

INSPECTION REPORT

TREVELYAN MIDDLE SCHOOL

Windsor

LEA area: Windsor and Maidenhead

Unique reference number: 110075

Headteacher: Mr J Griffiths

Reporting inspector: Mr K Davitte
15029

Dates of inspection: 21 – 24 May 2001

Inspection number: 194780

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

INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed secondary

School category: Community

Age range of pupils: 9 to 13 years

Gender of pupils: Mixed

School address: Green Lane
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Appropriate authority: The governing body

Name of chair of governors: Mrs J Waltham

Date of previous inspection: 2 June 1997

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15029	Mr K Davitte	Registered inspector	Special educational needs	The school's results and pupils' achievements How well the pupils are taught How good are the curricular and other opportunities offered to pupils? How well the school is led and managed What the school should do to improve further
9537	Ms C Marden	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
1085	Mr J Laver	Team inspector	English	
14629	Mr R Grist	Team inspector	Mathematics	
27050	Ms V Blackburn	Team inspector	Science	
8672	Mr M Roberts	Team inspector	Information and communication technology	
8503	Mr A Allfree	Team inspector	Art and design Design and technology	
17732	Mr D Martin	Team inspector	Geography History	
24887	Ms Y Salmons	Team inspector	Modern foreign languages English as an additional language	
29510	Mr N Mayfield	Team inspector	Music	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Trevelyan School is a 9–13 middle school in the local education authority of Windsor and Maidenhead. There are 572 pupils on roll with 326 boys and 246 girls and more boys than girls in all years. The majority of pupils are white (84%) and the largest other ethnic groups are Pakistani (6.5%) and Indian (3.8%). Fifty-one pupils (9%) speak English as an additional language which is high and six are at an early stage of language acquisition. The attainment of the majority of pupils currently in Years 7 and 8 was broadly average when they originally started at the school. Year 6 attracted a smaller percentage of higher attaining pupils when they entered the school in 1999 as a consequence of numbers recruited for that year group declining when the future of middle schools in the area was under review. The majority of pupils currently in Year 5 were above average when they started at the school. The socio-economic circumstances of pupils are above average as indicated for example by the below average percentage (8%) known to be eligible for free school meals. The school also has a below average percentage of pupils with special educational needs (13%) and only one pupil has a statement of special educational need. The present head has been in post for just over two years and his predecessor held office for a similar period. There are firm plans for the school to move to a more spacious site of a vacant secondary school in 2002.

HOW GOOD THE SCHOOL IS

The school is effective in enabling the majority of pupils to reach standards which are above national expectations overall by the end of Year 8 although not all subject areas achieve that. The most able pupils are not always stretched sufficiently by teachers. The school has yet to reach its full potential but leadership has an ambitious vision of what it wants the school to achieve and a good basis has been laid to make this possible. Currently the school offers satisfactory value for money.

What the school does well

- Standards in music particularly when taught by specialist teachers and the opportunities presented to all pupils to participate in extra-curricular activities.
- The whole school drive to improve standards further in literacy.
- The personal development of pupils resulting in the majority becoming articulate and responsible individuals who thrive on opportunities presented to take responsibility.
- The school has set itself clear educational priorities to improve, linked to very good financial planning.
- The pupil council which plays an important part in the running of the school and which is valued by pupils.
- The range of extra-curricular opportunities including a high participation rate in very good residential visits.

What could be improved

- The most able pupils need to be challenged more consistently so that the very good practice seen with some teachers becomes normal practice for all.
- * Individual targets for each pupil already started in English, mathematics and science need to be extended to other subjects accompanied by a rigorous assessment system to check progress.
- * The extension of the use of information and communication technology (ICT) so that it is used more frequently in all subjects across the curriculum in addition to specialist ICT lessons.

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

*These two issues are already included in the school's development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the inspection in 1997 the improvement in national test results taken in Year 6 has kept pace with the improvement in results nationally. Standards at the end of Year 8 are now higher overall but there is still variation between subjects and within subjects. Standards of teaching have improved. New equipment and facilities are raising standards in specialist ICT classes but there is still insufficient use of computers in other lessons. Aspects of accommodation have improved including the library. In a more settled period for the school in the last two years following changes of headship some issues which were still outstanding from the last inspection have been tackled effectively. Progress on improving assessment linked to the setting of targets however has been slow and fragmented. Judged over the whole period since the last inspection improvement has been satisfactory.

STANDARDS

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

Performance in:	Compared with				Key well above average A above average B average C below average D well below average E
	all schools			similar schools	
	1998	1999	2000	2000	
End of Key Stage 2 tests	B	C	C	E	

The best results since the last inspection in national tests at the end of Year 6 have been in English which have usually been above average. Results in mathematics have usually been average but in science they have fluctuated and were below average overall in 2000 following average results in 1999. In 2000 the proportion of pupils attaining the national expectation (Level 4 or above) was broadly average in English, mathematics and science. The proportion attaining above the national expectation (Level 5 or above) in 2000 was broadly average in English and mathematics but well below average in science which pulled down overall results in the latter. Data produced by the local education authority for 2000 results shows that the school generally matched the average for local schools in Windsor and Maidenhead at Level 4 or above and was slightly higher in English, but at Level 5 results were below the local average and markedly so for science.

Compared with similar schools nationally ('similar' schools are defined entirely by the percentage of pupils known to be eligible for free school meals) results were above average in 1998, average in 1999 and well below average in 2000. The decline in 2000 was the combined result of the school not doing as well as usual at Level 5 and the school just slipping into a different and lower free school meal band category from previous years which gave a less favourable comparison. Whilst the free school meals comparison should be treated with some caution it provides an additional indicator that standards could be higher at the end of Year 6 considering the nature of the school's intake.

Standards seen at the inspection were mainly average in English, mathematics and science at levels expected at the end of Year 6 but the results of national tests taken by that year

group recently are not yet available. The school has set lower targets for Year 6 than for other year groups, as smaller numbers of higher attainers joined the school in 1999 when numbers fell at the time of the local education authority review of the future of middle school education. Good progress is however being made by Year 6 in English and satisfactory progress in mathematics and science. In other subjects at the end of Year 6 standards are mainly in line with national expectations and in physical education they are above national expectations. The real test of what the school can achieve with higher attainers will come when the current Year 5 take their national tests in 2002. They will have to attain at least above average results to match their above average attainment on entry to the school. Currently they are making good progress.

A key judgement is what pupils are achieving by the time they leave Trevelyan at the end of Year 8. The current Year 8 have made good progress to attain mainly above national expectations including in English, mathematics, science, geography, music and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: most pupils are keen and enjoy school. The vast majority listen attentively and work hard.
Behaviour, in and out of classrooms	Good: most pupils behave well and often very well. In some lessons a minority of pupils disrupt the learning of others.
Personal development and relationships	Very good: most thrive on the opportunities given for responsibility and relate well to others. Pupils are impressive when interviewed often showing a maturity and balanced judgement way beyond their years. They value the attention which the school pays to their views, for example through the pupil council.
Attendance	Above average: there are very good systems to promote attendance and check on absences.

TEACHING AND LEARNING

Teaching of pupils:	aged 9-11 years	aged 11-13 years
Lessons seen overall	Good	Good

Of 123 observations at the inspection teaching was satisfactory or better in 97 per cent of lessons; good or better in 57 per cent, and very good or better in 20 per cent. Teaching was less than satisfactory in 3 per cent of lessons. Mostly good teaching is matched by good learning overall. In English and science teaching is good and is satisfactory in mathematics overall although good in Years 7 and 8. The overall standard of teaching has improved from the last inspection when teaching was unsatisfactory in 17 per cent of lessons but there are still some consistent shortcomings. In the best lessons expectations are high for all pupils and some particularly good examples of this were seen in English, music in Years 7 and 8 and in physical education but in some lessons in most subjects the highest attaining pupils are not challenged sufficiently. The management of pupils is mostly good and pupils respond well to high expectations of behaviour but in some lessons some teachers have difficulty in controlling a small minority of pupils. Marking is

satisfactory but there are variations in standards and some books have not been marked regularly. Too often marking in subjects does not comment on what pupils need to do to improve further. There is under-utilisation of ICT in subjects across the curriculum and the co-ordination of that is unsatisfactory. There is a particularly good emphasis on improving literacy skills through a co-ordinated approach across all subjects but there is not the same thrust across the curriculum in the teaching of numeracy to supplement the good achievements in mathematics. Individual education plans for pupils with special educational needs are well used to check pupils' progress and this is an improvement since the last inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: sufficiently broad and balanced and a very good extra-curricular programme. Design and technology does not cover all the aspects required by the National Curriculum. The personal, social and health education programme (PSHE) has improved but schemes of work are insufficiently detailed for Years 7-8.
Provision for pupils with special educational needs	Good: far greater awareness has been promoted through revised and manageable individual education plans. The school has recognised the need for additional support for teachers with two recent appointments.
Provision for pupils with English as an additional language	Good: the school has negotiated some additional specialist support and is raising awareness amongst staff of the needs of pupils in line with increasing numbers who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory: good for moral, social and cultural. Although the quality of assemblies has improved the provision for spiritual development in subjects except for religious education needs strengthening.
How well the school cares for its pupils	Good: strong on pastoral support but some pupils are held back by the poor behaviour of a minority. Some bullying exists despite a vigorous intent to eliminate it. Exclusions have increased and are justified. Playground supervisors are hampered by not having the same authority as teachers but the level of support from the latter has increased. Procedures for monitoring academic progress are satisfactory.

The school has continued its good relationships with parents and works hard at developing a partnership with them. There are regular and excellent newsletters and there is very good practice in providing parents with information on what will be taught in each subject in the coming term.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	Good: the headteacher has a very good vision of what needs to be done for the school to reach its full potential. He is very well

headteacher and other key staff	supported by key senior staff. The process of change now needs to be accelerated and a sharper edge given to the monitoring of teachers' work to ensure that the best standards become the norm.
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How well the governors fulfil their responsibilities	Good: governors use their variety of talents well. They are committed and have a very good awareness of the school's strengths and weaknesses. They are innovative and receptive to the need for change where necessary and have played a key part in moving the school on through their representation on various working groups.
The school's evaluation of its performance	Good: the school improvement plan demonstrates a good understanding of strengths and weaknesses and action to be taken.
The strategic use of resources	Very good: the budget is very well used to support learning. Every avenue is explored to maximise and supplement the budget with the acquisition of some excellent ICT equipment a particularly good example. Principles of good value are well applied. An average budget is used well to provide adequate staffing and learning resources and good use is made of accommodation even with its limitations. There are very good induction procedures for new staff. In relation to standards achieved and quality of education provided the school provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school. • Pupils are making good progress. • The school expects pupils to work hard. • The school helps pupils to become mature and responsible. • Standards and opportunities in music and school productions. 	<ul style="list-style-type: none"> • Some parents would like the school to challenge higher attainers more consistently. • A significant minority would like to be better informed on how their children are getting on and for the school to work more closely with them. • The poor behaviour of a minority of pupils.

The inspection team agrees with 'what pleases parents most' and with most of 'what parents would like to see improved' in the school. Inspectors judge that whilst the school works hard and mostly effectively to involve and inform parents the quality of reports could be improved. Redesigned annual reports on pupils' progress have many good features but the quality of comments varies and not enough teachers spell out clearly what pupils need to do to improve further. Good practice exists in English. The size of the box provided for such comments is rather small to accommodate what needs to be said particularly for handwritten comments. The steps which the school is taking to extend individual pupil target setting in all subjects provides an opportunity to involve parents even more.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the last inspection overall results in national tests for eleven-year-olds at the end of Year 6 have been mostly average compared with all schools nationally and were above average in 1998. The trend in results since the last inspection shows that the school has kept pace with the improvement in results nationally. In individual subjects the best results have been in English which have usually been above average overall but which declined to average in 2000. Results have been mostly average in mathematics including in 2000. Science results have been inconsistent and following average results in 1999 were below average in 2000. Although science results were average in the percentage attaining Level 4 or above (the level expected of eleven-year-olds nationally) in 2000 overall results were pulled down by below average results at the higher Level 5. English and mathematics were broadly average at both Level 4 or above and Level 5 in 2000 but English did better at Level 5 in 1999 when results were above average.
2. Further evidence that the school is doing better at Level 4 or above than at Level 5 is provided by local education authority data for 2000 which shows that compared with schools in the Royal Borough of Windsor and Maidenhead English did slightly better at Level 4 or above but was below the local average at Level 5. In mathematics results were similar to the local average at Level 4 and like English below average at Level 5. Science too matched the local average at Level 4 or above but was well below average at Level 5 for both boys and girls, but particularly so for girls.
3. Compared with similar schools ('similar' schools are defined entirely by the percentage of pupils known to be eligible for free school meals) results were above average in 1998, average in 1999 and well below average in 2000. The decline in 2000 was the combined result of the school not doing as well as usual at Level 5 and the school just slipping into a different and lower free school meal band category from previous years which gave a less favourable comparison. Whilst the comparison with similar schools should be treated with some caution it nevertheless gives an additional indicator that standards could be higher.
4. In work seen at the inspection standards were average in English, mathematics and science at the end of Year 6. In relation to pupils' attainment on entry to the school in Year 5 achievement and progress by the end of Year 6 are good in English and satisfactory in mathematics and science.
5. In other subjects at the end of the current Year 6 standards are above national expectations in physical education and in line with national expectations in art, design and technology, geography, history, ICT, French, music and religious education. Pupils are making good progress in art, design and technology, French, music and physical education in relation to attainment on entry to the school. Pupils are making satisfactory progress in geography, history, specialist ICT lessons and in religious education.
6. Year 6 is not a typical year for the school and its numbers and composition were affected by a review of the future middle schools in the area at the time when they had to opt for the school. Numbers are even more biased in favour of boys than in other year groups and there is a smaller proportion of higher attainers than in other years. Teachers assess

that results in the 2001 national tests will be lower than 2000 reflecting the special features of the current Year 6.

7. At the end of Year 8 standards are above national expectations overall representing good achievement and progress for that year group . In individual subjects standards are above national expectations in English, mathematics and science with good achievement and progress in relation to earlier attainment in all three subjects.
8. In other subjects standards at the end of Year 8 are above national expectations in geography, music and physical education, and in line with national expectations in art, design and technology, history, ICT, French and religious education. These standards represent very good achievement and progress in relation to prior attainment in music, good achievement and progress in art, geography, history and physical education, and satisfactory achievement and progress in design and technology, ICT, French and religious education.
9. In English although girls achieve at a higher level than boys overall, the gap is narrowing mainly through the school implementing strategies focusing on the raising of boys' attainment in literacy. Standards in literacy across the school are good overall, particularly in speaking and listening. Standards are variable in reading, but satisfactory overall. Standards in writing are good by Year 8 although a minority of boys find difficulty with the technical aspects of spelling and punctuation.
10. In mathematics the numeracy skills of pupils are well developed through a strong departmental focus but not enough attention is paid to problem solving and investigative skills. There is not the same thrust in numeracy as in literacy to develop such skills within the teaching of all subjects across the school but there are still some good examples, including in science. The presentation of pupils' work in mathematics varies from excellent to very poor and some problems survive in this respect despite a detailed policy being formulated since the last inspection.
11. In science by the end of Year 8 pupils use scientific language well to describe their findings and evaluations and in this respect reach standards normally expected from pupils in Year 9. Pupils achieve well in the many practical activities undertaken and develop more advanced experimental skills and scientific vocabulary in Years 7 and 8 but this varies between groups linked to teachers' expectations.
12. In other subjects standards in art have improved of late and are much better than at the time of the last inspection although older pupils do not use sketchbooks enough outside lesson time. In design and technology pupils are better at designing than making. Pupils develop good enquiry skills in geography and use their skills well but middle and lower attainers are weaker in locating places. Chronological knowledge is sound in history by the end of Year 6 and is well developed by the end of Year 8. There has been an improvement in standards in ICT since the last inspection, mainly as a result of what is taught in specialist ICT lessons utilising the much improved facilities, but pupils have insufficient opportunities to develop these skills in other subjects across the curriculum. Almost all achieve well in speaking and listening skills in French by the end of Year 6 but in Years 7 and 8 whereas pupils can respond readily to questions on familiar topics they are less confident in speaking in unpredictable situations. A good base is laid in Years 5 and 6 in performing and listening skills in music enabling very good progress to be made in Years 7 and 8. Standards in performing in music are well above national expectations for a significant minority by the end of Year 8. In physical education pupils not only attain

above the national expectation in practical activities but also have a keen appreciation of the importance of preparing well for physical activity. Pupils in religious education are able to reflect meaningfully on the meaning of life.

13. The current Year 5 pupils who were mainly above average on entry to the school have the potential to attain at least above average results in national tests at Level 4 or above and at Level 5 or above when they take their national tests at the end of Year 6 in 2002. They are achieving well in most subjects and are, for example, making very good progress in French, and in ICT pupils have grasped the opportunities provided by new equipment and are achieving standards which are similar to those being achieved in Year 7.
14. The progress made by higher attainers varies within and across subjects. In English higher attainers make good progress except in a small minority of lessons and in physical education ample opportunities are provided for higher attainers to achieve levels of which they are capable. That is less marked in other subjects. In mathematics, design and technology, French and religious education higher attainers are not challenged consistently enough to produce standards of which they are capable and there are circumstances in history where progress is held back. In other subjects such as science and art whilst the very highest attainers are making satisfactory progress in Years 7 and 8 it is not quite as good as the progress made by middle and lower attainers.
15. Pupils who speak English as an additional language make good progress by the end of Year 8 and similar to that of the majority of pupils. Most are advantaged rather than disadvantaged by their proficiency in more than one language as comparatively few are at an early stage in learning the English language. However where there are pupils in lessons who are at an early stage of language acquisition teachers find it difficult despite best efforts to give as much attention to such pupils as is required and progress suffers.
16. Pupils with special educational needs make similar progress to other pupils. Progress is helped by staff being well informed of pupils' needs through individual education plans. Despite such awareness however the shortage of in-class support in some lessons affects progress and in science, for example, pupils with special educational needs only maximise progress when additional in-class support is provided. Additional support staff have been appointed but such shortages were apparent at the time of the last inspection.

Pupils' attitudes, values and personal development

17. Pupils' attitudes to work have remained good since the last inspection. Pupils are keen to come to school. Punctuality is good and pupils quickly settle to their work. Parents report that their children enjoy school and this was evident during the inspection week. Pupils appreciate the number of extra-curricular opportunities they have and many of them take part in these. During lessons the vast majority of pupils listen attentively and work hard. They take pride in their work and happily show it to visitors.
18. Overall pupils behave well in all aspects of school life and often very well. They move sensibly around the building and respond appropriately to instructions from staff or prefects. In the playground for Years 5 and 6 there is some unacceptable behaviour, for example wrestling and play kickboxing by a few Year 6 boys which other pupils

can find threatening. There have been occasional fights. Relationships between some pupils in Year 6 are not good enough.

19. In lessons the attitudes of a minority of pupils are unsatisfactory and they can disrupt the learning of other pupils especially if teachers do not deal with such instances swiftly. Such attitudes are very untypical of the majority but persist. This was also a feature of the school at the last inspection and has not been eliminated. The school in its improvement plan recognises that there are still issues to address in relation to this minority.
20. Some pupils reported during the inspection that there is a small group of Year 6 boys who bully pupils but that staff deal effectively with these incidents when they know about them. A small number of parents wrote to the inspection team expressing anguish about their child being bullied over a long period and it may be that the school is not sufficiently aware of this and the strength of feeling expressed.
21. Exclusions have risen from two fixed term exclusions at the time of the last report to 12 fixed-term exclusions in the last year. These are justified and the school is making much effort to ensure that the code of behaviour is adhered to. The school reports that now pupils are clear about the expectations for behaviour the exclusions are falling. The pupils' attendance is good.
22. There is a very high degree of racial harmony in the school with pupils of different ethnic groups and religions working and playing naturally together. The last inspection report noted some evidence of racist and sexist attitudes and the school has responded to that with vigilant systems to eradicate where there is any repetition.
23. Relationships in the school community are good at all levels and pupils routinely help each other in lessons. The great majority listen to each other's views with respect and have the confidence to offer their own opinions. As pupils become older they show a great deal of maturity and take their responsibilities very seriously. Pupils are impressive when interviewed often showing a maturity and balanced judgement way beyond their years. They are astute and fair in their analysis of the school's major strengths and where further improvement could be made. They respond very positively to opportunities presented to take responsibility and prefects diligently carry out their duties. The school councillors take their classmates' views to the meetings of the pupil council and report back on outcomes. They value the attention which the school pays to their views; this is an important factor in pupils' very good personal development which despite the poor behaviour of a small minority is one of the strengths of the school.

HOW WELL ARE PUPILS TAUGHT?

24. Of 123 observations at the inspection teaching was satisfactory or better in 97 per cent of lessons; good or better in 57 per cent, and very good or better in 20 per cent. Teaching was less than satisfactory in 3 per cent of lessons. Teaching is now mostly good. In English and science teaching is good overall and satisfactory in mathematics although good in mathematics in Year 7 and 8. The overall standard of teaching has improved from the last inspection when teaching was unsatisfactory in 17 per cent of lessons.
25. Teachers' knowledge and understanding of their subject are good. In the best lessons in English pupils make rapid progress in acquiring a range of knowledge and skills, chiefly because of teachers' good subject knowledge. The appointment of additional specialist

teachers in physical education since the last inspection has made a significant impact on the quality of teaching. In music teachers' knowledge is good and used to good effect even when taught by nonspecialists but that aspect of teaching is even better when the specialist teacher of the subject is employed. There are occasional deficiencies when a subject is taught by nonspecialists or when a teacher is reluctantly teaching a subject. Positive steps have been taken in some subjects, including in religious education, to help non-specialists with suggestions for the content of each lesson. In ICT there have been intense efforts to master new equipment by the specialist teacher of the subject which has enabled satisfactory teaching at an early stage of operating a new network.

26. A combination of teachers' lack of expertise and access to equipment has meant the under-utilisation of ICT in most subjects but there are good examples of use in science. Although there are weaknesses in knowledge of ICT in subjects across the curriculum this is being rapidly addressed through training.
27. The teaching of basic skills is satisfactory overall but good in the teaching of literacy. Teachers of mathematics make a major contribution to the development of pupils' numeracy skills and also to the development of pupils' literacy skills with detailed attention being given to the wide range of vocabulary listed in the numeracy strategy and their correct spellings. Science too makes a significant contribution and pupils are encouraged to write at length during research into topics and when evaluating and analysing results. History teachers reinforce literacy skills through using key words as do teachers of physical education. Whilst there are some good contributions to the development of pupils' skills in numeracy from teachers of subjects other than mathematics they are not driven forward in any coordinated way by effective whole school policies. Teachers of science make a particularly good contribution and analysis of experimental data is done well through simple calculations, averages, plotting graphs and extracting information from them.
28. The planning of lessons is good. Teaching and learning are more effective when it is made clear to pupils what will be covered in the lesson. This is a good feature of teaching in most subjects and many examples were seen at the inspection including in English, mathematics, science, art, French, history and physical education. There is insufficient attention paid in planning lessons to the kind of challenges which are necessary to stretch higher attainers. In PSHE the quality of teaching varies in standard and not all teachers prepare with the same commitment. More detailed guidance to accompany schemes of work is also required to help teachers prepare better.
29. Teachers' expectations are good overall but there are weaknesses in some lessons in the level of expectations for higher attainers. In the best lessons in English teachers have high expectations of all pupils and it is only in a minority of lessons that higher attainers are not sufficiently challenged. In physical education mixed ability classes are managed well to extend both higher and lower attainers. In music expectations are good in Years 5 and 6 and very high in Years 7 and 8. In most subjects there are examples of higher attainers not being challenged enough seen during the inspection in some lessons in English, mathematics, design and technology, French information and communication technology and religious education. In science and art there was evidence of the very highest attainers not making as much progress as others in Years 7 and 8.
30. Teaching methods are good and there are now far more opportunities for independent learning within lessons which was an aspect of teaching which was criticised at the last

inspection. It is now a strong feature in the teaching of English and in music. In English good questioning techniques are used effectively to reinforce and extend pupils' understanding of grammatical concepts and vocabulary in lessons for all year groups, and there is also good use of questioning techniques in history and music. The better teaching in science allows pupils to learn about a topic by presenting it in a variety of ways and thereby giving all pupils the opportunity to learn. There are weaknesses in some lessons in science when teachers talk for too long and do not give enough opportunity for discussion. In religious education too, more opportunities could be provided for pupils to work in pairs and in groups. In ICT there are good examples of whole class instruction using the network system but there are times when more individual tuition could help. The use of homework, which received a mixed response from parents in the pre inspection meeting and survey, is judged to be satisfactory by inspectors in extending learning.

31. Pupils with special educational needs are well taught. Where teachers are teaching mixed ability classes there are many demands on the teachers' time and current levels of additional in class support are too low. The very recent appointment of two additional assistants for SEN is a very positive step. A significant feature in the support for pupils with special educational needs is the use of much improved individual education plans which are well devised and manageable for teachers to use. The teaching of pupils with English as an additional language is good overall and the majority of such pupils do not require extra support. Teaching is less effective where pupils are at an early stage of language acquisition as additional classroom support is minimal but as a result of steps taken by the school there is a growing awareness of the such pupils' needs.
32. Most lessons proceed at a satisfactory pace but there are lapses. In a minority of lessons in English poor behaviour by a minority slows down the progress of all and similar situations arise in several other subjects. Pace can also be slow in lessons in design and technology when targets are not challenging enough. In lessons of a two hour duration in ICT it is difficult to maintain momentum for all pupils particularly towards the latter stages. Resources are generally well used and the geography room houses good displays which serve to stimulate pupils. Displays are a much improved feature of the teaching of art. The teaching of religious education is given an additional dimension by visits to the local church and the synagogue in Reading. Local faith leaders and lay people make visits to the department to enrich pupils' learning experiences. The residential visits further afield are totally integrated into the work of the school as seen in very good follow up activities during the week of the inspection immediately following the Swanage visit.
33. The management of pupils is good and there are numerous examples of very orderly lessons. Effective learning is encouraged in physical education by constructive relationships between teachers and pupils. In geography pupils respond well to teachers' high expectations of behaviour. There is an obvious enjoyment of the subject in art which makes for a very good working atmosphere. Encouragement is used effectively in music to motivate pupils which also allows teachers to be critical where it is necessary to raise standards. There are some examples of lessons where pupils are not well motivated to learn and where standards are not high enough because of disruption. Where this occurs it usually arises from a teacher's lack of control. Instances were observed in English, mathematics, science, history, music, religious education and in a few lessons PSHE.
34. The quality and use of ongoing assessment is satisfactory but too often marking does not comment or make clear what pupils need to do to improve further. This is a characteristic

of marking in French and design and technology for example. In geography there is now a very good system of assessment and pupils undertake a range of assessment tasks at intervals in their work which are well coordinated across all teaching groups. Despite this, in one teaching group pupils' work has not been adequately marked or corrected in geography which has affected the progress of the pupils concerned. Parents at the pre inspection meeting voiced their concern about this. There are also instances where large amounts of work remain unchecked in mathematics.

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

35. The school provides a good curriculum which is sufficiently broad and balanced to meet the great majority of pupils' needs including those having special educational needs. Most of the issues raised at the last inspection have been addressed but some rather late in the day. Statutory requirements are met, including in religious education, but in design and technology pupils have no opportunity to use computers within design and technology lessons and no work is done on structures or control technology. Some aspects of ICT provision have improved alongside the much better facilities now in operation but the impact of this is mainly confined to specialist ICT lessons and there is little use in other subjects to meet the requirements of the National Curriculum. Spiritual education is a very good feature of religious education lessons but the contribution made by other subjects has not been assessed.
36. Aspects of art and ICT came in for some particular criticism at the last inspection as did the use of individual education plans. Schemes of work and assessment have improved in art and despite that only happening fairly recently it is already having a significant effect in raising standards. Individual education plans for pupils with special educational needs are now much better and taken into greater account in lesson planning.
37. Much emphasis has been placed on good strategies to improve the teaching of basic skills in literacy across the school led by the English department working closely with the local education authority. Opportunities for improving skills in numeracy are good in lessons in mathematics, and some subjects such as science are making an invaluable contribution but strategies are not being applied consistently across the school.
38. No subject is disadvantaged in the teaching time allocated and standards in music, geography and history are raised in Years 7 and 8 as a result of the above average time allocated. French is timetabled for eight per cent of curriculum time right from Year 6. Other than for pupils currently in Year 5 who are making very good progress pupils have not benefited sufficiently from that arrangement and standards at the end of Year 8 are only in line with national expectations. Similarly the facilities available to pupils in design and technology right from Year 5 are not being reflected sufficiently in standards by the time pupils leave the school. Although ICT and physical education have sufficient time the arrangement of double lessons is not satisfactory. In ICT it is too long for pupils to maintain maximum concentration and in physical education it means that pupils have access to the subject only once a week which is insufficient in promoting a healthy lifestyle.
39. The arrangement of teaching most subjects in mixed ability classes poses extra challenges for teachers in meeting the needs of all pupils. Some teachers ensure that lesson content is sufficiently varied to stretch all abilities including higher

attainers but that is not a consistent feature of the school. Parents are aware of this deficiency.

40. The school expects much from its personal, social and health education programme (PSHE). Lessons seen during the inspection and interviews with pupils show that there are many good features in the overall provision but as with other features much depends on the skills of the individual teacher and there is great variation. Schemes of work in PSHE cover a wide range of topics including sex education and drug education but they are too thin in Years 7 and 8 to provide the kind of guidance necessary for teachers. The school is aware of this and further improvement is targeted as part of the school development plan.
41. The contribution made by extracurricular activities is very good. Particular strong points are music and school productions, sport and the residential visits organised for all year groups. Much is done to ensure that there is equality of access and in sport there are good opportunities for the most able to progress to regional and national competitions. Participation rates are high in residential visits and the school makes every effort to support those who cannot afford to attend. It is made clear to parents when they make extra donations to the school that some of that revenue will be used to support those who would otherwise be prevented from participating in school activities.
42. In terms of equal opportunities the school is also aware of the additional challenges presented by an increasing proportion of the school's population who speak English as an additional language requiring extra help. A start has been made in addressing this with some additional expert support negotiated with the local education authority and although fairly minimal it is a step in the right direction in promoting greater understanding of the specific needs of such pupils.
43. The contribution of the local and wider community to pupils' learning is good. Links with first schools and upper schools are mostly good but the school does not receive all the information it requires on pupils from some of its smaller feeder schools. There are positive links with upper schools and most departments are happy with this arrangement in ensuring continuity but teachers in art and design and technology would like stronger curriculum links with upper schools.

Spiritual, moral, social and cultural development

44. Overall the provision for spiritual, moral, social and cultural development is satisfactory.
45. The school has improved the quality of assemblies since the last inspection. Form groups regularly make the presentation that often includes a hymn and a prayer and involves pupils contributing in the delivery. Assemblies make a valuable contribution to the spiritual development of pupils and are collective acts of worship. However, the school does not quite comply with the requirement to provide a daily act of worship for all pupils. When there is not an assembly pupils remain with their form tutors but there is no time allocated to spiritual matters. In religious education there are very good opportunities to reflect on the existence of God and the meaning and purpose of life. Elsewhere in the curriculum the opportunities for spiritual development within subjects and the contributions made have not been identified.

46. The provision for moral development is good. The school makes very clear the behaviour expected in the code of conduct. Pupils are regularly reminded of the standards and praised whenever possible. The courteous behaviour shown on the Swanage trip was appropriately celebrated in assembly. The code of conduct is on display around the school and printed in pupil diaries which helps in reinforcing standards. Staff provide very good role models for pupils and most lessons provide a secure and calm teaching environment.
47. In a number of lessons moral issues are part of the curriculum. In games, pupils are encouraged to abide by the rules, play fairly, and accept the decisions of those officiating. In science laboratories, workshops and art rooms the emphasis on the need for safety and care in handling materials and equipment raises awareness of the responsibility pupils have for other people. In geography, the problems of pollution are carefully considered. In PSHE pupils discuss issues of citizenship including aspects of the law, personal rights, gender and disability. The contribution which some subject areas can make to PSHE is underdeveloped.
48. Contributions to pupils' social development are good. There is paired and group work which helps pupils develop their speaking and listening skills and their self control. Pupils are encouraged to mix widely rather than confine themselves to particular groups. The wide ranging extracurricular programme enables pupils of all aptitudes and interests to develop their social contacts. The flourishing pupil council provides a real experience of the democratic process together with an opportunity for elected representatives to experience the challenges of office. The importance of that body is boosted by pupils being able to see improvements made as a result of the suggestions made, for example the provision of playground equipment and tables. The fact that the governors choose to make an annual report on the pupil council in their annual report to parents adds to the status of this student body. The prefect system serves a similar role helped by training to assist pupils in exercising their role responsibly. Year 8 pupils have the opportunity to act as 'Buddies' in helping younger pupils with their reading. Residential visits enable pupils to experience living away from home with team building figuring prominently. Pupils interviewed during the inspection appreciated such experiences. Whole-school events such as the summer production, Harvest and Christmas services bring the whole school together allowing many to make their individual contributions. Pupils also have a good record in raising money for charity.
49. Cultural provision is good. Pupils experience their own culture through reading a range of literature including a study of Macbeth. The silent reading in form groups at the end of three afternoons a week makes a positive contribution. In the study of a foreign language, the culture of France interweaves with the learning of the language. In history, there is an effective promotion of British culture while in geography pupils study both well developed and less well developed countries. The personal, social and health education programme addresses the differences and similarities between people which arise from a number of factors, including ethnic, racial and religious diversity. The multiethnic intake of the school enables pupils to learn how people of various faiths and cultural origins live, and to see how beliefs and values affect life styles. This first-hand experience helps equip pupils well to live in a multicultural and multi-faith society.
50. Although the school has improved the quality of assemblies there is a need to do more to strengthen the provision for spiritual development and meet one of the school's objectives 'to respect and promote an innate spirituality in us all'. Subject

departments need to identify areas where they can contribute to reflection on the purpose and meaning of life and the wonders of the universe. The overall provision for spiritual, moral, social and cultural development across the curriculum needs careful mapping to ensure that all pupils receive their entitlement.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. The school has improved its assessment procedures since the last inspection but still needs to involve pupils more consistently in assessing their own work. The school continues to provide a good level of care for its pupils.
52. The form tutors know their pupils very well and this is in part due to the school's policy on tutors staying with their forms from Year 6 to 8. Year 5 tutors have developed an expertise in supporting pupils when they join the school so stay permanently as tutor for that year group. Form tutors play a central role in promoting pupils' good attendance and behaviour. Designated managers with overall responsibility for Years 5 and 6 and Years 7 and 8 make a considerable contribution to the support of pupils.
53. The school has good procedures for monitoring and promoting good behaviour. Pupils value the house points they receive for both good work and attitudes. They are clear about the sanctions for unacceptable behaviour although this makes insufficient impact on a minority of pupils. In a small number of cases teachers do not always consistently apply the school's behavioural policy. Pupils interviewed during the week of the inspection described the vast differences in approaches between some teachers and how some have difficulty in keeping order. Where the latter occurs teaching has to give too much attention to those who disrupt and too little to those who want to learn. Unacceptable behaviour can go unchecked for too long in a small minority of lessons. The school has taken a firmer line to deal with poor behaviour and the number of fixed term exclusions increased justifiably in the last year but recognises that an issue still remains. The school is vigilant in dealing with bullying when issues come to light as pupils confirm but some bullying still exists. Individual letters from parents expressing strong feelings also confirm this. The school systems for preventing such abuse are not completely successful.
54. Supervision of the playground is unsatisfactory at lunchtime. On a difficult site areas are left unsupervised and unacceptable behaviour is not always dealt with effectively. At times there is too much of a verbal battle between supervisors and pupils. Many supervisors are hampered by not having the authority of teachers in dealing with those who behave badly but recently the level of teacher supervision has been increased. Further monitoring of this situation is necessary.
55. The provision for pupils with special educational needs is improving and this is recognised by parents. Pupils are accurately identified and their needs defined clearly in individual education plans. They are well supported by the special educational needs co-ordinator (SENCO) and teachers but at the time of the inspection the level of additional in-class support was inadequate. The school has recognised this and additional appointments have been made.
56. The one traveller pupil is well supported and the local education authority provides a small amount of additional expert input.
57. The support for pupils who speak English as an additional language is satisfactory overall and good in many respects. The school has shown good awareness and taken action to ensure that pupils who speak English as an additional language are not disadvantaged. The school has recently negotiated extra funding for a specialist bilingual teacher to provide learning support for the six pupils who are at the early stages of learning English. Generally in lessons pupils are totally involved and integrated as only small numbers require such additional support but staff need more

expertise to involve pupils more fully in reading time which is built into the school day and in any additional support groups for reading offered in the school. With increasing numbers entering the school with English as an additional language the school is correctly focusing more on raising awareness of staff to pupils' needs.

58. There are good procedures for encouraging attendance. The school rigorously follows up any unnotified absences and is meticulous in recording instances of lateness.
59. Child protection procedures are in place and there has been recent training for staff on this aspect. The school carries out risk assessments for school trips.
60. The school has satisfactory procedures for monitoring and supporting pupils' academic progress. It uses data about attainment from the pupils' previous schools as well as results of tests they take when they enter the school to set targets for pupils in national tests at the end of Year 6 in English, mathematics and science. Teachers of music assess work on a regular basis and keep detailed records of pupils' progress through the school and which are used to set targets. Elsewhere target setting is insufficiently developed. Teachers keep good records in physical education. Records are being compiled of pupils' attainment in ICT but that is in its infancy. In subjects where assessment is good, for example English, pupils are involved in their own assessment. Pupils' knowledge of the National Curriculum levels which they are working at varies between subjects. Regular testing in science is well related to National Curriculum levels. There has been some improvement in the use of assessment following criticisms in the last inspection report but overall progress has been slow or fragmented.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. The school has maintained its good relationship with parents and continues to work hard at developing a partnership with them.
62. Parents are mainly pleased with what the school provides. In particular parents feel that their children are happy at school and make good progress but a few are extremely concerned over instances of bullying which causes misery. Parents like the fact that the school expects pupils to work hard to achieve their best but some parents feel that the school does not stretch higher attainers sufficiently. The great majority feel that the school is effective in helping their children become mature and responsible but dislike the fact that a minority of lessons are disrupted by small numbers of pupils which affects the learning of those who want to learn. At the pre inspection meeting and in individual letters written to the inspection team parents applauded the contribution which music makes to their children's education. There was also particular praise for the impact made by annual residential visits for each year group. A significant minority of parents do not think that the school works closely with them and they do not feel they are well informed about their children's progress.
63. The inspection team agrees with the parents' positive views and most of what they would like to see improved. Inspectors judge that the school makes much effort to work closely with parents and provides satisfactory information about pupils' progress but that the quality of reports could improve further.
64. Parents have a good impact on the work of the school. This is because the school values their views and has good systems for considering them. The termly 'meet the

headteacher' meetings give parents the opportunity to raise any issues as well as involving them in developing some school policies, for example the sex education policy. The parents' association is very active and raises significant amounts of money which the school uses to improve the resources. Much support has been provided for the refurbished library. In addition to donating money to buy new books parents have helped to decorate the room and catalogue books.

65. Overall the school provides parents with good information. There is satisfactory information about pupils' attainment and good information about pupils' attitudes to learning through the annual reports and the termly progress reports. Both the termly reports and annual reports give an indication of the National Curriculum levels the pupils are working at but do not give the specific level. The quality of annual reports varies between teachers. In the best examples teachers state what pupils can do well, what they have difficulty with and what they need to do to improve their work. There are some very good examples of this in English. In the worst cases there are only general statements about pupils' attitudes to their work. The box provided for such comments is too small unless comments are typed as otherwise what can be said in the limited space available depends on the size of teachers' handwriting. Parents have one formal opportunity per term to discuss their children's progress with staff. Two of these are with form tutors and the other with up to five subject teachers. In addition the school encourages parents to make appointments to talk to teachers as concerns arise. The governors' annual report to parents is very informative on a full range of activities and makes every effort to ensure that parents can understand issues facing the school including financial matters.
66. Information given to parents about the life of the school and the curriculum is very good. In addition to the regular and excellent headteacher's newsletter the school has an informative web site. Year groups are provided with termly letters outlining the topics that pupils will be learning about that term which is very good practice both in keeping parents informed and in encouraging them to become involved in their children's learning. Parents value pupils' diaries as a means of communication with the school. The school's plans to extend the use of target setting already started in English, mathematics and science to other subjects will provide an additional opportunity to the school to involve parents in monitoring pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The leadership and management of the headteacher and key staff are good. Following a fairly unsettled period since the last inspection which has experienced changes of headteacher, leadership styles and preferred management structures, as well as a local education authority review of the future of middle schools, the school is now in a more settled period. The majority of parents feel that the school is well led and managed. The headteacher has been careful to develop the best features of what he inherited as well as putting his own stamp on the school. Senior management has been very supportive of staff preferring to introduce change gradually and developing a team spirit embracing all teaching and non-teaching staff. That has mostly been successful in bringing about improvement, involving staff and raising self-esteem but the time has now come for that process to be accelerated, for monitoring to be sharper and for management to be more demanding in the minority of cases when agreed procedures are not being observed.
68. The new deputy headteacher and senior teacher complement the headteacher well and most other senior managers too are adept in getting things done. The

resurrection of the deputy headteacher role and having a senior teacher in charge of Years 5 and 6 is beginning to reap benefits and both act as very good role models through their teaching expertise. There are also managers of subjects who set a similar example in teaching for others to follow particularly in English and music. The management of art is now much better. Although the teaching of ICT in specialist classes has improved, coordination of ICT across the curriculum is unsatisfactory. Leadership of SEN is now purposeful and pragmatic. The main deficiency in relation to special educational needs has been the level of additional classroom support but that has been recognised by the school and additional assistants have been very recently appointed. Management has recently taken positive steps to raise awareness amongst staff of the needs of the small but growing number of pupils who speak English as an additional language who need extra support.

69. The programme of classroom visits by senior staff and subject leaders to monitor teaching has helped to raise standards but has not picked up weaknesses in teaching where higher attaining pupils are not being challenged consistently. A minority of marking which is unsatisfactory has also escaped attention or has not been followed through rigorously enough to eliminate. Management has taken a justifiable and stronger line on discipline resulting in more fixed term exclusions but recognises that not all problems have been solved.
70. The school development plan is a much improved feature of the school and provides a clear educational direction with appropriate priorities for action. It is manageable and comprehensive although some objectives are rather general. Subject plans are mostly well integrated. The school plan demonstrates a good understanding of the school's strengths and weaknesses and action to be pursued. There is also a good understanding of performance management and the school has worked closely and successfully with the local education authority to move the school forward in this respect.
71. The governing body fulfils its responsibilities well but some statutory responsibilities in relation to the curriculum are not met. Governors are actively involved and are also well informed of the strengths and weaknesses of the school. They have played a major part in acquiring up-to-date ICT hardware at minimal cost. The contribution of an ICT group on which governors are represented has been very effective in helping to move things on.
72. An average budget is extremely well managed with all options carefully explored before final allocations are made and principles of best value always applied rigorously. Adequate sums are allocated to learning resources but there is a shortage of books in some areas in religious education. A contingency fund is well used to finance unforeseen expenditure. There is a very good awareness that the move to new school premises will make some extra demands on such funds and appropriate planning is in place. The headteacher has been enterprising in securing a grant from a major airline to double glaze some windows to reduce the noise from major flightpaths from Heathrow.
73. The age profile of staff is now better with the influx of younger staff complementing those who are longer established in the school. There is a satisfactory match of teachers to the demands of the curriculum but there is no technician support for ICT. Induction policies are very good and help new staff to settle in quickly. The training of staff is good both through external courses and in-house activities. There has been some good training to prepare staff to use ICT more in their teaching.

Accommodation varies despite some significant improvements since the last inspection but is satisfactory overall. Some rooms are very tight for larger classes but newer accommodation is good. The lack of playing fields on site poses some problems but that will be rectified with the move to new school premises. Although the book stock still has to be built up further the refurbished library is a major step forward and is unrecognisable from the time of the last inspection when described as 'bleak and unwelcoming'. ICT facilities have improved in the library but the library is developing too independently from other ICT facilities in the school. The move to new school premises will give the opportunity for the creation of a learning resources centre embracing the present functions of the library.

74. Although the school is being placed on a firm footing and the capacity to improve further is good the school is not yet fulfilling its full potential. There is scope for an improvement in standards particularly for higher attainers and for monitoring to be more rigorous and demanding to eliminate weaknesses and build on the much good practice already in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to improve standards the governors and senior management should:

- Ensure that the most able pupils are challenged more consistently so that the very good practice seen with some teachers becomes normal practice for all by:
 - ♦ more direct targeting of specific pupils in setting high targets which are monitored rigorously;
 - ♦ sharper monitoring of teaching to raise teacher expectations where necessary;
 - ♦ using existing very good practice as an example of what can be achieved.

(paras 2,11,28,29,39,62,69,74,79,85,88,101,104,120,130,139,160,165)

- Extend the use of individual pupil targets for each pupil already started in English, mathematics and science to other subjects accompanied by a rigorous assessment system to check progress by:
 - ♦ informing all staff of the systems already being developed in English, mathematics and science to familiarise them with the process;
 - ♦ strengthening the school's assessment systems as an integral part of target setting.

(paras 60,86,126,130,133,141,143,160,165)

- Extend the use of information and communication technology so that it is used more frequently in all subjects across the curriculum in addition to specialist ICT lessons by:
 - ♦ establishing 'contracts' with subject departments on what they will provide as part of their teaching and what they require from the school in order to fulfil such commitments;
 - ♦ closer reference to the requirements of the National Curriculum;
 - ♦ stronger and more effective co-ordination of ICT and technical support to enable change to take place more rapidly;
 - ♦ maximising access to facilities through better timetabling arrangements;
 - ♦ considering establishing a learning resources centre when the school moves to new premises to integrate library facilities fully into the planned development of ICT.

(paras 12,26,35,68,73,96,122,126,140,157,160)

In addition to the main areas for improvement dealt with above there are other weaknesses which should be considered by the school as part of its action plan: the poor behaviour of a minority which sometimes holds back the progress of the majority (paras:18,19,23,32,33,53,62,85,104,130); the small amount of bullying which still exists in the school (paras 20,53,62); the failure of design and technology to cover all aspects of the National Curriculum (paras 35,120); the lack of sufficient detail in schemes of work and guidance to staff in PSHE (paras: 28,40).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	123
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	15	37	40	2	1	0

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

Information about the school's pupils

Pupils on the school's roll	Y5 – Y8
Number of pupils on the school's roll	572
Number of full-time pupils known to be eligible for free school meals	45

Special educational needs	Y5 – Y8
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	74

English as an additional language	No of pupils
Number of pupils with English as an additional language	51

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence	%
School data	4.8
National comparative data	5.9

Unauthorised absence	%
School data	0.6
National comparative data	0.4

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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	85	61	146

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	68	61	77
	Girls	49	44	52
	Total	117	105	129
Percentage of pupils at NC level 4 or above	School	80 (79)	72 (74)	88 (77)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	68	69	73
	Girls	54	49	54
	Total	122	118	127
Percentage of pupils at NC level 4 or above	School	84 (79)	81(79)	87 (79)
	National	70 (68)	72 (69)	79 (75)

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	1
Indian	22
Pakistani	37
Bangladeshi	3
Chinese	1
White	481
Any other minority ethnic group	18

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	1	0
Bangladeshi	0	0
Chinese	0	0
White	9	1
Other minority ethnic groups	1	0

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

Teachers and classes

Qualified teachers and classes: Y5 – Y8

Total number of qualified teachers (FTE)	27.7
Number of pupils per qualified teacher	20.6

FTE means full-time equivalent.

Education support staff: Y5 – Y8

Total number of education support staff	8
Total aggregate hours worked per week	80

Deployment of teachers: Y5 – Y8

Percentage of time teachers spend in contact with classes	75.9
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Average teaching group size: Y5 – Y8

Key Stage 2	26.1
Key Stage 3	27.3

Financial information

Financial year	1999 - 2000
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	£
Total income	1,105,609
Total expenditure	1,101,896
Expenditure per pupil	1,927
Balance brought forward from previous year	32,400
Balance carried forward to next year	36,113

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	572
Number of questionnaires returned	150

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	29	60	7	3	1
My child is making good progress in school.	27	58	12	2	1
Behaviour in the school is good.	16	59	12	7	6
My child gets the right amount of work to do at home.	14	58	21	7	1
The teaching is good.	16	64	11	2	7
I am kept well informed about how my child is getting on.	18	47	27	7	1
I would feel comfortable about approaching the school with questions or a problem.	40	41	15	3	1
The school expects my child to work hard and achieve his or her best.	32	57	3	3	4
The school works closely with parents.	23	40	24	7	6
The school is well led and managed.	27	50	9	6	7
The school is helping my child become mature and responsible.	30	57	4	5	5
The school provides an interesting range of activities outside lessons.	24	54	11	3	7

Other issues raised by parents: parents are pleased with the high standards in music and the opportunities for all to participate fully including in school productions; some parents would like to see higher attaines challenged more consistently; a small minority of parents are extremely concerned over instances of bullying; some parents are concerned over the poor behaviour of a minority of pupils.

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

ENGLISH

76. The best results in national tests at the end of Year 6 since the last inspection have been in English which have usually been above average. In 2000 they were not as good and only average overall. Whilst in 1999 results were above average both at Level 4 or above (the level expected for eleven-year-olds) and at the higher Level 5 they were only average at these levels in 2000. Local education authority data shows that compared with local schools, results in 2000 were slightly above average at Level 4 or above but below at Level 5. Results also declined in 2000 in relation to similar schools nationally and were well below average following above average results in 1998 and well above in 1999.
77. Currently standards are in line with the national average by the end of Year 6 although more girls attain at the higher levels than boys, particularly in writing. Standards of pupils by the end of Year 8 are currently above national expectations.
78. The standards achieved by the current Year 6 represent good progress in acquiring knowledge, understanding and a range of English skills, since a substantial proportion of these pupils joined the school initially with standards which were below national expectations. Pupils in the current Year 5, who joined the school with standards at least in line with national expectations and mostly above, are achieving well in relation to their prior attainment. The standards achieved by the current Year 8 also represent good progress, since although many of these pupils entered the school with standards in line with national expectations, a substantial number are now achieving at a high level for their age group.
79. Although girls achieve at a higher level than boys overall, the gap in attainment between them is narrowing, principally because the school is implementing strategies focusing on the raising of boys' attainment in literacy. Pupils with special educational needs make satisfactory progress in developing their basic English skills by the end of Year 6 and good progress by the end of Year 8. Pupils with English as an additional language share in the good progress currently made by pupils of all ages. Higher achievers in all year groups make good progress in further developing their language skills, except in a small minority of lessons in which they are not given work of sufficient challenge.
80. By the end of Year 6 pupils achieve sound levels of speaking, listening, reading and writing, although a substantial minority of pupils, including more boys than girls, make frequent errors in grammar, punctuation and the spelling of common words. The majority of pupils listen well and speak confidently, both when answering questions in class or when talking, for example, about their likes and dislikes in reading. Reading skills are in line with national expectations; the majority read appropriately challenging books with accuracy and fluency, although lower achievers read with less expression. The majority of pupils are confident about reading aloud in class.
81. Pupils make good progress in developing their range of writing by the end of Year 6. In their creative writing they produce imaginative accounts in a variety of styles, for example rewriting fairy tales such as 'Little Red Riding Hood'. They learn different ways of creating tension and holding the reader's interest when writing stories, sometimes with a particular slant, such as when retelling the story of the 'Pied Piper

of Hamelin' from the Piper's point of view. There is a good standard of presentation in extended projects, and the generally pleasing standard of presentation is due to the emphasis which teachers give to drafting and redrafting.

82. Pupils continue to make good progress in extending their speaking, reading and writing skills by the end of Year 8. The confident speaking skills of pupils were observed in a Year 8 lesson in which large numbers discussed their extended diary writing project. The range and quality of pupils' writing by the end of Year 8 are impressive. Pupils' ability to conduct independent research is seen in their work on Charles Dickens, whilst many pupils are able to make quite sophisticated analyses of various aspects of 'Macbeth', for example comparing different presentations of the play. Good factual writing is also demonstrated in pieces arguing 'for' and 'against' a topic such as school uniform, and in book reviews. Particularly noticeable is the progress which many pupils make in a relatively short period of time in widening their range of vocabulary in the various genres of writing.
83. The overall quality of teaching in English is good, although there are considerable variations between particular teachers and particular classes. The teaching is never less than satisfactory and in Year 8 two examples of excellent lessons were observed. In the best lessons pupils make rapid progress in acquiring a range of knowledge and skills, chiefly because of teachers' good subject knowledge and the high expectations teachers have of pupils' work and behaviour. These expectations are reinforced by good relationships which motivate pupils to do well, and by activities which are challenging and briskly paced, resulting in a very purposeful working atmosphere being sustained throughout the lesson. Typical of this was a Year 6 lesson in which pupils examined the qualities of good story writing, using a variety of resources to show different ways of telling the 'same' story, and evaluated each other's ideas. Independent learning skills are encouraged through involving pupils in research projects such as an investigation of Charles Dickens. Questioning is used effectively to reinforce and extend pupils' understanding of grammatical concepts and vocabulary in lessons for all year groups.
84. Where the teaching is very good, the work is also well matched to pupils' ability. For example, lower achievers are supported in their writing by prompt sheets and writing frames, and this enabled pupils in a Year 5 lesson to make very good progress when they practised their persuasive writing as a prelude to a debate. At the other end of the school, in Year 8, higher achievers made good progress in extending their understanding of 'Macbeth' by being made to discuss the characterisation in the play, and justifying their arguments with evidence. They also carried out the challenging task of assessing each other's debating skills and grading performance using National Curriculum levels.
85. Lessons where the quality of learning is more restricted are sometimes affected by small numbers of pupils with poor levels of concentration or by the pace of activities being too slow. In a minority of lessons, teachers have limited strategies for coping with poor behaviour, which restricts the acquisition of skills. Also in a minority of lessons, which in other respects are satisfactory, higher attainers are not given work of a suitably challenging level to enable them to make appropriate progress in their learning. For example higher attaining Year 7 pupils investigating the ways in which characterisation is developed in fiction were given too much direct input from the teacher instead of developing their own ideas when considering the impact of different story openings.

86. Leadership in English is very good. The English coordinator has worked hard to implement strategies to raise attainment, particularly in boys' writing; and also to raise awareness of how to raise standards of literacy in other subjects. Assessment is also used effectively to set targets for pupils as an aid to raising standards. Although it is commonplace for many pupils to wordprocess their work, other applications of information and communication technology in English are relatively underdeveloped. Overall English has made good progress since the previous inspection, primarily because the quality of teaching has improved.

Literacy across the curriculum

87. The school has identified literacy across the curriculum as an important area in which standards can be improved. Standards in literacy are good overall, particularly in speaking and listening. Standards are variable in reading, but satisfactory overall. Standards in writing are good by Year 8 although a minority of boys find difficulty with the technical aspects of spelling and punctuation. An ambitious literacy programme promotes strategies which can be used within different subject areas to raise attainment and levels of progress. The strategy is having a good effect overall, although its impact is more pronounced in some areas than others. Some subjects are making a good contribution to raising standards of literacy. For example teachers in both history and geography emphasise the importance of recognising and using key words, and they make pupils write in a variety of styles. They also use devices such as charts to help pupils learn the skill of effective note taking. Research skills are encouraged in art. Speaking and listening skills are developed well in certain subjects such as science and physical education, but extended writing skills are not well developed in French. The evidence of the inspection was that as teachers grow more confident in addressing literacy, assisted by a comprehensive programme of professional development provided from within the school and by the local authority, so standards of literacy are rising.

MATHEMATICS

88. Since the last inspection results in national tests in mathematics taken at the end of Year 6 have mostly been average compared with all schools nationally including in 2000. Results in 2000 were broadly average both for the percentage attaining Level 4 or above (the level expected nationally) and the higher Level 5. These results were similar to those of 1999. The local education authority has produced comparative data for the performance of its schools in the Windsor and Maidenhead in 2000. This shows that Trevelyan's results in mathematics were similar to the local average at Level 4 or above but below average at Level 5. Compared with similar schools nationally results declined in 2000 and were well below average following above average results in 1998 and average results in 1999.
89. Currently the attainment of pupils at the end of Year 6 is in line with national averages at levels expected nationally but slightly lower than average at higher levels. Pupils' attainment in Year 6, taking into account their levels of attainment on entry, show they are making satisfactory progress. At the end of Year 8 standards are above national expectations and represent good progress. Current Year 5 pupils are above national expectations for their age which is to be expected as that year group was above average on entry to the school. The performance of the more able pupils, as observed in lessons and work seen, shows that insufficient emphasis is given to providing suitably challenging tasks. Pupils with special educational needs are given

good support and they are making similar progress to that of other pupils. Pupils who speak English as an additional language make satisfactory progress.

90. There is no significant difference between the attainment of boys and girls. All teachers of mathematics have received training for the National Numeracy Strategy which is fully in place in Years 5 and 6. The mathematics department is in the first phase of training and support from the local education authority for the implementation of the numeracy strategy in Years 7 and 8.
91. In all mathematics lessons teachers also assist with the development of pupils' literacy skills through detailed attention being given to the wide range of vocabulary listed in the numeracy strategy and their correct spellings. In addition some support is given to developing their writing skills with the two projects covered in the summer term of Year 6 one of which, Treasure Island, was being followed by all pupils during the inspection.
92. The presentation of pupils' work varies from excellent to very poor and some problems survive despite a detailed policy being formulated since the last inspection when it was identified as a departmental issue. Where it is unsatisfactory pupils fail to explain their workings and at times it is nearly illegible making it very difficult to check and worthless for future reference. National Curriculum requirements are mostly being addressed but currently not enough attention is paid to developing pupils' problem solving and investigative skills.
93. The quality of teaching is satisfactory. In lessons observed teaching ranged from satisfactory to excellent. In Years 5 and 6 teaching is predominantly satisfactory although excellent teaching was observed. In Years 7 and 8 teaching is good. All teachers show a good knowledge of the subject. The mental warmup activities feature in all lessons and are invaluable in enhancing pupils' numeracy skills. Where they are particularly successful individual pupils' use of the whiteboards ensures full participation, speed and accuracy are emphasised and good use is made of pupils' incorrect responses. Less successful warmup activities occur when there is limited pupil involvement or when tasks are too easy and here some pupils are allowed to call out answers. The three part lesson, as emphasised in the numeracy strategy, features in all lessons. In an excellent lesson on angles with lower attaining pupils in Year 5 there was very high quality planning and management. The mental starter was brisk and work was set at different levels so that all pupils were challenged. In addition teacher questioning was very structured and supportive and excellent relationships ensured pupils stayed on task, enjoyed their work and maintained a good pace. The practical activities using the local environment and excellent support from the classroom assistant resulted in pupils gaining a good understanding of the topic.
94. Pupils' behaviour is good. They show an interest in the subject and the relationships between pupils and their peers and with the teachers are good. They cooperate and collaborate well when given the opportunity, as was observed in the Year 6 Treasure Island Project, but such opportunities are not fully exploited by teachers.
95. The marking of pupils' work is variable. Some valuable supportive comments are in evidence in a few groups but there are instances where large amounts of work remain unchecked. The department's marking policy is not being uniformly implemented. The department has begun target setting with Year 5 pupils but this is very much in its early stages.

96. The use of information and communication technology is not programmed into schemes of work and very limited use is made of this facility. Homework is used in all years to support the work in lessons and some interesting enrichment material is used.
97. The department is led by an experienced teacher who monitors the teaching of colleagues. Despite this teachers do not fully share their ideas and expertise for example in the resources and methods used in warm-up activities. The department benefits from a very detailed development plan which is directly linked to the school's plan. There are a number of informative policies in place and a scheme of work but those aspects need further developing. Within the constraints of the timetable maximum use is made of the expertise of staff and the mathematics area now offers a stimulating environment that places emphasis on celebrating pupils' successes. These two issues were highlighted as in need of attention at the last inspection. Since the last inspection the department has made satisfactory progress.

Numeracy

98. The mathematics department is fully committed to the National Numeracy Strategy but the school has not, as yet, developed a policy for numeracy across the curriculum. Adequate preparations have been made by staff attending in-service training run by the local education authority.
99. On entry to the school the pupils' numeracy skills are in line with national expectations and appropriate strategies to improve skills are being fully implemented by all teachers of mathematics to ensure that pupils' numeracy skills are continually being developed. Pupils make use of numeracy in some subjects apart from mathematics. For example in science they are able to cope with a wide range of skills, in particular those using graphical work and data handling where some excellent work was observed, as well as measurement, shape and space and number.
100. In geography pupils' competence in number and measurement and their spatial awareness is evident in their fieldwork and surveys. In design and technology pupils use estimation and measurement when making boxes. In information and communication technology data handling and algebraic formulae are used in spreadsheet modelling. These are good examples of the reinforcement of skills taught in mathematics but they are not fully coordinated in a whole school drive.

SCIENCE

101. Since the last inspection results in national tests in science at the end of Year 6 have been inconsistent. Following average results in 1999 compared with all schools nationally they were below average overall in 2000. Although in 2000 science results were average in the percentage attaining Level 4 or above (the level expected of eleven-year-olds nationally) overall results were pulled down by below average results at the higher Level 5. Local education authority data for 2000 shows that compared with schools in the Royal Borough of Windsor and Maidenhead science matched the local average at Level 4 or above but was well below average at Level 5 for both boys and girls, but particularly so for girls.

102. From the work seen at the inspection attainment is above national expectations for pupils in Year 5, average in Year 6 and above national expectations in Years 7 and 8. Pupils in Year 8 are able to draw accurate diagrams of light rays being reflected and refracted at various surfaces and they can use scientific language well to describe this and how different rocks are formed. This attainment is normally expected by the time pupils reach the end of Year 9 rather than Year 8.
103. The subject co-ordinator has started to analyse pupils' attainment in Years 5 and 6 based on their attainment in science when they transfer from first schools. This shows that the attainment on entry varies from year to year. Pupils currently in Year 5 were slightly above that expected nationally for their age, while pupils in Year 6 were in line. Most pupils make satisfactory progress between starting in Year 5 and taking national tests at the end of Year 6. However in Years 7 and 8 most make good progress as they develop more advanced experimental skills and scientific vocabulary. This achievement varies from group to group and within groups. Where it is above that expected it is due to teachers giving plenty of intellectual challenge to make pupils think. Pupils achieve well in the many practical activities undertaken. For example, Year 7 made good progress in the development of investigative skills when they were discovering how the measured current passing through a wire is directly related to the length of the wire. When pupils are unsure of what to do or when they are not given sufficient opportunities to consolidate their ideas about a topic, then achievement is below that expected. Pupils with special educational needs achieve above expectation when they are supported by resources matched to their needs, such as easily read sheets and writing frames, but overall they make satisfactory progress as do pupils who speak English as an additional language.
104. Teaching varies from satisfactory to very good and is good overall. When teachers make it clear what will be covered in the lesson, place it in the context of previous work, give opportunities for reflection and summarise at the end, pupils learn effectively. The better teaching allows pupils to learn about a topic by presenting it in a variety of ways such as when Year 5 were looking at the phases of the moon. Here the teacher used several different ways both inside and outside the laboratory to explain the relationship between the sun, earth and moon, giving all pupils the opportunity to learn. During practical investigative work, there are many occasions where pupils work together and can discuss their ideas such as how to find out what conditions woodlice prefer. When the teachers' expectations in terms of application and behaviour are clearly understood, pupils respond well, work collaboratively and there is a purposeful working atmosphere. Occasionally, the behaviour of a significant minority is unsatisfactory and this influences and affects the learning of the others. Opportunities to discuss ideas are too infrequent when pupils are not doing practical work. Teachers sometimes talk for too long and question pupils generally, rather than giving plenty of occasions where they can discuss amongst themselves and then report back to the rest of the class. Developing this type of activity would present all pupils, particularly those attaining above average levels, with more intellectual challenge.
105. The criticism at the last inspection that pupils were lacking in factual knowledge is no longer the case. Pupils are given opportunities to develop and use the vocabulary of science through writing in the contexts of biology, chemistry and physics. They are encouraged to write at length during research into topics and when evaluating and analysing results. Creative writing is encouraged when describing what it is like when 'Living without Gravity' or writing the 'Diary of a Water Molecule'. Many of these activities are set for homework and provide pupils with a good range of tasks. However, there are insufficient occasions in class for speaking skills to be developed

through presentations and reporting back and when pupils are given the chance to read about the subject.

106. Teachers place importance in developing numeracy and the use of information and communication technology. Analysis of experimental data is done well through simple calculations, averages, plotting graphs and extracting information. Year 6 pupils were given the opportunity to create spreadsheets on palmtop computers and then record their experimental results for analysis later. This was observed when pupils were finding out if the height from which a ball is dropped affects the distance it bounces back. Despite the subject being short of computers and equipment for logging results directly from experiments, teachers use every opportunity to use the limited equipment available by giving groups of pupils firsthand experience such as when investigating the insulating effect of different materials.
107. Pupils' progress is assessed with regular testing which gives information on levels reached in the National Curriculum. While homework is set and marked regularly, teachers give insufficient details to pupils on how to improve, or set short-term targets for development.
108. The recently appointed subject coordinator is committed and conscientious and has a definite willingness to develop the subject further. There are increasing opportunities for staff to share good practice but that needs to be developed further. The department will have the opportunity to benefit from an improvement in accommodation and resources planned as part of the move to new school buildings.

ART AND DESIGN

109. By the time pupils reach the end of Year 6 and the end of Year 8 standards are in line with national expectations. This is a significant improvement on the standards seen at the last inspection when only half the pupils were attaining in line with national expectations.
110. Pupils of all ages and abilities make good progress in their understanding of the way art materials are used and how artwork can begin from many different starting points. For example Year 5 pupils having recently visited Swanage made paintings based on sea colours, charcoal drawings of shells and built sculptures out of sand. After looking at a painting by Matisse pupils in Year 6 were able to select sections of the painting using a computer, and develop patterns which could be used as wallpaper designs. As pupils get older more sustained work from observation is done. For example, in Year 7 pupils observed textures in natural objects such as tree bark, and used these as a starting point for clay modelling. Year 8 pupils can investigate through drawing and collage, the textural qualities of old boots. All pupils have sketchbooks, a relatively recent innovation, and their use to collect information and ideas is beginning to make a good contribution to the raising of standards, but older pupils do not do enough work in sketchbooks outside normal lessons. The quality of learning is good for pupils with special educational needs and for pupils who speak English as an additional language.
111. Teaching and learning are good. Teachers are always well prepared and provide clear guidance to pupils about what they are expected to do. For example, in a Year 8 lesson where pupils made closeup drawings of sections of old boots, a guidance sheet was used to outline the approach pupils should take and had a positive impact on the standards achieved. When pupils need to know how to do things technical

instruction is clearly given. For example in a lesson where pupils used clay, step-by-step instruction helped them understand how best to use it and raised skill levels. Teaching is less successful when the work of others is used as a starting point. This is because such work frequently focuses on style rather than the creative intentions of artists. The effect of this is that pupils' learning is sometimes superficial.

112. Pupils enjoy art and some describe their art lessons as 'brilliant'. All behave well and the attitudes they have in lessons are always good. Art is beginning to make a wider impact throughout the school and to pupils' personal development and social skills through co-operative activities and sharing of resources in lessons. Even though conditions are cramped pupils are cooperative and routine tasks such as clearing up and setting out work are quickly and efficiently done.
113. Art has a much higher profile in the school and makes a much better contribution to cultural aspects, for example through good displays in the main hall. Project work such as that on aboriginal art provides opportunities for pupils to reflect on relationships with the natural world and to consider art in a wider cultural setting.
114. Management of the department is good. A particularly good feature is the effective support provided to non-specialist teachers by aids such as resource packs. The curriculum has recently been totally reviewed and now meets the requirements of the National Curriculum. Good systems of assessment are now in place but they are too new for the full effect to be felt. Since the last inspection all aspects of the work of the department have improved.

DESIGN AND TECHNOLOGY

115. By the time pupils reach the end of Year 6 and Year 8 standards are overall in line with national expectations and achievement and progress are satisfactory. Pupils are better at designing than making and standards in designing and making in some lessons in textiles are below national expectations.
116. Overall pupils' achievements in Years 5 and 6 are good in relation to their starting point as when they joined the school they had very limited experience of design and technology. They make good progress in the skills of presenting ideas through drawings and diagrams, and in using tools and materials to make things. For example in a Year 5 food lesson pupils gained an understanding of how to heat and pour liquids safely when making a drink, and gained confidence when using equipment such as cookers. In a Year 6 resistant materials lesson pupils designed simple toys, drew up plans, sequenced their work correctly and used hand tools to make finished products.
117. Progress made by older pupils is satisfactory. They continue to develop skills in the communication and presentation of ideas and they begin to develop an understanding of simple mechanisms and how to use these in their designs. For example in the mechanical theatre project, cams, levers and push rods are used to change circular movement into up and down movement. Using items such as Lego they learn how to experiment with prototypes and to modify designs in the light of experiments. When making finished articles there is a lack of attention to detail and standards of finish are below average, and many pupils often do not complete their work. Pupils gain some understanding of systems such as electronic circuits and they can explain the use of such things as transistors and light emitting diodes in everyday applications.

118. Teaching and learning are satisfactory. The quality of learning of pupils with special educational needs and those who speak English as an additional language is similar to that of other pupils. Lessons are well planned and there is a good balance between whole class teaching and individual and group work. Pupils are given clear guidance about how best to approach tasks and technical instruction is good. For example in a Year 6 lesson where pupils were designing toys they were given clear instructions about how best to glue wood together. The effect of this was that pupils had a good understanding of the best way to go about their work which had a direct impact on learning. Where teaching is less good the pace of the lesson is too slow. For example in a Year 7 textiles lesson on fibres and fabrics far too much time was spent covering a limited amount of learning, and the tasks provided were insufficiently challenging. As a result pupils learned very little and were demotivated. The marking of homework is sometimes good, with good advice being given about how to improve. More often marking gives pupils no indication of how well they are doing or how they might improve. The effect of this is that opportunities to raise standards are lost.
119. The attitude pupils have to learning is mostly good and is never less than satisfactory. They listen to instructions, work well with each other and are eager to answer questions and be involved in lessons. They understand the need to work in a safe and responsible way and particularly enjoy using different tools and materials.
120. Coverage of the National Curriculum for older pupils is unsatisfactory. Pupils have no opportunity to use computers within design and technology lessons and no work is done on structures or control technology. Currently all design activities present too little opportunity for older pupils to originate their own design specifications and there are no opportunities for them to analyse products made by others and to build up an understanding of the design process. The effect of this is that higher attaining pupils in particular are insufficiently challenged.
121. The management of the day-to-day routines of the department is satisfactory. Tools and materials are well cared for, meetings are regularly held and departmental documentation is well organised. A less good feature of management is the monitoring of teaching to ensure that marking and assessment is completed and the monitoring and development of the curriculum to ensure that the National Curriculum requirements are fully met.
122. Since the last inspection the younger pupils' standards of designing have improved but standards overall have remained the same. The positive features recorded then have been maintained but there is still weakness in the coverage of the National Curriculum for older pupils, and in the use of computers with design and technology.

GEOGRAPHY

123. By the end of Year 6 standards are in line with national expectations. Given the pupils' attainment on entry, in particular the lack of breadth to their geographical knowledge, they are all making satisfactory progress in Years 5 and 6, including pupils with special educational needs and with English as an additional language. Orally all pupils can give good descriptions of the physical processes that they are studying such as how the coastline is eroded to form bays and headlands. They are all developing an increasing range of geographical vocabulary with higher attainers accurately using terms such as 'stack' and 'hard rock'. They are also developing

good enquiry skills as is demonstrated by their investigation work on the River Severn.

124. By the end of Year 8 standards are above national expectations. A combination of twice as much curriculum time in Years 7 and 8 compared with Years 5 and 6 plus consistently good teaching ensures that all pupils, including those with special educational needs and with English as an additional language, are making good progress. All pupils can give good descriptions of the physical and human processes that they are studying such as the reasons why people move into cities. Higher attainers are moving beyond this to give good oral explanations of these processes. The use of writing frames and key words by teachers is helping pupils to develop their written communication skills. Overall, the development of their enquiry skills is good, particularly their accurate use of geographical vocabulary which the teaching continually focuses upon. However, some pupils have difficulty in posing appropriate geographical questions and for middle and lower attaining pupils their knowledge of the location of the places they study is not strong enough.
125. The quality of teaching in geography is good at all stages. There are a number of strong features in the best teaching. In all lessons teachers have high expectations of pupils' behaviour and pupils respond very well. In one Year 8 lesson where the pupils were split between working in the classroom or working on the computers in the school library, they worked equally well whether the teacher was in the room or not. Relationships between teachers and pupils are very good ensuring that pupils are willing to listen, answer questions and learn from the activities set. They are encouraged by their teachers' praise, work hard and enjoy their geography. The geography room contains very good displays of pupils' work that acts as a model to pupils of what they can achieve. Teachers maintain pupil interest by giving them a range of interesting tasks to complete with challenging time limits. In a Year 6 lesson pupils were clearly enjoying the challenge of investigating a river that had been polluted, killing herons. All were able to describe what had happened and were beginning to appreciate the differing viewpoints of the people involved such as the factory manager and the environmentalists. In Year 8 pupils were clearly enthused by the task of first choosing a site and then designing and publishing a tourism centre in the Massif Central in France. They showed good teamwork and enquiry skills, and excellent communication skills in their final presentations. Teachers also make good use of fieldwork. Year 5 classes built upon their visit to Swanage to investigate coastlines and the skilful use of additional resources such as oblique aerial photographs by the teacher allowed those pupils who had not been able to take part in the fieldwork to successfully complete the task of sketching the Swanage coastline. Teachers evaluate their teaching and pupils' learning effectively and there is now a very good system of assessment which provides an invaluable base for setting targets for pupils' learning. Pupils undertake a range of assessment tasks at intervals in their work and these are well coordinated across all teaching groups. In the isolated instance of one teaching group, pupils' work has not been adequately marked or corrected resulting in these pupils making less progress than they should.
126. Leadership of geography is good and there is a strong commitment to improve. Schemes of work are very detailed and give good guidance to all those teaching geography. They would benefit from greater detail of the expected performance of pupils at different levels. An effective system of formal monitoring of teaching is developing. Resources are good and support pupils' learning but there is a clear need to develop the use of information and communication technology.

HISTORY

127. By the end of Year 6 standards are in line with national expectations. In relation to attainment on entry to the school and in particular the lack of depth to their historical knowledge, pupils are all making satisfactory progress at Key Stage 2. Pupils with special educational needs and with English as an additional language make similar progress. Orally all pupils can give good descriptions of the periods that they are studying such as features of Victorian and Aztec society. Pupils can sequence events such as the stages in the growth of a Victorian town. They are all developing a sound chronological framework of the past and good enquiry skills.
128. By the end of Year 8 standards are in line with national expectations, and a significant minority achieve standards above national expectations. Pupils benefit from the extra time allocated to history in Years 7 and 8. Effective teaching and use of this time ensures that all pupils, including those with special educational needs and with English as an additional language, are making faster progress at Key Stage 3 and progress is good overall. The majority of pupils produce very good extended writing in answer to questions such as, 'Was Henry II a successful monarch?' Pupils show good factual knowledge and understanding and can give accurate descriptions of features of past societies such as the lives of North Western American Indians. Their enquiry skills are good with the exception of their source handling skills, which are weak. By the end of the key stage pupils' chronological understanding is well developed. Pupils also show good empathetic understanding of past societies such as their appreciation of the significance of totem poles to the people that made them.
129. The quality of teaching in history is always satisfactory at all stages, and good in nearly half of lessons. Teachers' planning is good, for example in their Year 7 work pupils investigated the reign of King Henry II in a carefully structured way, looking at each of the King's problems in turn and then recording their judgements in a note making grid. This then left them well prepared to evaluate Henry's success as a monarch and led to them producing some very good written explanations. The effective teaching of literacy using key words, note making grids and writing frames is a feature of history teaching in all years. Pupils are given some good opportunities to think about audience, for example Year 7 pupils were asked to prepare a picture book on Plains Indians life which would be suitable for seven-year-old children. Teachers also take care to structure learning. In a Year 6 lesson the pupils were asked to produce a codex showing what Aztec children learned from their parents. Pupils were able to appreciate that the Aztecs used a form of picture writing in their books and because the teacher skilfully broke down the learning into small steps pupils were able to develop their understanding of Aztec society. To start with they focused on what Aztec children learned at school and then they moved on to what they learned at home. Teachers also make good use of questioning. In a Year 8 lesson the teacher's precise questions drew out what the pupils had actually learned from their research into totem poles. They were challenged to think carefully by the final question, 'How would you sum up the significance of a totem pole?' This helped the pupils to organise all of this information together to reach a clearer understanding of how North Western American Indians thought. A weakness in teaching is the tolerance of too much noise and minor pupil disruption in some lessons, which slows down the pace of learning and the achievement of teaching objectives, particularly for higher attaining pupils.
130. Leadership of history is satisfactory. There are now workable schemes for all years. These need to specify the expectations for pupil attainment at each level of ability as

this would help to raise the consistent level of challenge for higher attainers. An effective system of assessment has been developed which, as in geography, will be invaluable in setting targets for pupils' learning. This assessment includes a good variety of different types of activity. Resources are satisfactory in Years 5 and 6 and good in Years 7 and 8 and there are some sound plans to develop the use of information and communication technology. A good local study has also been developed. Part of the development plan of this curriculum area is to raise pupil attainment in Years 7 and 8. This is a very appropriate objective.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Attainment in information and communication technology (ICT) is in line with national expectations at the end of Year 6 and Year 8 and a minority at the end of Year 8 are above that level. This is an improvement on the previous report. Pupils have a keen interest and are well motivated to learn. They behave well and respond well to the teachers' firm control and increasing technical knowledge. They are keen to use the greatly improved new equipment and listen attentively to whole class instructions and explanations and demonstrations of procedures. Attitudes are positive and pupils concentrate on their work. They cooperate with each other in doing practical work.
132. The quality of learning and progress is satisfactory in specialist and separately timetabled ICT lessons. Pupils with special educational needs and those who speak English as an additional language make similar progress. Pupils acquire new skills readily because they apply themselves well to the requirements of their lessons and because they have a personal interest. The great majority benefit from having personal computers at home. They make an appropriate intellectual effort and are generally interested in what they do. They can access and use the main Microsoft applications and move data between them. In Year 7 pupils can produce documents enhanced by font alterations or by using WordArt. They can embellish their text by importing ClipArt pictures or images they have created in a drawing program. In Year 8 pupils are creating animated presentations, some of which have been used in a geography lesson. The school's modern computer resources have only recently become available for general use. This delay arose out of extended staff absence due to illness and a number of technical problems, some of which have not yet been resolved. Pupils in Year 5, however, have grasped the opportunity provided by that new equipment to develop their skills quickly. They are already doing work that is almost comparable with that of pupils in Year 7. Using a spreadsheet, they created a database of the planets and from that data higher attaining pupils generated coloured charts to illustrate proportionally the relative sizes of the planets. Lower attaining pupils work more slowly and although their progress is satisfactory they need a greater stimulus at times to help them complete lesson tasks.
133. The quality of specialist teaching is satisfactory. The level of subject knowledge is secure and increasing as is the level of technical expertise, which supports and extends pupils' learning, there being no technician to maintain the new equipment. Whole-class instruction is generally good and lesson tasks are explained well often using the network support system, which is an effective means of demonstrating procedures. On occasions, however, this system is used ineffectively with a tendency for demonstrations to become hurried. The result is that pupils can be presented with rapidly changing screen images that are unhelpful as a support strategy. It does not help every pupil in all situations and there are times when direct individual instruction or support is required. When this individual support is given, it is effective, particularly for the higher attaining pupils. The style of teaching gives pupils a measure of

independence. It allows them to work at their own pace but when expectations are insufficiently high, pupils underperform and are not stretched to make better progress. Pupils are controlled well and lesson objectives are clear and focused. Lesson planning has improved and includes most of the strands of the National Curriculum. Although pupils' achievement is recorded carefully to determine National Curriculum levels of attainment, those levels are not reported to either the pupils or their parents and they are not used effectively in setting targets to raise attainment.

134. The use of information and communication technology across the curriculum is poorly developed with only minimal improvement since the last report. There were some good examples of usage during the inspection. Year 6 pupils in art selected sections of a painting by Matisse and then manipulated those sections imaginatively to produce patterns of their own. In science they entered data derived from practical experiments into spreadsheet and then made calculations based on that data. To a lesser extent ICT is used in English and geography but generally the application of information and communication technology skills in other subjects remains an issue for development. Now that most teachers have been trained to use computers, the ICT co-ordination has a key leading role to play in extending their confidence, developing good practice and putting to good use the generous amount of non teaching contact time allocated for that purpose. The assessment system is not currently designed to take account of what pupils are achieving across all subjects of the curriculum and how that equates to National Curriculum levels. Opportunities to master the internet for independent learning and the e-mail for communication purposes have not been fully explored and the library does not currently have access to the internet.
135. Information and communication technology lessons operate as double lessons in rotation with design and technology. This arrangement does not suit information and communication technology as the double lessons allocated are too long. The result is that the last quarter of the lesson has minimal impact on pupils' learning. The rotation system also means there are intervals when ICT is not taught which hinders progress. Equipment and facilities have improved but there are still challenges to address in ensuring a greater degree of uniformity in hardware to avoid technical incompatibilities and to provide a fully supportive school-wide network.
136. There has been a measure of improvement since the last inspection. Standards have improved as has the quality of computer provision but there are still weaknesses to be addressed.

MODERN FOREIGN LANGUAGES

French

137. French is taught from Year 5 and by the end of the current Year 6 most pupils are reaching national expectations which represents good achievement and progress for that group over their first two years at the school. Pupils in the current Year 5 are making very good progress. By the end of Year 8, standards in French are in line with national expectations overall with pupils making satisfactory progress since starting at the school.
138. All pupils in Years 5 and 6 are taught in mixed ability groups. Almost all pupils achieve very well in speaking and listening skills. This is a result of teachers' consistent use of French in lessons, which enables pupils to understand and respond

readily to classroom language. For example, in a successful Year 5 lesson, when the teacher used her native language to introduce basic words about breakfast, the pupils repeated the words accurately then answered questions using the new language confidently with good accents. Most pupils can write brief descriptions and express opinions in French using familiar vocabulary and the present tense of verbs competently. Lower attaining pupils write to similar standards but need help with spelling and verb forms. Almost all pupils can use bilingual dictionaries confidently during reading tasks; most pupils develop a sound vocabulary based on everyday topics and can recall language quickly in lessons. Pupils in Years 5 and 6 generally have good attitudes to learning French; they are keen to learn the language and cooperate well with each other in, for example, paired conversation tasks. An isolated example of unsatisfactory attitudes to French was seen in a Year 6 lesson when some boys became inattentive mainly because of prolonged speaking and listening activities.

139. Pupils in Years 7 and 8 are grouped by ability in French. Standards by the end of Year 8 are in line with national expectations. Pupils reach above average expectations in listening; higher attaining pupils can understand short passages in the present, past or future tenses and can cope confidently with a range of increasingly demanding listening tasks. Lower attaining pupils can quickly recognise recently acquired language; this was seen in a Year 8 lesson in which the teacher taught the French for parts of the body, and most pupils gained full marks in a listening task which tested their recall of the new words. Most pupils in Years 7 and 8 reach national expectations in speaking; they can respond readily to the teachers' questions on familiar topics and they can produce short dialogues with the help of support sheets. They are less confident in speaking personally or in unpredictable situations, because teachers do not always plan staged speaking tasks which enable pupils to use French creatively. Pupils reach national expectations in writing overall. When under guidance, most pupils can write with reasonable accuracy, expressing opinions, narrating events and using simple structures confidently. Although higher attaining pupils sometimes reach above average expectations in writing, most pupils of middle and higher attainment are not fully challenged because the writing tasks teachers give them are limited. This was seen in a top set Year 7 lesson in which pupils were given a writing task in which a restricted writing frame gave no opportunities for pupils' independent use of French. In Years 7 and 8, lower attaining pupils achieve well in speaking, listening, reading and writing because teachers adapt their teaching and resources well to their learning needs. Pupils in Years 7 and 8 have satisfactory attitudes to French overall.
140. In all years, pupils with special educational needs are adequately supported in lessons with extra resources and make satisfactory progress overall. The use of ICT in teaching and learning French is underdeveloped. French lessons contribute occasionally but effectively to pupils' numeracy; mental arithmetic is used in shopping situations and in learning numbers. In a very good Year 6 lesson seen the teacher used pupils' contributions to a graph to record the results of a survey they had conducted in French.
141. Teaching is satisfactory overall. No examples of unsatisfactory teaching were seen during the inspection, and a substantial proportion of teaching was good or better; in one case, teaching was excellent. All teachers plan lessons well and include a range of tasks which give opportunities for development of the language skills. Teachers communicate learning objectives clearly to classes, giving them good direction in their learning. For example in an excellent Year 6 lesson on breakfasts, pupils worked

enthusiastically to achieve lesson objectives and became aware of their achievement when these were reviewed at the end of the lesson. Although teachers set regular tests in listening, speaking, reading and writing, the marking policy is not followed systematically and targets are not set to make pupils aware of how they can improve. This often results in unsatisfactory presentation and inaccurate spelling, particularly in the work of middle and low attaining pupils. Support for the whole school literacy plan is therefore often inadequate in writing, but in listening and reading it is good.

142. Leadership and management of French are satisfactory and the new leadership is committed to raising standards. Work has begun on revising policies and schemes of work and on ways of sharing good teaching practice. The immediate implementation of such revision is now essential.
143. Improvement since the last report is satisfactory. The quality of teaching has improved and there is now regular testing and recording of attainment in speaking skills. The role of ICT still requires development and teaching although improved is not yet consistently good.

MUSIC

144. Music is a strength of the school and plays a significant role in raising the confidence and expectations of pupils. Pupils start school with a wide variety of experiences of the subject and by the end of Year 6 they have made good progress, achieving national expectations in performing and listening. The achievement and progress of pupils in Years 7 and 8 are very good and this acceleration allows pupils to reach standards which are above national expectations by the time they leave the school. A significant minority of these pupils display performing skills that are well above this level. Pupils with special educational needs or with English as an additional language make similar progress to other pupils in relation to previous attainment. Pupils with special educational needs benefit from subject specific individual education plans which help in setting targets for improvement.
145. Pupils have very positive attitudes to music in the school and they thoroughly appreciate what the music staff have to offer in and out of the classroom. Music is well taught and is good overall with standards having improved since the last inspection. Most lessons in Years 5 and 6 are taught by non-specialist teachers who have good discipline and manage pupils well. In only one case did a Year 6 class create low level noise which interrupted the flow of teaching. Teachers use a good variety of methods and they show good knowledge of the subject and have good levels of expectation. The use of time and resources is satisfactory. Pupils respond well to teaching at this level and they make concentrated efforts to learn new skills and make good progress. Pupils in Year 5 worked with enthusiasm to compose music based on natural sounds given continuous encouragement to perform. Year 6 pupils responded well to listening and forming exercises and made concentrated efforts to perfect their rhythm work. As a result of detailed questioning they discussed instruments which they had listened to in a piece of music using appropriate technical language.
146. Pupils in Years 7 and 8 have most of their lessons with a specialist teacher. Expectations of pupils are very high and discipline and the range of teaching methods is excellent. Practical expertise is shared so that the pupils are challenged to stretch themselves. Pupils in Year 7 are given clear targets for each lesson and they make very good progress through challenging keyboard tasks and show good technical knowledge about music. Year 7 pupils made effective use of control technology in a lesson to create background music to their performances. In a Year 8 lesson pupils made sustained efforts to rehearse relatively complex music and took pride in their growing ability to perform 'Blowing in the Wind' to each other in four parts. The standard of drum tuition is good and pupils learn both to play by ear and from notation.
147. Teachers assess work on a regular basis and keep detailed records of pupils' progress through the school. Targets are set for each pupil and in Years 7 and 8 in particular pupils work with these targets regularly. Homework is not regularly set.
148. National Curriculum requirements are met in full and there is a generous allocation of time for pupils in Years 7 and 8 to learn about music. The benefits of this in raising the attainment level of these pupils are apparent. The music staff make a very strong contribution to the social, moral and cultural life of the school. There is a valuable partnership with the Berkshire Young Musicians' Trust providing one in five pupils with instrumental lessons. There is a high level of involvement in extracurricular groups. Concerts and other events are given on a regular basis and are held in high esteem by participants and audiences. The annual competitions for Trevelyan Young Musician, Composer and Singer of the Year are well supported by pupils.

149. Improvement has been good since the last inspection particularly in teaching and there have also been improvements in the quality of accommodation in the main teaching room. Some teaching takes place in relatively small non-specialist rooms but accommodation is adequate overall. Resources are adequate and have increased to meet the needs of non-specialist teachers and the demands of increased time for the subject.
150. The subject leader has a clear vision for his subject and provides a strong role model as a teacher and as a musician. Staff meet regularly to discuss their teaching and share teaching values which helps in raising standards. The team contributes regularly to joint concerts and workshops with local schools which provides additional opportunities for pupils and raises the profile of the school further. Parents value music provision in the school highly both for its quality and opportunities presented for all. Pupils from all year groups interviewed at the inspection were equally enthusiastic.

PHYSICAL EDUCATION

151. Judgements on standards are based on observations of running, jumping and throwing lessons seen at the inspection together with video evidence of Year 7 and 8 pupils in dance and gymnastics lessons. Such observations together with discussions with teachers and observation of Year 8 pupils at cricket and rounders practices, indicate that attainment in physical education is above the nationally expected level at the end of Year 6 and Year 8.
152. In the long and high jump for example, pupils have a good basic technique and understand how to improve their flight through the air. Pupils in Year 5 are taught to throw balls in a safe and accurate manner. This provides a basis for future activities and illustrates the benefits of the progressive units of work which help to build pupils' co-ordination and understanding. Teachers have the expertise to demonstrate and provide good visual images for pupils to follow. These are two factors which help all pupils to make the good progress observed during the inspection in all years. By the end of Year 6, all pupils understand the importance of warming up and stretching their bodies before and after exercise.
153. By the end of Year 8, both boys and girls attain standards above the national expectation and a minority attain above those levels. In cricket, boys in Year 8 are competent in their ball skills and those who attend extra coaching have excellent bowling and batting techniques. Girls work with rhythm and control in their paired dance sequences. Higher attaining pupils perform inverted balances, straddle and through vaults in the gymnasium. Lower attaining pupils have good body tension and control and work cooperatively in pairs but do not perform the higher level skills. Pupils in Year 7 throw the shot and discus using good basic techniques. The majority of pupils by the end of Year 8 can name the main muscle groups and stretch out independently and effectively.
154. Individual pupils and teams achieve high standards in district and county competitions in rugby, athletics, cricket, rounders, swimming, netball and hockey. The attainment of these pupils is well above the national average and they benefit considerably from the extra opportunities provided by their teachers and make very good progress.
155. Pupils really enjoy the subject and their achievement is good throughout the school including by pupils with special educational needs and those who speak English as an additional language. Pupils enter the school in Year 5 with little or no experience in games and athletics and, by the time they leave in Year 8, their attainment is above that expected for their age. These attainment levels are an improvement on those

observed at the time of the previous inspection. One disadvantage the school's physical education programme is the one session of two hours each week. This does not provide pupils with sufficiently frequent physical activity.

156. Learning is hindered in athletics by the two hour lessons. The time provided is sufficient to walk across the road to the field but pupils run out of energy and concentration towards the end of the session. Teachers often allow too much time for changing and organising groups and either the beginning or the end of lessons lack sufficient pace. In the winter pupils benefit from dividing the time between one indoor and one outdoor activity. In many athletics lessons teachers do not find the correct balance between teaching performance skills and giving pupils the opportunity to observe and evaluate their work and that of others. This would fully involve all pupils in the activities and ensure they are active and learning throughout the lesson.
157. The quality of teaching is good in the great majority of lessons with some very good features in athletics, where pupils are organised in a safe and structured manner. Learning is good across the attainment range in all years. The percentage of good teaching and learning is higher than at the time of the previous inspection. Objectives are shared with pupils at the start of each lesson and good summaries at the end ensure that learning is well focused. Pupils are taught in mixed gender and ability groups from Year 6. This helps the more able pupils to be extended and lower attaining pupils to make the same good progress. The department focuses on literacy skills at both key stages by displaying key words and by discussing subject specific vocabulary especially at the beginning of lessons. However, opportunities for pupils to use ICT are not yet provided by the teachers. Relationships between teachers and pupils are very good and teachers have a sensitive approach with those pupils who find some activities difficult. This, together with most pupils' enthusiasm for the subject, enables their learning to be effective. Large numbers of pupils attend extra curricular activities. These include a rowing club, movement practices, games matches and visits to sporting events.
158. The appointment of all specialist teachers since the last inspection has made a significant impact on the quality of teaching. The head of department has monitored teaching and provided very good support for the newest teacher in the team. Assessment is developing to meet the new National Curriculum orders but pupils are not yet fully aware of the criteria. However, teachers keep good records of pupils' prior achievements in athletics and display the results. There is very good liaison with outside clubs, local schools and development groups.

RELIGIOUS EDUCATION

159. Since the last inspection, the standards at the end of Year 6 and Year 8 have been maintained with most pupils attaining in line with national expectations for their age. Pupils in Year 6 show understanding of the ways of belonging to a religion and what these involve as they did in a lesson on the Ten Commandments. Year 8 pupils can illustrate how selected features of religious practice make a difference to the lives of individual believers and their communities. Pupils in all years learn specialist vocabulary and are encouraged to use it when answering questions on world religions. They learn to respect the views of believers and to understand their customs as in a Year 8 lesson on the five pillars of Islam.
160. The achievement of pupils in all years is satisfactory but the most able pupils are not sufficiently challenged by the pace of lessons and the tasks set. There is some

inconsistency in day-to-day assessment and the lack of target setting prevents pupils from knowing what they have to do to improve their work. The information the religious education report sent to parents lacks detail of what a pupil can do and where they need to improve. The lack of information and communication technology facilities, combined with the shortage of sets of texts and individual copies of books do not help pupils to become independent learners. Pupils with special educational needs and those for whom English is an additional language make sound progress.

161. Pupils generally respond well in lessons and show pride in their work. They work best when the lesson objectives are clear and the pace of the lesson is brisk and there are several changes of activity and sufficient intellectual challenge. Girls tend to take more care in the presentation of their work than boys. Overall, behaviour is satisfactory but there are a small minority of pupils, mostly boys, whose behaviour disrupts the learning process.
162. In lessons the quality of teaching is satisfactory in all years and in a very small minority of lessons it is good. The curriculum coordinator has developed a scheme of work with suggestions for the content of each lesson. This helps the non-specialists but needs more detail on content and methodology especially as some teaching of the subject changes from year to year.
163. The resources for the subject have improved but pupils still have to share textbooks. The storage facilities are limited and this restricts access. The department uses the facilities in the locality and arranges visits to the local church and the synagogue in Reading. In addition local faith leaders and lay people make visits to the department to enrich the learning experience.
164. A real strength of the department is the very good contribution it makes to the spiritual development of pupils by providing very good opportunities to reflect on the meaning of life. This was illustrated in a lesson on Pentecost when pupils learned about the coming of the Holy Spirit. The respect shown by teachers within the department to all pupils sets an excellent example and helps them to develop their personal skills. Opportunities for paired and group work are underdeveloped. The study of aspects of world religions helps cultural awareness and counters prejudice. The contributions of members of different faiths within the school help to enrich the knowledge and understanding of aspects of world religions.
165. The department has made satisfactory progress since the last inspection. It is working with the other local middle and secondary schools to achieve a common understanding of the recently published national levels of attainment. It has improved the scheme of work to help non-specialists but there is still more to do. To raise attainment further information and communication technology needs integrating into the curriculum. More extension work for the gifted and talented is needed to involve them taking more responsibility for their own learning and assignments need to be linked more specifically to target setting for individual pupils.