to 11
Gender of pupils:	Mixed
School address:	Wraysbury Primary School Welley Road Wraysbury Staines Middlesex
Postcode:	TW19 5DJ
Telephone number:	01784 482603
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A P Moran
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23079	Adrian Everix	Registered inspector	Science Geography Physical education	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
8941	John Fletcher	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?
25778	Andrew Hicks	Team inspector	Mathematics Information technology Design and technology Music	
18703	Christine Canniff	Team Inspector	Equal opportunities Special educational needs. Art History Religious education	How good are the curricular and other opportunities offered to pupils?
30823	Brenda Clarke	Team inspector	Areas of learning for children in the foundation stage. English as an additional language English	

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

### **INFORMATION ABOUT THE SCHOOL**

Wraysbury Primary School teaches pupils between the ages of 4 and 11. At the time of the inspection there were two hundred and eighty pupils on roll, all attending full-time. Approximately five per cent of pupils claim free school meals, which is below the national average. Eleven per cent of pupils are Traveller children and eight per cent are from other minority ethnic backgrounds. These proportions are higher than in most schools. Fourteen pupils speak English as an additional language but none are at an early stage of learning English. Fifty pupils are on the special educational needs register and six have statements for their needs. The proportion needing extra support for special needs is average compared to other primary schools nationally. Taken together, pupils' achievements when they start school are typical of those nationally. For a variety of reasons, there has been a high turnover of staff during the past few years. This has not been helpful in the school's drive to raise standards. No teachers have left in the past two terms and a new headteacher was appointed in September 2001.

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

This is an effective school that is managing its improvement well. The headteacher and staff have created an ethos that strongly supports learning. Consequently, behaviour is good and pupils develop positive attitudes to their work. The overall quality of teaching is good and there are indications that attainment is rising. However, the actions and initiatives which have resulted in good learning in lessons, have yet to be reflected in overall high achievement. By the end of Year 6, pupils' attainment is broadly average and their achievements are satisfactory. Taking these factors into account the school is providing sound value for money.

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

- ◆ The overall quality of teaching and learning is good.
- ◆ Pupils' attainment in mathematics has risen and is now above average by Year 6.
- ◆ The headteacher and senior staff provide strong leadership which is clearly aimed at raising standards.
- ◆ Pupils enjoy school and develop very positive attitudes to learning as they get older.
- ◆ Pupils are taught right from wrong and to get on well with each other.
- ◆ Very good relationships within the school community promote a caring and harmonious atmosphere.

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

- ◆ Standards in English, especially the writing and spelling of older pupils.
- ◆ Attainment in information and communication technology (ICT), which is below that expected nationally by Year 6.
- ◆ The planning of some aspects of learning for reception children.
- ◆ The overall rate of attendance.

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

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

The school was last inspected in May 1997 and was found to have a number of significant weaknesses. The overall improvement since that time has been good. All key issues have been addressed well, especially those relating to the appraisal and monitoring of teaching, financial planning and the overall aims of the school. Test results in English, mathematics and science show a steady increase over the past few years, in line with the national trend. Overall, standards in relation to national expectations are similar to those of the last inspection. Attainment is higher in mathematics, and pupils with special education needs are

now making good rather than just satisfactory progress. However, there is still much scope for improvement, especially in English and ICT. The quality of teaching is better and is now good overall. The high commitment of the leadership and staff to improve the quality of education, show that the school is in a strong position to improve further.

## 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	D	E
Mathematics	B	D	C	D
Science	B	C	C	C

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

Children start school with skills and knowledge similar to those expected nationally. By the time they start Year 1 children's attainment is likely to be average, with strengths in their personal development and knowledge of the world around them but weaknesses in their creative work. By the end of Year 2 attainment is average in English, mathematics, science and ICT. Standards in pupils' writing have risen in comparison with those shown on recent test results at the end of Year 2. By the end of Year 6, attainment in English is below average. This is due to weaknesses in pupils' writing, especially the standard of spelling. Recent initiatives to improve this are yet to have a significant impact on standards. Attainment in mathematics has risen sharply this year compared to recent test results and is now above average by Year 6. The work done to improve teaching strategies in numeracy has had a significant impact. Overall, pupils' standards in science are those expected for their ages. However, recent work in Years 5 and 6 is above average. Test results in English, mathematics and science have risen in line with the national trend. Challenging targets have been set for the 2002 tests in English and mathematics. Indications from current work are that these are likely to be met in mathematics but not in English. Although they are rising, standards in ICT are below average by Year 6. The school has invested much in equipment and training but the new innovations have not yet had time to make up previous lost ground. In all other subjects, apart from art, music and PE, where overall judgements were not possible, pupils in Years 1 to 6 meet the standards expected for their ages. Currently, pupils' overall achievements are satisfactory.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about the school.
Behaviour, in and out of classrooms	Good. Pupils act maturely in lessons and take their learning seriously. Behaviour is nearly always good in and around the school site.
Personal development and relationships	Very good. Relationships amongst pupils and with all adults are very good and make a significant contribution to learning. Older pupils sensibly carry out their extra responsibilities and so become mature members of the school community.
Attendance	Attendance figures are slowly improving but they are still significantly lower than national averages. Although the school has worked hard to encourage better attendance, a small number of parents take holidays in term time and a few regularly take pupils out of school on certain days of the week. Pupils are punctual and lessons start on time.

## TEACHING AND LEARNING

Teaching of pupils in:	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 and learning observed ranged from satisfactory to excellent and was good overall. Strengths in the teaching of reception children include the development of their social skills and their understanding of the world around them. However, lesson planning in this part of the school is not as structured as it should be and some learning opportunities are missed, for example, in children's role-play activities and creative skills. In all parts of the school, teachers are good at managing and motivating pupils. Consequently, pupils work hard and have good levels of concentration. Lessons are usually presented in a lively manner and this generates pupils' interest in their learning. In the most effective lessons, expectations of what pupils can achieve are high and the lessons have a variety of activities to ensure a quick pace to learning. The teaching of numeracy is good and has led to pupils' good mathematical achievement by Year 6. English teaching is also good but recent innovations in the teaching of literacy have yet to impact on overall attainment in the subject. The school is currently meeting the needs of its pupils well. Teachers are very good at actively including all pupils in their learning whatever their background or ability.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All the required subjects are taught and planning takes suitable account of the mixed age classes. The curriculum for reception children does not ensure enough structure in some aspects of their learning. The range of activities outside lessons, including residential trips for pupils aged 7 to 11, is good. Not enough use is made of the local area to support learning.
Provision for pupils with special educational needs	Good. Pupils' individual education plans are clear and reviewed regularly. Effective support provided by learning assistants enables pupils to make good progress against their individual targets. Some specialist small-group teaching enhances provision.
Provision for pupils with English as an additional language	All these pupils use English confidently and do not require any extra support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, good provision for personal development. The school is very effective in promoting pupils' moral awareness such as honesty, fairness and the understanding of right and wrong. Social development is good, pupils are taught to be responsible and to work and play together well. Spiritual and cultural development are satisfactory.
How well the school cares for its pupils	The school looks after its pupils well. Pupils from all backgrounds are treated equally. There are good procedures for checking health and safety matters. Pupils understand the clear code of behaviour and value the very effective system of rewards. Good systems for assessment in English and mathematics help teachers to track pupils' progress and adapt learning. In some other subjects, assessment procedures are not fully developed.

The school has an effective partnership with parents. They are actively involved in several aspects of school life and have a significant impact on its work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, very well supported by the acting deputy head and senior staff, provides very good leadership and management. There is a clear vision for the school's development.
How well the governors fulfil their responsibilities	All statutory requirements are met. Governors are supportive of the school and most have a sound understanding of its strengths and weaknesses. They are fully involved in planning the school's future.
The school's evaluation of its performance	The evaluation of teaching is effective and leads to improvements in pupils' learning. Test results are analysed in detail to identify and rectify weaknesses in performance. The school's improvement plan is based on a careful evaluation of all aspects of the education provided.
The strategic use of resources	Financial planning is very good and clearly linked to the school's improvement plan. The school endeavours to get best value when making purchases and considers a number of factors before spending. Learning

	resources are used well apart from the application of ICT in different subjects.
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Staffing levels are good. Resources are good in most subjects. However, there is not enough outdoor equipment for reception children. Accommodation is good overall but the library has only space for a small number of pupils.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>◆ Their children like school</li> <li>◆ The teaching is good and their children are expected to try their best</li> <li>◆ Children make good progress</li> <li>◆ The school is well led and managed</li> <li>◆ Behaviour is good and children are taught to become mature and responsible</li> <li>◆ They feel comfortable about approaching the school with questions or problems</li> <li>◆ There is a good range of activities outside lessons</li> </ul>	<ul style="list-style-type: none"> <li>◆ The information they have about their children's progress</li> </ul>

Parents have very positive views about the school and inspectors agree with the points that please them most. There are suitable arrangements to discuss children's progress at parents' evenings each term and teachers are regularly available to see parents at other times. However, pupils' annual reports do not always provide enough information on how well children are performing compared with standards expected nationally.

## **PART B: COMMENTARY**

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

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

1. Children's skills and knowledge when they start in the reception class are wide ranging but overall they are typical for their ages in literacy, numeracy, knowledge and understanding of the world and physical development. Their speaking and listening skills and social and creative development are above average. By the end of the Foundation Stage (reception class) nearly all children are likely to meet and about a quarter exceed most of the expected learning goals. In relation to their starting points on entering school, children's achievements by Year 1 are satisfactory overall. Children attain above average standards in personal and social development and in their knowledge and understanding of the World. In physical development, standards are satisfactory overall but greater progress is restricted by the inadequate outdoor equipment. Weaknesses in the planning of work mean that in some aspects of creative development, pupils are not achieving the standards of which they are capable. In other aspects of their development, pupils' attainment is average.

2. Results in national tests taken at the end of Year 2 have improved significantly since 1998 when they were well below the national average. In 2001 they were in line with the national average for reading, below in writing and well above in mathematics. Inspection evidence shows that there have been significant improvements in the quality of writing and more pupils are achieving higher levels than in the 2001 test. Overall, attainment by the end of Year 2 is now similar to that expected nationally in English, mathematics and science. Attainment is not as high as indicated by the 2001 assessments in mathematics and science; this is due to different ranges of attainment in the groups taking the tests rather than significant weaknesses in pupils' learning. In information technology, pupils are on target to meet national expectations by the end of Year 2.

3. Over the past few years, results in the national tests at the end of Year 6 have improved in line with the national trend. In the 2001 tests, results were in line with the national average for mathematics and science but below average in English. Taking all test results together they were around the national average. Inspection findings show that despite attaining above average standards in speaking and listening and average standards in reading, there are significant weaknesses in pupils' spelling which result in writing standards being below expectation. This is because, in the past, teachers have placed insufficient emphasis on the importance of spelling words correctly and have not insisted that pupils learn from their mistakes. The good learning in lessons seen during the inspection, based on improved methods for teaching writing, is helping to raise standards. However, this has yet to have a major impact on overall attainment and pupils' achievements are currently below what they should be. The work done to improve strategies for teaching numeracy over the past year has resulted in sharply raised standards by the end of Year 6. Attainment is now above average and pupils are achieving well. Overall, pupils' standards in science are those expected for their ages. However, in the work on forces and living processes seen during the inspection, pupils in Years 5 and 6 were attaining above average standards and achieving well. Standards achieved by eleven-year-olds in ICT are below average. This is because, although the school has comparatively recently invested heavily in new equipment, the benefits of the new computers have come too late for the oldest pupils and they have not been able to make up the earlier lost ground.

4. By the end of Years 2 and 6, pupils are attaining the standards expected in design and technology, geography, history and religious education. There was not enough evidence to judge overall standards in art, music and physical education. However, standards in singing are satisfactory by Year 6.

5. Test results have shown a fluctuating picture with regard to the attainment of boys and girls. Taking the last three years together there is very little differences in their overall results. No significant variations in the attainment or progress of boys and girls were noted during the inspection.

6. Throughout the school, pupils with special educational needs have individual education plans and the targets set for their learning are clear. Support in class and teaching in small withdrawal groups enables pupils to make good progress in relation to their learning difficulties and prior attainment. There is not enough evidence to judge the overall progress of gifted or talented pupils. However, a few have been identified in mathematics in Years 5 and 6 and they are achieving well. These pupils are being challenged in lessons and are on target to achieve standards well above that expected for their age.

7. In relation to the judgements at the last inspection overall improvement in standards has been satisfactory. There have been improvements in mathematics, science, geography and the progress of higher ability pupils. Although overall attainment in English is lower than judged then, that inspection identified weaknesses in speaking, extended reading and the depth of writing. In other subjects, where judgements were possible, standards are similar to those of the last inspection.

8. Taking into account pupils' prior attainment, their overall achievements are satisfactory throughout the school. This includes Traveller children, pupils from other ethnic minorities and higher attaining pupils.

9. The difference between the good teaching and learning observed and overall satisfactory achievement is probably attributable to two factors. Firstly, there has been a large turnover of teaching staff during the past two years, including changes in senior management. This is likely to have affected pupils' progress. Secondly, the school identified weaknesses in aspects of its teaching, especially in English and mathematics. These have been largely addressed and have already had an impact on attainment in mathematics. In English, there is still some way to go to raise attainment in writing, especially for the older pupils, so although learning is improving standards are still below what they should be.

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

10. Pupils' attitudes to the school and to their learning are very good and make a significant contribution to their learning. Parents are almost unanimous in saying that their children like school and discussions with pupils confirm they are happy to attend. Pupils are very enthusiastic about the various activities, including school clubs. For example, a group of Year 5 girls talked in detail about how they were enjoying their current history topic on Victorian schools. A group of Year 6 pupils spoke enthusiastically about their involvement in the choir, various sporting clubs and their enjoyment of a "great" residential visit to the Lake District. In lessons, the vast majority of pupils show a real interest in their work and a genuine enthusiasm to extend their knowledge and understanding. They are very often excited by the learning, are keen to contribute, persevere and exhibit pride in their achievements. This was evident in a Year 1/2 music lesson where pupils tried very hard to play their instruments in time together and showed clear elation on their faces when they succeeded.

11. Pupils' behaviour in the school is good and contributes to a safe and orderly

environment. In the vast majority of lessons, pupils act maturely, interact with teachers politely and maintain concentration well. Pupils understand and respect the behaviour code and respond positively to encouragement, praise of their own and other's achievements. Year 6 pupils explained that the rules covering behaviour are sensible and fair and that all teachers in the school expect the same standards. There have been no exclusions from school for almost two years.

12. Around the site at break times behaviour is generally good although inspectors did witness some boisterous behaviour on the stairs by Year 3 and 4 boys. During the inspection most pupils greeted inspectors politely and had the confidence to exchange pleasantries with good humour. Behaviour was good in the playground and orderly in the dining room. There was no evidence of bullying, sexism or racism during the inspection. A Year 6 pupil identified a strength of the school as being the opportunity to meet and become friends with children from many different countries.

13. Relationships amongst pupils and with all adults in the school are very good and make a significant contribution to learning. The positive rapport between children and adults creates a high level of trust which enables pupils to discuss problems and seek advice on both personal and academic issues. In many lessons there were very good examples of pupils working harmoniously in pairs or small groups and sharing equipment happily. They listened to others' views attentively and showed respect for others' feelings. In a Year 5 and 6 history lesson there was a high level of understanding shown for pupils who found the role-play exercise a little embarrassing. At breaks children play and chat amicably in small groups. An accidental collision in the playground during a football game resulted in one boy supporting and comforting his friend in a genuinely concerned manner. Children's levels of personal and social development are good. They willingly and proudly take responsibility for aspects of day to day school life. For example, Year 6 pupils courteously staff the reception desk at lunchtimes and help care for younger children during wet breaks.

14. The good behaviour reported at the last inspection has been maintained. Relationships and attitudes to the school have improved.

15. Attendance is well below the national average and is therefore unsatisfactory. However, it is an improving picture with the difference between national averages and the school figures falling steadily from 2% in 1998/9 to 1.5% in 2000/2001. In the last school year attendance was 92.4% (nationally for 2000/2001 it was 93.9%) with very low unauthorised absence. In the first term of the current year attendance improved to 92.8%, which is a similar figure to the last inspection. Figures are affected by the absence of pupils whose parents regularly take them out of school on certain days of the week or who take family holidays in term time. This is not helpful to the progress of those few who are absent on a regular basis. The school is using many strategies to try and improve the level of attendance and these are having a slow impact on the overall figures.

16. Punctuality to school in the morning is good, lessons start promptly and, consequently, children are quickly engaged in their work. This is an improvement since the last inspection.

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

17. The quality of teaching and learning observed was good overall and ranged from excellent to satisfactory. In Years 1 to 6 nearly seven out of ten lessons were judged to be good or better. Teaching in the reception class was satisfactory overall. In this stage of the school, there are strengths; but also some weaknesses which limit children's learning. Very positive relationships have been established, the social development of the children is good

and learning is made fun so the children enjoy their work. However, planning for some aspects of learning is too general and the educational purpose of some activities is not clear. Insufficient emphasis is given to some aspects of children's creative work

18. In the lessons seen in Years 1 to 6 teachers demonstrated a good overall knowledge and understanding of the curriculum. They answer pupils' questions confidently and give clear explanations. For example, in a science lesson the teacher showed pupils why a line graph was not the best way to illustrate the results of friction tests. In another, a teacher's very good knowledge of the Victorian period helped the pupils to make interesting comparisons between schools at that time and their own experiences. Teachers have a good knowledge of specialist subject vocabulary and use this well. This was evident in several literacy lessons, including those in Years 3 and 4 where pupils were taught such terminology as 'imperative verb', 'bullet point' and 'plural'. Occasionally, teachers' expertise varies. For example, in different music lessons this was a significant factor which resulted in pupils' learning ranging from satisfactory to very good.

19. The teaching of basic skills in numeracy and literacy lessons was good. In nearly all lessons teachers' expectations were high. They expected pupils to work hard and try their best. This resulted in pupils making a sustained effort, concentrating well and producing good quantities of work. In a few lessons, teachers allowed pupils to talk too much in the group-work sessions and their rate of learning slowed. The teacher's very high expectations were a strong feature of an excellent numeracy lesson for older pupils. A high level of challenge was provided for all pupils, including higher-attainers who were successfully solving problems which involved finding the equivalent value of fractions and decimals. In most lessons, including those in 'sets' for English, mathematics and science, work is well matched to pupils' needs.

20. Teachers' lesson planning and the methods they use in lessons are usually effective. Teachers plan together to ensure there is consistency across classes in the same year group and that the objectives for each lesson are clear. The objectives are often shared with the pupils and reviewed at the end of the lesson, helping pupils to understand the purpose of their learning. Lessons usually have a good structure and pace. Teachers give clear explanations which often generate much interest amongst pupils. In a literacy lesson for Years 1 and 2, the teacher used a puppet to help introduce the lesson and generated enthusiasm for the written tasks, by asking them to think of questions to ask 'Jack' about his beanstalk when he 'visits' the class in a forthcoming lesson. In a few literacy lessons, too long was spent introducing the session and this restricted the time for other activities. Consequently learning was not as effective as it could have been.

21. A strong feature of teaching throughout the school is the successful management of pupils' behaviour resulting in a calm, productive atmosphere. Despite many staff being relatively new, there was a consistency in the use of rewards and sanctions. The very good relationships between adults and pupils successfully promote pupils' positive attitudes to learning. Teachers are very successful in including pupils of all backgrounds and abilities in the lesson. Pupils sometimes work co-operatively in groups, for example in science. However, their level of independence is not as strong as other aspects of their learning, for example in using individual research skills.

22. The teaching of pupils with special educational needs is good. Effective support staff are deployed well in most lessons and have a significant impact on pupils' learning. They work closely with teachers in a successful partnership and are clear about their role. For the most part, support staff are effectively deployed in whole class sessions, supporting and encouraging individual pupils. Where pupils are given more specialist group teaching, away from the main class, this is well planned and effective.

23. Apart from ICT, which is not used enough to support learning especially for older pupils, resources are generally used well in lessons. Teachers are well prepared and no time is wasted getting equipment and materials out. Suitable amounts of homework are set to consolidate and extend learning in lessons.

24. A good feature of teachers' ongoing assessment is the use made of annotations on daily planning to help adapt the next lesson. Work is satisfactorily marked with some useful advice, for instance on correcting mistakes. However, the value of these comments is reduced because they are often not followed up by the pupil or the teacher. The school's guidance on correcting spelling is not followed by every teacher. In the junior classes, pupils are given individual targets in their exercise books. However, in English they are not always reviewed regularly and some pupils have forgotten them. Some literacy targets are too general and not easily measurable. This limits pupils' understanding of how well they are progressing and what they need to do to improve.

25. Teaching has improved from the last inspection with a significantly greater proportion of good and very good lessons.

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

26. Overall, the school provides a suitable range of worthwhile learning experiences. All National Curriculum subjects and religious education have an appropriate proportion of teaching time to ensure the curriculum is balanced. However, the total number of teaching hours in Years 3 to 6 is about thirty minutes a week less than that recommended nationally. This limits the school's flexibility to provide extra time for targeting priority areas, such as spelling. All areas of learning for reception children are taught but weaknesses in planning mean that some activities, especially children's creative development, lack breadth.

27. Despite the above weakness, overall improvements made to curriculum planning since the last inspection, are good. There is a clear curriculum framework, which outlines a two-year cycle of topics tailored to meet the needs of pupils in the mixed age classes. Schemes of work are based on national guidance and show what the pupils will be taught in each phase. Teachers from classes in the same year group plan together, so that they cover the same work. The content of the religious education curriculum has been completely revised and closely follows the guidance provided by the locally agreed syllabus.

28. Teachers make good use of the national strategies for literacy and numeracy. Planning for pupils' learning in these subjects is good and the work is suitably matched to the varied needs of pupils. The organisation of pupils into ability 'sets' in Years 1 to 6 and extra support for pupils, including booster classes and help for those pupils with specific language difficulties, is having a positive impact on learning. Pupils in Years 5 and 6 are also set for science and this arrangement works well as is evident in the good levels of achievement seen during the inspection. Pupils' literacy and numeracy skills are satisfactorily developed in other subjects but ICT skills are not consistently well planned across the curriculum.

29. The school is very successful in promoting equality. It ensures that all pupils, including Traveller children, those from other ethnic minorities and pupils with special educational needs are valued and fully involved in all aspects of the curriculum. Extra teaching support provided by the local authority for Traveller children has been withdrawn over the past two terms because of priorities elsewhere. However, staff are benefiting from extra training and advice from specialists in the authority and are working hard to promote these pupils' progress.



30. Provision for pupils with special educational needs is good. Pupils receive effective support from teachers and learning support assistants to help them achieve the targets set out in their individual learning plans. These targets are clear and mostly well focused, although some are not quite specific enough to be easily monitored. There is a good range of intervention strategies to support these pupils, for example, Early Literacy Support for pupils in Year 1, the Additional Literacy Strategy, Springboard mathematics, and Speech and Language Therapy classes. These initiatives are helping to raise pupils' confidence and to accelerate their progress.

31. The school provides a good range of activities outside lessons, which gives pupils opportunities to further develop their skills and interests, for example, in sports, music, nature study and in learning another language. Pupils have opportunities to take part in sports competitions with other local schools and links have been established with the local church. However, insufficient use is made of the local area to enhance pupils' learning in subjects such as history and geography.

32. Overall, provision for pupils' personal development is good which is an improvement on the satisfactory judgement at the last inspection.

33. The school makes good provision for pupils' social and personal development. From the time they start school, pupils follow a structured programme of personal, social and health education (PSHE), that addresses a wide range of issues. For instance, a Year 5/6 lesson explored pupils' understanding of bullying and its consequences. Other issues such as friendship, feelings, personal safety, sex education and drug awareness are all addressed well at various times. All pupils take part in annual musical and dramatic productions, and older pupils enjoy short residential trips away from the school. The teamwork needed for school productions to be successful, and challenging activities, such as abseiling, contribute well to pupils' growing independence and self-reliance. Pupils have many opportunities to help in the day-to-day running of the school, such as answering the telephone and helping to supervise younger pupils during wet lunchtimes. They take their responsibilities seriously. Consistent approaches from all adults ensure that pupils know what is socially acceptable and contribute effectively to the development of pupils' self discipline as they get older.

34. Although provision for pupils social development is good, they have too few opportunities to develop independence in learning, for example by individual research in the school library. There is no formal system for pupils to express their views on school life, such as a school council.

35. Provision for pupils' spiritual development is satisfactory. School assemblies provide good opportunities for personal reflection and prayer. At other times, religious education lessons provide satisfactory opportunities for pupils to explore the religious values and beliefs of others. In subjects such as art and music there are too few opportunities to appreciate aesthetic and artistic excellence.

36. The school makes very good provision for pupils' moral development. The caring and supportive school ethos and everyday management practices provide a consistent framework within which pupils learn to be responsible for their own actions and behaviour. There is a very high level of mutual trust and respect between all adults and pupils, which effectively promotes values such as honesty, fairness and understanding of right and wrong. All adults are excellent role models. Moral issues such as respect for others' feelings and friendship are regularly explored in PSHE lessons and assemblies. The effectiveness of the school's provision for moral development is very well reflected in the high quality of relationships and respect that pupils have for their teachers, other staff and each other.

37. Provision for pupils' cultural development is satisfactory. For example, studying life in Victorian times contributes well to pupils' understanding of their own historical heritage. Caribbean poetry, the study of major World religions, French and German clubs and singing songs from other countries contribute satisfactorily to pupils' growing awareness of life in multi-cultural Britain and further afield.

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

38. The school's procedures for ensuring pupils' support and welfare are good. Good procedures for child protection ensure the school is vigilant and sensitive in exercising its responsibilities. The good care of pupils has been maintained since the last inspection.

39. Staff know pupils very well and have their well being uppermost in their minds. Pupils of all backgrounds are carefully monitored and support is given to ensure they feel safe and valued. Further good support is given to pupils' personal development through PSHE lessons, assemblies, the increasing responsibilities given to pupils as they get older and other opportunities, such as annual residential trips.

40. The school has good systems to ensure that health risks and safety hazards are identified, registered and dealt with. There are regular evacuation practices and appropriate records of fire prevention and electrical appliance inspections. Staff teach pupils to follow safe procedures and practices. First aid supplies are available in the medical room and at other key points, and two trained first-aiders and a qualified children's nurse are on the staff. The welfare assistant cares for pupils with minor injuries and sickness and maintains comprehensive records of incidents. Clear procedures and information regarding medicines and pupils' medical conditions ensure that staff deal carefully with incidents.

41. The school has sound procedures in place for monitoring and promoting attendance. Registers are taken efficiently and administrative staff consistently follow up unexplained absence and lateness on a daily basis. Attendance data is regularly analysed to identify individual and group trends. The school works hard to improve overall attendance by constantly encouraging pupils and parents. Pupils respond positively to the award of certificates for good and improved attendance, and are enthusiastic about attendance competitions which can trigger privileges for the winning classes. However, so far the efforts to improve the attendance of a small minority of pupils has had only a small impact.

42. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. They make a positive contribution to pupils' progress by ensuring an orderly learning environment. Pupils from Years 5 and 6 were keen to express how they valued the public presentation of certificates and awards. Teachers monitor pupils very closely and are immediately aware of increasing instances of unsatisfactory or antisocial behaviour. Appropriate intervention programmes are quickly implemented.

43. Since the last inspection when very little was in place, the school has made good improvements to the way in which pupils' achievements are assessed and monitored. Overall, procedures for assessing pupils' progress are satisfactory. They are good in English and mathematics and satisfactory in science. Test and assessment data is analysed in detail and this information is used effectively to help plan pupils' learning and to match tasks to pupils' needs. Information in English and mathematics is used especially well to track progress, to set targets, to identify pupils who need additional support or extension work, and to place pupils in the most suitable teaching 'set'. Systems for assessing and recording pupils' attainment are not fully established in other subjects. This makes it difficult for the school to track pupils' progress and achievement in these subjects.

44. The school has effective systems to identify, assess, support and monitor those pupils with special educational needs. Timely and appropriate help is given to all pupils. The targets set for these pupils' individual education plans are regularly monitored and reviewed. The school has effective liaisons with outside agencies, such as the Speech and Language Therapy Service who offer valuable specialist help to the school. The school makes good provision for those pupils with statements of special educational need.

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

45. Responses to the inspection questionnaire and at the consultation meeting show that parents hold very positive views of the school and its work.

46. A small number of parents raised concerns over the information provided on pupils' progress. The school has parents' evenings every term to discuss progress and the headteacher or staff are available to discuss parental concerns or worries at any time. However, as was the case at the last inspection, pupils' annual reports do not provide consistent statements of what children know in relation to the standards expected nationally, especially in the non-core subjects. A few adverse comments relating to homework were made at the pre inspection meeting for parents. However, whilst acknowledging that a few parents have been dissatisfied, inspectors find that, overall, homework is set in accordance with the timetable, is appropriate to consolidate classroom learning and is regularly marked.

47. The vast majority of parents are very supportive of the school. The level of parents' support and interest in the school and in their children's education is reflected in the large numbers of parents attending formal evenings and school functions. A significant number of parents make a positive contribution to the education provided by helping in the school, on trips and with extra curricular clubs. The Parent, Teacher and Friends Association is a very active body and makes a major contribution to enhancing the learning environment through voluntary refurbishment and redecorating, and by raising large sums of money used effectively to supplement resources in the school. Although the good links with parents contribute positively to pupils' learning, a few parents are not yet fully supportive of the school in its drive to raise attendance levels.

48. The quantity and quality of information made available to parents about the school are good. The information includes details of work to be covered each term and is effective in encouraging involvement in the life of the school. Literacy and numeracy evenings and information about termly curriculum topics are valuable in helping parents to support their children's learning at home. A few parents are keen to have more information, especially on new techniques for teaching numeracy.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. The headteacher, very well supported by senior staff, provides very good leadership and has a clear vision for the educational direction of the school. The many issues relating to the school's management at the last inspection, including financial planning and the monitoring of teaching, have been very effectively addressed by the current and previous headteacher.

50. The new headteacher took up his appointment at the school in September 2001. He has succeeded in establishing high staff morale and a strong commitment to raising standards.

51. Management in the school is very good. A clear management structure ensures that there are effective systems for communication and decision making. Phase co-ordinators, including the acting deputy headteacher, are responsible for the three main age ranges. They have weekly meetings with staff in each phase to discuss issues and they form the Senior Management Team which meets with the headteacher on a regular basis. Communication and staff cohesiveness are further promoted by daily morning briefings.

52. The school's strategy for performance management and appraisal is very good. The school had a very positive evaluation by an external assessor who highlighted the excellent range of evidence underpinning a robust system. Teachers are very positive about the system and see it as an essential part of their professional development.

53. The monitoring and support of teaching and learning are good. Their effectiveness is reflected in the overall good quality teaching seen during the inspection. The headteacher and phase co-ordinators frequently observe teachers and monitor pupils' work. Written and oral feedback is provided for both these activities and issues arising are discussed at phase meetings and form the basis for staff and school targets. Professional training is clearly linked to these targets. Subject co-ordinators monitor work and planning frequently but, apart from in English and mathematics, they have had few opportunities to observe teaching. Time has been allocated during the forthcoming year to do this and to consequently increase the co-ordinators' understanding of the strengths and weaknesses in their subjects. The provision for special educational needs is managed well. Documentation is regularly updated and individual education plans are monitored. Support staff are well deployed to teach pupils in small groups.

54. The school gives effective support to teachers in training. During the inspection, two students were in school and took a full part in its life. The teachers they were working with wrote detailed notes whilst observing the students teach and then discussed the strengths and weaknesses of the lessons with them. The phase co-ordinators ensure that any new members of staff settle into the school and understand its procedures. Newly qualified teachers have mentors and their work is regularly monitored. However, there have been no opportunities for the reception teacher to widen her expertise by looking at Foundation Stage provision and observing teaching in other schools. This is particularly significant, as there is currently only one reception class at Wraysbury.

55. The School Improvement Plan is correctly focused on the priorities of raising standards and improving the quality of education. Most of the main issues for action from this inspection are identified in the plan. The action taken to meet the targets has been good. In mathematics, improvement has been rapid but there is still some way to go before the initiatives have a full impact on attainment in English. Finance is matched very closely to the school's priorities and used for the benefit of pupils. For example, the decision to increase support staff has had a positive impact on pupils' learning. Good use is made of specific financial grants, including extra literacy support, the standards fund and special educational needs, to support learning. Overall, the school applies the principles of best value well. Purchases are made only after considering which provide the greatest value. Consultations regarding major decisions are held, for example when seeking parents' views on possible nursery provision. The school rigorously evaluates its own performance and sets challenging aims for improvement in standards. Well judged strategies, including a thorough analysis of test results, are used to identify and rectify weaknesses in learning.

56. Office administration is very efficient and supportive of management. Very effective use is made of new technology for school records and analyses.

57. Governors meet all their statutory duties. Most have a sound understanding of the strengths and weaknesses in the school. Several are regular visitors and use their expertise well to support the school, for example in health and safety matters and finance. Governors are fully involved in guiding the direction of the school and ask relevant questions, for example about styles of management, to satisfy themselves that the right decisions are made.

58. The school promotes its values very well, especially those regarding equal opportunities and pupils' moral development. It is working well towards meeting its aim of high academic standards but still has some way to go before this is achieved.

59. The school has good levels of staff. Part-time teachers give co-ordinators and management valuable release time from their classes and an extra teacher has been employed for 'booster' classes. Well-qualified, effective support staff are deployed well. The school's accommodation is good. A large hall, playing fields and a swimming pool are all good features. The first floor rooms are a little cramped for the number of pupils and the library can only accommodate a small group. Overall, the school has good resources which support learning in several subjects including English, maths and information technology. However, outdoor equipment for the reception class is very limited and does not contribute well to children's physical development.

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

60. In order to raise standards the school should now:

A. Raise attainment in English by:

- ◆ further developing and implementing strategies to improve pupils' writing, especially spelling;
- ◆ providing more opportunities for pupils aged 7 to 11 to read;
- ◆ improving the library accommodation so that it is easier for pupils to develop independent study and research skills;
- ◆ ensuring that all pupils have a clear understanding of their individual ongoing targets for improvement in English and involving them more in assessing their own progress.

(See paragraphs 3,19,21,24,59,75-86)

B. Raise attainment in information and communication technology (ICT), so that by the age of 11 pupils:

- ◆ have learnt the skills and knowledge in the subject at the levels expected nationally;
- ◆ have applied and developed their ICT skills effectively in subjects across the curriculum.

(See paragraphs 3,23,28,114,123-130,137)

C. Improve learning in the Foundation Stage by:

- ◆ more clearly planning the purpose of each activity and the aspects of learning to be developed;
- ◆ taking better account of the needs of different groups within the class;
- ◆ improving the provision for structured play, creative development and outdoor equipment;
- ◆ providing opportunities for staff to develop their expertise in the Foundation Stage, for example by observing and evaluating practice in other schools.

(See paragraphs 1,17,26,54,59,61-74)

D. Maintaining the procedures for encouraging good attendance and continuing to seek further initiatives to help reduce the rate of absence.

(See paragraphs 15,41,47)

The school has already identified issues A, B and D in its improvement plan.

In addition to these issues, governors should consider the following points for inclusion in their action plan:

- a) Reviewing the weekly teaching time for pupils aged 7 to 11, and deciding, in the light of the above issues, whether it should be increased to that recommended nationally. (See paragraph 26)
- b) Improving pupils' reports so that parents have a clearer understanding of how pupils are performing in relation to standards expected nationally. (See paragraph 46)
- c) Developing improved, common systems for assessing and recording pupils' progress in subjects where there are weaknesses. Ensuring that these are useful in tracking progress and helpful in planning future learning without making unrealistic demands on teachers' time. (See paragraphs 43,114,122,136)
- d) Making better use of the local area to support learning. (See paragraphs 31,118,121,145)
- e) Raising the profile of pupils' artwork around the school and making better use of sketch books. (See paragraphs 106-109)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	25	22	0	0	0
Percentage	2	17	43	38	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 more than one percentage point.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	280
Number of full-time pupils known to be eligible for free school meals	13
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	50
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	14
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	7.6
National comparative data	5.6

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	28	26	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	26
	Girls	26	26	26
	Total	46	46	52
Percentage of pupils at NC level 2 or above	School	85 (84)	85 (88)	96 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	26	26
	Girls	26	26	26
	Total	46	52	52
Percentage of pupils at NC level 2 or above	School	85 (84)	96 (91)	96 (88)
	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	22	15	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	22
	Girls	11	7	12
	Total	27	23	34
Percentage of pupils at NC level 4 or above	School	73 (75)	62 (58)	92 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	11	10	12
	Total	28	28	31
Percentage of pupils at NC level 4 or above	School	76 (73)	76 (70)	84 (80)
	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	0
Black – other	0
Indian	14
Pakistani	0
Bangladeshi	0
Chinese	2
White	238
Any other minority ethnic group	8

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	24.7
Average class size	27.2

#### **Education support staff: YR – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	192

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **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	599624
Total expenditure	596613
Expenditure per pupil	2065
Balance brought forward from previous year	1212
Balance carried forward to next year	4223

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	272
Number of questionnaires returned	94

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	1	0	1
My child is making good progress in school.	61	36	1	0	2
Behaviour in the school is good.	35	63	1	0	1
My child gets the right amount of work to do at home.	48	39	11	1	1
The teaching is good.	70	29	0	0	1
I am kept well informed about how my child is getting on.	40	45	13	1	1
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	70	25	1	0	4
The school works closely with parents.	45	47	6	0	2
The school is well led and managed.	55	40	0	0	5
The school is helping my child become mature and responsible.	60	38	0	0	2
The school provides an interesting range of activities outside lessons.	52	38	4	0	6

### Other issues raised by parents

Their dissatisfaction with the current arrangements for secondary schooling for Wraysbury pupils and how this is starting to cause pupils to move to primary or middle schools in another area.

The many improvements at the school since the last inspection.

The high turnover of staff over the past few years.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

61. Children enter the reception class in the term in which they are five. At the time of the inspection, eight of the nineteen children in the class had attended school for approximately three weeks. In this short time, the children have settled very well. They are happy, enthusiastic and confident, already listening attentively to their teacher and classroom helpers. Baseline assessments show that children's attainment is wide-ranging but overall broadly average in early literacy and numeracy skills. However, children's levels of personal development, speaking and listening skills and creative development are above those expected. Inspection findings indicate that, by the end of the school year, the majority of children will have attained the Early Learning Goals, and approximately twenty- five per cent will have exceeded them. Overall, their achievements are satisfactory. The last inspection report did not report specifically on children in the reception class so it is not possible to assess changes since then.

62. The quality of teaching in the reception class is satisfactory overall with some strengths but also some weaknesses, especially in lesson planning, which limit pupils' learning. The teacher has established very good relationships with the class, promoting a caring, secure and positive environment for learning in which children gain confidence. There is a sense of fun about the teaching that makes learning enjoyable so that children focus attentively for a good length of time. The teacher has very successful techniques for managing the class, consequently children listen carefully and work hard. A strength of the teaching is the meticulous ongoing assessment of children's progress, enabling the teacher to know their needs well, particularly in reading, writing, and personal development. Well-rehearsed routines, such as the presentation of morning and afternoon star certificates for good behaviour or work, promote a positive class ethos.

63. Planning for the teaching of literacy, physical education, musical experiences and knowledge and understanding of the world is satisfactory because work is planned in small achievable steps with clear objectives. This enables children to develop skills, knowledge and understanding in a systematic way. In other aspects the teacher's planning is often too general, and does not specify clear, achievable objectives for the activities taking place. Whilst children are always happily employed, this sometimes results in the activity lacking a clear educational purpose, and therefore limits children's progress. During small group activities, other adults in the class are used well to support children, enabling them to make good progress. However, in whole class teaching sessions, the classroom assistant is sometimes an observer, and is not actively involved. There are good links with parents. Home reading activities and well-maintained home-school diaries make a significant contribution to children's progress.

#### **Personal, social and emotional development**

64. Children's personal and social development are good. Children settle in quickly, are happy and secure, and accept the school's routines and rules. Most display high levels of confidence. The children co-operate well and play imaginatively. For example, in the class post office, one child wrote names on envelopes which were then delivered by another acting as postman. Children handle equipment with care and all are willing help to tidy up at the end of the session. They relate well to one another and converse freely. Children organise themselves and their equipment confidently. For example, four high attaining children worked totally without supervision as they cut out pictures of three-dimensional shapes and placed them in sets.

65. Teaching in this area is good. Children behave well reflecting the teacher's high expectations. They understand class and school rules. For example, they form an orderly, quiet line when walking to assembly. The teacher places great emphasis on promoting children's self-esteem, giving praise and encouragement. Children learn to work together well and share, but opportunities to develop independence through self-initiated activities are sometimes missed. Some classroom surfaces are cluttered and there is a lack of orderly storage systems to enable children to independently collect equipment and put it away.

### **Communication, language and literacy**

66. By the end of the reception year, the majority of children will have achieved the Early Learning Goals for reading, writing, and phonics, and most will have exceeded them in speaking and listening. Children listen attentively in a variety of situations. For example, in a dance lesson, children listened well to their teacher and to the music, following instructions correctly. They speak in full sentences, and answer questions appropriately. Most children identify and write their names accurately, and recognise some letter names and the sounds they make. High attaining children spell simple three-letter words correctly. They are beginning to use capital letters and full stops when writing, forming letters accurately. Those children who began school in September are making sound progress in reading simple sentences. They handle books appropriately, and most use initial letter sounds and picture clues to identify new words. Through daily practise at home, they make good progress in recognising key words.

67. Teaching is sound. The teacher places appropriate emphasis on the teaching of basic skills, and uses the daily literacy lesson to work with the class, groups and individual children. Good emphasis is placed on learning technical names such as title, contents, rhyme and full stop. Groups are organised well, given clear instructions, and settle quickly to work. However, the current practice of teaching a full literacy hour to children with widely differing needs, for example new starters in January, means there is only time for the teacher to hear and monitor children's reading about once a week. This limits the progress of some children who need more regular support. Some areas of the classroom give appropriate opportunities for children to consolidate their learning. For example, children make lists and pretend letters in the class post office. However, opportunities are missed to develop this fully, for example, by the provision of name cards, addresses and well-labelled resources. Children use the class computer well to write or identify letter sounds.

### **Mathematical development**

68. Children acquire appropriate early mathematical skills and make sound progress in this area. Most pupils count carefully, one at a time. They count back from 10, and begin to identify numerals. They learn to differentiate between 2D and 3D shapes, naming their properties, for example the number of corners and sides. High attaining children count and recognise numbers to at least 20, use apparatus to add numbers to 10, and recognise coins to the value of 50p. Teaching is satisfactory. The teacher places due emphasis on the daily acquisition and consolidation of number recognition. Sometimes, daily planning is not sufficiently focused or flexible to ensure that the new reception children and the September intake have well targeted teaching. This results, at times, in children being given too much information which limits their progress.

### **Knowledge and understanding of the world**

69. Most children attain above average standards in this area of learning. They enter school with a good understanding of their world. For example, many have been abroad on

holiday and understand the need for skin protection and sunglasses in hot countries. Teaching is good overall, because there is systematic development of new learning opportunities. For example, as an introduction to religious education, children learn about the festivals of Hanukah and Divali. Children know which materials make suitable coats and footwear for wintry weather, choosing waterproof, thick windproof materials for clothing. They have designed an indoor habitat for a small woodland animal, and have followed a simple map of the school. This gives children good preparation for the subjects of the National Curriculum. The children have examined the changing seasons in the school grounds but have few opportunities to visit places within the local area and opportunities are missed to develop specific vocabulary and knowledge. For example, there is a post office in the classroom, but children have not visited the local post office. There are good opportunities to learn new computer skills. Children perform simple operations, such as carefully using the mouse to drag a shape onto the screen. Higher attainers also confidently enlarge and colour the shape.

### **Physical development**

70. Most children are likely to meet the Early Learning Goals in their physical development. In some aspects, their rate of learning is good but weaknesses in the provision for outdoor play mean that overall progress is only satisfactory. There are two physical education lessons each week that provide good opportunities for children to develop physical skills. They make good progress in dance lessons, showing a good degree of control as they move in response to the music. The majority follow instructions well, performing a variety of stretches and jumps with appropriate co-ordination. Teaching in physical education lessons is good. The teacher is knowledgeable and enthusiastic, and follows a carefully structured programme which enables children to systematically develop skills and understanding. Children are encouraged to evaluate the performance of others and to adapt their own work. They demonstrate good hand/eye co-ordination as they pour paints, cut around shapes, and demonstrate appropriate pencil control when colouring.

71. The provision for outdoor play is unsatisfactory. The senior management team has highlighted this aspect as an area for development, and has purchased some resources to address the situation. However, there are insufficient wheeled vehicles for the number of children, and very few resources to consolidate children's learning; for example, road safety equipment, large construction kits, and opportunities to balance and climb. Additionally, flexibility in the use of outdoor play provision is hindered by the limited amount of additional adult help to support the activities.

### **Creative development**

72. Children enter school with above average creative skills and most will achieve the Early Learning Goal in this area. The teaching was broadly satisfactory in the few elements of creative development seen. However, there are weaknesses in some aspects of provision including that for structured play.

73. Some aspects of lesson planning and organisation in the classroom restrict pupils' development in this area of learning. There are only limited opportunities to develop children's art skills and the classroom lacks well-defined areas for creative work, such as those where children can independently access a range of materials such as paint, papers and glues. There is little children's art on display. Children are well motivated and create their own possibilities for creative role-play. They enjoy dressing up, taking on appropriate roles and voices. For example, when answering the telephone in the post office, one child was seen to adopt the stance of an adult, making appropriate conversation. However, there is no clear programme outlining the skills to be acquired by children in creative play nor how the

activities are planned to achieve them.

74. Creativity is taught well in dance lessons. For example, children imaginatively perform a snowflake dance, and show how it finally melts into the ground. There is a carefully structured programme for the development of musical skills, enabling children to learn a range of songs and play a variety of percussion instruments. This gives a good foundation for National Curriculum music.

## **ENGLISH**

75. By the age of eleven, the number of pupils currently attaining national standards or higher is below average. Attainment is not as high as judged in the last inspection.

76. Overall standards of attainment in English for seven-year-olds are in line with national expectations and the pupils' achievements are satisfactory. In the 2001 national standardised tests, pupils' attainment was average in reading when compared with that expected for 7 year olds. It was below average in writing. Whilst more pupils attained the 2A and B levels than nationally, no pupils attained the higher level 3. The school has taken effective action to address pupils' underachievement in writing, by teaching pupils to extend sentence structure and choice of vocabulary. Evidence from the current inspection confirms that standards of writing produced by pupils currently in Year 2 are broadly similar to national averages, and that more pupils are now on course to attain the higher level.

77. In the 2001 national tests, the school did not meet its targets for eleven-year-olds. The number of pupils attaining the required level 4 was similar to national averages, but too few pupils attained the higher levels. Compared to similar schools, attainment was well below average. Inspection findings show a similar picture for current Year 6 pupils and their overall achievement is unsatisfactory. The school acknowledges that standards are not high enough, and effective initiatives are now in place to broaden the range of writing and to raise standards. The strengths and weaknesses of pupils' writing in previous tests have been analysed, and appropriate action taken to address areas of weakness. Pupils are placed in ability sets so that challenging work is set at the right level. This is an improving picture, reflected in the overall good quality of teaching and learning seen during the inspection.

78. Pupils' speaking and listening skills are well developed when they begin Year 1. They make good progress throughout the school and achieve above average standards. Most pupils, including those with special educational needs, display confidence. Teachers give pupils many opportunities to explain their ideas during lessons. Questions are formed carefully so that pupils are required to give considered answers. From an early age, pupils respond well to answers in full sentences. For example, Year 2 pupils, reading the story of "Jack and the Beanstalk" were asked to form questions for Jack, and composed questions such as "Why did you swap a cow for some beans?" Those reluctant to answer are also encouraged to contribute. Teachers expect pupils to listen to other's points of view respectfully. The opening sessions of literacy lessons make a significant contribution to the pupils' good speaking and listening skills. Teachers use correct terminology which enables pupils to use subject specific language when answering. For example, in a Year 5/6 literacy lesson, pupils confidently used phrases such as "imperative verb" and "conditional sentence". Good opportunities were seen in a Year 3/4 class for pupils to discuss their preferred route to school, successfully sequencing the stages in a coherent way. Speaking and listening skills are enhanced by pupils participating in school assemblies and in performances such as "Topsy Turvy".

79. Pupils' reading is satisfactory by the end of Year 2. Pupils, including those with special educational needs, make sound progress. Younger pupils read regularly at home and in school, and home/school diaries are well maintained with informative comments. Books are at the right level for pupils to read challenging text with an interesting story content. Pupils develop a sound sight vocabulary which they use well when reading. In Year 1, pupils read with expression and phonetically spell out such words as "river" and "doesn't". By age 7, most pupils read with good expression, have a good understanding of the story line, and read unfamiliar texts confidently. They are beginning to use dictionaries, and quickly locate information using the contents page and glossary.

80. Although pupils' attainment is broadly average in reading by the age of 11, current progress is uneven between Years 3 to 6. Pupils have satisfactory opportunities to read a range of texts during the literacy hour but, in some classes, they read infrequently to an adult, and home/school reading diaries are inconsistently used. This is not affecting high attaining pupils who are well motivated and read frequently for pleasure. However, pupils of average and below average attainment are not always having their progress monitored closely enough. Some of these pupils who read to inspectors had limited strategies for interpreting the meaning of the text and a few found difficulty in discussing the significant features of the story. The quality of teachers' reading records in Years 3 and 4 is unsatisfactory. There are too few diagnostic comments to help guide individual improvement and that some pupils keep one book for an inappropriate length of time, consequently they lose interest and understanding of the story line. Discussions with pupils indicate that, whilst they have a sound understanding of how to locate information in reference books and dictionaries, they do not use them frequently to support their work in other subjects. The school recognises that groups and classes under-use the reference library because it is too small and that this restricts pupils' research skills.

81. Writing standards are satisfactory by the end of Year 2, but unsatisfactory by the end of Year 6. By Year 2 most pupils are making good attempts to use a cursive script. Overall, their handwriting is neat and legible and spelling is at the level expected for seven-year-olds. Analysis of pupils' writing in previous tests indicated a lack of choice of adventurous descriptive words, and a use of mainly simple sentences. Much has been done to address this issue. For example, in a Year 1 lesson, pupils examined the text of "Lady Lollipop" and built a character profile of the lady. Pupils were then challenged to think carefully about her actions and personality. With support, they wrote words such as "nasty", "hungry" and "scared", adding interest to their writing. Through careful attention to interesting vocabulary choice, spelling patterns, sequencing of sentences, use of cursive script, and good focus on punctuation, pupils of all abilities are currently making good progress.

82. Standards in writing by age 11 are still below national expectations because too few pupils attain the higher levels. However, pupils' writing in previous test papers has been rigorously analysed, and much has been done to raise its quality. Whilst new initiatives will take time to raise attainment, pupils are now gaining a sound understanding of how to write in different styles, such as newspaper articles, autobiographies, poetry and play scripts. For example, pupils in Years 3 and 4 wrote instructions for making a cheese sandwich, and used a good range of strategies such as method, ingredients list, bullet points and imperative verbs such as "put" and "slice". Year 5/6 pupils recognise the chief attributes of persuasive writing, and write well-structured arguments for and against topics such as the school tuck shop or the benefits of television. Teachers give pupils good support by providing a comprehensive sample of phrases for use in their work. For example, when writing about myths and legends, pupils used starters such as "With a despairing sigh", or "Shivers of joy rippled down my spine". A significant weakness in much of the work seen in Years 5 and 6 is pupils' spelling. Over time pupils have been insufficiently challenged to spell words correctly and a significant number of average and below average pupils spell words incorrectly.

Teachers frequently correct pupils' spelling but some place insufficient emphasis on pupils learning from their mistakes. In a few lessons observed, pupils did not use dictionaries, and were not given time to check their writing for punctuation and spelling errors.

83. The quality of teaching is good overall, and is consistently very good in Years 5 and 6. Three quarters of the lessons seen were good or better and the rest were satisfactory. Teachers have implemented the National Literacy strategy effectively and lessons are usually interesting and well matched to pupils' abilities, consequently pupils sustain concentration. In a minority of lessons the introduction was too long and reduced the time for pupils to consolidate and revise their work at the end of the session. Teachers give good opportunities for pupils to work together in pairs and groups, enabling them to practise social skills and to listen to others' views. The very good lessons were characterised by a rigorous pace, high expectations of pupils and very good relationships between adults and pupils. Throughout the school, pupils with English as a second language and Traveller pupils are treated equally and make progress in line with their abilities. Pupils with special educational needs make good progress overall because of the effective targeted support they receive, and their carefully constructed education plans.

84. In Years 1 and 2, teachers assess pupils' work and devise class targets such as "Remember to use full stops and capital letters in your writing." Pupils are reminded frequently of these, and many adapt their work appropriately. In the junior classes, pupils are given individual targets in their exercise books. However, some have forgotten them, and the targets do not always relate specifically to the next small stage of learning, and so cannot be easily met.

85. The school provides good opportunities for pupils to enhance their work in English. For example, younger children have worked with a book illustrator, learning more about such techniques as artwork and speech bubbles. They have watched a puppet theatre, and focused how characters are brought to life. Older pupils extended their work on Shakespeare, by watching a production of "The Tempest". They have worked with a poet, and written poems in his style.

86. Co-ordination of the subject is very good. Assessment is used well to place pupils in teaching 'sets' and to modify lesson planning. The quality of teaching has been effectively monitored in all classes, and teachers have received informed feedback, enabling them to improve their work. The co-ordinator has undertaken rigorous analysis of pupils' work, especially at the junior stage, and has devised a perceptive and achievable development plan for the subject. The senior management knows what needs to be done in the English curriculum and is well placed to raise pupils' standards throughout the school.

## **MATHEMATICS**

87. Results in the national tests for seven-year-olds were well above the national average in 2001. Current Year 2 pupils are on target to meet national average standards by the end of the year and their overall achievement is satisfactory. Although attainment is not as high as indicated by test results, this is due to different ranges of attainment in the year groups rather than significant weaknesses in learning. Performance in the Year 2 tests has generally risen since the last inspection, keeping pace with national improvements.

88. Although there is variation between successive years, the overall trend in the Year 6 national test results is upwards. In 2001, pupils' performance was in line with national averages, although below those gained by pupils in similar schools. Current Year 6 pupils are on target to exceed national average levels of attainment by the end of the year. In reaching these high standards, pupils achieve well. The improving standards are attributable to a combination of good teaching, the successful adoption of the National Numeracy Strategy



and high quality monitoring and support of teaching and learning. Attainment is higher than in the last inspection.

89. By the age of seven, nearly all pupils have a secure grasp of number, and calculate confidently with numbers up to 100. Most use their number skills well in simple problem solving. They add coin values correctly when totalling shopping bills, and many use decimals to record the answers. Lower attaining pupils generally work with smaller numbers, and are less confident with money. Pupils are beginning to learn and apply multiplication tables. For example they drew a graph of data they collected about trees and bushes in the school grounds, where each picture represented 5 trees and used the graph to answer questions about the information. Pupils know the names of common two and three-dimensional shapes, and identify them by counting the number of sides, corners and edges they have.

90. With barely one full term of the school year complete, many Year 6 pupils are already working at the level expected by the end of the year, and significant numbers are beyond this level. Most pupils calculate confidently and accurately with whole numbers and decimals using standard written methods. A few pupils struggle, for example, when multiplying larger numbers because they do not fully understand how to set work out correctly and therefore recall basic table facts incorrectly. Higher attaining pupils have a good grasp of algebraic formulae and equations. In discussion with an inspector, a group of pupils confidently explained alternative forms of the formula to calculate the perimeter of a rectangle (in terms of the lengths of the sides), and how to set up and solve algebraic equations. Many pupils have a good understanding of the relationship between fractions, decimals and percentages, and how metric measurements can be expressed in different decimal forms. Pupils use vocabulary such as 'obtuse' and 'reflex' to describe angles, and use a protractor correctly to measure and draw them. They calculate the areas of shapes made up of rectangles and triangles. Lower attaining pupils work with much simpler shapes and do not always use the correct units in their answers.

91. Pupils make satisfactory use of their numeracy skills in other subjects. For example, they weigh ingredients when cooking, and they use graphs to record and analyse the results of science investigations. In geography, map work on scales and the use of grid references draw well on pupils' understanding of fractions and graph drawing.

92. The quality of teaching and learning is good throughout the school. Teaching was at least satisfactory in all lessons seen, usually good and occasionally very good or excellent. Teachers know what is required of the National Numeracy Strategy and teach it well. The school has good systems for assessing and recording pupils' mathematical attainment and progress. Assessment information is extensively analysed and used well to set individual pupil learning targets. With this information available, teachers use the planning framework set out in the National Numeracy Strategy very well to provide challenging work at different levels of ability that builds systematically on what pupils already know.

93. Teachers engage pupils well in class discussions and explain work effectively. In one lesson, for example, the teacher used pupils' existing knowledge of multiplication and division to draw out and develop their understanding of how to find fractional amounts of quantities such as  $\frac{3}{5}$  of £3.50. Because they are all well involved, pupils are responsive and attentive to explanations, and are able to practise what they have just been taught.

94. Teachers and learning assistants give good support to pupils with special educational needs. Well-phrased questions and use of suitable vocabulary enable all pupils to join in discussions. Learning assistants are adept at providing unobtrusive individual support in class discussions and they work well with small groups of pupils at other times. This close support helps pupils with behavioural and learning difficulties to remain focused on the task in

hand and to take a full part in lessons. Because they are well supported, pupils with special educational needs respond well and make good progress.

95. Pupils generally have very good attitudes to learning and behave well in response to brisk lesson pace and effective class management strategies. Consequently, lessons are calm and orderly, and pupils work purposefully. However, occasionally slow teaching pace leads to inattention and fidgeting which affects the amount of work that pupils manage to do and reduces their progress.

96. The school has invested well in new equipment to support the introduction of the National Numeracy Strategy, and teachers and pupils use learning resources effectively. For example, small whiteboards, large card coins and real money were used very well to demonstrate how to add by grouping coins together in a practical lesson on adding money. The practical nature of the work was a significant factor in the pupils' very good progress.

97. The co-ordinator, supported by the school's senior management team, provides good leadership. Regular lesson monitoring and scrutiny of planning and pupils' work have enabled the co-ordinator to gain quickly a good picture of strengths and weaknesses in the subject. Effective assessment systems enable the school to identify talented pupils and those with particular difficulties, and to set up appropriate support systems. The school is well resourced for mathematics, but teachers make insufficient use of information and communication technology, at present, to support learning.

## **SCIENCE**

98. Test results for 11-year olds in 2001 were in line with the national average and those for similar schools. Overall, inspection evidence shows that standards are in line with national expectations and pupils' achievements are satisfactory. However, the teaching and learning seen during the inspection were good overall and there are indications that standards are rising. This is especially evident in Years 5 and 6 where, in many of the aspects of the subject covered so far this year, pupils are currently achieving well and their attainment is above average.

99. By the end of Year 2, pupils make simple predictions, for example on how well light might pass through different materials. They develop suitable observational skills and higher attaining pupils confidently use appropriate scientific vocabulary such as 'transparent' and 'opaque'. Pupils understand that living things grow and change and have drawn charts showing how creatures such as butterflies and frogs develop. Pupils are beginning to classify objects, such as food, into different categories. This is usually done in a scientific way but occasionally is based on inappropriate groupings such as 'healthy' and 'unhealthy' food. This led to questionable outcomes, for example some Year 1 pupils placed foods such as pizza in the 'unhealthy' column.

100. In Years 3 and 4, pupils continue to make sound gains in their scientific knowledge and understanding. For example, pupils develop a satisfactory knowledge of circuits and how to make breaks or connections using conductors such as paper clips and foil. There are variations between classes in the quality of written work. In some instances there has been too little difference in the way tasks are recorded, and in these cases, there has not always been sufficient extra challenge for the higher attaining pupils.

101. In Years 5 and 6, pupils are 'set' into three groups for science. Work in each group is well matched to the different levels of attainment. In current work, nearly all pupils are attaining nationally expected levels and about half are achieving above this. Pupils understand the elements of a fair test, for example, when testing for solubility they know to keep all

factors the same, apart from one. They present their results in different ways, including scatter graphs, to show at what point different volumes of water become saturated. Higher attaining pupils organise their own tests to discover which is the fastest method of dissolving a solid. They use accurate scientific language when writing their conclusions, for example, "The solid dissolved at a faster rate when broken into small particles." Nearly all pupils understand that forces, including gravity and friction, affect movement. Higher attaining pupils confidently explain that forces are balanced when an object is stationary, and explain the various forces acting on a ball and causing it to rise and fall when thrown into the air.

102. Throughout the school, pupils with special educational needs make good progress. Work is usually adapted well for them and they receive good quality support from classroom assistants.

103. The quality of teaching ranged from satisfactory to very good and was good overall. All teachers gave clear introductions to activities and there was a good focus on scientific vocabulary. In the best lessons, teachers used effective oral questioning which encouraged pupils to explain their thoughts rather than give one-word answers. 'Why' featured strongly in this questioning such as, "Explain *why* the parachute slows the man's descent." In the most effective lessons, teachers kept pupils interested and attentive through a variety of well-paced activities. These included the use of individual white boards to jot down ideas which were then shown to the teacher and often shared with the class. This technique was a very good way of assessing pupils' understanding as the lesson progressed. In a few lessons, the pace of learning was not so rapid and pupils became fidgety. When marking, some teachers make useful comments evaluating the scientific content of the work. At times, pupils are asked to change or add points to their work. However, the comments are usually wasted as they are often not followed up by the teacher or the pupil.

104. An appropriate action plan is in place to guide the new co-ordinator in his development of the subject. More time is being allowed to monitor and support teachers over the next year and to continue with such useful activities as scrutinising exercise books. As part of the subject's monitoring, a helpful analysis is completed by teachers after each unit of work and is given to the co-ordinator. This includes an evaluation of learning and information about whether resources need replacing or improving. A nature club for pupils in Years 3 to 6 provides good enrichment to the curriculum for those pupils interested. The pond and nature area is a useful resource which is now being restored after being vandalised by those not connected with the school.

105. The issues in the last inspection have been addressed well, including improved curriculum planning, better teaching and the assessment of pupils' progress. Overall, improvement has been good, although there is still not enough use made of ICT to support learning.

## **ART AND DESIGN**

106. No art lessons took place during the inspection and too little work was available to make a secure judgement about the standards that pupils achieve or about the quality of teaching.

107. Teachers' planning shows that pupils have experience of different materials and techniques. Work in sketchbooks, however, is under-developed and not enough use is made of these to develop and practice skills and techniques. In particular, pupils are not regularly practising their drawing skills.

108. Infant and junior pupils have opportunities to study the work of well-known artists and

apply their styles to their own work. For example, pupils in Years 1 and 2 looked closely at Pieter Breughel's 'Hunters in the Snow' when creating their own scenes, and Years 3 and 4 studied paintings by Chagall and Miro before attempting to paint in similar style. Their surrealist paintings, using mixed media, reflect the style well. Year 2 pupils talk about the processes they have used in art, such as how to use paint and how to focus on a particular part of picture using a viewfinder. The unit of work 'What a performance' gave older pupils the opportunity to explore different hat designs, and to design and make their own. They produced an interesting and imaginative range of ideas, variations of shape and a wide variety of combinations of materials and colours.

109. Since the last inspection the art curriculum has been revised and there are improved opportunities for pupils to use different modelling materials and to work in three dimensions. Teachers are making use of the national guidance, which they amend to suit the mixed age classes. This ensures that pupils experience a range of art skills over a two-year cycle. However, there are too few displays around the school celebrating pupils' art or raising their awareness of different styles, media and artists. In addition, a portfolio, which contained examples of pupils' art and provided useful guidance to teachers on what could be expected at different ages, has not been developed nor used over the past few terms.

## **DESIGN AND TECHNOLOGY**

110. Pupils reach nationally expected standards in design and technology by the ages of seven and eleven and their achievements are satisfactory. Comparisons with standards at the previous inspection are not possible due to insufficient availability of pupils' work at that time.

111. By the age of seven, pupils explore simple structures and mechanisms when making toys and model playground equipment. They use a simple template that satisfactorily develops their understanding of designing, making and testing. Pupils draw pictures of what they intend to make, list the materials they will use and judge how good their finished work is. In a lesson seen during the inspection, pupils made Incy Wincy Spider wind-up toys. They used a range of tools such as scissors and a hole punch safely, and followed assembly instructions well. The finished toys were well made. Pupils make simple evaluations of their work. For instance, one pupil explained in discussion with an inspector that he could have used different ways to attach the drainpipe to the background, and commented that "sellotape might be the best way" to attach it securely. Photographs of wheeled vehicles and fruit salads, made in food technology, show them to be well presented and up to the standard expected nationally.

112. Pupils in Years 3 to 6 make models, such as monsters with pneumatically controlled moving jaws and tails, 'Victorian' toys with movements controlled by cams, photograph frames and sandwiches for a party. Work in progress during the inspection and earlier work seen in photographs was well-assembled and attractively finished before completion. Older pupils design products well. Most draw clearly and add notes to show, for instance, details of construction and how mechanisms function. However, design work by lower attaining pupils in Year 5 and Year 6 and by many pupils in Year 3 and Year 4 is less well developed. Illustrations lack sufficient detail and are often just a simple sketch of what pupils intend to make.

113. Two good design and technology lessons were seen during the inspection. Whilst this is insufficient to judge the quality of teaching and learning overall, the standards that pupils reach indicate that teaching is at least satisfactory. Both lessons seen were well prepared, with plenty of materials to hand, and built on earlier learning effectively. Teachers explained work well, so that pupils understood what they had to do, and were clear about the target set

for the end of the lesson. In a lesson with Year 1 and Year 2 pupils, the teacher deliberately sat pupils in mixed age and ability groups. He suggested at various times that pupils help each other with difficult tasks such as tying knots, stressing the importance of teamwork. Such teaching methods make a valuable contribution to pupils' personal development.

114. The co-ordinator supports colleagues very well, for instance by developing detailed curriculum plans for each module of work, monitoring the standards of pupils' work and discussing with teachers how effective their lessons are. However, there is no system in place to track pupils' progress in design and technology across the school. The school is well resourced for the subject, although no significant use is currently made of information and communication technology to support learning.

## **GEOGRAPHY**

115. Due to timetabling only one lesson in geography was observed. It is not, therefore, possible to make valid judgements about the quality of teaching. A scrutiny of past work and wall displays indicates that, in the range of work seen, standards are in line with those expected nationally and pupils' achievements are satisfactory.

116. By the end of Year 2, pupils understand the basic features of areas that give them their character. For example, they look at postcards, information on the computer and maps to learn about seaside towns. Pupils draw simple maps of their journey to school, and locate England, Wales and Scotland on a map of Britain. In a very good lesson for Years 1 and 2, pupils discussed how they would make Wraysbury a safer place and suggested a range of good ideas including speed bumps, zebra crossings, double yellow lines and speed limits. The teacher developed pupils' geographical vocabulary well, insisting that they used correct terms such as 'pavement' rather than 'path'. The pupils played the role of consultants presenting their ideas to the rest of the class. This was very well managed by the teacher and made a very good contribution to pupils' speaking skills.

117. In Years 3 and 4, pupils continue to gain sound geographical skills including the comparison of life in Britain with that of an Indian village. In some books the amount of recorded work is low and makes only a limited contribution to the development and application of pupils' writing skills. By the end of Year 6, pupils show an understanding of how natural events change features in the landscape, for example in the formation of mountains and volcanoes. They have used suitable resources, including reference books and encyclopaedias stored on a computer to research information. Pupils use atlases to locate and identify features such as mountain ranges in various countries.

118. Overall, there has been good improvement in the subject since the last inspection when standards were judged to be below national expectations. There is much-improved curriculum planning which takes account of the mixed age classes. In the short time in which the co-ordinator has been responsible for the subject, she has done a thorough analysis of pupils' work throughout the school. This has been helpful in formulating an action plan aimed at addressing weaknesses in a few classes, such as better provision for pupils' different levels of attainment. Although the school aims to increase opportunities, currently too little use is made of the locality to enhance learning in the subject.

## **HISTORY**

119. Standards are broadly in line with expectations at the end of Years 2 and 6. This is the same as at the previous inspection. Due to the way in which the curriculum is organised, no history lessons in Years 1 and 2 took place during the inspection. However, it is evident from pupils' work, teachers' planning, talking with pupils and lessons observed, that the achievement of all pupils in both the infants and juniors, including those with special educational needs, is satisfactory.

120. Pupils in Years 1 and 2 are developing an awareness of the passing of time and differences between past and present. They have a satisfactory recollection of how the seaside differed from what they might expect to see today. They describe the different clothing worn and explain the purpose of the bathing machine. By the end of Year 6, pupils have a clear understanding of life in Victorian times. Pupils make comparisons between the lifestyles of the rich and poor. They are developing their understanding of what life was like for the poor Victorian child, for example, the working conditions in the factories. They know that people, such as Lord Shaftesbury, set out to improve life for these working children.

121. The quality of teaching and learning seen was satisfactory overall. Teachers plan well for the developments of pupils' knowledge, and opportunities to develop pupils' skills of historical enquiry have improved. Pupils have access to an appropriate range of evidence, including the Internet, pictures, diaries and artefacts. On occasions, visitors give another perspective of events in the past, for example, during the inspection a senior citizen talked about her experiences of the Second World War and evacuees. However, insufficient use is made of the local area which is rich in historical significance. Teachers plan opportunities for pupils to write in the subject and tasks are appropriately matched to the needs of the different attainment groups within the class. Pupils do not always have enough time to read and study all the evidence they are given before writing, although they are clearly interested in the topic. Consequently, written work is sometimes superficial or unfinished.

122. Management of history is good. Since the last inspection the curriculum has been revised and there is a clear framework outlining a two-year cycle of topics tailored to meet the needs of pupils in the mixed age classes. Planning is based on the national guidance and shows what the pupils will be taught in each phase. However, assessment procedures are not yet fully developed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

123. At the last inspection, pupils' standards in information and communication technology (ICT) were below national expectations throughout the school. Since then, provision for the subject has improved significantly. The school has invested heavily in new equipment; it now teaches the full range of the National Curriculum for information and communication technology, and teachers are undergoing training. As a result, pupils' standards are rising. At Year 2, pupils are on target to meet national expectations by the end of the year. However, at Year 6, standards are below national expectations and pupils under-achieve because the innovations have not yet had time to make good the earlier lost ground. The curriculum is comparatively new, and pupils have not experienced a sufficiently broad programme of study in the past. Consequently there are gaps in their knowledge.

124. By the end of Year 2, pupils use the computer mouse and keyboard to load and run programs. A few need adult help because they do not yet have sufficient manual dexterity to control the mouse competently, but most work independently. Pupils know that there are different types of information, and that information can be found in a range of sources. For example, they add short text captions to pictures to show, for example, 'Where's Spot?' In

lessons seen, pupils located information about the United Kingdom from an infant atlas CD-ROM, for example finding and describing the national flags of England, Scotland and Wales. Earlier in the year, they had located the school's website and printed out part of it.

125. By the end of Year 6, pupils have good basic computer skills and work with minimal adult help. In a lesson on control technology, they were very adept at using the mouse and keyboard to load and run the program, choosing different files and selecting options from a range of menus. They created, tested and successfully edited short control programs to make a set of traffic lights flash in different sequences.

126. Pupils write short reports and stories, such as a 'Visit to the Moon', and add suitable illustrations. They know how to combine text, pictures and sound in simple multi-media presentations. However, pupils have not yet had opportunities to develop their understanding to the level expected by using the skills they have learned in subjects across the curriculum.

127. Pupils use CD-ROM reference sources and the Internet to find information on topics such as volcanoes. They understand the principles of databases and spreadsheets, but work seen is at an elementary level. Pupils do not know, for example, how to use the "search" tool to find, from a sample file about dinosaurs, those that are carnivores and can also fly.

128. Too few lessons were seen to enable overall judgements to be made about the quality of teaching and learning. Lessons seen were good overall, with one lesson satisfactory. Teachers and support staff are growing in confidence as a result of the training course they are currently following. They explain and demonstrate techniques well, projecting a large picture of the computer screen onto the wall so that pupils can easily see what they are doing. In a lesson on control technology, the support assistant operated the computer while the teacher explained at the board. This teamwork was very effective and enabled pupils to learn quickly the techniques they were to practise for themselves.

129. In most of the lessons seen, good class management and positive pupil attitudes combined well to produce busy lessons where learning thrived. Lessons were usually a good mix of brisk whole class demonstration and individual or small group work, during which both teachers and support staff worked hard to help resolve difficulties in each group, and to ensure that pupils with special educational needs received sufficient support. They managed this well in most lessons seen, so that errors and misconceptions were not allowed to develop. However, in one lesson, pupils were not kept sufficiently focused on their tasks, and as a result they did not make as much progress.

130. The co-ordinator is new, but he has written a good ICT development plan that outlines what is needed to maintain the rise in standards. Improvements include developing better procedures for assessing and recording pupils' progress so that work can be more precisely matched to individual needs.

## **MUSIC**

131. The standard of pupils' singing is in line with that expected nationally throughout the school. However, there is insufficient evidence to judge other aspects of the subject and so overall evaluations of standards in music, pupils' achievement and changes since the last inspection are not possible.

132. Most pupils enjoy singing and try hard. In a video of the recent Year 1 and Year 2 Christmas production of “Topsy Turvy”, and the Year 3 and Year 4 production of “The Pied Piper”, pupils were clearly well rehearsed and the overall quality of singing was satisfactory. The standard of solo and group unison singing is generally at the level expected for pupils of the same age, although greater attention to variations in dynamic range (grades of loudness and softness) would have improved the overall musicality of the performance. This was much better achieved in a “Celebration Assembly” seen towards the end of the inspection. Pupils sang the hymn “My Jesus, My Saviour” with sensitivity and good musical expression, although some older pupils especially find it hard to sing in tune when the pitch rises. Older pupils, once they have had sufficient time to rehearse, sing two-part rounds well, and accompany themselves with simple percussion accompaniments. The choir leads whole school singing confidently, and contributes much to the overall satisfactory quality of singing heard.

133. The recorder group plays well. They accompany hymns in assembly confidently, reading music from conventional musical notation, and playing with correct technique.

134. Too few lessons were observed to enable judgements about the overall quality of teaching and learning. Three lessons, ranging from very good to satisfactory, were seen. In the good and very good lessons, teaching was brisk and activities built quickly and progressively on what pupils had already achieved. In both, the teacher’s confidence in the subject was apparent, and used effectively in discussions and in directing performance. By contrast, in the satisfactory lesson the teacher was less confident with the subject and as a result was unable to develop pupils’ musical imagery effectively. This slowed the lesson down and reduced the rate of progress.

135. All the lessons seen were well organised, with sufficient instruments available for individual and group use. Classes were well managed, and pupils behaved well as a result.

136. The music curriculum follows national guidelines and addresses all strands of the subject. However, there is no agreed system for assessing and recording pupils’ progress. All pupils take part in regular school productions, which contribute well to their personal development through opportunities for teamwork, individual and group performances. The co-ordinator leads the subject well and provides colleagues with detailed planning guidance, which is especially helpful for those who lack confidence in teaching music.

137. The music room is well equipped and is a good size for class music teaching, and the school hall provides a large space for musical events such as school productions. A good range of resources enable pupils to sing, play and listen to a wide range of music from around the World. However, teachers make insufficient use of ICT to support learning.

## **PHYSICAL EDUCATION (PE)**

138. Too few lessons were observed to make a valid judgement about overall standards and the quality of teaching in the subject.

139. In the two lessons seen for Years 1 and 2, the range of attainment was that expected for the pupils’ ages. They gripped a bat correctly and, with varying degrees of control and accuracy, struck a ball successfully. During these sessions, pupils were making sound gains in learning how to acquire a balanced stance before striking a ball. In a gymnastics lesson and a dance lesson for older pupils, the good and very good teaching enabled pupils to achieve well. Pupils in Years 3 and 4 confidently produced good quality sequences of expressive movements based on the actions of a lion. They sensitively evaluated each other’s performance, for example by stating how well they thought the music was interpreted.



In Years 5 and 6, pupils successfully linked sequences of travelling, jumping and balancing in different ways. They practised and refined their movements to produce a final, polished performance.

140. The quality of teaching ranged from satisfactory to very good. In the most effective lessons, teachers were active participants, leading by example and helping to improve the quality of pupils' work. During a dance lesson the teacher demonstrated movements clearly by showing pupils how body expressions could be interpreted at different heights. A good balance of active involvement and careful observation enabled him to develop pupils' confidence, highlight their successes and offer suggestions for improvement. Very effective techniques for encouraging mature behaviour in a gymnastics lesson resulted in pupils' excellent attitudes to co-operative work in pairs. This contributed significantly to the very good gains in learning. When teaching was not as effective, the range of activities was limited and did not sustain a high level of pupils' interest. In addition, teachers did not always provide enough opportunities for pupils to learn from or evaluate their own work and that of others.

141. The planning of the PE curriculum has improved since the last inspection and now provides a suitable balance of the different aspects of the subject. An action plan for improvement in PE clearly identifies the aim to raise standards, for example by improving some teachers' expertise in dance and gymnastics. Good facilities and resources for the subject include an outdoor swimming pool, playing field and a hall equipped with appropriate apparatus. The curriculum is enriched and extended well. Pupils aged 7 to 11 participate in residential visits which feature various outdoor pursuits. The range of competitive sport and after school clubs has increased recently with football, netball, rugby, cricket, gymnastics and short tennis currently taking place. This is having a positive impact on standards.

## **RELIGIOUS EDUCATION**

142. Standards at the end of Years 2 and 6 meet the expectations of the locally agreed syllabus and are similar to those found at the last inspection. The achievement of all pupils, including those with special educational needs, is satisfactory.

143. By the age of seven pupils are aware of different religions and understand that each has festivals and artefacts that are special to them. They are gaining knowledge of Christianity and a visit to the local church effectively gives them an insight into the significance of church furniture, such as the lectern and the font. Through reflection on matters that concern themselves they are gaining an understanding of what makes people special, the significance of names, important events and journeys. They have some knowledge and understanding of Christian baptism and are aware that naming ceremonies are also important in other faiths. Pupils in Year 3 to 6 study specific religions in greater depth, for example Christianity, Judaism, Sikhism and Hinduism. They are aware of how rules, such as the Ten Commandments, determine the way in which Christians live. They understand that there are important laws associated with food in the Jewish religion and its festivals.

144. In the religious education lessons seen, teaching was good. Lessons were well planned and prepared. In the best lessons the quality of explanations and questioning effectively focused pupils' minds on the spiritual dimension and the significance of events to those involved. For example, in one lower junior class, pupils showed real interest and respect for Muslims' preparation for Hajj. They posed some sensible and pertinent questions to clarify and extend their learning.

145. The subject is well managed. Issues arising from the last inspection have been addressed well. The curriculum has been revised to match the requirements of the locally agreed syllabus. The new planning ensures that opportunities for pupils to learn about

religions, other than Christianity, are well structured. Contacts with the local church have been established and contribute to pupils' learning. However, community links that could enhance pupils' learning about other religions are yet to be established.