

INSPECTION REPORT

COMPTON CE PRIMARY SCHOOL

Compton, Newbury

LEA area: West Berkshire

Unique reference number: 109956

Headteacher: Mrs G Leishman

Reporting inspector: Mrs Christine Huard
27290

Dates of inspection: 3 - 5 December 2001

Inspection number: 196056

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Voluntary Controlled
School category:	Primary
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	School Road Compton Newbury Berkshire
Postcode:	RG20 6QU
Telephone number:	01635 578240
Fax number:	01635 579068
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Fiona Pringle
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27290	Mrs C. Huard	Registered inspector	English Art and design Design and technology Music Special educational needs Equal opportunities	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? How well is the school led and managed?
11041	Mr M. Moore	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
8056	Mr H. Probert	Team inspector	The Foundation Stage History Geography Physical education Religious education	How high are standards? Pupils' attitudes values and personal development.
18370	Mr K. Johnson	Team inspector	Mathematics Science Information and communication technology (ICT)	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Compton Church of England Primary School is situated in a downland village just outside Newbury. It is a small school and provides education for 143 children aged between four and eleven. The school serves the local area and some children travel in by bus from nearby villages and hamlets. Children are admitted to the school during the autumn or spring term of the academic year in which they are five. They attend on a full or part-time basis depending on when their birthdays fall. There are roughly equal numbers of boys and girls attending the school. A tiny percentage of pupils declare eligibility for free school meals although evidence provided supports moving the school to the next band in order to make similar schools' comparisons for standards. Nearly all of the pupils are of a white ethnic background. There are a small number of pupils from traveller communities and only a very small percentage from ethnic minorities. Only one pupil is at an early stage of learning English. Thirty-nine pupils are identified as having special educational needs. This is 29 per cent, which is about average. Areas of difficulty for these pupils include moderate learning, emotional and behavioural difficulties, physical problems and autism. Three pupils (two per cent) have statements of special educational need, this is above average. When children first enter the school their levels of attainment are broadly average although this fluctuates from year to year and encompasses a very wide range of ability.

HOW GOOD THE SCHOOL IS

This is a good school with several very good features. Standards are generally in line with national standards in English and mathematics and above them in science. Pupils' work in non-core subjects, overall, is of a good standard and they learn effectively. This is because of the good teaching, which enables pupils to achieve well and provides good opportunities for the development of independent learning skills and creative thinking on the part of all pupils regardless of their prior attainment. The school meets the needs of its pupils well and has effective strategies to promote inclusion and equal opportunities. The headteacher gives a clear and positive direction to the work of the school, and has empowered her staff to implement any changes necessary to effect improvement and raise standards further. There is a good commitment to development and improvement from staff and governors. The school provides good value for money.

What the school does well

- The leadership provided by the headteacher is very good. She receives good support from her senior management team and capable governors.
- Standards achieved by pupils in science, art, design and technology, geography, history, music, physical education and religious education are above average.
- The teaching is good overall and very good for children in the Foundation Stage.
- The school provides an exciting and stimulating curriculum which embraces all subject areas and which enables all pupils to learn effectively.
- The personal development of pupils, their attitudes towards their work, and the relationships with each other and between pupils and staff are all very good.
- The school provides good care for its pupils and maintains good relationships with parents and the local community.

What could be improved

- There are insufficient assessment procedures for tracking pupils' progress in the non-core subjects.
- The targets in the individual education plans of some pupils with special educational needs are too wide and insufficiently focused.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since then considerable improvements have been made and the school has successfully addressed all the key issues raised. The behaviour of the pupils is very good and they are polite and courteous. All staff implement the 'golden rules' consistently. The school has strengthened assessment procedures in the core subjects of English, mathematics and science and these are very good. Assessment arrangements for the non-core subjects, whilst satisfactory, are not as structured and require some action to make them more consistent across the school. Schemes of work are now in place for each

subject. The curriculum is exciting and is firmly based on all the requirements of curriculum 2000 and the locally Agreed Syllabus for religious education. There are very good monitoring arrangements across the school and the role of the subject co-ordinators has been substantially developed since the previous inspection. Standards in tests have fluctuated from year to year, mainly because of the small numbers of pupils involved, and a good deal of disruption due to teacher movement. However, standards in science, design and technology and physical education have risen since the last inspection and standards in all other subjects maintained. There is now a stable, good quality staff team and the school has a good capacity for further improvement.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	B	C	C	D
Mathematics	A	C	C	D
Science	A	B	B	B

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Results have improved broadly in line with the national trend since 1998 and the school met the targets it set for its pupils in English in 2001, although not in mathematics. Targets for 2002 are appropriately challenging and the school has a realistic chance of achieving them. In 2001, the school's performance in English and mathematics was in line with the national average although below that when compared with schools with similar intakes. In science, pupils attained standards that were above average both nationally and against those of similar schools. There are several factors which affect standards at Compton which means that test results should be treated with some caution. They include an above average percentage of pupils with special educational needs, high levels of teacher and pupil mobility, and small numbers taking the tests which means each pupil can be worth up to five percentage points.

Inspection findings are that the youngest children make good progress in the reception class, and achieve standards that are well in line with those expected in all areas. Pupils' achievements are good in relation to their attainment on entry to the school. Tests last summer showed that the attainment of pupils in Year 2 was average in reading and writing and well above average in mathematics. Teacher assessments showed science to be well above average. Inspection findings are that standards are above average in mathematics and science and average in reading and writing. In Years 1 and 2, pupils make good progress overall and over the last four years standards have improved broadly in line with the national trend.

Pupils in Year 6 achieve average standards in English and mathematics and above average standards in science. The sound standards in English for the older pupils are underpinned by good application of the literacy strategy, which has been adapted well to meet the school's needs. Standards in art, design and technology, geography, history, music and physical education are above those expected and reflect the emphasis that the school places on a broad, exciting and varied curriculum. Those in information and communication technology (ICT) are sound. The pupils have the potential to make greater progress in this area now that equipment has been significantly upgraded and staff trained in its use. Standards in religious education are above those expected by the locally Agreed Syllabus.

The staff are well aware of the differing needs of the pupils in their classes. Work is set which is well matched to these needs and pupils of all abilities are appropriately challenged and stretched. For this reason pupils achieve well and are likely to continue to do so.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils show a zest for learning and respond eagerly and enthusiastically during lessons.
Behaviour, in and out of classrooms	This is very good. Behaviour has improved significantly since the last inspection and the introduction of 'golden rules'. Pupils are polite and courteous to adults and considerate of each other.
Personal development and relationships	The personal development of pupils is very good, as are the relationships they have with each other and all the adults in the school.
Attendance	This is good and above average levels. Pupils are punctual and lessons start on time.

TEACHING AND LEARNING

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

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

The overall quality of teaching was good. No unsatisfactory teaching was observed during the inspection and examples of very good teaching were observed in every class. Teachers are confident, have good subject knowledge and present this in a way that stimulates and excites the pupils. They challenge their pupils by providing interesting and original tasks at an appropriate level to match the abilities of all the pupils. They encourage their pupils to research independently in order to increase their knowledge, for example, when pupils in Year 6 made Ancient Egyptian head dresses they used books and the Internet to find out more about the designs and the significance of the symbols used on them. From the start teachers show respect for their pupils opinions and ideas and listen carefully to what they have to say and encourage their peers to do the same. Pupils learn effectively because they are truly interested, are trusted to work sensibly, collaborate efficiently and listen to each other. They take a pride in their work at whatever level they are achieving and their teachers celebrate with them. Pupils are valued for themselves, which raises self-esteem and provides on-going encouragement. English and mathematics are taught well and the basic skills of literacy and numeracy are consolidated effectively across the whole curriculum. Teaching is well matched to the needs of pupils of all abilities and lessons planned which are exciting and challenging to all pupils. At the Foundation Stage, there is very good teaching of basic skills that prepares them very well for their future learning. The teaching of pupils with special educational needs is good and they receive good support. This contributes significantly to the good progress they make in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school's curriculum comprehensively embraces all subject areas as well as elements such as thinking skills and citizenship.
Provision for pupils with special educational needs	Good. Pupils are identified at an early stage and appropriate individual education action plans drawn up. However, the targets on some of these are too broad and insufficiently focused. Plans are reviewed on a regular basis. Outside agencies are consulted as appropriate.
Provision for pupils with English as an additional	Provision for these, and the small number of traveller children is good. Good

language	quality support is provided as required.
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Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for each area is very good. Each area, and particularly spiritual development, has been carefully thought through and is embedded in the whole ethos of the school.
How well the school cares for its pupils	Good. The school has good procedures for monitoring the academic and personal development of its pupils and it cares for them very effectively.

The curriculum is broad and enhanced by a wide range of visits and visitors. A good variety of out of school activities is offered to pupils. The after-school club is well supported and fully subscribed. The school has built up and maintained good links with parents. It provides good quality information about curriculum matters and school events.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is very good and provides clear direction for the school. The senior management team provides good support. All staff share the headteacher's vision for the school and all are committed to achieving it.
How well the governors fulfil their responsibilities	The governors have a good understanding of their role and fulfil their responsibilities effectively. They are actively involved in the school and support its development. They question sensibly what it does and are aware of its strengths and weaknesses.
The school's evaluation of its performance	The school analyses its results, teaching and curriculum very effectively and takes action to improve them. It consults appropriately on its further development. The written development plans outline current priorities as well as communicating the long-term vision.
The strategic use of resources	Very good overall. Funds are directed to priority areas and their use is controlled and monitored very well.

There are sufficient staff. They are dedicated and very well deployed. There is a good range of learning resources, which are well used across the curriculum. The accommodation is used imaginatively and to great benefit of the pupils. The management of the school is effective in seeking to ensure best value in its spending decisions by questioning what it does and ensuring that funds are spent wisely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy attending school. • The behaviour is very good. • They are supportive of the headteacher and like her consultative style. • The teaching is good and teachers have high expectations of their pupils. • There is a family feeling to the school which enables new children to settle quickly. • There is a good range of activities outside of lessons. 	<ul style="list-style-type: none"> • Some parents felt their children were not heard to read frequently enough. • A minority of parents thought that they do not receive sufficient information about their children's progress. • Some parents feel the school does not work closely enough with parents.

The inspection evidence supports the parents' positive views. Pupils are heard to read frequently in school,

particularly in Years 1 and 2. This often takes place in guided group reading sessions, which are led by a teacher or support assistant. They are highly effective sessions and pupils' skills are re-inforced and extended well. Inspectors found that the school tries to involve parents' constructively in the work of the school. The school gives parents appropriate information about their children's progress through three parents evenings and an annual report. The annual reports do not provide information about attainment in relation to national standards or set targets for improvement. Some parents of pupils with special educational needs have not signed the individual education plans and this is something that should be remedied.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Foundation Stage with broadly average speaking and listening and early reading skills. Their early writing skills are less well developed. Personal and social skills too are below what might be expected. Mathematical skills are similar to those of other four and five year olds. During their reception year, children make good progress and the vast majority develop secure language, literacy and numeracy skills as well as gaining in knowledge and understanding of the world, through a wide range of activities involving ICT, geographical and historical skills. Children's physical and creative development is good and by the time they move into Year 1 nearly all children will have achieved the Early Learning Goals in all six areas set for this age group.
2. In the national tests for pupils in Year 2 in 2001, results in reading, writing and mathematics were typical of those achieved by pupils of the same age in schools nationally, although below those in schools with a similar percentage of pupils having free school meals. Eleven-year-old pupils attained results that were average in English and mathematics and above average in science, when compared with schools nationally. Compared with similar schools results in science were above average, but were below average in English and mathematics.
3. The results have fluctuated greatly over the last few years and although the general trend of improvement has been in line with that nationally there have been considerable variations from year to year. There are several reasons for this. The school has an above average percentage of pupils with special needs, which has been the case last year, and this. With a comparatively small group of pupils taking the tests, each pupil can be 'worth' up to five percentage points. This means that, whilst a pupil may perform very well and achieve highly in comparison to prior attainment, the national standard may not be reached, thus adversely affecting the school's overall score. There has been considerable movement of staff from the school. This resulted in disruption to pupils' education until a more stable and appropriate staff team was recruited. The school is confident that this point has now been reached, and the last vacancy will be filled in January. Lastly there is quite a high level of pupil mobility with 18 pupils joining and 13 pupils leaving the school in the last year, several in Year 6. This inevitably has had an effect on the overall standards in the tests.
4. The school has recognised that its performance in English gives most concern at the present time and has carried out an analysis of its results to enable it to define the cause. For some time there have been no teachers with English as an initial qualification on the staff. This situation has now been resolved and a better balance of staffing achieved which it is hoped will reverse the downward trend at Key Stage 2. In Key Stage 1, results show a general maintenance of standards in reading and writing since 1998, and a steady improvement in mathematics. There is no significant difference in the attainment of girls and boys throughout the school although the boys out-performed the girls in reading and writing in tests in Year 2 and in Year 6. The inspection team found that the performance of boys and girls was very similar during the inspection, with no evidence that the needs of the girls are being underestimated.
5. Inspection evidence largely mirrors these results, although standards in English are slightly higher than test results would indicate. Standards in English are well in line with expectations throughout the school. There are fewer opportunities for pupils in Years 1 and 2 to experiment with a range of styles of writing although a satisfactory range is attempted. In Years 3 to 6 there are far more opportunities for pupils to write for a range of purposes particularly in Year 6 where they enjoy a varied and rich curriculum. Reading is generally well in line with the average throughout the school, and group reading is used particularly effectively in discrete teaching sessions in extending pupils reading skills at an appropriate level. Speaking and listening opportunities are enhanced in all classes through the good use of role play and drama. Pupils are achieving above average standards in mathematics up to the end of Year 2 and in line with the average in classes in Years 3 to 6. This is due to good teaching of the numeracy strategy, the appropriate setting of pupils by ability for the teaching of mathematics and staff who are confident at teaching the subject, particularly the investigative elements of it. Inspection evidence shows that the higher attaining pupils are being appropriately challenged and lower attaining pupils are receiving good

quality support within their groups, with separate work being provided to match the abilities of all pupils. Pupils' attainment in science is above average throughout. It is well taught and pupils are taught to investigate and record independently from an early stage. Overall, standards have risen broadly in line with the national trend since the last inspection but with fluctuations from year to year for the reasons previously described. The school has predicted targets for 2001 in English and mathematics, which are challenging, but achievable.

6. From observation of lessons and through the examination of their work pupils throughout the school are achieving well. It is not possible to use evidence based on prior attainment at the end of Year 2 to judge the value added factor as very few pupils remain at the school throughout their school career. However, the school tracks pupils' progress carefully and on these observations it is possible to judge the good progress that pupils make.
7. Pupils with special educational needs make good progress and achieve well in relation to the targets set in their individual education plans. Planning is very good and support staff work effectively with these pupils in lessons. The few pupils with English as an additional language make good progress in lessons and benefit from specialist support. Those pupils from Traveller backgrounds make sound progress. Standards achieved by higher attaining pupils are good because stimulating and challenging extension activities are invariably provided for them in lessons.
8. By the end of Year 6 pupils' achievement in ICT is well in line with expectations and pupils are gaining a wide experience in all elements of the subject. Skills are being taught systematically and progressively through the school. The introduction of a new computer suite is of considerable benefit to the school. In religious education pupils' are exceeding the objectives of the local Agreed Syllabus by the end of Year 6 and are showing a good level of learning which involves a good understanding of the importance of reflection. Levels of attainment in art are above average throughout and pupils benefit from a wide range of expertise amongst staff members. Standards in design and technology and physical education are also above average. Pupils make good progress in both geography and history throughout the school and this enables pupils to leave school having achieved above average standards in both subjects. The school places a strong emphasis on music, as it did at the time of the last inspection, and pupils still attain above average standards. One of the major strengths of the school, and a significant factor in the good standards the pupils achieve, is the degree of cross curricular links explored across topic areas. Pupils are encouraged to research independently and this means that pupils can research in depth about a particular topic and this enables them to gain a greater depth of knowledge and understanding.

Pupils' attitudes, values and personal development

9. Pupils demonstrate very good attitudes both to school and to their learning. This is an improvement since the last inspection when the attitudes were judged to be satisfactory. Parents are also pleased that their children like school and are encouraged by the way the school expects them to work hard and achieve their best. This helps the pupils to become mature and responsible. Pupils are well motivated, very enthusiastic and eager to contribute and participate in lessons and other activities in and around the school. They enthusiastically tidy up at the end of lessons and help with activities around the school site. Even the younger children in the Foundation Stage show a mature and confident attitude both to their work and relationships with each other. They listen attentively, concentrate well and develop good social skills as they engage in tasks and activities.
10. The standards of behaviour in the school are very good. The school has an orderly atmosphere and pupils are well aware of the 'golden rules'. Pupils are courteous, friendly and polite. The school works hard to promote tolerance, kindness and mutual trust and ensures that pupils do not feel excluded. Pupils with special educational needs are well integrated into school activities. Pupils feel that the school is a happy and secure place with few incidents of bullying. When these take place they are swiftly dealt with. There is a total absence of racism, sexism and oppressive behaviour. There have been no exclusions in the last year.
11. Relationships in the school are very good, both between staff and pupils and amongst the pupils. In the playground older pupils are considerate and look after younger ones. Pupils work well together. This harmonious atmosphere promotes a good working environment which makes a positive impact on the

learning. In lessons, pupils are observed working well together. For example, in preparing to present the New Zealand Haka in a dance lesson in Year 3 and when they work in groups developing their skills in physical education lessons.

12. Opportunities to develop pupils' personal development are very good. Strategies are in place to offer pupils choice and the chance to take some responsibility for their own learning. In the Reception class pupils are given a choice of activities and resources for their own learning. This helps them to explore a variety of materials as well as developing their initiative. Older pupils are frequently encouraged to develop their investigative skills through independent learning, and to evaluate their results. For example, Year 6 carry out much independent research when investigating life in Egypt. In all classes teachers look for ways to help pupils to take responsibilities in the routine work of the classroom. Pupils carry out these duties in a responsible manner. The school is in the process of setting up a school council which is intended to build on the experiences of circle time and extend the responsibilities of some pupils in all classes.
13. Pupils' overall attendance is broadly in line with the national average. Levels of attendance have fallen slightly over the last few years. Levels of unauthorised absence are similar to those nationally. There is no evidence of truancy. Punctuality in the morning is good. When instances of lateness occur, they are of a minor nature and are not disruptive to lessons. Time-keeping throughout the day is good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching observed overall was good and ranged from excellent to satisfactory. Seven per cent of teaching was excellent, 30 per cent very good, 43 per cent good and 20 per cent satisfactory. Very good teaching occurred in all classes. No unsatisfactory teaching was observed. The overall quality of teaching and learning has improved significantly since the last inspection, when 13 per cent of lessons were judged to be unsatisfactory and only 15 per cent of lessons were judged very good or better.
15. Teaching in the Foundation Stage is of a consistently high quality and very good overall. In the lessons observed the teaching ranged from good to excellent. The teacher provides the children with high quality learning experiences, and has high expectations for children's learning. Planning ensures balanced development in each of the six areas of learning, with effective and interesting links between subjects. Account is taken of the children's ability in their planning so that work matches their needs. Activities are well structured, appropriate and ensure the consolidation and development of skills. The teacher ensures that she provides challenging tasks in a stimulating environment. Lessons include a rich variety of tasks. Some tasks develop independence and others need adult support. Very effective use is made of support staff, who are well prepared and who provide unobtrusive and useful help.
16. Pupils with special educational needs are taught well. Well-qualified and experienced support staff, who are managed effectively by the special needs co-ordinator, provide specialised support which meets the particular needs of individuals or small groups. Work is well planned, based on careful assessment of achievement and well matched to individual education plans and the demands of the curriculum. Although targets are not made clear enough on a small minority of individual education plans teachers generally manage to make appropriate work available. This enables the pupils to learn very effectively and make good gains in their learning. Higher attaining and gifted pupils have been identified and receive teaching which meets their particular needs covering a range of subjects in all classes. Tasks are designed to be challenging, but fun, and extend the pupils' thinking.
17. The great majority of teaching was well planned, motivating, exciting and imbued the pupils with a real zest for learning. The teachers convince the pupils that it is fun to learn because the approach is lively, vivacious and highly convincing. This was particularly evident during a Year 6 drama lesson based on the class topic of the Ancient Egyptians. Firm discipline mixed with considerable humour created a relaxed and enjoyable working atmosphere. Through skilful questioning, which involved all pupils initially, pupils were keen to show what they already knew about the discovery of Tutankhamen's tomb, the rigours involved in trekking across the desert, and the likely feelings of those involved before, during and after the search. They then worked well in their groups experimenting with a series of snapshot movements to represent all of these emotions. Many of the pupils have carried out their own independent research using books from the library or appropriate CD-Rom information.

18. Teachers' knowledge and understanding of the curriculum is good. This is partly due to the headteacher's policy of moving teachers and support staff between year groups. For example, last year's Year 2 teacher has now moved to Years 4 and 5. This ensures that staff have a detailed knowledge of what is covered in all subjects in each year and have a very good understanding of the abilities and achievements of pupils at every stage of their development. Because teachers can consistently display high levels of competence it enables pupils to acquire knowledge and skills at a rapid rate. For example, in a numeracy lesson pupils in Year 1 could double numbers to 10. Through skilful questioning they could explain how to calculate the answer to problems such as $4+?=6$. Adept questions encouraged the pupils to make use of previous knowledge, enabled them to organise and chart their results successfully and ensured accuracy in the pupils' responses. When pupils split for group work this was appropriately challenging for all pupils. Higher attaining pupils made calculations to 15 and then moved on to solve more complex problems, whilst lower attaining pupils were practising with numbers to 10. The pupils responded eagerly and clearly found the lesson fun as well as challenging. Throughout the lesson the teacher made sure that a range of resources, such as whiteboards, number lines and hundred squares, was available to help pupils with their work.
19. The teaching of the basic skills of numeracy and literacy is good. Correct terminology is used throughout. Literacy and numeracy are reinforced effectively through their use in other subjects, For example, pupils in Year 2 wrote a character study of Guy Fawkes, and pupils in Year 6 measured accurately in science and recorded the results in a range of graphs.
20. Teachers have high expectations of their pupils' achievements. Teaching methods are effective and highly appropriate and involve a range of different strategies. Wherever possible, first-hand experience is provided. For example, when Year 6 pupils were studying light, and how it is reflected, the teacher started by hanging a large mirror against the blackboard and asking them what they could see. This immediately set the tone for the lesson and pupils could understand how light is reflected. Teachers challenge and probe the extent of pupils' knowledge continuously. They encourage them to think for themselves and expect them to research independently when they are not sure about a piece of information. Pupils are carefully directed to where the appropriate information they will require may be found and many of the displays around the school have a range of books to enable them to do this.
21. Time is used very well in most classes. The good use of time resulting in a brisk pace to pupils' learning was a strong feature in nearly all lessons and many teachers make it clear to pupils exactly how long they will have to complete each task. In a few lessons where this task timing did not happen the pace slowed a little because some pupils allowed their concentration to lapse slightly when working independently.
22. Class management is very good overall. There is a generally a very good balance of firmness and praise. However, because pupils are encouraged to be so involved in their own learning there is a need for a high degree of understanding of the need for self-discipline. This is taught well from an early stage and managed very sensitively by teachers. For teachers new to the school or profession, before they are totally confident with exercising this regime, it can pose some difficulty and when this finely balanced discipline falters it can result in some pupils making insufficient progress during the lesson.
23. The quality of day-to-day assessment is good. Teachers constantly assess pupils' learning during lessons. Marking is used effectively and ensures that pupils understand how successful they have been. Suggestions for improvement are useful and followed up well by pupils. Whole class sessions at the end of each lesson give the teacher a very good overview of pupils' understanding of what has been learned.
24. Homework is set on a regular basis. Pupils know what is set and it is consistently set in all classes. It supports class work appropriately and involves parents effectively in their children's learning.
25. The good quality teaching covers all subjects. The timetable is managed so effectively that areas are well linked, which ensures detailed coverage. This is most effective when planning is carried out on a short-term basis using on-going assessment. However, methods of assessment in non-core subjects are inconsistent across the school and thus not as useful in some classes.

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

26. The school provides effectively a good range of relevant and worthwhile learning experiences for its pupils. Since the last inspection, there have been improvements in planning as a result of the introduction of the national frameworks for numeracy and literacy and the use of national guidance for other subjects. There are strengths to be found in many areas. For example, the use of writing across the curriculum is a good response to the need to improve standards of writing in the school. There is a very strong emphasis on investigative work in science and the way in which teachers' planning draws out the links between subjects such as art, technology and history makes the curriculum more meaningful to pupils. There are also strengths in the provision for music and physical education. The curriculum for religious education is less effective because pupils' learning is not so thoughtfully planned and this leads to some repetition. The school has the capacity to develop pupils' ICT skills more rapidly now that the computer suite is available. Pupils develop basic computer skills satisfactorily overall, but the access to better resources will allow more opportunities for pupils to explore the potential of information technology across the whole curriculum. There is good provision for pupils' personal social and health education. Published material to support planning is available to teachers and there are times set aside for class discussion about relevant issues. Pupils are taught about the dangers of the misuse of drugs, and sex education is provided for pupils in Years 4, 5 and 6.
27. A strength of the curriculum is the enrichment through activities provided outside of school time, and the range of visits to support pupils' learning. Extra opportunities for sports include soccer and cricket coaching, netball, athletics and orienteering. This has a good impact on the standards seen in physical education. There are also opportunities for pupils in music, choir, poetry, science and ICT. As part of the Downs Federation (of local schools) pupils have taken part in sports tournaments and dramatic events. Further good provision for pupils' learning is seen in the range of visits to museums, art galleries and to a local 'rain forest'. Year 1 pupils were able to see the real life application of mathematics during their 'maths trail' around a local hotel.
28. Children in the Foundation Stage (Reception) are very well provided for through the range of interesting and challenging experiences planned for them in all recommended areas of learning.
29. Provision is good overall for pupils who have special educational needs. They are supported well in the classroom by teachers and learning support assistants and receive more specific tuition individually or in small groups as required. Individual education plans are drawn up by the class teacher or special needs co-ordinator and, for the most part, targets are well focused, clear and achievable in the short term. However, in a small number of plans the targets were too wide and vague, making it difficult to identify what specific learning problems needed to be addressed. The needs of those who learn English as an additional language and other minority groups in the school, such as Travellers, are met well through local education authority help and the good care and provision offered by the school.
30. There are effective links with the local community and other schools and institutions. For example pupils' learning has benefited from projects organised by the Education Business Partnership and a local business firm donated a computer. Personnel from the Research Centre for Animal Health occasionally work with the pupils in the school. The Downs Federation helps to established strong links with local primary and secondary schools. The school is also used by Oxford Brookes College for placement of students who are on initial teacher training courses.
31. Provision for pupils' personal development, including spiritual, moral, social and cultural development is very good overall and one of the strengths of the school.
32. Pupils' spiritual development is very good and sensitively promoted through the clear Christian aims and ethos of the school. Religious education lessons, regular acts of prayers and worship all help to contribute to the spiritual dimension of pupils lives in school. At the entrance to the school there is a permanent display on a variety of Christian themes, for example, Why Do We Pray? Events like the visit of the Bishop of Reading to the school help to provide memorable experiences for the pupils. The development of a book which records the school's spiritual development policy testifies that the school sees spiritual education as a key priority in the education provided. Planned opportunities for developing pupils' spiritual development are embedded in the documentation.

33. The school makes very good provision for moral development. All adults provide very good role models and pupils are taught to understand the difference between right and wrong and the impact of their action of others. By way of the 'golden rules', standards of behaviour are very good in classrooms and around the school. For example, in the mornings pupils arrive at school in an orderly manner and are respectful of one another in the playground during break and lunchtimes. Throughout the school there is constant evidence of a clear sense of justice, truthfulness and kindness. Pupils receive a range of rewards for good work and behaviour. There are achievement assemblies at which pupils are proud to receive their awards.

34. The school makes very good provision for pupils' social development. The school encourages pupils of different ages and abilities to mix and work together. This is important when some classes have mixed ages. Pupils work well in all situations and readily take responsibilities. For example, they prepare the overhead projector for assemblies and are responsible for the management of the music. Around the school pupils are welcoming and polite to one another and to visitors. School trips provide good opportunities for team building skills and school performances provide valuable opportunities for pupils across the school to work together. There was no evidence of bullying behaviour during the inspection. The school places considerable importance on circle time and is currently setting up a school council. The school policies for behaviour, teaching and learning place emphasis upon social development.
35. The school makes very good provision for cultural development. There are many opportunities for pupils to learn about their own culture and the culture of others. This is promoted both during lessons, through various trips, visitors and after-school activities. The organisation of study weeks on various topics like Multi-cultural Week and Art Week helps to focus the pupils attention upon the similarities and differences between cultures. In religious education lessons they become knowledgeable about Hinduism and Judaism. Studies in art and design and music also make pupils aware of the different origins of composers, artists and the effect their upbringing had upon their lives and work.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school has good procedures for ensuring pupils' welfare and child protection. All children at the school are very well known to teaching and non-teaching staff and are given good support whilst they are at school. All members of staff show a high level of concern and commitment for pupils' welfare and their caring and positive attitudes enable pupils to thrive in their supported learning environment. There are good procedures for monitoring and promoting child protection and the child protection officer carries out her duties in a highly professional manner. The child protection policy has been adapted from local authority guidelines, which are comprehensive, and are understood by all members of staff. The child protection officer and members of the senior management team have received child protection training although other members of staff have not.
37. Nearly all members of staff are trained in first aid and have up-to-date certificates. Accidents are recorded correctly and health and safety procedures are good. The school has recently carried out a health and safety audit and items found requiring attention have been attended to.
38. The school has very good procedures for the recording and monitoring of attendance. Registers are accurate, marked correctly and fully comply with legislation. Attendance at over 96 per cent in the last recorded period is good. Attendance is monitored most effectively by the school secretary, who liaises fully with parents, staff and the education welfare service. Lessons always start on time and pupils come in from playtimes or lunch break punctually and promptly settle down to lessons.
39. The personal support and guidance given to pupils is of a good standard. Pupils readily relate to staff who offer excellent role models and support them well. Pupils know who to go to for help or guidance.
40. The school has an adequate number of staff deployed in the playground at break and lunchtime to supervise the pupils and in addition the school caretaker organises a regular football competition at lunchtime for both boys and girls. This promotes the school's policy of integration and equal opportunities effectively.
41. The school has simple but very effective procedures for monitoring and promoting good behaviour and monitoring and eliminating oppressive behaviour. The few school rules, which are based on a reward and sanction system, are readily understood by pupils and adhered to by all staff. Members of staff immediately identify challenging or rowdy behaviour and deal with it appropriately. During the inspection, no incidents of bullying or challenging behaviour were observed. Pupils are aware of the very high expectations that the school has of their behaviour and respond accordingly. They are well mannered, polite and as a result the school is a safe and orderly community.
42. The very good procedures that the school has for monitoring and promoting pupils' good behaviour, and the personal support and guidance for pupils, enable them to make very good progress during their time

at school.

43. Formal procedures for assessing pupils' attainment and progress in English and mathematics are very good. Assessment data from national tests is carefully analysed and used to set targets for pupils' future attainment. Analysis also highlights strengths and weaknesses in subjects and enables the school to modify the curriculum, for example as a result of recent analysis, shortcomings in pupils' skills at solving word problems were discovered. This now has a stronger focus in the mathematics curriculum. Methods used to gather assessment information in the non-core subjects are inconsistent and therefore do not inform planning effectively. This is seen in the religious education curriculum, for example where there is repetition of some work in different classes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school's partnership with parents is good and a significant majority of parents, who responded to the pre-inspection questionnaire, thought that: their children liked school, that behaviour is good, teaching is good, that they are comfortable about approaching the school with questions or problems and that the school helps their children to become mature and responsible. The inspection findings concur completely with these views.
45. A minority of parents thought they were not well informed about their children's progress and the school does not work closely with them. The inspection findings do not confirm these views. Parents' consultation evenings are held three times a year and workshops were held to explain how guided reading groups functioned to enable parents to be more conversant with teaching methods in the school. Other workshops are held as necessary but these are not always well supported by parents. The parents of pupils in the infant classes are invited to school every week to view their children's work.
46. The parents of pupils with special educational needs are provided with a copy of their child's individual education plan detailing the child's needs and the proposed action for addressing the problems. These are discussed at relevant consultation meetings and appropriately reviewed on a termly basis. There is evidence that not all of these plans have been signed by the parents concerned and this is something that should be addressed.
47. The information provided for parents, overall, is good. A well prepared brochure is provided which gives useful information to parents about the school organisation, rules and ethos and is parent friendly. The school produces regular newsletters giving complete details of curriculum and social activities within the school and these are much appreciated by parents. In addition, the school has installed a useful notice board for parents providing full information about activities and events that the school promotes.
48. The school produces annual reports, but although they contain good descriptions about the progress pupils have made, they do not give information about target setting or any explanation of grades achieved by pupils in comparison with national grades.
49. The school actively encourages parents to help, but relatively few parents take the opportunity to do so. When parents do come into school, they help in a variety of ways such as: library support, hearing pupils read, accompanying pupils on school outings and helping with assemblies. Their work is much appreciated by the school.
50. The school has an active parent teachers association, which holds several social functions per year and raises valuable funds for school use.
51. The school has good arrangements for the admission of its pupils to ensure they settle into school happily, and for the transfer of pupils to the next stage of education.
52. Arrangements for staff at the receiving secondary school to meet pupils in Year 6 are good and there is good liaison with the local comprehensive school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher provides very good leadership. All the key issues from the previous inspection, which took place prior to her appointment, have been successfully addressed. There has been a fluctuation in academic standards for the reasons outlined elsewhere in the report, but many other areas have shown considerable improvement; particularly in relation to the accommodation and resources offered to the pupils by the school. The headteacher has a clear vision for the further development of the school and has successfully managed the staff through a difficult time of disruption and movement of staff so that at all times there has been a team approach and a shared commitment to raising the quality of education. All work very hard to achieve this. As a result, the school has made a good improvement overall in the four years. Its commitment to and capacity for further improvement are also good.
54. There is a successful and useful programme of monitoring. This includes examining teachers' planning, lesson observations, and the regular examination of pupils' written work. These activities have contributed to the on-going improvements in the curriculum and quality of teaching and learning as well as enabling the school to identify priorities for future development. The curriculum is now very well planned, and the National Literacy and Numeracy Strategies have been introduced successfully. The headteacher has a clear picture of the school's strengths and weaknesses, and uses monitoring effectively to target action plans for development. There is a shared desire for pupils to achieve high standards, but this does not compromise the broad curriculum and wide range of learning opportunities provided by the school, and the development of all pupils as individuals. A positive environment has been developed and maintained. This, combined with pupils' very good attitudes and behaviour, makes a significant contribution to their learning. The headteacher receives very good support from the senior management team who carry significant responsibility as part of the team.
55. Teachers with management responsibilities are all involved in the monitoring programme, and their roles are being further developed and extended as they gain in experience. For example, a staff member who joined as a newly qualified teacher two years ago now carries responsibility for a core and foundation subject. Appropriate training is provided as necessary and meaningful professional development takes place. The senior management team work closely together to ensure that very good communication exists between all staff, and procedures are followed consistently. They provide very good role models for less experienced teachers. This being a small school means that staff have multiple responsibilities. Co-ordinators have a very good understanding of strengths and weaknesses in their subject. They use monitoring activities well, to identify what needs to be improved, and draw up action plans for their subject with a view to raising standards.
56. Performance management procedures have been implemented effectively, with agreed targets linked to both personal development and school priorities. There are very good systems in place for the induction of all new staff. Newly qualified teachers receive very good support and guidance from their mentor and from the whole staff team. The whole staff exhibits a true commitment to their work and the school's aims and values. The aims provide the basis of learning for the whole school community and are generally very well reflected in all the work carried out.
57. The governing body is strongly supportive of the school, and fulfils all its statutory duties effectively. They receive good information on the curriculum through reports from the headteacher and presentations from teachers. They operate effectively through an effective committees structure, which deals with issues relating to staffing, finance, curriculum and premises. They carry out regular visits to the school and they are beginning to carry out their monitoring role well. The governors responsible for literacy, numeracy and special needs, show a good knowledge of these areas and are aware of the impact the national strategies have had on the curriculum over the last few years. Governors have fully supported the school's stance on providing a full range of non-core subject teaching, even during the time when requirements were slightly relaxed. The governors analyse and discuss the results of tests, and use this information to make comparisons with other schools, and are becoming more involved in the setting of the school's targets for literacy and numeracy. Their role as a critical friend to the school is developing well and increasing further as more training is held and knowledge and understanding becomes greater. Governors are well involved in school development planning, reviewing progress made towards targets, and helping to ensure that key priorities receive sufficient funding.
58. Whole school development planning is very good. The school's monitoring programme clearly identifies

priority areas for development. Action plans are drawn up, taking into account staff training needs, associated costs, and relevant success criteria. Progress is continually and effectively monitored with regular reports given to the governing body at meetings. The plan incorporates appropriate development points for all subjects on a rolling programme as well as specifically identified priorities for the school year. The plan runs for the academic year, which is highly appropriate, and budget implications are fully built in. The plan has a suitably long-term perspective, and takes appropriate account of priorities for the next few years.

59. The school's budget is managed very efficiently by the headteacher, finance administrator and governing body. Financial planning is clearly linked to the priorities set out in the school's development plan. Spending is monitored regularly by the finance committee to ensure the budget remains on target. Specific grants such as the standards fund are used very effectively to support pupils' learning. This is achieved through provision of appropriate staff development as well as enhancement of resources. The governors are very careful to ensure they obtain the best value for the school but do not currently compare spending closely with that of similar schools as a means of further monitoring. A comparatively large excess was carried over to the current year, but this had been targeted to fund premises improvements and has been appropriately used for the designated purpose.
60. The quality of accommodation is good and has improved since the previous inspection with the addition of a new administration block and several new classrooms. In addition, a computer suite has just been completed which is already being put to good use, and enables more focused teaching of ICT. Overall, the school presents a well-maintained, clean and tidy, appearance that aids learning. The learning environment is enhanced by a good range of specialist teaching areas including a library, ICT suite, group teaching room and music room. The group teaching room will also be put to further use as the size of the reception class increases during the year. Classrooms are of reasonable size, generally bright and airy, and provide appropriate facilities for the effective delivery of the curriculum.
61. The match of teachers and support staff to the demands of the curriculum is good. The school invests heavily in its staff. There is a good range of suitably qualified and experienced teaching and support staff to meet the needs of the curriculum. This has been strengthened in recent months with the appointment of staff with qualifications which are particularly pertinent to the school's identified developmental priorities. The provision of staff to support the pupils with special educational needs is good. All members of staff are committed to the well-being and support of the pupils. In their various ways they make a contribution to the effective running of the school that enhances the quality of education provided by the school.
62. There is a good sized playground space for the size of the school and in good weather the hard standing areas are complemented by the use of the school's grassed play areas. There is an attractive environmental area and school pond, which is a useful curriculum resource particularly in the summer months. Outdoor play provision for Foundation Stage children is good and there are opportunities for the school's youngest pupils to develop good physical skills further by playing with a range of outside toys in clement weather.
63. Overall learning resource provision has been maintained at a good level as found at the time of the previous inspection. There has been a good level of investment in high quality learning resources. Expenditure has been well targeted and resources are now good for many subjects, including the provision for children under five.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. Compton is a good school and it provides a good education for its pupils. It has identified appropriate priorities for further improvement within the school development plan. In addition, and in order to make its provision more effective, the governors, headteacher and staff should:
 - (1) review the individual education plans of all pupils with special education needs to ensure they contain targets which are specific, short term, realistic and achievable; monitor the plans to ensure that they are shared with, and signed by, parents; (see paragraphs 24, 30, 45, 97, 105)

- (2) put into place effective procedures for assessing the non-core subjects.
(see paragraphs 15, 42, 127, 130, 137, 145, 151)

In addition the governors, headteacher and staff should consider the further minor issue.

- (3) Improve the quality of annual reports by:
- providing greater detail of pupils' performance against national requirements;
 - including individual targets for further improvement.
- (see paragraph 47)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

40

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

18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	12	17	8	0	0	0
Percentage	7	30	43	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	143
Number of full-time pupils known to be eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	39

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	10	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	9	10	10
	Total	20	21	23
Percentage of pupils at NC level 2 or above	School	87 (75)	91 (94)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	10	10	10
	Total	21	22	22
Percentage of pupils at NC level 2 or above	School	91 (81)	96 (100)	96 (94)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	9	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	6	6	8
	Total	18	18	21
Percentage of pupils at NC level 4 or above	School	75 (73)	75 (73)	88 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	15
	Girls	7	7	8
	Total	18	18	23
Percentage of pupils at NC level 4 or above	School	75 (54)	75 (73)	96 (81)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	132
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	20.4
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	130

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	335215
Total expenditure	293514
Expenditure per pupil	2224
Balance brought forward from previous year	3765
Balance carried forward to next year	45466

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	143
Number of questionnaires returned	23

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	48	0	0	0
My child is making good progress in school.	52	43	4	0	0
Behaviour in the school is good.	43	52	0	0	0
My child gets the right amount of work to do at home.	35	57	4	0	4
The teaching is good.	52	48	0	0	0
I am kept well informed about how my child is getting on.	48	35	17	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	35	0	0	0
The school expects my child to work hard and achieve his or her best.	61	39	0	0	0
The school works closely with parents.	39	43	17	0	0
The school is well led and managed.	43	52	0	0	4
The school is helping my child become mature and responsible.	57	43	0	0	0
The school provides an interesting range of activities outside lessons.	43	57	0	0	0

Other issues raised by parents

No other issues were raised by parents.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. Children are admitted full-time to the Foundation Stage in September. In January others are admitted on full-time or part-time basis. In April the part-time children become full-time. Their attainment on entry is broadly in line with that expected for children of this age. The Reception class children join with pupils in Year 1 and share the same classroom and teacher with Year 1 pupils. Although the Foundation children share some of the time with Year 1 pupils they also enjoy a separate programme which ensures that their needs and interests are met in full. In addition, the Foundation children have the support of a classroom assistant who under the direction of the teacher ensures that their curriculum, personal and social needs are well met.
66. The influence of the planning is clearly reflected in the way the Foundation children and Year 1 pupils work. The curriculum covers all six areas and learning and activities are purposeful, coherent and well structured. Regular assessments are systematic, informative and objective and clearly linked to the Early Learning Goals. Assessments are based on observation of children's behaviour and activity, listening to children in different contexts and on evaluations of their work. Good use is made of assessments to help and encourage children to overcome their difficulties and to inform planning for different needs. The teacher and the classroom assistants know their children well and this makes a substantial contribution to the provision that is made and the good progress the children make. The teacher and the classroom assistant work closely together and this results in children benefiting from their shared expertise.
67. The provision for special educational needs is good throughout the Foundation Stage. The very good monitoring arrangements are used to inform planning for children's particular needs. For example, one pupil with above average standards works for part of the time with Year 1 pupils. In this way his thinking is fully challenged and his progress enhanced.
68. The partnership between parents and staff is good. There are appropriate induction procedures which ensure that entry into the Reception class is well managed and parents are kept well informed of their children's progress and the work the children are doing.
69. The quality of education that is provided in the Foundation Stage has been maintained and improved since the last inspection. It is very good and prepares them appropriately for the National Curriculum.

Personal, social and emotional development

70. In the Reception group staff place a significant emphasis on this area of learning and the children make good progress. This is in line with the previous inspection. Their behaviour is excellent. Routines are well established. They settle down for class registration and prepare for the days activities. They learn the rules of behaviour and thinking in circle time and benefit from the wide opportunities at weekly special time. Children learn to play alongside each other well in a friendly and co-operative manner. At a very early stage of their learning, staff reinforce the habit of children putting their hands up and not calling out. They benefit from a strong Christian ethos and they say their prayers in an atmosphere of calm.
71. Overall teaching in this area is very good. The staff work as a team to help the children to feel safe and secure. There is a consistent approach to the management of good behaviour and the establishment of good relationships. Their effective use of praise and appropriate reminders about good behaviour when necessary enhance the children's sense of right and wrong.

Communication, language and literacy

72. Children's communication skills are broadly average on entry to the Reception class and they make good progress in relation to their starting points and achieve standards that are in line with those expected for their age at this point during the school year. This is similar to the findings of the previous

inspection. Children are introduced to capital letters and full stops and start to learn about phonemes. For example, they look at three sounds in the word 'map' (m-a-p). Some of the pupils were able to identify the three sounds. Arising from this kind of activity they were learning to act out a story, paint a picture related to the story setting and then label the things they had created in the picture.

73. They are also challenged to tell the story of the Three Little Pigs and to name the key things in the story. They learn to read a shopping list and tick words on the list like 'butter', 'soup', and 'milk'. They are learning the alphabet and identify the missing letter in, for example, a...c and d...f. They draw pictures of things that start with the letter c. For example, c for 'cat', 'car' and 'cow' and make words from beginning and endings like 'at', 'bat', 'et', 'vet' and 'ot', 'not'. They make drawings of well known things, like houses, and then learn words such as window, door, and chimney.
74. As a result of the emphasis on books, children begin to enjoy listening to stories, poems and sharing books with adults. They take particular interest in the illustrations and listen intently as adults read to them. They are introduced to the more formal aspects of literacy, for example the sounds that letters make. They enjoy books and the descriptions of the characters and settings in the stories they hear. Often they act out the story to confirm the ideas and words they have been learning. One child in one lesson used the computer to play an a,b,c game.
75. Children are encouraged from an early stage to make marks using pencils, crayons or brushes. They have a range of good opportunities to develop co-ordination of hand and eye movements that they need to learn to write. For example, when using construction equipment, unifix and toys.
76. The teaching of communication and language and literature is very good. Most of the work on literacy is done through exciting, practical and imaginative activities which involve play and talk. Activities are well structured and linked together to ensure coherence and continuity in the curriculum. Teaching takes into account children's different attainments and reflects high expectations. There is an emphasis on high expectations and the need to build on real experiences which will develop children's vocabulary.

Mathematical development

77. Overall children make good progress and are well placed to achieve their Early Learning Goals. This is in line with the findings of the last inspection. Staff place a strong emphasis on teaching the children to count. Children have many opportunities for counting during the day and increase their knowledge of addition and subtraction using a range of mathematical equipment. During the inspection they were counting and recognising numbers up to 10 and were able to answer correctly questions like $5 + ? = 6$. They coloured in correctly five fish and recognise the numbers 5, 6, 7 and 8. They also add and subtract using pence, for example, $4p + 1p = 5p$ and $3p + 2p = 5p$. They discuss the value of coins up to 9 pence.
78. They also use terms like 'lighter' and 'heavier', 'more' and 'less'. This continuous thread of mathematical vocabulary and learning enhances their understanding. Mathematical activities are extended well to the outside secure area where they build with blocks and other materials and equipment which provides numerous opportunities for counting.
79. Children also have good opportunities to develop their early ideas of shape and measurement. Looking at pictures of a train they are able to identify and talk about circles, squares and triangles and to match these shapes with items from the shape box. They begin to learn about the time in terms of their own day, for example, morning, afternoon and evening. They draw, making an illustration of the kinds of activities they do at each point in the day. Overall the teaching is very good. The staff are involved at some time during the day in noting 'pupils' mathematical skills and these records are used to help planning in the following week. Children learn at a good pace. They select from a good range of equipment and spend time discussing their learning and this contributes to good quality learning and very positive attitudes.

Knowledge and understanding of the world

80. During the Foundation Stage, children make good progress in this area of learning and are well placed to

achieve their Early Learning Goals by the end of the Reception year. This is broadly in line with the last inspection report. Children behave in an exemplary manner and share equipment very well as they enthusiastically take part in a wide range of activities planned for them.

81. During the inspection they were learning about a Victorian kitchen which had been constructed in their area of the classroom. They were learning a new vocabulary such as 'old' and 'new', 'Victorian' and 'artefact'. They were painting objects for their Victorian kitchen and there were opportunities for role play in their kitchen and parlour. They were investigating objects in a Victorian kitchen for example; an iron, a carpet beater and a cooking range. Because of their interest they were asking questions about why things happen and how they work.
82. There was also evidence of previous study topics like studies of 'ourselves', what we can do, and the kinds of movement we can make. There were studies of the head and evidence of a developing vocabulary to include chin and forehead. Another study of the Sun and light led to questions about how we can see in the dark.
83. Children's knowledge of life and living things is well developed and they are beginning to become familiar with the map of England, Scotland and Wales.
84. Teaching for knowledge and understanding of the world is very good. All adults who work with them interact and support them in many ways, which helps them to learn from their mistakes. They act as good role models as they work alongside the children showing real enthusiasm for activities and posing appropriate questions. A new outdoor secure area has recently been constructed and this is effectively used. This is important because the amount of space available in the classroom is extremely limited and would be unsatisfactory if there were any more children.

Physical development

85. Children are well placed to reach the standards expected for five-year-olds at the end of the year. Standards have been maintained since the last inspection. Teaching is consistently very good and the available resources are very well used. There are opportunities for children to use the secure area to run about and use toys and equipment to develop their co-ordination. In addition, the school hall has a range of large apparatus and climbing frames and as a result the children learn to move with improved control, good balance and a high level of agility. There is a shortage of larger toys that can be used in the secure area.
86. Children handle smaller equipment such as construction materials, pencils and paints, with improving levels of accuracy. They make good progress when they handle brushes correctly. They also have opportunities to develop their co-ordination using the mouse and computer to draw designs.

Creative development

87. Children make good progress and are likely to reach their Early Learning Goals. Standards are similar to those found during the last inspection. They know many nursery and number rhymes and songs and have a music table with a range of small instruments which enables them to explore and make new sounds.
88. Children have many opportunities for painting and to develop a wide variety of techniques in both painting, drawing and printing. For example, there are a number of prints in mathematics and illustrations of the story of the Three Little Pigs. There are portraits of crayon faces done after pupils looked in mirrors and numerous opportunities to prepare music playing for assemblies.
89. Children show how they are learning to use their senses through good descriptions of textures, tastes, smells and sounds. They use the activity areas well for role-play.
90. Teaching for creative development is very good. Good planning ensures that children have ample time to develop their own ideas. A good range of quality resources is provided and there are very good opportunities for children to develop their own ideas.

91. A new development in the school is the provision of a computer suite which is adjacent to the foundation area. This is already a focus of interest for the children and is being successfully linked to creative work.

ENGLISH

92. The 2001 national test results show that Year 2 pupils achieved standards, in line with the national averages in reading and writing. The tests for eleven-year-olds showed results in line with the national averages. In comparison with similar schools, the results for 2001 for seven-year-olds were below average for both reading and writing. English standards achieved by eleven-year-olds were also below those of similar schools. At the last inspection in 1997, standards were judged to be in line with the national average by the end of both key stages. Standards have been broadly maintained since the last inspection and pupils continue to attain average standards in speaking and listening, reading and writing at the end of Years 2 and 6.
93. Children enter the reception class well motivated and ready to learn and make sound progress in speaking and listening, reading and writing. This satisfactory achievement continues in Years 1 and 2. Higher attaining pupils reach the higher standards of which they are capable because of work that is exciting and well matched to individual need. Tasks are made specific and teachers ensure that pupils understand them. For example, in Year 2, pupils were given a role-play task for their time in the post office. It was made clear that this was a speaking and listening task not a mathematics one, and pupils were encouraged to concentrate on the conversational elements of their play. The attainment of pupils in Year 6 is well in line with national expectations. Those pupils capable of higher attainment achieve the higher levels, because they are stimulated by the range and content of the tasks set them. The school has set challenging targets for its current Year 6.
94. Pupils develop sound speaking and listening skills in Years 1 and 2. They listen attentively to the teachers and to each other. They answer questions enthusiastically and share their ideas relatively confidently. Many pupils in Years 3 to 6 are confident and articulate. They take part confidently in discussions. For instance Year 6 pupils ask interesting and pertinent questions about travel across a desert region during preparation for a class assembly. Pupils make good progress in developing their speaking and listening skills in most of the junior classes. Opportunities to use these skills were evident in many curriculum areas, for example in Years 4 and 5 pupils coherently explained their recent learning about how to add atmosphere to their music, and confidently suggest other innovations. Pupils are given good opportunities to demonstrate their speaking and listening skills in acts of collective worship, where they are invited to participate in reading and drama activities. Pupils spoke clearly and audibly and were aware of their particular "audience" when they participated in an assembly for the whole school.
95. Attainment in reading at the end of Year 2 is in line with the national average. Higher attaining pupils read fluently, often with good expression, varying their voice in response to an exclamation mark or to words in capital letters. They recognise many words by sight but are learning to decode unfamiliar ones, using their knowledge of letter sounds and blending them to build words. By the age of seven, pupils have a satisfactory understanding of letters, sounds and blends of letters and acquire a growing vocabulary of words they recognise on sight. Pupils learn to read with expression as a group during the literacy hour, and many read with expression when reading aloud. Pupils use a variety of strategies such as picture clues, punctuation, rhyme and repetition to read new words. Higher attaining pupils choose suitable books by referring to titles, authors and front covers. They develop a good understanding of different types of books such as storybooks, information books and poetry. Higher attaining pupils read a range of texts confidently and accurately. They can use their knowledge of the alphabet to locate information in dictionaries and understand the main points of stories, poetry and information books. Average attaining readers in Year 2 work at the level expected for their age. They read with understanding and express their opinions about the main events in texts. All pupils read regularly and frequently to their teachers often as part of structured guided reading activities. These are conducted separately from the literacy hour in order to increase their effectiveness. Most pupils read to their parents at home, and this is very effective in building confidence and an interest in reading. Pupils in Year 6 read with expression and use inference and deduction to understand texts. Higher attaining pupils readily refer to texts to express their points of view. They are confident about eliciting meanings of new words from the context. Pupils have learnt to use non-fiction texts to extract information. Year 6 pupils write reviews of books they have read and keep interesting reading journals which also include character studies, reviews carried out at various stages of the book, and list main events in books such as biographies. There is evidence that they read a wide range of literature with understanding and enjoyment. They can skim and scan texts and higher attaining pupils expressed a real delight in books. Pupils practise their reading at home and many older pupils read for sheer enjoyment, and this makes a significant contribution to progress. Time is set aside

- each day for quiet reading and this extends pupils' skills.
96. Pupils' attainment in writing at the end of Year 2 is in line with that expected nationally and their achievement is satisfactory. Pupils write in a neat script, and some use their knowledge of phonics in their writing. They use full stops and capital letters correctly. Work scrutiny indicates that pupils' writing is fairly limited but is beginning to cover a range of purposes such as letter writing, poems and ordering recipes. There was some evidence of pupils practising their literacy skills in other subjects, such as history and geography. A number of pupils are correctly joining their letters and the majority of pupils are developing a legible style of handwriting. Individual targets are set for each child and these often refer to handwriting, for example 'try to improve finger spaces', and these are constantly referred to in teachers' marking. Spelling of common words is usually correct. Less common words are in a phonetically sensible way, for instance "sed" instead of "said." By the end of Year 6 those pupils who are capable achieve above the expected level in writing although the majority achieve average standards. Pupils write in a good variety of different genres. For example, Year 6, pupils demonstrated that they have some understanding of the style of Rudyard Kipling when they write a 'just so' story for sharing in Oak Class. They also show an understanding of the audience for whom they are writing and make their texts simple and full of action. Good use is made of pupils' word processing skills to record their English work, especially in Years 5 and 6.
 97. Pupils with special educational needs receive extra support from the classroom support assistants. This helps create effective learning opportunities for these pupils and makes a good contribution to their progress. However, in some lessons work is not planned sufficiently to meet their needs because their individual education plans are not specific enough. This means that progress is slowed, particularly if extra support is not available.
 98. Teaching is good overall, and some lessons observed were very good. In the very good lessons in Years 5 and 6, work is planned to be challenging and builds on pupils' previous learning, which raises attainment and accelerates progress. Very good use is made of question and answer sessions to develop pupils' speaking and listening skills, skilfully adapting questions so that pupils of all levels of ability can succeed and respond. The teachers' enthusiasm for English is conveyed to the pupils. There is a lively pace and challenging work for higher attaining pupils. The standard of marking overall is good. Work is usually marked and constructive comments are commonly written. Often there are pertinent comments that suggest to pupils the ways in which they could further improve their work, and comments often relate back to individual targets set.
 99. The school has successfully implemented the literacy hour. Most teachers have good subject knowledge of teaching the various elements and create an effective learning environment. Assessment is used to set individual targets and targets for pupils to attain in national tests. Pupils' progress is tracked well. The school has analysed the national tests for English and has correctly targeted spelling as requiring improvement.
 100. Information technology is used effectively in English and pupils' word processing skills are good. Pupils use CD-Rom effectively to research work in a number of areas which enhances their literacy skills. Very good cross-curricular links are identified and good quality writing takes place in design and technology, where pupils plan and evaluate their work as well as in history, geography and religious education.
 101. The management of the subject is very good. The co-ordinator has monitored planning and pupils' work, and teaching and learning has been observed in all classes - mostly by the headteacher. Assessment is used consistently by all teachers. They have detailed records clearly indicating what pupils know, can do and understand. Resources are good. A considerable amount has been invested in 'big books' The school library is comprehensive and well catalogued. A poetry club is a popular out-of-school activity and is well supported by the pupils who attend.

MATHEMATICS

102. The standards in mathematics seen in the school are average for pupils in Year 6 and above average in Year 2. This reflects the levels of attainment in the 2001 national curriculum tests.
103. Standards for seven-year-olds have improved since the last inspection when they were judged to be

'sound' overall. Standards for eleven-year-olds have been broadly maintained. This represents good achievement given the very high proportion of pupils with additional learning needs in the 2001 year group. This higher than average number with special educational needs is also reflected in the test data which shows that attainment at eleven was below that of similar schools. The school's documentation identifies a number of pupils who joined the school, or left, between Years 3 and 6 and also a significant number of pupils who missed attaining a higher level by a very small margin.

104. The school has successfully embraced the National Numeracy Strategy and the training has helped teachers to plan and deliver lessons more effectively. There is a satisfactory focus on mental calculation which helps pupils to solve number problems. Computers are used in some classes to help pupils consolidate basic skills but overall there could be better use made of information technology to support learning, especially in shape, measure and data-handling.
105. Pupils who have special educational needs generally achieve well, however some individual education plans have targets which are too broad so work does not always match their needs closely enough. Most pupils learn at a good pace. There are clear individual targets set for pupils in many lessons and they work hard in lessons to achieve them. Pupils in Years 3 to 6 are grouped by ability for lessons. This means that work can be better matched to different needs, so pupils are better able to achieve the standards expected of them.
106. Pupils in Year 1 are given a good start to their learning. They make good progress to gain a secure knowledge of basic number, for example by investigating different ways to make 6 and begin to see the relationship between $10 + 2$ and 12 . More able pupils are challenged well. They work with numbers to 20 when solving addition and subtraction problems and investigate three dimensional shapes by answering questions such as 'Does it roll?' and 'Does it slide?'
107. Most pupils in Year 2 recognise and order numbers up to 100. They add and subtract accurately using numbers to 20 (e.g. $20 - 6$) beginning to understand the place value of tens and units. They recognise patterns in number sequences such as odd and even, and carry out simple number investigations. Pupils are beginning to use standard measures of weight and length and identify features of two and three-dimensional shapes.
108. Good use is made of opportunities to make mathematics more meaningful. Year 1 pupils for example visited a local hotel where the chef explained to them the use of mathematics in preparing meals. They also followed a 'shape trail' around the hotel. In the Year 2 classroom the 'post office' role-play area encourages pupils to weigh parcels and work out the cost of posting letters.
109. Pupils in Years 3 and 6 build well in their earlier achievements. Year 3 pupils begin to solve word problems involving time and money and investigate the symmetry of two-dimensional shapes. A good link between mathematics and art was evident in the symmetry of the traditional New Zealand Kowhaiwhai patterns. By Year 6 most pupils add and subtract accurately and use different methods such as 'partitioning' to solve multiplication problems. They have a good knowledge of tables and understand the value of decimal fractions and their equivalent percentages such as $.01 = 1$ per cent or $.75 = 75$ per cent. Pupils measure accurately to the nearest centimetre and find the perimeters of shapes using a simple formula. More able pupils calculate areas, as part of 'real life' problems such as working out the cost of decorating a room.
110. The quality of teaching and learning is good overall. This is an improved picture compared with the previous inspection. There was no unsatisfactory teaching seen during the inspection. Teachers have good subject knowledge, including the numeracy framework, which they use effectively to ensure knowledge and skills are taught systematically. The most effective lessons usually get off to a lively start with challenging mental arithmetic sessions. In one lesson, for example, the teacher tested pupils' understanding of number with problems such as 1.5×24 and 15×24 . Pupils were able to work out the second answer more easily because they knew that it was ten times greater than the first. Teachers are generally good at matching the work to pupils' abilities within groups. As a result, pupils work at a good pace and usually do what is expected of them. Learning support assistants contribute well to pupils' learning by monitoring and supporting groups effectively. They work well with teachers and have a good understanding of pupils' needs. In most lessons there is a good balance between teaching and activity and the tasks planned for pupils are linked well to the lesson objectives. Time at the end of lessons is

used well to assess what pupils have learned, for example by asking them to explain to the class how they solved a problem. Teachers use resources well to help pupils learn. The use of individual white boards during question and answer sessions helps to speed up pupils' calculation. In one lesson pupils more easily learned the concept of 'rounding' to the nearest 10 or 100. because of the teacher's effective use of a number line which helped pupils to round up or down correctly. Teachers mark pupils' work conscientiously but too often marking does not set immediate targets for improvement, particularly in the presentation of some pupils' work. Teachers manage pupils very well during lessons. They are sensitive to their individual needs and establish very good relationships. As a result pupils develop very good attitudes to work and behave respectfully towards adults and one another. Although teaching overall contains good strengths there is room for some development by individual teachers which would make their teaching more effective. For example, learning objectives do not always identify clearly what pupils will know by the end of the lesson. Consequently teaching, although satisfactory, is less focused than it might be and expectations for more able groups are less challenging.

111. Some mental and oral arithmetic sessions could be made more rigorous if specific learning objectives were set out for that part of the lesson.
112. Mathematics is managed very well throughout the school. The co-ordinator has a very clear overview of the subject and is aware of the strengths and areas for development. Her very good knowledge and experience as a numeracy consultant enables her to support colleagues very well, particularly those who are recently qualified. There is a very effective system in place for tracking pupils' attainment and progress through the school. Information is used well to predict future attainment and set targets for achievement.

SCIENCE

113. Standards seen in the school are above average in Years 2 and 6. This is an improvement since the last inspection. Teachers' assessment suggest that the school is set to maintain the high standards achieved in the 2001 National Curriculum tests, compared with all schools as well as those only in similar contexts. This is because of the emphasis placed on scientific enquiry, especially in Years 3 to 6 and the good quality of the teaching throughout the school.
114. Pupils' overall achievement is very good, given their average attainment when they start school. The pace of learning is good, particularly in Year 1 because of the skilful and challenging teaching of topics such as 'Ourselves' or when investigating 'sources of light'. By Year 2 pupils understand the benefits of a healthy lifestyle and diet. They record the effects of exercise on their bodies by measuring the number of breaths they take in a given time, before and after exercise. They learn about forces by experimenting with 'pushing' and 'pulling' movements during physical education lessons and understand that forces can speed things up or slow them down.
115. By Year 6 pupils name the different parts of plants and know the systems for growth and reproduction. They learn about forces by measuring the rate of descent of the parachutes they make, altering the canopies and noting the differences. Pupils understand the causes of evaporation and carry out investigations to see which materials make the most efficient insulators.
116. Science is well represented in displays around the school. Year 3 pupils linked science and design technology when assembling cut-out figures with moving joints. Observations are on-going in Year 6 to find out how well vegetable matter decomposes when kept in different conditions.
117. The quality of teaching and learning is good overall but there was some very good and some outstanding teaching seen during the inspection. This was in Year 1 where the teacher had set clear objectives for the lesson. The simple resources used were highly effective. Consequently pupils learned very quickly the features of shadows such as 'they are the same colour' (as the object) 'they join at the bottom' (at the point where the object touches the floor) and that the shadow lengthens or shortens according to the angle of the source of light. The teacher involved the pupils very well in order to sustain their interest and promoted language skills very well by using terms such as 'dark shape' and 'similar to'. The teaching was conducted at a brisk pace and in the follow up activity pupils investigated for themselves, using torches and toy animals, how shadows change shape.

118. The development of investigative skills is a strength of teaching throughout the school. Teachers pose problems and encourage pupils to find the means of solving them. This worked very well in a class of Year 4 and 5 pupils, when the teacher mixed dried peas, rice and sand in a jug of water and asked the question 'How do I separate them?' The teacher was careful not to use specific language such as 'filter' on this occasion to see if the ideas would come from the pupils. The ensuing decision generated some very good scientific thinking and promoted responses such as 'that won't work because...' before groups of pupils formulated their own hypotheses and planned how they would be tested. A similar approach was used in Year 6 when pupils were challenged to find out which colours are the safest to wear in the dark after learning about how light is reflected. All teachers plan and prepare lessons well and pose interesting challenges for the pupils. Very good relationships are established so pupils respect others' views and respond sensibly. Time is used well to allow pupils to engage in practical learning activities. This benefited pupils' learning in Year 3 when some pupils were delighted to discover that some objects could be magnetised and used to pick up others, having first tested and recorded the strengths of different magnets. Occasionally the teacher does not maintain the focus on the learning objective and is diverted by pupils' questions which are not related to the task. This slows the pace of the lesson, so learning is less effective than it might be. Throughout the school better use could be made of computers to enhance the quality of recording and presentation of data.
119. Science is managed well by the newly appointed co-ordinator. His good subject knowledge and expertise ensure that a challenging curriculum is provided. Recent developments include a review of the scheme of work which takes account of some national guidance and increased challenge for more able pupils which has increased the number who attain a higher level in the national tests. Resources are good and are used well in teaching to enhance pupils' learning. Good opportunities are provided through visits to the science museum for example or to more local areas for environmental work. Assessment procedures are good but more consistent use of day-to-day assessments would help to identify more clearly the individual skills of pupils.

ART AND DESIGN

120. Only one art lesson was observed during the inspection. However, conversations held with staff and pupils, together with the displays of art work around the school, show that pupils make good progress and achieve standards in excess of those expected at the end of Years 2 and 6. They have experience in using a wide range of media and experimenting with a number of techniques. The school has maintained the good standards reported at the previous inspection through good quality management by the co-ordinator and also the very good use of time and integration of art into cross-curricular topics.
121. A particularly effective way of developing pupils' skills is through the 'art week' that the school holds from time to time. This enables pupils of all ages to experiment with a range of techniques and media and to complete a project over a period of time. These weeks enhance the art curriculum and supplement the work carried out as a regular part of class work. One was held shortly before the inspection and it was also shown how art was linked successfully with other subjects. Pupils were told the story of the willow pattern and then given the opportunity to paint their own plates. Even the youngest pupils showed an understanding of the colours and techniques used and older pupils' work had a delicacy and finesse which married well with the original pattern. Other pupils experimented with creating their own Kohawaiwhai patterns, drawing on the expertise of a temporary staff member from New Zealand.
122. Art is considered a vital element of the curriculum and pupils' appreciation of artists' work starts at an early age. Pupils in Year 1 have studied how Van Gogh used colour and experimented for themselves how paint can be spread with the fingers to achieve certain effects. Pupils in Year 2 have studied Picasso's work and created their own portraits using facial features cut from magazines. These are carefully cut, assembled and glued and are very effective.
123. Older pupils in Years 4 and 5 have created still life pictures based on work by Van Os. They have used pastels effectively and used bright colours to create vivid flowers, and they have concentrated on items that he used within his own pictures such as insects. Year 6 pupils have made a wall hanging using a range of materials which have been sewn, stapled, tied or woven together. It is bright, vibrant and beautifully made. They show a good understanding of the media and some expertise in the way they

have mixed colours and types of material. They have gained an understanding of the effects created by using fabrics such as net and mixing this with raffia and braid as well as more conventional materials. They have experimented with colour and show an appreciation of the textures and effects achieved. Lots of textural vocabulary has been introduced which enhances their literacy skills.

124. Year 6 pupils have painted watercolours of their visit to Hill End as well as visiting the church and creating watercolours of some of the features there. They show a delicacy and a good understanding of the technique of building up effects layer by layer. Pupils are clearly interested in learning and improving their own technique. This was evident in a lesson where pupils were looking at Rudyard Kipling's style of illustration and his use of cross-hatching. Pupils experimented with the technique in their own sketch books prior to developing their own illustration to go with the stories they were writing in literacy.
125. Sketchbooks are used effectively throughout the school. They are used for practising techniques such as cross hatching, as well as exploring what different effects can be achieved with media such as pastels where they experimented with blending and shading. They are used to effectively experiment with colour. For example, pupils in Year 6 used sketch books to explore tones for brick colour.
126. Only one lesson was observed during the inspection but it was evident from the work seen around the school that teaching overall is good. Teachers provide pupils with a wide range of opportunities to experiment, using a variety of media to increase their creativity. Planning is thorough and the school has a wide range of appropriate resources. In the lesson seen the teacher thoroughly discussed the subject of their pictures with the pupils. The teacher asked pertinent questions, such as, 'How has he made things look black /grey /lighter /darker?' to help them plan their own pictures using the style of Rudyard Kipling. This focused the young pupils' attention on specific details.
127. The subject is managed effectively by the headteacher with the support of the infant co-ordinator. She has good subject knowledge and there is effective monitoring of pupils' work in art although there are no formal assessment procedures in place. It is evident that the teaching allows pupils' skills to develop progressively, and inspires pupils to work with enthusiasm and confidence at challenging tasks. The school has a wide range of resources, which are used very well.

DESIGN AND TECHNOLOGY

128. Standards are above average at the end of Years 2 and 6. The school has improved the sound standards indicated in the previous report. Many pupils, including those with special educational needs achieve well. Pupils creatively apply appropriate knowledge and skills and they succeed in making good quality products from a range of materials and components.
129. Pupils of all ages are involved in a wide range of activities, which enables them to acquire a wide range of skills and techniques and to develop their knowledge of mechanisms, patterns and structures. As they progress through the school, pupils have opportunities to develop their skills using a wide range of materials, such as textiles, wood, plastic and paper. Year 1 pupils, have made attractive Father Christmases with sliders for features such as eyes. They are extending this exercise by making mobiles with a range of moving joints. By the age of seven, pupils have made houses from the time of the Great Fire of London to link with their work in history. Currently they are making models of cars and other vehicles using recycled materials to link with their work in science and drawing on their knowledge of forces. Older pupils have designed and made purses using their knowledge of Egyptian designs and symbols. They have been carefully designed, a pattern made and the purse carefully made. Pupils have designed a range of fastenings. Some have used 'velcro' whilst others have attempted a more complicated buttonhole and button fastening. These have been sewn carefully and the overall quality is good. Pupils in Year 6 have designed and made Egyptian headdresses. They researched various types of head dress using books and CD-Rom before attempting their own designs. Designs were meticulous with all measurements being carefully marked out. Once made the headdresses were evaluated carefully and suggestions made for improvements. They were aware of the need to make an attractive headdress which fitted well and also incorporated appropriate symbols and designs.
130. No judgement can be made on the quality of teaching as no design and technology lessons were taking place during the inspection. However, it is clear that planning is meticulous and clear, and pupils receive

appropriate help and support during the making of their artefacts.

131. The headteacher is managing the subject effectively. There is a good policy and scheme of work although assessment procedures have not been developed. It is clear from the work examined that most teachers stress the importance of pupils evaluating and modifying their designs effectively. Resources are good but ICT is used infrequently to underpin pupils' designs.

GEOGRAPHY AND HISTORY

132. Attainment exceeds that expected of pupils by Year 2 and Year 6 in both geography and history. This is an improvement between Years 3 and 6 since the last inspection when standards were judged to be in line with national expectations.
133. In Year 1 pupils demonstrate their knowledge of Victorian times as they study a number of artefacts of the time. For example they compare a modern electric iron with a Victorian iron that was heated on a kitchen range. They use phrases like 'it is old' about a coal bucket and carpet beater. In Year 2 they study events like the Gunpowder Plot and looking at a large illustration they are able to describe the events leading up to November 5th and the conspiracy of Guy Fawkes. They were learning to listen and observe pictures and to understand events and aspects of the past beyond living memory. They make a distinction between their own lives and the past.
134. In Years 5 and 6 pupils make extensive studies of Ancient Egypt and demonstrated good knowledge of the pyramids as tombs and understanding of the Egyptians belief of life after death. They learn about the hierarchy of Ancient Egypt including Pharaoh, nobles, high priests, scribes, craft workers and slaves. They also, in geography, analyse the lifestyle in an Ancient Egyptian village with their own lives and life in Compton. Using photographs they learn about the similarities and differences between the lifestyles of the Egyptians and their own lives. Other studies include an investigation into life in Pakistan. They learn to make a time line to show the history of the country from the Indian Civilisation to the formation of the independent Pakistan in 1947.
135. In all their studies in both history and geography they use maps to find distances and location and become aware of features like major rivers, power, transport and issues of travel and safety.
136. In both subjects, pupils, including those with special needs, make good progress and achieve well against their prior achievement. This achievement is reflected in their well-presented work and their increasing use of historical evidence to record their findings and the use of different sources of information. For example, maps, books, pictures and artefacts. Pupils listen attentively and work collaboratively on tasks. This contributes to the progress they make.
137. No geography lessons were observed during the course of the inspection and there is insufficient evidence to make a secure judgement about the quality of the teaching in the subject. The quality of teaching in history is good overall. Effective links are made to previous work enabling the pupils to draw upon and recall what they know about the topic. A distinctive feature of the teaching in Years 5 and 6 is the development of research skills. The work is well matched to pupils' different abilities and the higher attaining pupils are fully challenged.
138. The curriculum in both history and geography is enhanced by extra-curricular activities and field work; for example, the school residential visit to Salisbury and Lyme Regis which includes visits to an Iron Age Village, Salisbury Cathedral and museums. Assessment of progress against Curriculum 2000 levels is not consistently applied in history and geography although level descriptions are considered when planning lessons. No use of information technology was observed in history lessons during the inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. Pupils in Years 2 and 6 reach standards which are typical for their age. The last report indicated that computers were not used sufficiently to support learning. Although this still remains the case, it is largely because in the past the lack of resources made it difficult for the school to keep pace with the new demands of the curriculum. However there is now a much better capacity to make up the lost ground because of the recent opening of the computer suite. The access to this bank of resources is already having an impact on pupils' standards and their confidence, particularly lower down the school.
140. Pupils in Year 1 begin to build a good computer vocabulary. They became familiar with terminology such as 'keyboard' 'internet' or 'click on' and create pictures using colour to convey their ideas. By Year 2 pupils 'log in' to access Microsoft Word, open a new file and enter and print text. They are not yet able

to save or retrieve their work. Throughout Years 3 to 6 pupils develop basic computing skills at a good rate. Year 3 pupils, for example, explore different fonts to present text in a more interesting way, whilst pupils in Years 4 and 5 use copy and paste techniques to design wrapping paper and to create a repetitive pattern. By Year 6 pupils enter data into spreadsheets and manipulate text and combine it with graphics to enhance the presentation of their work. They are becoming familiar with the use of programmes such as Excel to draw grids for work in mathematics and use the scanner to copy pictures linked to topic work. Pupils use CD-Rom effectively to research information but do not yet use the internet or e-mail because those functions are not yet fully available. Pupils need more opportunities to develop skills in control technology. Teaching and learning in the small number of lessons seen was of good quality. Teachers are confident with computers because of the training they have received and access to resources for pupils is very good, enabling them to practice and develop skills at a good rate. Learning opportunities for some are improved when they attend the lunchtime computer club. During the inspection pupils from Years 2 and 3 learned to use the 'paint' function to design and create their Christmas cards.

141. The co-ordinator has played a significant role in the training and development of staff, including learning support assistants. There is sufficient software to support the current learning programmes including those for pupils with additional educational needs. A clear programme for development which includes strengthening of cross-curriculum links has been identified. Under the strong leadership provided by the co-ordinator the school is well placed to improve standards throughout the school.

MUSIC

142. Standards in music are above those expected at the end of Years 2 and 6. The above average standards identified at the time of the last inspection have been maintained. The school gives its pupils a good learning experience and the headteacher who is a music specialist works very effectively with pupils in Key Stage 2 ensuring that standards remain above average. Music is an important part of school life.
143. By the age of seven pupils have made good progress through a well structured programme of work. They are familiar with playing many percussion instruments and use these to identify appropriate sounds to accompany the story of the Three Bears. The class teacher effectively extended the task by asking the pupils what sounds they could use to show how they would represent different feelings such as fear. They show a genuine enjoyment and interest in music as they enter the hall and listen attentively to the music being played prior to assembly. They sing with great enthusiasm during collective worship.
144. Pupils in Years 3 to 6 have secure knowledge of a much wider range of music. Some pupils have a mature understanding of the structure of music. Many use correct musical terminology such as 'coda', 'drone' and 'ostinato', have a sound understanding of rhythm and have experience of listening to music from other cultures. Pupils in Years 4 and 5 can devise a simple accompaniment to a Christmas carol using pitched and unpitched percussion instruments. They sing very well unaccompanied and maintain pitch and rhythm well. They show a good knowledge of the pentatonic scale. Pupils can explain why they have chosen specific instruments. Pupils in Year 6 develop their skills further. They can develop a seven-beat rhythm - a roopak - and show a very good understanding of pulse. They have developed their roopak from one line of notation and extended this to include another line and can play both lines simultaneously. They understand the importance of practising, refining and improving their work. Pupils of all abilities make at least sound and usually good progress and they develop a breadth of knowledge across the whole music curriculum.
145. The school has made good provision for the teaching of music. Teachers of younger pupils in Years 1 and 2 take their own class lessons. Only one lesson was observed and this was very good. It was very planned and well matched to pupils' interest and understanding. The pace was brisk and pupils were fully involved and learned effectively because they played an active part in the lesson. The headteacher teaches music in Years 3 to 6. The quality of this teaching was very good. Activities were well structured and the introduction to the lesson was interesting, and all pupils in Year 6 were fully involved in the 'switch' warm up, which enabled pupils to become attuned to rhythm and concentrate carefully. Pupils in both lessons observed were given a clear explanation about the different tasks before starting to create their own group compositions. The resulting compositions were pleasing. Pupils experimented with a range of sounds and rhythms. They made good progress and understood the need to listen to each other

and co-operate within group music making.

146. The headteacher manages the subject very effectively. There is a very good, varied scheme of work, although assessment procedures have yet to be developed.. Music is well resourced although the use of information technology programs is limited.

PHYSICAL EDUCATION

147. By Year 2 and Year 6 all pupils, including those with special educational needs, achieve above average standards. This is an improvement since the last inspection when standards were judged to be average. The school has good facilities and resources for physical education and extensive use is made of the school hall and playing fields and outdoor areas. A good feature of the subject is the excellent way all pupils change into appropriate clothing for lessons. The school has taken account of national guidance and teaches the main areas of games, gymnastics, dance and swimming. The school has its own learner swimming pool so that all pupils as they go through the school get an opportunity to learn to swim. No swimming lessons were observed during the inspection.
148. Four lessons were observed and the teaching was consistently good. Teachers plan lessons well and provide good opportunities for reviewing and evaluating performance. Lessons have good warm-up activities for example, in a Year 2 lesson when pupils played a traffic lights game which succeeded in ensuring they were fully active and warmed up prior to the skills development in the lesson. Teachers share objectives with the pupils so that they know clearly what has to be worked on and improved.
149. Year 1 pupils, were learning to develop skills of controlling a ball and to become innovative in the ways of striking the ball with hands, knees and elbows. They worked well with partners and the behaviour was very good. In another lesson in Year 2, pupils were learning to pass and throw a ball to a partner with variations of bouncing and catching the ball. The majority of the pupils were able to throw and catch the ball with accuracy and at the same time they were learning to work in small groups throwing and catching the ball over longer distances with accuracy.
150. Pupils in a Year 3 lesson were learning a simple dance with a difference. They were becoming familiar with a dance from New Zealand – the Haka. In order to do this they had to work in pairs and in teams. During the lesson they learned several different dances and how to use space, and to manage skipping and arm movements with fun and vigour. One dance involved working in teams. They showed a good sense of space and were translating ideas from a stimulus into movement. By the end of the lesson they had demonstrated a good sense of control and had worked well with a partner, a team and as a class. The overall lesson had a sense of a different culture and the pupils exhibited a high level of enjoyment as they made good progress with their skills.
151. Pupils in Years 4 and 5 were prevented from having their games lesson outdoors because of the weather. However, the lesson was transferred to the hall and good opportunities were developed. The focus was on their ball skills. They were learning to pass and trap the ball to bring it under control before returning the pass. The teacher provided good demonstrations and had high expectations of the pupils and this had a good effect on the progress and quality of the learning.
152. The co-ordinator has had responsibility for the subject for one year and has made a good start on monitoring it. Already the resources for the subject have been audited and a risk assessment carried out. The school has made a decision to purchase an outside hut to store physical education apparatus currently stored in the hall. This will allow some of the large apparatus to be removed from the main hall. Planning is also monitored but at this stage there is no consistent assessment of individual progress against Curriculum 2000 levels.
153. The quality of experience and learning in physical education is greatly enhanced by the wide range of extra-curricular activities available for the pupils. The school offers opportunities to play matches with schools from the local federation of small schools. Games and activities include rugby, football, maypole dancing, athletics, orienteering, skittles, and short tennis. The quality of teaching in lessons combined with the extensive extra-curricular activities makes physical education a strength of the school.

RELIGIOUS EDUCATION

154. By the end of Year 2 pupils attain standards which are in line with those expected for the Berkshire Agreed Syllabus for Religious Education. Their achievements are satisfactory. By the time they reach Year 6 pupils standards are above those expected in the Agreed Syllabus. For pupils in Years 3 to 6 this is an improvement since the last inspection. Standards are judged not only on the lessons observed during the inspection but also on the scrutiny of work and the evidence of work on display.
155. Three lessons were observed during the inspection. The overall quality of teaching was good. Year 1 pupils learned about the journey of Mary and Joseph to Bethlehem and the lesson was the start of the series over the forthcoming two weeks. The teacher shared with the pupils the reasons why the journey was being made. The teacher encouraged the pupils to think how Mary felt. They suggested she was tired so she could ride on a donkey as she needed it. The teacher skilfully used questions to reflect on their feelings and these questions also enabled the teacher to assess how much the pupils were learning. The focus of the lesson moved from discussion to drama. The questioning led to asking why we go to church and the connection to Jesus. In the role-play that followed, one girl dressed up as the pregnant Mary and Joseph hastened to help Mary on the journey and to help her along. This was a very good lesson with many good activities to help the pupils learn effectively and develop their speaking and listening skills. It provided them with an opportunity to act out their feelings and ideas and to start to write down their thoughts in simple sentences.
156. Pupils in Years 5 and 6 learned about the celebration of Christingle and the way this celebration relates to the symbolism in Hanakkah or Divali. The pupils learned the significance of some religious beliefs and events. They understand the different ways in which believers express their ideas. Pupils learned that during the celebration of Christingle, the orange is chosen as the symbol of a sphere of God's world. They learned that the candles represent light and the red ribbon on the orange represents the blood of Christ. The four sticks symbolise the four seasons. The quality of the teaching was very good. The teacher had very good subject knowledge and high expectations of the pupils. The pupils worked well together in small groups and the work they produced was of good standard. By the end of the lesson they were able to explain their ideas and beliefs in relation to the Christingle Celebration.
157. The displays of work around the school are extensive and confirm that religious education plays a significant part in the lives of the pupils in school. For example, there is the Spirit of Compton School Cross which is made up of the work of every pupil and all the staff of the school. They have all drawn a picture of something that is special to them. Displays of work related to studies of the Jewish Festival of Hanakkah, Thanksgiving in America, and the way Hindu's celebrate the triumph of good over evil placing lamps on their window sills to remind them of the safe return of Raima and Sita. There is also evidence of pupils learning about the Chinese New Year and Christmas in New Zealand.
158. A study of pupils workbooks also reveals a great deal of work on the parables and the miracles of Jesus. At both lunchtime prayers and during well prepared assemblies, pupils have times for reflection and moments of awe and wonder. For example, pupils in Year 2 had written and illustrated a range of their prayers and the lighting of the candle in assembly and the unveiling of the Advent calendar are moments of quiet respect and feeling for the whole school.
159. The co-ordinator of the subject is the headteacher who has carried out monitoring of the teaching and learning in the subject. Lessons have been observed in classes and feedback provided for teachers. This is having a positive effect upon the quality of teaching and learning. The resources for the subject are good. The school has access to a wide range of religious artefacts and these are well used to enhance pupils' knowledge of religious practices and customs. The subject makes a good contribution to pupils' spiritual and cultural understanding. There was no evidence of the use of information technology to support the work in the subject.