

INSPECTION REPORT

**SHAW-CUM-DONNINGTON CHURCH OF ENGLAND
PRIMARY SCHOOL**

Newbury

LEA area: West Berkshire

Unique reference number: 109974

Headteacher: Mr J K Watts

Reporting inspector: Colin Henderson
23742

Dates of inspection: 10th – 12th June 2002

Inspection number: 194777

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: Voluntary controlled
Age range of pupils: 4 to 11
Gender of pupils: mixed

School address: Love Lane
Donnington
Newbury
Berks

Postcode: RG14 2JG
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Appropriate authority: The governing body
Name of chair of governors: Mr I Bullock

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Colin Henderson 23742	Registered inspector	Mathematics Religious education History Geography Special educational needs English as an additional language	How high are standards? Pupils' results and achievements How well are pupils taught? How well is the school led and managed?
Len Shipman 14061	Lay inspector		How high are standards? Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Lynne Thorogood 29988	Team inspector	English Art and design Music Foundation Stage	
Lynn Lowery 13805	Team inspector	Science Information and communication technology Design and technology Equal opportunities	How good are curricular and other opportunities?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shaw-cum-Donnington Church of England Primary is a small village school situated in an attractive rural setting in the village of Donnington, near Newbury. It currently has 74 pupils on roll (41 boys and 33 girls), which is similar to the last inspection. Most pupils come from a mixture of private and rented housing in the local village, an area of wide socio-economic backgrounds. Almost all pupils are of white, United Kingdom ethnic background. There are only three pupils for whom English is an additional language. Five per cent of pupils are on the school's register of special educational needs, which is below the national average. Four per cent of pupils are entitled to free school meals, which is below average. Children enter the reception class with a wide range of attainment. It is average overall. The school has four classes, three of which are mixed-age, containing pupils from two different year groups. There was some disruption to pupils' education in the first half of the school year due to major building work. The school has recently been awarded silver Artsmark status.

HOW GOOD THE SCHOOL IS

Shaw-cum-Donnington Primary is a friendly and harmonious school community. Its overall effectiveness is satisfactory. Teachers successfully encourage pupils to have very good attitudes to learning. Pupils behave very well and relationships throughout the school are very good. Pupils attain above average standards in literacy and numeracy, although their skills and knowledge are not developed consistently in some other subjects, such as science and geography. Teaching is good in the infants and in the lower juniors. It is sound in the Foundation Stage and in the upper juniors. The headteacher works closely with the staff and governing body. They have been successful in maintaining a caring, supportive approach and in improving the building and resources. The school makes good use of its resources and gives sound value for money.

What the school does well

- Pupils attain above average standards in English and mathematics.
- Pupils have very positive, enthusiastic attitudes to their work.
- Pupils' behaviour is very good in lessons and around the school.
- Very good relationships promote a caring, friendly and orderly school community.
- Staff know their pupils very well and make good provision for their personal development.
- The school has a very good partnership with parents.
- The curriculum is enhanced by a very good range of extra-curricular activities.

What could be improved

- Pupils' skills, knowledge and understanding in science, history, geography and design and technology.
- Procedures to monitor and evaluate the quality of teaching, planning and pupils' work.
- The match of learning activities to pupils' age and ability in mixed-age classes.
- The role of curriculum co-ordinators and their contribution to raising standards throughout the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress since the last inspection in June 1997. It has made some progress on the key issues, although this has not been consistent. Curriculum planning and assessment procedures have been improved, especially in literacy and numeracy. However, monitoring and evaluation procedures have not been improved sufficiently to ensure that pupils make consistently good progress in all subjects. Pupils are attaining higher standards in English and mathematics. Standards in science are lower at Year 2 than previously. They are the same at Year 6. There have been good improvements in the building, which have enhanced the range of learning opportunities, particularly for children in the reception class.

STANDARDS

As the number of Year 6 pupils taking the national tests in 2001 was less than 20, no table of results is published. Results vary from year to year due to differences in pupils' ability in the small numbers taking the tests. Test results over the last four years show that pupils attain standards that are above the national average in English and mathematics. Standards in science are below average. The school exceeded its 2001 targets of 79 per cent of pupils to achieve Level 4 or above in English and 75 per cent in mathematics. The school has used booster activities effectively and provided additional resources to enable pupils to prepare for the national tests. It is likely to be close to achieving its 2002 targets of 87 per cent in English and 75 per cent in mathematics, although accurate target setting is difficult with small numbers of pupils taking the tests.

Inspection evidence shows most children enter the reception class with average levels of attainment. They make sound progress and all are likely to achieve their early learning goals by the time they enter Year 1. More able children are likely to exceed some of their goals, especially in personal, social and emotional development. Pupils attain standards at the end of Year 2 and Year 6 that are above the national average in English and mathematics. The school has successfully implemented its literacy and numeracy strategies and they are raising standards. Standards in science are average. Almost all Year 2 and Year 6 pupils attain standards in science that meet those expected of their age. Inspectors found that too few pupils achieve above average levels, especially in applying their investigational skills. Infant pupils make good progress in their learning. This continues in the lower juniors. Older junior pupils make sound progress overall, but more able pupils do not consistently reach the standards expected of them. Pupils attain above expected standards in music, promoted by good specialist teaching. Standards in religious education are above those expected in the locally agreed syllabus. Year 6 pupils attain standards in art and design that are above nationally expected levels. Pupils attain standards in physical education that meet expectations. They are above expected standards in some activities, for example swimming. Standards in information and communication technology, design and technology, history and geography meet expected levels. Pupils' skills and knowledge in some aspects of topic work, for example in science and geography, do not develop prior learning consistently. This restricts the standards attained, especially for more able pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. They clearly enjoy their school and are keen to learn.
Behaviour, in and out of classrooms	Very good. They are friendly, polite and courteous. They play and mix together very well, irrespective of gender or background.
Personal development and relationships	Very good. Pupils speak and listen with maturity. Relationships with staff are very good with mutual respect and understanding.
Attendance	Good. Levels of attendance are above national averages.

The high standards of behaviour and pupils' positive attitudes are strengths of the school and support pupils' learning. The very good relationships contribute to pupils' enjoyment of school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Sound	Good	Sound

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

Taking all subjects into account and the range of pupils' work analysed, teaching is sound overall. It is good in the infants and in the lower juniors and enables pupils to make good progress in their learning. It is sound in the reception class and enables children to settle well and achieve their early learning goals. Teaching is sound and, on occasions, good for older juniors, although teachers' expectations are not always consistently high enough, especially for more able pupils. This does not always enable these pupils to reach the standards of which they are capable. Teaching was good in 9 out of 25 lessons observed. It was very good in a further five lessons. There was no unsatisfactory teaching during the inspection. The teaching of English and mathematics is good overall. Teachers develop pupils' literacy and numeracy skills effectively, especially in the infants. Teachers enable pupils to extend their literacy skills well to support work in a good range of other subjects. They enable pupils to apply their numeracy skills in some subjects, although these skills are not consistently extended. Teaching is good in music, art and design and religious education. It is sound in design and technology, information and communication technology and physical education. It is sound overall in science, although teachers do not extend the more able pupils enough. The teaching of pupils with special educational needs and those for whom English is an additional language is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory for the Foundation Stage and for infants and juniors. A very good programme of extra-curricular activities enhances the range of activities. Curriculum planning has improved, but activities do not always meet the full range of ability in mixed-age classes.
Provision for pupils with special educational needs	Good. The learning support teacher provides very good support and advice. Pupils benefit from good support from teaching and support staff to make good progress towards their learning targets.
Provision for pupils with English as an additional language	Good. The very small number of pupils receives good individual support from teaching and support staff. They are included fully in all activities and constantly encouraged to develop and apply their English language skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Strengths in moral and social development promote very good relationships and a clear understanding of right and wrong. Pupils' multi-cultural awareness supported effectively by visits and a recent 'multi-cultural' week. Spiritual aspects are not consistently developed through lessons and collective worship.
How well the school cares for its pupils	Staff know and care for the pupils well. Parents appreciate the high quality of care, linked with a strong Christian ethos of the school. Procedures for assessing pupils' work are good, although they are not used consistently to support pupils' academic progress.
How well the school works in partnership with parents.	Very good. Parents value the very good links and make a significant contribution to the life of the school.

The school's caring approach and its valuable partnership with parents and the community are important factors in encouraging pupils' positive approach. A supportive Friends' Association helps the school to improve resources and facilities for pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound overall. The headteacher provides good leadership in creating a caring, harmonious school community and maintaining high standards of behaviour and enthusiastic attitudes. Opportunities for staff to monitor and evaluate teaching and learning and share good practice are not established.
How well the governors fulfil their responsibilities	A supportive governing body works closely with the headteacher and staff to give a good direction to the work of the school, increasingly focused on improvement. Governors fully meet their responsibilities.
The school's evaluation of its performance	Sound overall. The headteacher uses an increasing range of assessment information to track pupils' attainment. The school has not developed clear, rigorous procedures to focus on raising standards of teaching and learning.
The strategic use of resources	Good. The governors work closely with the headteacher to ensure that funds are used efficiently and targeted on development priorities. They monitor spending levels closely and apply the principles of best value effectively.

The number, experience and expertise of teaching and support staff enable the curriculum to be competently taught. They ensure that all pupils are fully involved. Learning resources are good and have improved since the last inspection, for example, in information and communication technology and library provision. The accommodation has been significantly improved recently to enhance the range of learning opportunities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good. • Their child likes school and makes good progress in learning. • The quality of teaching. • High expectations helping their child to mature and take responsibility. • School is well led and managed. • School works closely with parents and listens to their concerns or questions. 	<ul style="list-style-type: none"> • The quality and quantity of homework • Better information about the progress of their child. • Improve the range of extra-curricular activities outside lessons.

Parental responses are from the 55 returned questionnaires (74 per cent), the nine who attended the meeting and others who were interviewed during the inspection. Inspection evidence supports the positive views of the school. Homework is used to support work in some subjects, especially literacy. It is not used consistently throughout the school. Considering the size of school, the range of extra-curricular activities is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class with varied levels of skills and knowledge. Their attainment on entry is wide and varies considerably from year to year. It is average overall. Teaching and support staff plan carefully to ensure that children make sound progress in all areas of learning. Children benefit from a good balance between play activities and more formal lessons. Staff enable children to feel valued and to work purposefully. They settle well and all children are likely to achieve their early learning goals¹ in all areas of learning by the time they enter Year 1. More able children are likely to exceed their goals, particularly in personal, social and emotional development and in knowledge and understanding of the world.
2. The last four years of national tests for pupils at the end of Year 2 show that standards have been above average overall in reading, writing and mathematics. They have often been at well above average levels, allowing for some yearly variations due to differences in the small size and range of ability in the different year groups. The 2001 test results were well above average in reading and mathematics and above average in writing. They were above the average of similar schools in reading and mathematics. They were in line with the average of similar schools in writing. Inspection evidence reflects these test results and confirms that pupils attain standards at the end of Year 2 that are above average in reading, writing and mathematics. Good teaching in English and mathematics, with teachers making effective use of the school's literacy and numeracy strategies, are maintaining above average standards. Pupils attain standards in science that are broadly in line with the national average. Inspection evidence reflects the teachers' 2001 science assessments. Almost all pupils attain the nationally expected Level 2, but too few attain above average levels. Teachers plan work that mainly meets average levels. They do not consistently extend the more able pupils to develop and apply their scientific skills and knowledge.
3. The results of national tests for pupils at the end of Year 6 over the last four years vary from below the national average to well above average. These show significant year on year variation due to changes in the size and ability of small groups of pupils taking the tests. The 2001 test results showed that pupils attained standards that were above the national average in English and mathematics. They were below average in science. Compared with similar schools, pupils attained average standards in mathematics, below average standards in English and well below average in science. The proportion of pupils achieving higher than the nationally expected Level 4 was well above average in English and mathematics and average in science. Inspection evidence shows that the current Year 6 attain above average standards in English and mathematics. These have improved since the last inspection. Teachers have implemented the literacy and numeracy strategies well for junior pupils. The school has used its booster sessions effectively and provided pupils with resources to encourage them to use homework to prepare themselves for taking the tests. This is enabling pupils to maintain above average levels in English and mathematics. Year 6 pupils attain average standards in science. This is similar to the last inspection. Most Year 6 pupils attain Level 4, but there was little evidence of more able pupils achieving higher levels consistently. The school's scheme of work in science does not ensure that teachers always challenge pupils to extend their skills and knowledge sufficiently to attain above average levels, particularly in scientific enquiry.

¹ Early learning goals are expectations for most children to reach by the end of the Foundation Stage. They refer to achievements made in the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

4. The school exceeded its targets in 2001 of 79 per cent of pupils to attain Level 4 or above in English and 75 per cent in mathematics. It is likely to be close to achieving its 2002 targets of 87 per cent in English and 75 per cent in mathematics. However, it is difficult to set accurate targets for small year groups; for example, the current Year 6 has only seven pupils so each pupil represents 14 per cent. Test results over the last three years show that boys achieve better than girls. However, this mainly reflects the uneven gender balance in the small year groups. Pupils have good speaking and listening skills throughout the school. Teachers make very good use of drama and role-play activities to encourage pupils to improve their skills. Pupils have above, and often well above, average reading skills. They clearly enjoy reading and talk enthusiastically about what they have read. Their enjoyment of reading is reflected well in their good writing, for example, using imaginative vocabulary in writing poems.
5. Pupils attain standards in music at the end of Year 2 and Year 6 that are above nationally expected levels, promoted by good specialist teaching. Standards in religious education are above those expected in the locally agreed syllabus. Year 6 pupils attain standards in art and design that are above expected levels. Standards in physical education are in line with nationally expected levels overall. Pupils attain standards in swimming and in some games skills that are above expectations. Pupils' knowledge and skills in some aspects of topic work in science, geography and history are not always developed from prior learning. This does not ensure that pupils make consistently good progress in their learning. Most infant pupils make good progress overall, promoted by good teaching, and achieve well in most subjects. This continues in the lower juniors. Years 5 and 6 pupils make sound progress overall, with the challenge and expectation of pupils, especially the more able, not being consistently maintained. Pupils use their literacy skills effectively throughout the school to support work in other subjects, for example topic work. They use their numeracy skills soundly, for example, when measuring and recording standing jumps in athletics, although they are not required to apply their skills enough in a range of other subjects.
6. Pupils with special educational needs make good progress throughout the school. They make very good progress when they benefit from high quality support from the learning support teacher and from teachers and classroom support assistants. They make sound progress in full class activities when the tasks are not always closely matched to meet their learning needs. Teaching and support staff work well together to ensure that pupils with special educational needs are included fully in the activities. Staff provide help to enable them to achieve, although, on occasions, the task is too challenging. This limits the amount of work they achieve in the lesson. The small number of pupils for whom English is an additional language receives good language support. They participate fully in the whole range of learning activities and make good progress.

Pupils' attitudes, values and personal development

7. Pupils' attitudes, values and personal development are very good. These standards have been maintained since the previous inspection. Parents are very appreciative of the high standards fostered within the school. Levels of attendance remain good.
8. Most pupils arrive at school with their parents in an orderly manner. They are smartly dressed. They happily meet their friends in the playground. They clearly know that they attend school to learn. Due to the availability of staff, parents have an easy opportunity to discuss concerns informally. This contact creates confidence and enhances the school's links with parents.
9. In the Foundation Stage, children quickly adapt to the routines in readiness for the day ahead. Older pupils quickly settle down to quiet reading or writing. In lessons pupils are keen to answer questions or conduct independent research, using reference books or the

computer. Pupils collaborate well in group or topic work to promote learning. For example, a more able boy helped another to open files on the computer to reveal 'Greek Theatres'. Pupils are capable of independent working with the minimum of supervision. Where the quality of teaching is good, the pace of their work is equally good. Much of the written work is neatly and legibly presented. Pupils take a pride in their work and are eager to share their knowledge.

10. Behaviour in class is consistently very good. In lessons pupils do not interrupt another when speaking. Teachers ensure pupils remain focused on their tasks by good class management. As a result, the lessons flow smoothly and good learning is achieved. Because of the small classes and the teacher's detailed knowledge of the class, they teach to the strengths and weaknesses of each pupil. This enables pupils' self-esteem to be raised and encourages them to progress with confidence. Behaviour around the school and during play is very good. Pupils play and mix joyfully irrespective of gender or background. Staff are alert to ensuring aggressive behaviour is kept to a minimum. During the inspection no anti-social behaviour was observed neither was any offensive language heard. There are no exclusions.
11. The personal development and relationships shown by the pupils are very good. Pupils show respect to staff as well as amongst themselves. They speak with maturity and listen attentively. The school building is old, yet there is no litter, damage or graffiti. Pupils care for resources. For example, many of the books in the library are old but in good condition, despite evidence that they are used often. Pupils from other cultures share their experiences as a valuable learning resource; for example, beautifully made models constructed from paper. Year 6 pupils participate in the annual 'Junior Citizenship Scheme' with other schools. This year the school won the competition. As a result, the older pupils provide good role models for the younger ones to emulate. The older ones discuss the strengths of their school with confidence and insight, building on their personal experiences. For example, they described the residential trip to Wales and how the headteacher had explained an easier way to understand long division in mathematics.
12. Tasks allocated in the Foundation Stage are very good, for example setting out the fruit at the start of the day. Older pupils have more complex tasks such as 'librarians' but due to the size of the school, the opportunities are restricted. However, when given opportunities, the response is good. Older ones care for the younger ones. Good manners and politeness were often a feature during the inspection. For example, pupils held open doors and spontaneously offered to help with directions.
13. Levels of attendance are good and above the national averages. Issues from the previous inspection have been addressed well. The importance of attendance is stressed by the headteacher, who takes a firm line in authorising absence. The registers conform to requirements and are recorded in a consistent style. Punctuality is good and registration is taken quickly, with a minimum of delay.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching is sound overall. It is good in the infants and in the lower juniors. It is sound in the Foundation Stage and in the upper juniors. Standards are similar to those reported in the last inspection, although there was no unsatisfactory teaching observed during this inspection. Teaching was good in nine out of the 25 lessons observed. It was very good in a further five lessons. Teaching was sound in 11 lessons. The consistently good, and often very good teaching, especially in the infant class and in Years 3 and 4, enables pupils to make good progress in lessons. This is built on soundly in Years 5 and 6. An analysis of pupils' work since the start of the school year shows that teachers' expectations of older and more able pupils are not always high enough to ensure that they make consistently good progress in their learning. Teachers do not always use

assessment information to ensure that they match learning activities closely to the range of ability in mixed-age classes.

15. Teaching in English and mathematics is good overall, particularly in the infants. Teachers use the National Literacy and Numeracy Frameworks effectively to provide a clear focus to pupils' learning. Teaching is good in art and design and religious education. It is good in music where the teacher uses her specialist subject knowledge to promote above expected standards. Pupils, especially the more able, are not challenged consistently, for example, in science and information and communication technology, to ensure that they achieve the standards of which they are capable.
16. Teaching and learning in the reception class are sound overall. Staff have a sound knowledge of the early learning goals, and all areas of learning receive a suitable level of attention. Teaching and support staff in the reception class work successfully together to ensure that children feel secure, valued and confident. This enables them to work with a purpose and sense of achievement. Good relationships are established between adults and children and staff know the children very well. All staff have high expectations of good behaviour, mutual respect and co-operation. Staff meet regularly to plan and review the activities offered, and to assess children's academic and personal progress. In return, children behave well and put a good deal of effort into their work.
17. Teachers have very good relationships with their classes. They know and manage pupils very successfully. Teachers encourage pupils to sustain their interest and concentration. Pupils respond positively and are keen to succeed. For example, in a very good religious education lesson, the teacher's friendly and, on occasions, humorous approach encouraged pupils to try to answer the questions. They were keen to please and were willing to contribute their ideas even if they were not sure if they were correct. The teacher then continued to question individual pupils very successfully during the group activity; for example, 'How could you make that clearer?' and 'What other ways can you think of to ...?'. This encouraged pupils to give further thought to their initial written answers and improve the quality of their work. Teachers have good subject knowledge and use it well to promote above expected standards. For example, in a good Years 5 and 6 music lesson, the teacher used her good subject knowledge to extend pupils' understanding and use of musical terminology, such as 'rhythm stave', in creating their own two-part composition.
18. Teachers plan their lessons in detail and identify clear learning objectives. Some share these objectives with their classes so pupils know what they are trying to achieve. This gives a good focus to the learning, although this is not consistently done in all classes. Most teachers identify clear lesson objectives for different age groups in English and mathematics. This allows them to develop activities that are more closely matched to the pupils' different learning needs. For example, in a very good infant literacy lesson, the teacher provided three different activities to enable all pupils to apply and extend their reading skills. However, teachers do not always plan and organise activities in some other subjects, for example science and geography, to match the range of learning activities within each class.
19. Where teachers have high expectations of work and attitude, pupils respond very well and are very keen to achieve high standards. For example, in a very good Years 3 and 4 design and technology lesson, the teacher's enthusiastic style and her high expectations of what pupils would achieve encouraged pupils to work very hard at designing and making a Greek theatrical mask. She expected them to develop their own ideas and use the correct terminology, for example, 'pneumatic', when describing how they were going to make their mask. The teacher expected groups to discuss different ideas and share their findings. Pupils worked very enthusiastically and co-operated excellently to produce some high quality products. For example, one group agreed that 'pipe cleaners would be stiff

enough to make the Hydra's heads and light enough not to bend the card'. Their evaluation proved effective and they produced good work.

20. Teachers do not always maintain a sufficiently brisk pace to lessons. Where teachers give pupils a clear time target, with frequent reminders during the lesson over how long remains, pupils work very hard to complete their work. The pace is brisk and pupils are motivated well. In a very good infant numeracy lesson, the teacher set a clear target over what she wanted pupils to achieve within the lesson. She had good extension activities for those who completed the initial activity to ensure that no time was wasted. However, in a junior practical science lesson, the teacher did not indicate what she wanted completing within the lesson. Pupils worked in their groups well but there was no sense of urgency. Pupils did not focus on trying to ensure that they had all measured and recorded their pulse rates. As the lesson finished, several pupils were still trying to record their results. The teacher was unable to end the lesson with an effective feedback activity. Many pupils, especially the more able, were not challenged enough to apply their knowledge and achieve the standard and amount of work of which they were capable.
21. The analysis of pupils' work showed that, although there are examples of good practice, teachers' marking of pupils' work is often unsatisfactory. It does little to help pupils to improve their work, and is not used as an effective tool for assessment. Some teachers offer only praise and encouragement. Whilst this is appropriate, it does not suggest how the pupil could do even better and is not linked to personal targets to focus on areas of improvement. Similarly, although teachers use homework to promote pupils' skills and knowledge, for example in spelling, they do not use it consistently to challenge pupils to apply their knowledge and understanding. This confirms the views of some parents, both in the questionnaires and in the pre-inspection meeting, that teachers do not use homework consistently.
22. The quality of teaching for pupils with special educational needs is good overall and helps them to make good progress in their learning. It is often very good when pupils benefit from the high quality support given by the learning support teacher from the local education authority's support service. She works closely with class teachers to help pupils with special educational needs make good progress towards their targets. Teaching is also of good quality when teachers and learning support assistants work closely together. They ensure that individual pupils, particularly the very small number for whom English is an additional language, are included and supported well in group and whole-class activities. The quality of teaching for pupils with special educational needs and for pupils with English as an additional language is not as consistently effective when teachers do not always match activities closely to pupils' learning needs. They continue to receive good individual support, but only make satisfactory progress as they find the work difficult. This limits the amount and standard of work achieved.

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

23. The quality of the curriculum is satisfactory. Pupils are provided with a broad, balanced and relevant curriculum that meets the statutory requirements for all National Curriculum subjects and the locally agreed syllabus for religious education. Teachers have used national guidance to improve curriculum plans since the last inspection. They still do not provide a curriculum that fully takes into account the needs of pupils of different ages and abilities in the mixed-age classes. Policies are in place for most subjects, but some of them are old and no longer useful. They urgently need review.
24. The National Literacy and Numeracy Strategies have been successfully implemented and are having a positive effect on the quality of teaching and the standards achieved by the pupils. In these lessons, work is much more closely matched to the individual needs and

abilities of the pupils. There is a whole-school curriculum map, which ensures that all subjects receive their agreed time. However, too much science is still taught as part of topics and teachers do not consistently identify which key skills are being taught and assessed. This means that pupils do not study it systematically throughout the year. Their knowledge and skills do not build consistently upon prior understanding. The school has improved provision for the teaching of practical subjects and the investigative aspects of mathematics and science as highlighted in the last report. There is still a need to provide pupils with more opportunities to show initiative and independence. Although there is some monitoring of the curriculum, it lacks rigour. As a result, there is still some repetition of work at the same level by pupils in different year groups and different classes.

25. The curriculum for pupils in the reception class is satisfactory and is based upon recent national guidance. All the required areas of learning are taught and good attention is paid to developing pupils' literacy and numeracy skills. There is a good balance between teacher directed activities and those from which children can make their own choice.
26. The curriculum includes good provision for pupils with special educational needs and English as an additional language. The learning support teacher works well with individual pupils and has a very positive impact on the progress they make. She works closely with the headteacher to draw up good individual education action plans with clear and specific learning targets. The school has not identified any gifted and talented pupils currently, although it has worked closely with one of the local secondary schools previously to enable a gifted pupil to be extended fully.
27. There is satisfactory provision for personal, social and health education, which includes sex and drugs education. The school has identified opportunities for most aspects of personal, social and health education to be taught through subjects such as science. Where necessary, outside speakers teach specific lessons; for example, the police taught drugs awareness to Years 5 and 6 pupils last year. The caring and supportive ethos of the school also helps pupils to develop personally and socially.
28. A very good range of extra-curricular activities enhances the curriculum. Pupils have the opportunity to improve their skills in sports, music, dance, chess and drama and to take part in the Christian club. Some parents felt that the school did not provide a good range of extra-curricular activities. The inspection team found the range to be very good, particularly for a school of this size. The oldest pupils have the chance to go on a residential visit every year. This enables them to take part in a range of adventurous and sporting activities and develops their social skills and independence. The school provides a good range of visits to places of educational interest including different museums and the Wyld Court 'tropical rainforest'.
29. The school has established good links with the local community and they make a positive contribution to pupils' learning. For example, good links with a local hotel have enabled pupils in Years 3 and 4 to experience work as waiters and waitresses. This has given them an initial insight into the world of work. In addition, representatives from the local army barracks have visited and talked to pupils about their work and given them some 'drill' practice. There are very good links with a local theatre. This enables groups of pupils from this and other schools to take part in public performances every year. The school has established good links with local secondary schools. As a result, pupils benefit from the use of their sports facilities, both for lessons and for club activities. Pupils also have the chance to visit and familiarise themselves with the secondary schools of their choice while they are in Year 6.
30. The schools' provision for the spiritual, moral, social and cultural development of pupils is good. Standards overall have been maintained since the last inspection.

31. Spiritual development is satisfactory. Children in the Foundation Stage have many opportunities to reflect and wonder, for instance, as they watch with interest the daily progress of their own plants. Older pupils have occasional opportunities to discuss spiritual aspects of Bible stories with the visiting rector. Through drama and role-play, pupils empathise with characters and reflect on their circumstances. This gives them valuable opportunities to think about their own feelings, actions and needs, and those of others. However, there was little evidence during the inspection of teachers providing regular opportunities, in lessons or during acts of collective worship, to promote pupils' spiritual development consistently.
32. The caring approach of those working in the school makes a significant contribution to pupils' moral development. All adults are very good role models. They provide consistent examples of how everyone in the school community should behave towards each other. The school is effective in teaching the principles of right and wrong. This begins on entry to the school and develops as pupils progress through the classes. Pupils have opportunities to explore and develop moral issues within the curriculum. Visitors to the school, including the local Member of Parliament, offer additional opportunities to consider and discuss aspects of morality. Teachers reinforce messages of care and concern for each other in lessons, including in the drugs awareness programme that involves the local police. Pupils begin to understand moral issues, for example, about property when they look after and tidy away equipment such as laptop computers. The school ensures that pupils understand that they are responsible for their own actions and their consequences.
33. The provision for the social development of pupils is good. They have many opportunities to work together collaboratively and support each other during lessons. In design and technology, for instance, pupils shared equipment and exchanged ideas readily. In music, they worked closely together to create compositions. This encourages very effective development of social skills. The school's partnership with the local community is good. Links developed through the Education Business Partnership, such as with a local hotel, have enhanced the opportunities for social development, as pupils role-play, working as staff in the hotel restaurant. Links with other small schools offer pupils the benefits of meeting and working with others, such as during the annual residential visit organised for the older pupils.
34. The arrangements for the promotion of cultural development are good. This is an improvement since the last inspection. It is mainly because the school has introduced a 'multi-cultural week', which has successfully raised pupils' awareness of the rich cultural diversity in their own country and in the world at large. This was reflected in the displays of artwork that had been undertaken, including prayer flags made by the infant groups. Teachers also provide good opportunities through the curriculum for pupils to gain insights into their own and other cultures. These opportunities are supported by visits to places of interest including the theatre and museums. Music and drama from other traditions and times, for example, to promote pupils' historical knowledge and understanding enhance the provision for cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Since the last inspection, the school has continued to provide a high level of care for all the pupils. Being a small school with a Christian ethos ensures that the staff gain detailed knowledge of the strengths and weaknesses of all pupils. This high quality of care is greatly appreciated by all the parents and has a positive influence on pupils' learning and personal development.
36. Procedures for child protection are sound. The headteacher is the designated, responsible member of staff. Procedures agreed locally with West Berkshire County Council are in place. All members of staff have received awareness information, although

there is no governor with a child protection role to monitor this important aspect of the school's provision. All aspects of first-aid are sound, with procedures to record all accidents. A designated member of staff has a co-ordinator's role to ensure all reasonable steps are taken. Not all members of staff are first-aid trained. The governing body conducts regular risk assessments and all records of maintenance checks are properly recorded. Health and safety is promoted within the curriculum. For example, all jewellery was removed prior to a physical education lesson. The two policies covering health and safety do not reflect recent recommendations and are in need of reviewing.

37. Procedures to monitor and promote attendance are sound. Historically, attendance has not been a problem, so there is no specific policy. Teaching staff conform to locally agreed guidelines by ensuring registers are recorded clearly and methodically. After registration, the registers are sent to the school secretary and any unexplained absence is immediately followed up. In a few instances not all absences in the registers indicate the cause. The headteacher adopts a firm stance as regards authorised and unauthorised absences. Should any absence cause concern, then the education welfare officer is informed. Subsequently, the school is provided with a report explaining the result of the enquiries and action taken.
38. Procedures to monitor and promote behaviour, including anti-bullying, are good. Staff, including the midday supervisors, follow the behaviour policy consistently and the pupils know the sanctions and rewards to maintain those standards. They know what is expected of them. Being a small community school staff quickly learn the characteristics of each pupil. As a result every situation is dealt with as it arises and any developing pattern 'nipped in the bud'. However, the behaviour policy was last reviewed some years ago and requires updating to reflect recent guidelines. The headteacher is aware of the recommendations to include all pupils.
39. Procedures for monitoring and supporting pupils' personal development are good. Teachers know their pupils well and, in the reception class, teachers monitor children's personal and social development as part of the curriculum. Pupils are given a good grounding in personal development as they move up the school. They have regular lessons in personal, social and health education, enhanced by the contribution of visiting speakers. Older pupils receive teaching in citizenship, sex education and drugs awareness. Teachers keep a record of pupils' personal development. Pupils keep a 'School Diary' throughout their time at the school, in which they record feelings about events and views about what they have learned. This is not marked, but is monitored by staff. Parents acknowledge the quality of personal support. In questionnaire responses 95 per cent of parents agree that the school helps their child to become mature and responsible. One wrote: 'Our daughter spent a year at a larger school where she did well, but was very quiet and reserved. The transformation since we moved here has been remarkable – her confidence has grown enormously within the secure environment of this school'.
40. The procedures for assessing pupils' attainment and progress are good, particularly in English and mathematics. Since the last inspection, many aspects of assessment have been improved. In the reception class baseline assessments are undertaken shortly after the children start school. This enables staff to identify areas of potential strength or weakness in their language, mathematical or personal development. Throughout the infant and junior years, the assessment co-ordinator builds up a good range of information to indicate how classes, age groups or individuals are progressing in English, mathematics and science. Assessment and record keeping in other subjects usually focus on topic coverage and are not closely linked with the development of skills and concepts.
41. The results of the national tests and several non-statutory assessments provide a sound foundation for the assessment procedures in English and mathematics. Portfolios of

assessed work are kept to support teacher assessments. Individual records and portfolios are kept for each pupil to track personal progress. The results of assessments in English and mathematics are used to set targets for the group of pupils moving from Year 5 to Year 6 and to identify differences in attainment between boys and girls. The school is beginning to analyse test results to identify areas of teaching and learning that need strengthening, although this is yet to be developed consistently.

42. The sound procedures are not yet having a sufficiently strong impact on achievements at the end of Year 6 because they are not used consistently throughout the school to guide teachers' planning. The use of assessment information to match individual pupils' tasks to their developing levels of ability is also inconsistent. For instance, it is not used consistently in some subjects, for example science and geography, to set sufficiently challenging work for the most able pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The very good links with parents have been maintained since the previous inspection. They make a good contribution to promoting pupils' learning. From the parents' perspective, these links are very good. This is reflected by the positive views from the high return rate of questionnaires, those attending the parents' evening and from a random sample of those interviewed during the inspection. The induction process is good for parents whose children are entering the Foundation Stage. Many parents help in a voluntary capacity to improve the quality of education.
44. The views of parents are gathered in a number of ways. In response to ideas and suggestions from the parents, the school has just appointed a 'Playground Supervisor'. Staff are on hand at the beginning of every day to give parents an informal opportunity to discuss concerns. Parents of pupils with special educational needs are invited to reviews and informed of subsequent strategies to improve levels of attainment.
45. A very enthusiastic 'Friends of the School Association' provides a variety of fund-raising events. The profits from such provide resources to enhance the quality of education; for example, to improve the resources for information and communication technology. A good number of parents assist the school in a number of ways. Some accompany educational trips, whilst others assist teachers, for example, by reading with pupils. Those parents are confident that this input has resulted in improved literacy standards.
46. Routine information is of a good quality, especially the prospectus and the governors' annual report to parents. Using photographs, both provide a good insight into the educational activities offered to the pupils. The range and detail of curriculum information does not ensure that parents are fully aware of what is being taught in school. A few parents would like more information about their child's progress, although inspectors found the quality of the annual reports on pupils' progress is good. The homework diaries and reading logs provide a good channel of communication between school and parents. Although the homework structures are in place, the setting of homework is variable from class to class and does not enable parents to be involved consistently in supporting their children's work. Some parents write comments in the diaries, although the school does not require this as part of the homework policy. Some logs do not provide parents with clear information as to when their child last read with their teacher. Most parents are anxious to support teachers in ensuring homework is completed and understood. When used effectively, parents are confident that they can see the progress their children make.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The school is soundly led and managed. It has been maintained at a similar level to that reported in the last inspection. The headteacher works closely with the staff, governing body and parents to create a caring and harmonious school community. He gives good

leadership in maintaining high standards in pupils' behaviour and their positive attitudes towards each other and their learning. These are significant factors in encouraging pupils to achieve well. The school continued to be managed effectively during the first part of the school year when nearly half of the pupils were working off-site due to major building work. Staff, pupils and parents worked very well together to limit any disruption to pupils' education. Parents value the good leadership of the headteacher. He has been particularly influential in working with the governing body to improve aspects of the building and the opportunities for learning, for example the Foundation Stage and the library. The school's aims are outlined clearly in its information booklet for parents. The staff work well to ensure that the aims are reflected in the school's work, particularly those relating to equal opportunities for all pupils, behaviour and pupils' personal development. Informal communication, as reported in the last inspection, continues to be good. However, opportunities for staff to work together to formally monitor, evaluate and share information on teaching and its impact on pupils' learning in classes other than their own are limited. Teachers with responsibility for co-ordinating subjects in the junior or infant phase are not aware fully of how pupils' skills and knowledge are developed throughout the school. All staff do not have a shared commitment to evaluate standards of attainment rigorously to ensure that pupils are always achieving levels in line with their age and ability. The headteacher has observed some literacy and numeracy lessons and is using an increasing range of assessment information to track standards of attainment. However, his teaching commitment restricts the time he has to closely monitor and evaluate teaching and learning. The school has not established a rigorous focus on evaluating teaching and its impact on achieving consistently high standards.

48. The school has made sound progress overall since the last inspection. It has made some improvements in curriculum planning, particularly its use of the National Literacy and Numeracy Frameworks. It has used national subject guidance well, for example in music and physical education, to ensure good curriculum coverage. The school has drawn up a curriculum topic map for some subjects, for example science, history and geography, to meet required aspects. It has not clearly identified key skills and knowledge to be covered and assessed in each topic. The headteacher has worked with staff and governors to improve the quality of development planning. It now has a clearer focus on standards, especially in literacy and numeracy, and is regularly evaluated by the governors' school development group. Good improvements have been made to the school building and to learning resources in some subjects, for example information and communication technology and mathematics.
49. Governors continue to be supportive of the school, as reported in the last inspection. They fulfil their statutory responsibilities well. Governors are effectively involved in ensuring a good, constructive partnership with the headteacher and staff, which is increasingly focused on improving the school. They have been particularly helpful over recent building improvements. The governing body has a good range of experience and expertise and it uses them well to help shape the direction of the school. Governors are kept well informed about developments in the school. Their school development working group, which is actively involved in working with the headteacher to identify and support areas for improvement, provides good information for consideration by the full governing body. Governors, especially those new to the role, have benefited from training from the local education authority, for example on the Foundation Stage. Some governors observe lessons, for example in literacy and numeracy, and report back to the governing body. These improve governors' knowledge and understanding of the school's strengths and weaknesses, although they are not always linked closely to evaluating progress on improvement priorities.
50. The chair of governors works closely with the headteacher, together with the influential financial committee and school's finance officer, to ensure that the school makes efficient use of its finances. The school experienced difficulties in the budgeting process during the

time the local education authority changed its financial accounting system. This coincided with a financial audit and the auditor's report recommended some changes to the school's procedures. These have been acted upon and checked with the school's auditor from the local education authority. The current large budget surplus has resulted from an unexpected carry-over of costs linked to the new building project. Most of this sum has already been spent or is allocated for spending, for example on increased heating and furniture costs. The governors have developed a more strategic aspect to their financial and development planning to ensure that funds are closely linked to agreed priorities. The school's finance officer makes good use of new technology to provide regular and detailed financial information. The finance committee uses this to monitor spending levels closely. They ensure that the school makes good use of specific funds, for example the Standards Fund, and of the principles of best value, for example during the recent building work. The governors' effective financial procedures, together with their good links to school development priorities, enable the school to give sound value for money.

51. The arrangements for pupils with special educational needs are managed well. The school uses specific funds, supplemented by some additional funds from its budget, to pay for support assistants and to buy in the expertise of a learning support teacher from the local education authority. She works closely with the headteacher, in his role as special educational needs co-ordinator, to ensure that she is used very efficiently to support pupils and to advise teachers on effective teaching strategies. The school is meeting the requirements of the most recent Code of Practice². The learning support teacher keeps class teachers and support assistants informed about the range of activities she is developing when she withdraws pupils from class activities for individual learning support. Class teachers use this information to extend pupils' knowledge and understanding, especially in literacy and numeracy, although this was not consistently achieved in all subjects.
52. The school has an adequate number of suitably qualified and experienced teachers to ensure that the National Curriculum is taught effectively. Overall, teachers have sound subject knowledge to promote standards of attainment. The numbers of support staff have been increased and they are deployed effectively. Learning support assistants are encouraged to take up courses, some of which are linked to 'National Vocational Qualifications'. They make a significant contribution to enabling pupils, especially those with special educational needs and those for whom English is an additional language, to be fully included and to make good progress in their learning. Being a small school within a small local education authority, opportunities for professional development are limited. Performance management has been established soundly and all members of staff are encouraged to attend courses. Information and expertise learnt from these are shared with colleagues through staff meetings. A lack of supply teachers often prevents staff attending courses. Advisory teachers visit, for example, to support on information and communication technology. The 'Arts' are a strength of the school and the most recent training has been focused on improvements in literacy, numeracy and information and communication technology.
53. The main accommodation is old and rather cramped in places. Recent additions such as a new Foundation Stage area, library, Starlight Room and reception area have been sensitively created and have enhanced the range of learning opportunities. With the exception of physical education, teachers use the accommodation and facilities to teach the whole curriculum effectively. Physical education is taught using the playground, the adjoining village hall or the facilities of another local school. Swimming is also included for all pupils by using a nearby swimming pool. Additional funds, often provided by the Friends' Association, have been used well to improve both the accommodation and

² Code of Practice gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disabilities Act.

facilities, for example the creation of a physical education 'wall' in the playground. The outside playground is adequate in size, although its surface is uneven. The activity frame is very popular. Wild flowers, nettles and a pond create a country garden effect to reflect the rural area in which the pupils live. This is used well to improve their knowledge and understanding of plants. For example, the younger ones have planted runner beans. They study and record plant growth and record their findings in the 'runner bean diary'.

54. Class sizes are smaller than the national average. As a result the classroom space is used efficiently and resources stored neatly. Pupils' work is displayed well to recognise and celebrate achievement, for example the golden, eye-catching Greek Theatre. The Foundation Stage is bright and welcoming and provides a stimulating learning environment. The whole school building is maintained in a clean and hygienic condition.
55. Resources across the curriculum are good and support teaching and learning. Pupils use the resources sensibly and with respect. Laptop computers are carried with care. The new library is extensive, considering the size of school. A recent audit by the Berkshire Education Library Service has led to an increase in books. A few books are promoted as a display. A sufficient number of reference books, linked to topic work, are available from the library service. Pupils from an early age are encouraged to learn a book culture. However, during the inspection few pupils used the library to research or browse to extend their learning. The number and range of books to reflect our multi-cultural society are limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to continue to raise pupils' attainment and the quality of education, the governors, headteacher and staff should:
 - (1) ensure that pupils' skills, knowledge and understanding in science, history, geography and design and technology build consistently on prior learning; (paragraphs 3, 5, 48, 92 and 105)
 - (2) improve the procedures to monitor and evaluate teaching, planning and pupils' work; (paragraphs 24, 47, 77, 86, 92, 104-105, 115 and 129)
 - (3) extend assessment procedures to non-core subjects and use assessment information to match learning activities to pupils' age and ability in mixed age-classes; (paragraphs 14-15, 18, 23-24, 42, 91 and 105)
 - (4) extend the role of curriculum co-ordinators to improve their effectiveness in raising standards of attainment throughout the school. (paragraphs 47, 86, 92 and 105)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

25

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

30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	5	9	11	0	0	0
Percentage	0	20	36	44	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	74
Number of full-time pupils known to be eligible for free school meals	3
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	4
English as an additional language	No of pupils
Number of pupils with English as an additional language	3
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.8
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	4	7	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	10	10	10
Percentage of pupils at NC Level 2 or above	School	91 (100)	91 (100)	91(100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
	Total	10	10	10
Percentage of pupils at NC Level 2 or above	School	91 (100)	91 (100)	91 (100)
	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	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	11	12	11
Percentage of pupils at NC Level 4 or above	School	79 (50)	86 (50)	79 (70)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
	Total	12	10	10
Percentage of pupils at NC Level 4 or above	School	86 (50)	71 (56)	71 (50)
	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	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	59
Any other minority ethnic group	1

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)	4.8
Number of pupils per qualified teacher	15.3
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	61

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	2001 / 02
	£
Total income	237,886
Total expenditure	226,607
Expenditure per pupil	3,021
Balance brought forward from previous year	32,943
Balance carried forward to next year	44,222

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 74%

Number of questionnaires sent out	74
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	45	2	0	0
My child is making good progress in school.	42	51	4	0	3
Behaviour in the school is good.	56	44	0	0	0
My child gets the right amount of work to do at home.	22	56	18	2	2
The teaching is good.	47	48	2	0	3
I am kept well informed about how my child is getting on.	40	40	18	0	2
I would feel comfortable about approaching the school with questions or a problem.	55	42	3	0	0
The school expects my child to work hard and achieve his or her best.	45	49	2	0	4
The school works closely with parents.	33	58	7	2	0
The school is well led and managed.	38	55	2	0	5
The school is helping my child become mature and responsible.	44	50	6	0	0
The school provides an interesting range of activities outside lessons.	15	51	24	5	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. The school admits children to the reception class one or two terms before their fifth birthday, in line with the guidelines issued by the local education authority. The reception class offers good provision for children's all round development and education. The curriculum promotes the early learning goals successfully in all areas of development. The newly built Foundation Stage classroom provides a suitable environment for reception class work.
58. Teachers in the reception class and in Years 1 and 2 plan together closely. This ensures that there is no unnecessary repetition of work. It gives children a firm foundation for their future learning and a smooth transition into Year 1 when they begin working on the National Curriculum. The record keeping system is clear and informative. It ensures that teachers have a well-informed base from which to plan work for individuals and groups.
59. Reception class staff have a good understanding of children's needs and careful planning ensures a good balance between learning in lessons and play. The support for children with English as an additional language effectively enables children to work confidently in class and group lessons. Staff ensure that children have full and equal access to all the areas of learning. The results of the assessments made when children start school indicate that attainment on entry is average compared with children of a similar age. By the time the children leave the reception class, the majority have made sound progress and are likely to achieve the early learning goals in all areas.

Personal, social and emotional development

60. Children's personal, social and emotional development is good. Children are co-operative with one another and with their teachers. Relationships are good and the majority want to succeed in their work. They readily share equipment, take turns and help one another. For example, children get materials out or put them away and help those who are a little slower. Behaviour is consistently good because activities capture the children's imagination and teachers' management strategies are good. Teaching in this area is good. Staff encourage children to answer questions and take part in all activities. No children are left out and all are given the confidence to make suggestions. Frequent reminders about good behaviour lead to high standards during most activities. For example, when children sit down to eat or drink, they develop a sense of the importance of good manners. Children persevere to finish their tasks and willingly talk about their work. They quickly understand the routines of school life and move quietly and confidently around the school.

Communication, language and literacy

61. Children make sound progress in communication, language and literacy. They explain their ideas well to each other and make good progress in developing their listening skills. More able children usually construct whole sentences, which are grammatically accurate, when answering questions and explain to adults what they are doing when engaged in an activity. They show a developing ability in recalling events and describing them in the correct order. For instance, several children described their activities during the Golden Jubilee celebrations. They talked about watching the parade on television during the morning, visiting a grandparent in the afternoon then attending a street party in the early evening.

62. Children receive a good level of individual help and support to increase their literacy skills, and the quality of teaching is satisfactory. They all learn to use pencils correctly and increase their early writing skills in a range of activities that develop hand and eye co-ordination. Most children write their names accurately and the more able attempt to write simple words by themselves. The less skilled identify their own name and copy it. The National Literacy Strategy is used effectively in the reception class to develop reading skills. All members of the Foundation Stage staff extend this effectively in their selection of books and stories. Children enjoy literacy work and make good progress in learning letter sounds. They handle books confidently and correctly and reading skills develop effectively. They increase their awareness of language by looking at dual-language texts, some of which are brought to school by children who are learning English as an additional language. They tell and re-tell the stories by using the pictures. This is a direct result of the enthusiasm and interest that members of staff show. All children are likely to achieve the standards necessary to reach the early learning goals by the time they enter Year 1.

Mathematical development

63. Children make satisfactory progress in mathematical skills and standards meet expectations. Sound teaching and the effective use of the National Numeracy Strategy account for the progress that they make. Staff plan activities that stimulate interest and provide a secure foundation for further development. For instance, children learned to sequence the days of the week and practised counting. They then related this to the *Hungry Caterpillar* book they had previously used both for work in literacy and when learning about life cycles. The more able count confidently up to and beyond 20 and write numerals to 10 accurately. The less able count up to 10 objects and write numerals with support. All pupils have a knowledge of shapes and most can name squares, triangles and circles with confidence.

Knowledge and understanding of the world

64. Children's achievement is good in this area of learning by the time they enter Year 1, because good teaching enables them to make above average progress. Provision of a good variety of materials to investigate and a wide range of activities to undertake stimulates interest and leads to effective learning. Children role-play real life situations in the play house, including answering the telephone and caring for a sick baby. They are interested in the growth of plants. The more able name correctly the parts of bean and sunflower plants they have grown, identifying seeds, roots and leaves. All the children know that plants need water and sunshine to grow, and tend their plants with care. They learn about the life cycle of butterflies and talk about the egg, caterpillar, cocoon and butterfly, the most able sequencing these correctly in order. Children use computers as a matter of routine. They use a mouse confidently to control movement on the computer screen. All pupils are becoming familiar with the computer keyboard and most identify the letters of their name accurately. All children are likely to meet the expectations of the early learning goals in this area, the more able exceeding them by the time they reach Year 1.

Physical development

65. The reception class provision for children's physical development ensures that they make sound progress. They have access to pencils, crayons, scissors, glue and other equipment, which help them to develop practical skills. The teaching of these skills enables them to increase hand control and ensures that they reach the expected standard when they enter Year 1. Most children colour in shapes carefully and cut them out accurately along outlines. They manipulate the pieces of jigsaw puzzles and complete puzzles successfully. Children move confidently and run, skip and jump with increasing control. They use a range of appropriate play apparatus including wheeled pedal vehicles with a growing awareness of space. The outdoor play area is shared with other classes.

This limits children's access at some times of the day and in poor weather. This restricts opportunities to promote their physical development. Children are, nevertheless, in line to meet the targets in the early learning goals when they leave the reception class.

Creative development

66. Children make satisfactory progress in their creative development. They use a range of materials and learn basic techniques including painting, collage and printing. As they progress through the reception class they show a growing awareness of pattern and contrast in their painting. Often their drawings are immature, but the more able children complete detailed representations. For instance, they drew a person with the appropriate facial features and correct number of limbs, and included the details of hair, buttons, ribbons and shoelaces. Some art activities involve the filling in of previously drawn outlines or shapes cut out by the teacher. This restricts creative development and use of the imagination for some children. Children sing a variety of songs from memory and show some awareness of melody and rhythm. Drama plays a part in the curriculum and children readily take on a variety of roles in play situations.
67. The quality of teaching for pupils in the Foundation Stage is satisfactory, with some examples of good teaching evident in the areas of social development and the development of children's knowledge and understanding of the world. Teachers, the nursery nurse and support staff work closely together to promote learning. They have a clear understanding of the needs of young children and realistically high expectations of behaviour. All members of staff speak precisely and clearly. This ensures that all children, including those learning English as an additional language, make sound progress. Staff provide a good balance between the direct teaching of specific skills, such as how to hold pencils, and the promotion of independent learning.

ENGLISH

68. Pupils attain standards in English at the end of Year 2 and Year 6 that are above the national average. Standards have improved since the last inspection. Inspection evidence confirms the 2001 national tests results, with an above average number of pupils achieving higher levels, especially in reading. Standards in reading slightly exceed those in writing. In speaking and listening, all pupils, including those with English as an additional language, make very good progress. Boys and girls reach comparable standards. The rise in standards at both key stages has been influenced by the successful implementation of the National Literacy Strategy. This has enabled teachers to plan and structure work more effectively for pupils of all abilities.
69. By the end of Year 2 pupils listen attentively to their teachers and to each other. In lessons, learning support assistants work effectively to ensure that pupils with special educational needs listen to lesson introductions and are included fully in all activities. Pupils are confident in answering questions and contribute readily to discussions. More able pupils in Year 2 are confident and articulate speakers and use a range of formal and informal questioning and answering styles. After responding appropriately to the teacher's questions on a non-fiction book, pupils were encouraged to ask questions of the teacher and each other, including, 'What are leaves actually made of?' and 'What happens to plants if they are kept in the dark?' This effectively reinforced one of the key teaching points of the lesson on constructing questions accurately.
70. Pupils' skills of speaking and listening develop very well throughout the junior years, and by the age of 11 pupils attain very good standards. They concentrate for long periods and take an active role in sharing their thoughts and ideas. Pupils regularly take part in drama productions for the school and for parents. They gain an understanding of the skills required for public speaking and acting, which they do well and with great confidence.

Drama plays a significant part in the achievement of the high standards of oral communication that pupils display.

71. Progress in reading is good. By the end of Year 2 pupils are confident in using letter sounds, pictures and clues from the context to help them read new and unfamiliar words. Less able readers have a good knowledge of the sounds letters make by themselves and with others. This helps them to correct their own mistakes. Pupils read with interest and say they enjoy reading. Pupils know and explain the terms 'author' and 'illustrator' and handle books correctly and confidently. They know how to use the 'contents' and 'index' sections of books. They read accurately in both individual and whole-class reading sessions. The more able use expression well to bring the text alive; they know how to use punctuation to give meaning to their reading, including the use of the exclamation mark. The attainment of pupils is supported by the involvement of parents and the use of reading records. To ensure that pupils develop skills progressively, teachers encourage them to tackle increasingly demanding books. However, sometimes the most able readers read books which are not sufficiently challenging.
72. Year 6 pupils read a wide range of texts with confidence and enjoyment and talk about a range of authors they like. The National Literacy Strategy has led to a love of poetry and some pupils choose to read poetry for pleasure. Pupils have sound library skills. They know how to track down information from texts and other sources including the Internet. They are given opportunities to undertake their own research in a variety of subjects including science topics. This is an area that has improved since the last inspection. The school has worked hard to improve the library. It has made it a bright and attractive environment from which pupils regularly borrow books.
73. Pupils make good progress in writing. By the end of Year 2, standards are above average. In lessons, pupils are taught the key skills of punctuation, grammar and spelling. Pupils talk about full stops, capital letters and other punctuation and demonstrate that they know how they should be used. Analysis of work in books indicates that most pupils consistently apply this knowledge in their writing. Spelling is usually good, with pupils using their knowledge of sounds to make good attempts at unfamiliar words. The most able write independently and produce complex sentences unaided. Pupils are given a wide range of opportunities for writing in their English lessons and they show a satisfactory range of ideas and vocabulary. In other subjects, such as geography and science, they write factual accounts about the area they live in, label diagrams and write up the results of investigations. When Year 2 pupils practise handwriting, they produce neat, joined script. However, in other written work they do not use it consistently. Teachers do not always give attention to this in their marking or during lessons.
74. Pupils attain standards in writing at the end of Year 6 that are above average. The good progress pupils make is due in part to the very good teaching they experience in Years 3 and 4. In one lesson observed, very good use of extended vocabulary brought the lesson to life and captured pupils' imagination. Very clear explanations of words and examples in context helped the pupils understand the significance of a wide vocabulary. This promoted a love of language, which was reflected in the quality of their written work. In a Year 6 lesson with a poetry focus, the most able pupils demonstrated high levels of skill in their use of imaginative vocabulary to achieve effects: 'A world of fire and sparkle glinted before me'. Handwriting and presentation are good throughout the junior groups and pupils rightly take pride in the standard of their work.
75. Pupils with special educational needs and those for whom English is an additional language are well supported by both teachers and the high quality of classroom assistants. The good support ensures that these pupils make the same level of progress in relation to their ability as other members of the classes. Classroom assistants also provide good support for lower attaining pupils in groups during lessons.

76. The quality of teaching in the lessons observed was good in both infant and junior classes. In the best lesson seen, a clear enthusiasm for the subject coupled with effective teaching ensured that pupils had a rich language experience and gained in knowledge. Less successful teaching was characterised by lost opportunities to learn more about the effective use of punctuation and the structure of poems. All teachers have a secure knowledge of the National Literacy Strategy. In lessons, planning provides a clear purpose for the chosen activities and pupils are given a clear understanding of what they are to learn. Planning for the different age groups and abilities in the classes is effective and leads to sound progress. The evidence of the quality of teaching obtained from looking at pupils' past work was satisfactory overall. Teachers do not use good information from assessments consistently to guide the planning of future tasks. This sometimes affects the progress of older and more able pupils in mixed-age classes.
77. The management of the subject is satisfactory. The two co-ordinators work effectively together to ensure that planning and assessing are consistent. The school has not established procedures to monitor and evaluate teaching and to share good practice. Teachers use information and communication technology effectively in both infant and junior classes to raise pupils' literacy and research skills.

MATHEMATICS

78. Pupils attain standards that are above the national average at the end of Year 2 and Year 6. This is an improvement since the last inspection. There is some yearly variation in attainment, dependent upon the range of ability and number of pupils in the small year groups. Although the number of pupils taking the national tests is small, inspectors confirm that attainment reflects the above average standards achieved in recent national tests in mathematics. The proportion of pupils achieving the nationally expected Level 4 in the current small group of Year 6 pupils is broadly average. The proportion achieving above expected standards is above the national average. In the small group of Year 2 pupils, almost all pupils achieve the nationally expected Level 2. The proportion achieving above that level is in line with the national average. The key factors in enabling pupils to achieve these above average levels are:
- pupils' positive, enthusiastic attitudes to mathematics;
 - teachers make effective use of national subject guidance through the National Numeracy Strategy. It is supported by a good commercial scheme of work to ensure that all required aspects of mathematics are covered fully.
79. Pupils make good progress in developing their skills and knowledge, particularly in the infants and lower juniors where it is sometimes very good. In Years 5 and 6 pupils are not always consistently expected to apply and extend their skills and knowledge. Pupils with special educational needs and the small number for whom English is an additional language make good progress in their learning. They benefit from good individual support given by teaching and learning support staff. This enables them to be included fully in all learning activities and understand what they are expected to do.
80. Most Year 2 pupils have good number knowledge and understanding. They count up to 100 confidently and use their improving mental skills to add and subtract numbers up to 20 accurately. Some more able Year 2 pupils use their addition knowledge effectively to work out their subtraction answers successfully. For example, one pupil quickly realised that as $14 + 6 = 20$ then $20 - 14 = 6$. She then applied this strategy to try more challenging subtraction sums, for example $77 - 33$. Her success encouraged her to want to use even bigger numbers. Most Year 2 pupils show a good understanding of the value of each digit in a two-digit number. Many use their knowledge effectively to 'partition' the numbers to work out more difficult addition and subtraction problems. More able Year 2 pupils are beginning to apply their multiplication knowledge successfully, for example when using the

- 4 and 5 times tables. Many have a good knowledge of different measures and apply it well to calculate problems of time, money and weight. Lower attaining pupils count confidently to 20 and use this knowledge to count on when adding, for example, 15 and 4.
81. Most Years 3 and 4 pupils extend their number skills very effectively, for example using multiples of 10 to accurately work out 90×4 . Many Year 3 pupils show secure multiplication knowledge, for example when multiplying by 5 or 10. Some are beginning to use their understanding of the links between multiplication and division to extend their number work. Many Year 4 pupils have a good understanding of simple fractions and their decimal equivalents. They extend their decimal knowledge well in their work on measures, for example by converting millilitres into litres. Most show a secure knowledge of the different properties of common two-dimensional shapes. They apply their knowledge effectively, for example by correctly naming different shapes from their number of edges or angles. Pupils use activities from the scheme of work to ensure that they develop their knowledge in all required aspects. For example, Year 4 pupils use a tally chart well to draw a bar graph and answer questions about the data they have used.
82. Years 5 and 6 pupils continue to develop their number skills effectively. They make good progress in using a range of different strategies, for example, to work out more difficult multiplication and division problems. Some are challenged to apply their knowledge to solve investigations, for example to try to identify patterns of triangular numbers. However, pupils, especially the more able, do not consistently show how they have used their knowledge to solve the problem. Too often they simply record their answer without showing how they have worked it out. Most Year 6 pupils have a sound knowledge and understanding of handling data. This has improved since the last inspection. For example, they used tally charts to collect their own information on favourite ice-cream flavours. Most know and use specific mathematical terms accurately, for example 'mean' and 'range'. They use the graph to answer questions about the information, although few are challenged to explain their conclusions to attain above average levels. Years 5 and 6 pupils use their information and communication technology skills soundly to extend their data handling skills. For example, they used a spreadsheet effectively to enter the results of their standing jumps completed in an earlier physical education lesson. They then used a formula to work out the average length of the jumps and applied their knowledge of measures to change each jump into metres and centimetres.
83. Year 6 pupils' knowledge of shape and space has also improved since the last inspection. They used their secure understanding of angles and co-ordinates to reflect and draw a two-dimensional symmetrical shape on a grid. More able pupils were challenged well in this activity to draw a reflected, diagonal, symmetrical shape in all four quadrants of the grid. This required them to apply their knowledge and understanding of negative numbers. Pupils were enthused by the difficulty of the task. They sustained their interest very well and clearly enjoyed the challenge. However, the lack of a clear time target did not ensure that they focused their efforts enough to complete the task within the lesson.
84. Teaching is good and often very good in the infants. It is sound overall in the juniors and often good, especially in the lower junior class. Teaching is never less than sound throughout the school. The quality of teaching in mathematics has improved since the last inspection. It is promoting higher standards. Teachers have implemented the National Numeracy Strategy effectively. This is helping pupils to improve and use their skills and knowledge, especially their mental number skills. Teachers use the Numeracy Framework, supported by good learning resources, to plan in detail to meet pupils' different number skills and knowledge. Some teachers share the lesson objective with their pupils. This gives a clear focus to pupils' learning and ensures that they know what they are trying to achieve. Where teachers maintain a brisk pace to the lesson, they grasp pupils' interest and attention. Pupils sustain their concentration when teachers use questions well to encourage pupils' involvement and require them to apply their

mathematical skills and knowledge. For example, in a very good infant lesson, the teacher started the lesson briskly with a lively and challenging mental subtraction activity. She used 'Why?' and 'How?' questions effectively to require individual pupils to explain their answers. They were then required to apply their mental skills in a written subtraction activity. The interest and success created by the enjoyable opening mental activity encouraged pupils to continue to apply their skills accurately. The teacher made good use of computer programs to enable some pupils to extend their subtraction and counting skills.

85. During the inspection, some teachers focused on other ways of extending pupils' mathematical skills, for example by linking it to their current interest in the World Cup. This grasped their interest. However, the activity was not always closely matched to the range of pupils' ability within the class. For example, in a lesson on time, the teacher required pupils to try to work out the times in different countries in the world when it was a certain time showing on Big Ben in London. Pupils knew that people watched World Cup matches at different times. However, they were not sure if Big Ben was showing a.m. or p.m. times. This led to some confusion and many pupils, especially the lower attainers, were not able to work out the times accurately. Teachers enable pupils to make some use of their numeracy skills to support work in other subjects. For example, they worked out the measurements for making models of Viking longships and calculated the total numbers of houses when creating a graph in geography. However, pupils do not use their above average skills and knowledge sufficiently to support learning in other subjects.
86. The co-ordinators have encouraged the use of information and communication technology in mathematics, for example by enabling a member of the Small Schools' Support Team from the local education authority to provide some additional support in classes. Assessment information, for example from standardised and national tests, is being used more effectively to identify areas for development. However, the subject co-ordinators do not evaluate how teaching is focusing upon these areas and raising standards throughout the school.

SCIENCE

87. Pupils attain standards at the end of Year 2 that meet the national average. They are similar to those reported in the last inspection and reflect the results of the 2001 statutory teachers' assessments of science. Pupils are almost all achieving the nationally expected level, but the work does not enable the higher attaining pupils to achieve their potential. Too few achieve above average levels consistently, especially in developing their skills in scientific enquiry. Pupils produce a satisfactory amount of work in the time available, but their work shows that pupils in Years 1 and 2 are achieving similar standards.
88. Most Year 2 pupils follow instructions to carry out simple investigations and are beginning to understand that it is important to make tests fair. They make sensible predictions about what will happen and record what they found out with the teacher's guidance. Pupils know why we need electricity and can all make a circuit that will light a bulb. They have not investigated the impact of using different numbers of bulbs or batteries or made switches. They are not challenged consistently to use their understanding of which materials are conductors and which are not, in order to achieve higher standards. They correctly classify things according to whether they are living or non-living and say how babies and toddlers are different. They recognise and describe a good range of materials, but they have not yet considered how that affects their suitability for a purpose.
89. In the 2001 national tests for pupils in Year 6, the school's performance was below the national average. Inspection evidence indicates that almost all Year 6 pupils are on target to achieve the nationally expected Level 4. The school has used revision activities effectively to prepare pupils for taking this year's tests. Inspectors found that standards

are similar to those reported in the last inspection. However, there is little evidence of more able pupils undertaking work above Level 4. Too often, pupils in Years 5 and 6 do exactly the same work except during the revision period for the national tests. Similarly, pupils in Years 3 and 4 do exactly the same work. As a result, activities are insufficiently challenging for the oldest and most able pupils in each class. By the end of Year 6, pupils carry out investigations competently, recording their results and conclusions clearly. However, they are not encouraged to plan their own investigations. They are given too few opportunities to decide for themselves on the best method of recording their results and to retest to ensure they obtain reliable results. This prevents pupils from achieving above the national expectation in the investigative aspect of the subject. Pupils have a sound understanding of the work they undertake. They know that plants and animals have adapted to different environments. They know that some changes in materials are reversible and that others are not and they understand why we experience night and day and the different seasons. However, opportunities to work beyond this expected level are not provided enough. It is mainly the good general knowledge of the most able pupils that enables some of them to achieve as well as they do in the national tests.

90. Pupils who have special educational needs or English as an additional language are well integrated into lessons. They receive effective help from learning support assistants and, as a result, they achieve standards that are appropriate for their ability.
91. The quality of teaching is satisfactory overall, although it has some significant weaknesses. Teachers have good relationships with their classes and, as a result, pupils behave very well and enjoy their lessons. Teachers organise their lessons well and plan interesting activities. They use questions effectively to find out what pupils have understood and to get them to apply their knowledge to different situations. Teachers create an atmosphere where pupils feel confident to answer questions, even if they are not sure if they are right. This has a positive effect on learning as it encourages pupils to answer questions and to use their initiative. Pupils are keen to respond and as a result they listen carefully to teachers and to each other. Teachers are planning more opportunities for pupils to use computers, both for research and to improve the presentation of their work. For example, Year 5 pupils used computers to carry out research into planets and to produce their planet topics. When learning support assistants are present, they have a positive impact on the work of those pupils they are working with. Teachers are now planning lessons based on recent national guidance. However, they do not always take enough account of the fact that pupils in their classes have a wide variation in age and ability. In some lessons, all their pupils do the same work and for some it is too easy and for others it is too hard. Teachers' marking of work is also inconsistent. A significant amount of work remains unmarked. Where it has been marked, it does not always identify what pupils have done well or suggest how they might improve. As a result, pupils are not clear about how well they are doing.
92. The co-ordination of the subject throughout the school has some strengths and weaknesses. The two co-ordinators work hard to plan the work for the infants and juniors. However, neither has a clear overview of exactly what is being taught throughout the school. Consequently, there is some repetition of work at the same level. Too much science is covered within overall topic work. Teachers are not always sufficiently knowledgeable about what pupils have already done to enable them to build upon it. The co-ordinators have improved planning since the last inspection, but it still requires further development. The subject policy does not relate to the current National Curriculum and urgently needs review if it is to be of any value. Curriculum monitoring has improved slightly, but is still not fully effective. Standards have been maintained at an average level. Improvement since the last inspection is satisfactory overall, although the lack of enough opportunities for more able pupils to extend their scientific skills and knowledge is limiting the improvement in standards.

ART AND DESIGN

93. Work completed by Year 2 pupils is similar to that seen in other schools nationally and is satisfactory. In junior classes it is of a higher standard than that found in most schools. This is a good improvement since the last inspection. It is due to the appointment of a subject co-ordinator with a good level of expertise, who has worked hard to raise standards in the older classes. Good use of additional help from parents and learning support assistants has also contributed to the improvement.
94. Planning for art shows good curriculum coverage including studying the work of established artists. Teachers make good links with other subjects, particularly with history, science and design and technology. Pupils keep a sketchbook of examples of the techniques they have learned, so teachers can see their progress in the development of skills.
95. By the end of Year 2, pupils have experience of using a good range of media including pencil, paint, collage, fabric paint and dye and computer-generated graphics. The contribution of a visiting artist has enhanced provision for art this year. Under her guidance, pupils made prayer flags as part of the recent multi-cultural week. This has contributed to the social and cultural awareness promoted by art. Work displayed in the school shows that pupils in the infant groups mix colours for themselves successfully. They make choices about ways in which they will represent subjects in their pictures. There is limited provision for pupils to undertake three-dimensional work in the younger classes. This restricts standards.
96. By the age of 11, pupils show enhanced skills in their artwork. The very good teaching which takes place in Years 3 and 4 contributes to the good standards seen at the end of the junior school. Pupils develop their drawing and sketching skills well throughout the junior classes. These art skills are enhanced effectively in history, geography and science, when pupils draw to demonstrate what they know or understand. Pupils use a wide range of media with confidence and make choices about what they will use to make pictures, models or sculptures. In a very good Years 3 and 4 lesson focusing on mask-making, three pupils decided independently to use papier-maché to make their masks and found the required resources themselves. One pupil correctly suggested that if he coated a balloon with a film of oil, the papier-maché mask would come away cleanly without distorting.
97. The range of work displayed in the school is extensive and of good quality. Pupils study the work of established artists and use what they learn to develop and improve their own art. Pupils in the younger junior groups studied the *Sunflower* paintings of Vincent van Gogh and then made similar painted compositions using different ranges of warm colours. The pupils in Years 5 and 6 compared the portraiture of Picasso, van Eyck and Howard Hodkin before working on their own portraits in a range of styles.
98. Teaching of art and design is good. Teachers use modelling and demonstration effectively to help pupils to learn techniques and achieve the effects they want. The good subject knowledge of the junior school art co-ordinator has had a positive impact on standards of work produced. Pupils enjoy their art lessons and are encouraged to discuss work in progress, which they do readily, evaluating each other's products thoughtfully. The school has not established formal procedures to assess pupils' standards in art and design. Teachers use informal guidance to identify ways in which pupils can improve the quality of their work. Work in art has contributed to the award of the 'Artsmark' (silver) to the school this year.

DESIGN AND TECHNOLOGY

99. Pupils attain standards at the end of Year 2 and Year 6 that are similar to those of pupils of the same age nationally. Standards are similar to those attained in the last inspection.
100. Pupils in Years 1 and 2 use the design process as soon as they enter the school. By the end of Year 2, they produce simple labelled drawings of what they intend to make. They make lists of the materials they will need to make their models. They develop a range of practical skills, which they apply carefully and competently. For example, they used bobbins successfully to create winding mechanisms in their Incy Wincy spider models. They work safely with equipment such as scissors and knives. There is evidence of pride in the quality of finish, as was seen in the 'big books' they made with moving parts on each page. However, the older pupils do not have enough opportunities to build upon the skills they acquire in Year 1. They are not given enough opportunities to show initiative and creativity. Consequently, the standards they achieve, although average for their age, are not as high as they could be. Pupils indicate what they do and do not like about their finished models both orally and, in some cases, in writing.
101. Pupils develop their designing and making skills soundly as they move through the juniors. They also begin to write more detailed evaluations of their finished products and suggest how they might be improved. Their practical skills become more refined and the quality of their finished work improves. They benefit from more freedom to make decisions about their work, but this aspect still needs further development, particularly in Years 5 and 6. Their work is generally linked to other subjects. This is successful in Years 3 and 4 where pupils use CD-Roms to investigate the features of Viking longships so that they can design and make their own realistic models. The quality of finish in this work is of a good standard. Pupils have the opportunity to work with all the materials specified in the National Curriculum. In Years 5 and 6, pupils design and make Christmas cakes and these show originality and a desire to reach high standards.
102. Pupils with special educational needs and English as an additional language are fully integrated throughout the school. They receive the help they need from competent learning support assistants. This enables them to be included fully in all activities and to achieve success.
103. Although it was only possible to observe a limited amount of design and technology teaching during the inspection, the evidence available through pupils' books, displays and photographs indicates that the quality of teaching overall is satisfactory. Teachers understand the design process and plan an interesting range of activities. They base their lessons upon recent national guidance and this ensures that the requirements of the National Curriculum are met. However, they do not sufficiently take into account the different ages and abilities of pupils in their classes. In general, everyone works at the same level and develops similar skills. This aspect now needs attention to ensure that the higher attaining pupils have the opportunity to achieve their full potential through more challenging activities or expectations. Teachers manage pupils very well and consequently their behaviour is very good. Teachers demonstrate new skills and techniques clearly and as a result pupils show competence in their practical work. Pupils do not always build adequately upon their previous skills and knowledge. Teachers have achieved an appropriate balance between designing and making activities. This is an improvement since the last inspection. An effective assessment strategy has not yet been implemented.
104. There is no effective system in place for monitoring the curriculum across the school. Consequently, although teachers now follow the nationally recommended scheme of work, it is not raising standards as much as it should because pupils often repeat skills at the same level rather than refining them. This was an issue at the time of the last inspection. Although the curriculum has improved, it still needs refinement to be fully effective.

GEOGRAPHY AND HISTORY

105. Only two history lessons were observed during the inspection, both in junior classes. The organisation of the curriculum topic cycle meant that no classes were studying geography during the inspection. Further evidence was gained from an analysis of pupils' work in books, folders and on display around the school and by talking to staff and pupils. Pupils attain standards in history and geography that are broadly in line with national expectations at the end of Year 2 and Year 6. Standards have been maintained in history at the level reported in the last inspection. They are lower in geography than those reported previously. Pupils' historical and geographical knowledge, for example of past events and famous people and of the local environment and contrasting places, is sound and often good, especially for junior pupils. However, pupils' skills are not developed consistently and do not always meet expected levels, for example in mapwork and enquiry. The co-ordinators have used national subject guidance well to develop a curriculum topic plan. This meets required aspects, particularly in geography. The school had included an extra history topic for junior pupils to commemorate the Queen's Golden Jubilee. Good teaching enables pupils to develop a good knowledge and understanding, for example of the impact of the Roman and Viking invaders and the conditions for people living in the equatorial rainforests. However, planning does not show what key skills are to be developed against which pupils' progress is assessed. This does not ensure that teachers use the next historical or geographical topic in the cycle to reinforce then extend pupils' skills. The school uses end of unit or termly topic tests to assess pupils' progress, although these are focused mainly on knowledge rather than progression in skills.
106. Many infant pupils use their literacy skills well to provide a good description of the effect of the Great Fire of London. They know that Samuel Pepys wrote about events in London. They use their writing and illustrations to show a good understanding of the events leading to the Fire. More able Year 2 pupils know how Florence Nightingale tried to make hospitals better. They use their writing skills well to describe her work. Less able pupils use cut out illustrations and copy out sentences accurately to show their understanding of her nursing work. Junior pupils have a good understanding of life in Roman Britain. For example, Years 3 and 4 pupils used their literacy skills very effectively to write a letter home from a Roman legionary based in Britain. More able Year 4 pupils use their good sketching skills to illustrate their work very effectively, for example to carefully draw detailed Roman and Celtic jewellery. Junior pupils make sound use of their information and communication technology and design and technology skills to support standards in history. For example, Years 3 and 4 pupils researched information from CD-Roms and the Internet on Viking longships. They then used this information to create their own model longships. Years 5 and 6 pupils have a sound knowledge of life in Ancient Egypt. They used a visit to the Pitt Rivers Museum in Oxford to enhance their knowledge. Pupils were particularly interested by the mummification process. They talked excitedly about how it worked and what the mummy looked like. They used the museum's resources and good range of artefacts to gain a good understanding of Egyptian clothes and pottery.
107. Infant pupils develop their early mapping skills by completing a sketch map of the local area. Many Year 2 pupils use symbols soundly to locate features, for example the Castle School and the village hall. They are beginning to recognise some differences between their locality and that of a contrasting coastal fishing village. They know that their area has different types of houses. They use their drawing skills well to show some of the bungalows and semi-detached houses in Love Lane. Some infant pupils use a computer program well to create a bar graph to show types of house and the different colours of the front doors. There was little evidence of infant pupils knowing and using specific geographical terms in their work. Some more able Year 2 pupils have a good knowledge of the countries of the United Kingdom and they show them accurately on an outline map. Junior pupils begin to extend their knowledge of the British Isles and some Years 5 and 6

pupils locate Newbury accurately on a map of England. They are beginning to extend their knowledge of the world map; for example, many accurately locate some areas of rainforest. Most have a good understanding of the water cycle. Many know that rainforests have high levels of temperature and rain. They have a good understanding of how animals and plants have adapted to hot and humid conditions, although their understanding of how people have adapted to living in these forests is less secure. Most Year 6 pupils knew that the river Amazon was in a large rainforest, although few accurately identified its location on a world map. Pupils were keen to talk about their visit to Wyld Court 'Rainforest', especially the plants and animals that they had seen. There was limited evidence of pupils using their geographical enquiry skills or using geographical terms and specific vocabulary, although geography teaching plans show that pupils will be investigating a local environmental issue later in the topic cycle.

108. Teaching was never less than sound in the two lessons observed. Teachers use an interesting range of methods to capture pupils' attention and encourage their involvement. For example, in a Years 5 and 6 lesson, the teacher challenged pupils to work in groups and prepare and act out a small dramatic sketch, based on life during World War 2. The teacher used the resources well to enable pupils to gain a sound understanding of aspects of family life in the war period. For example, she illustrated how the fair-isle jumper was made from different bits of wool to show the 'make do and mend' approach of people at that time. The teacher used questions well to encourage pupils' involvement. However, she did not always extend pupils' understanding by challenging them to apply their knowledge.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Pupils attain standards at the end of Year 2 and Year 6 that are similar to those of pupils of the same age nationally. Standards have been maintained since the last inspection and there has been a considerable improvement in the resources available for the pupils to use. Teachers have become more confident in their use of computers and they are now an integral part of most lessons.
110. By the end of Year 2, pupils are quite confident in their use of computers. They use the keyboard and mouse to enter text and edit their work accurately. They use upper and lower case letters in the right places and punctuate their work appropriately. Most save and print their work with little help. Pupils produce pictures using a graphics program effectively. They choose the colours they want to use and the method of applying them to give different finishes. During the inspection, pupils competently showed that they could select, drag and drop pictures and labels of plant parts to produce a correctly labelled diagram of a plant. Pupils acquire information successfully using a CD-Rom encyclopaedia. They enter information onto a simple database and produce graphs. They know how to program a robotic toy so that it moves around the room in the directions they require.
111. By the end of Year 6 pupils are generally very confident in their use of computers. The highest attaining pupils are very quick to offer effective help to those who are less secure. Word processing skills are well developed. Pupils confidently combine text and graphics, by using the clipboard to cut, copy and paste. They change the style, size and colour of the font in order to improve the presentation of their work. Evidence of this was seen in the Year 5 pupils' topics on the planets. Pupils make regular use of CD-Rom encyclopaedias to carry out research and they know how to access the Internet for information. Pupils regularly use computers to use and investigate data. They use a spreadsheet to record data and understand the importance of entering it accurately. They solve mathematical problems by entering the correct formulae into the cells, for example, to produce graphs of the pulse rate of each member of the class. Pupils have a sound

understanding of control and graphics modelling. They design a room and introduce lights and fans, which they program the computer to operate for them.

112. Pupils use their information and communication technology skills to support their work in a good range of subjects. For example, they have used a specific music program to compose their own music. They have produced posters related to health education and in physical education they entered their long jump distances onto spreadsheets. They also use a spelling program to set themselves challenging spelling lists, which they learn and mark each week. Pupils have used programs to extend their art skills. They have applied their research skills effectively to present topic work in history and geography. They also demonstrated their competence in setting up and using the computer-controlled microscope, which they have used in their science lessons.
113. Pupils with special educational needs and English as an additional language benefit from the support of fellow pupils, teachers and learning support assistants. As a result they are able to make good progress in the acquisition of information and communication technology skills. They are also encouraged to make use of computers to improve the presentation of their work and sometimes to enable them to work more quickly.
114. The quality of teaching is satisfactory throughout the school, with many good features. The range of opportunities is restricted by having only one Internet-linked computer. Despite this, teachers ensure that pupils have regular opportunities to use computers and their use is planned into the work of the class each day. All the teachers are familiar and confident with the computer programs they use. Consequently, they demonstrate and explain clearly how to use them and quickly overcome problems when they go wrong. Teachers plan effectively to ensure that skills are used to enhance learning in other subjects. Planning is now based on the nationally recommended scheme of work. As a result, pupils are now systematically building up skills as they move through the school. This needs further refinement, supported by more detailed assessments, to ensure that the higher attaining pupils in each class are sufficiently challenged.
115. The co-ordinators of the subject are conscientious and knowledgeable. However, there is not yet an effective system for rigorously monitoring what is taught throughout the school in order to ensure that opportunities to develop pupils' prior knowledge and skills are not missed. The school's policy for the teaching of information and communication technology is out of date and no longer useful. It is in urgent need of review.

MUSIC

116. The good attainment and provision for music reported during the last inspection have been maintained. Pupils make good progress in their learning in both infant and junior classes. By the end of Year 6, pupils attain standards that are above those expected for pupils of a similar age. Pupils demonstrate confidence and maturity in their performing and composing skills. By the age of seven, pupils also achieve good standards. They sing with a satisfactory level of voice control and have a good sense of rhythm, pulse and pitch. The scheme of work covers all elements of the National Curriculum and provides good support and guidance for non-specialist teachers.
117. Throughout the school, pupils respond well to music, listen carefully and are good at taking turns. They perform their own compositions well and listen attentively to the performances of others in the class. Pupils in the infant groups respond well to the challenge offered to them in their lessons. In one lesson pupils were asked to suggest ways of producing sounds without instruments to represent the sounds of the sea. They responded by producing a range of appropriate sounds, including a light percussive tapping on the floor to symbolise the movement of water over pebbles or shells. The teacher scribed their suggestions onto a graphic score, which they then followed. The pupils learned that they

must stop at the end of a line of 'music' and watched carefully as the teacher guided their music making.

118. Pupils in Years 5 and 6 enjoy music and respond enthusiastically in lessons. In one lesson pupils were set the task of producing a composition in two or more parts using a computer program on laptop and desktop computers. They worked individually or in pairs, showing a good level of independence. They asked for teacher assistance when necessary, using accurate specialist vocabulary: 'I can't find any untuned percussion'. Their completed compositions were performed at the end of the lesson and pupils offered thoughtful, evaluative comments on the work of their classmates. All pupils attained at a good standard, including a pupil with special educational needs, who was supported by being paired with a more able friend. A very able pupil was challenged to add a further stave to an already complex composition, which she did with good musical effect. Her progress and attainment in this lesson were very good.
119. Teaching is good because the specialist teacher who co-ordinates the subject has very good subject knowledge. She is effective in moving pupils on in their learning whatever they have achieved. One pupil was told: 'I can hear a jazz rhythm in there – can you emphasise it more?' Pupils are encouraged to build on their skills of performing and polish them to a suitably high level. The pupils enjoy the challenges they are given and work hard to improve their skills. They have very positive attitudes to music.
120. The co-ordinator offers a good level of support and encouragement to her non-specialist colleagues. Musical performances take place regularly both in school and in public venues including the Royal Albert Hall. Good standards in music contributed to the award of the 'Artsmark' (silver) to the school this year. Resources for making and listening to music are good. A newly built room offers good specialist accommodation for music and other performing arts. Information and communication technology makes a good contribution to the teaching and learning of music.

PHYSICAL EDUCATION

121. During the inspection, the focus was on games and athletics, although poor weather limited the opportunities for pupils to develop and apply their skills. Pupils attain standards overall that are in line with those expected nationally at the end of Year 2 and Year 6. These are lower than those reported in the last inspection, although there were fewer opportunities to observe pupils applying their skills. Discussions with staff and pupils show that pupils attain standards in swimming and in some games skills that are above expected levels. Pupils clearly enjoy physical activities and participate enthusiastically. They benefit from opportunities to apply their skills in a good range of extra-curricular clubs, such as the dance club, and in competitive matches with other local small schools, for example in football, netball, rounders, athletics and cross-country running. The school has been especially successful in local small schools' football and netball tournaments. Year 6 pupils enjoy outdoor and adventurous activities when they attend a residential week in the autumn term with pupils from other local small schools. Pupils' gymnastic skills are developed soundly, although limited by the lack of suitable accommodation. The school uses the facilities in the village hall sometimes, although their lack of availability does limit the range of opportunities for pupils. The school uses the gymnasium of a nearby secondary school, although the size of the equipment restricts its effective use. All pupils have 10 weekly swimming sessions in a local pool. They benefit from professional tuition that enables them to achieve above expected standards. Almost every pupil learns to swim and many achieve distance and life-saving certificates.
122. Most Year 2 pupils have sound control skills when bouncing and catching a ball. They confidently used two hands to throw and catch. Some used one hand successfully to control the height and speed of the bounce. They generally showed a good awareness of

space for themselves and others, although some pupils found it difficult to look around them and still retain control of their bouncing ball. Years 1 and 2 pupils were aware of the need to warm up their bodies before exercise in order to avoid any strains. Years 3 and 4 pupils extended their throwing and catching skills soundly, for example, by using quoits to improve their catching with one hand. They showed good co-ordination skills when skipping and practising long jumps. Many show good running technique, for example using their arms effectively to improve their sprinting speed. Most Years 5 and 6 pupils also used their arms well to provide more thrust and lift in completing a standing long jump. They showed good evaluation skills in identifying ways in which they could try to improve their own jump. A group of junior pupils show a good range of dance skills when completing a lively and enthusiastic rehearsal in preparation for a school performance later in the term. They have good co-ordination and maintain their sequence well, linked closely to the musical beat. They respond very positively to the enthusiastic, encouraging style of the teacher.

123. Teaching was sound overall and, on occasions, good in the small number of lessons observed. Teachers maintain very good control of their pupils. They manage their classes effectively and encourage pupils to participate fully in the activities. Pupils respond very well and clearly enjoy the activities. Where teachers have good subject knowledge, for example the correct techniques in jumping and throwing, they use it successfully to raise standards. For example, in a Years 5 and 6 lesson, the teacher's good knowledge of how to use the arms to improve pupils' long jump technique increased their length of jump. Some teachers encourage pupils to evaluate the quality of their skills and identify ways in which they could be improved. However, they do not consistently enable pupils to discuss their ideas with others in order to help them to improve their skills. This does not ensure that pupils are continually looking for ways in which they can raise their performance.
124. The subject is co-ordinated effectively. The school offers a very good range of sporting activities given its small size and limited facilities. The purchase of a 'PE Wall' and its installation in the playground provides excellent opportunities for pupils to practise their games skills, especially their accuracy of their throwing and catching. It makes a very significant contribution to standards attained.

RELIGIOUS EDUCATION

125. Inspectors only observed one infant and one junior lesson during the inspection. Further evidence was gained from an analysis of pupils' work in books, folders and on display around the school and by talking to staff and pupils. Pupils attain standards at the end of Year 2 and Year 6 that are above those expected in the locally agreed syllabus. Standards have been maintained at the level reported in the last inspection for Year 2 pupils. They have improved for Year 6 pupils. Pupils make good progress in their learning throughout the school. Those with special educational needs and those for whom English is an additional language receive good individual support from teaching and support staff. This enables them to be included fully in all activities. They gain a good understanding of how religious beliefs and traditions influence their lives and those of others.
126. Most infant pupils continue to have a good knowledge and understanding of Christian beliefs and traditions. Many know and talk about Bible stories they have read and discussed, for example 'The Good Samaritan' and 'The Loaves and Fishes'. Year 2 pupils use their literacy skills successfully to describe characters from some of the stories they have read, for example Moses. Pupils make regular visits to the local church to improve their knowledge of its ritual and practices and how it serves the local community. Many infant pupils are aware of the qualities they need to be a good friend and help others at home and in school. Many know that they feel valued when other people, either in their family or neighbours and friends, show that they care for them. For example, a more able Year 2 pupil wrote that he 'enjoys my friend coming to play with me at my house and

shares my toys'. Prompted by good questioning by the teacher, most Year 1 and Year 2 pupils explain that they value friends and family who 'care and share'. One Year 2 pupil showed a good sense of personal responsibility by writing that 'a friend tidies up the class with me'.

127. Junior pupils extend their knowledge of Christianity through a more detailed study of the main Christian festivals. They have a good understanding of how light, for example the use of candles, is used in different religious festivals such as Divali, Hannukah, Christmas and the Chinese New Year. They talk about some of the practices and traditions of other religions, for example the 5 Ks in Sikhism and the Bar Mitzvah in Judaism. Many know the holy books of other religions, such as the Torah and describe accurately how a Sikh Gurdwara is different from the local church. They know how personal values influence their lives at home and at school. For example, they talked about when they acted out a small play to show how they could cope with conflicting emotions such as anger and joy. A group of Year 6 pupils were keen to talk about their involvement in the recent 'multi-cultural week' organised by the local secondary school. They clearly enjoyed the range of activities and talked about meeting different people and hearing about their lives and beliefs; for example, a practising Hindu explaining his prayer ritual.
128. The quality of teaching in the small number of lessons observed was never less than good. Teachers plan their lessons in detail to give a good focus to pupils' learning. They manage and control their classes well to encourage pupils to be fully involved and to contribute to class discussions. For example, in a Years 1 and 2 lesson, the teacher used questions such as 'How do we feel?' and 'Why do you think that happens?' very effectively to improve pupils' understanding of the value and importance of friendship. Teachers have good subject knowledge and use resources well to extend pupils' knowledge of different religious practices. For example, in a Years 5 and 6 lesson, the teacher's good subject knowledge of some of the main Hindu gods, for example Shiva and Ganesh, and her use of an information text extended pupils' understanding of the reasons for one of the main Hindu pilgrimages. Occasionally, teachers do not always ensure that they challenge more able pupils to apply and extend their knowledge.
129. Subject co-ordinators manage the subject soundly. They make good use of the locally agreed syllabus and national guidance to ensure that the curriculum meets requirements fully. They make good use of loans from such organisations as the Reading Museum and Art Gallery Service, the local education authority and the Education and Business Partnership to extend the range of resources, especially religious artefacts. The weekly Christian club, run by a local Christian youth worker, enhances the range of opportunities for pupils to consider and discuss Christian beliefs and values. Planning for collective worship shows that it is used soundly overall to enhance pupils' religious knowledge and understanding. This was not evident during the inspection week when the acts of collective worship observed provided few opportunities for spiritual reflection or to learn from religious values and beliefs. Teaching plans are discussed with co-ordinators for each topic in the curriculum cycle. However, they are not consistently evaluated to show that they always build effectively on prior learning. This does not ensure that pupils make consistent progress in their learning. For example, an analysis of pupils' work in both junior classes showed that teachers covered topics at a similar level with little evidence of knowledge developing on from previous work.