

INSPECTION REPORT

CASTLEVIEW PRIMARY SCHOOL

SLOUGH

LEA area: Slough

Unique reference number: 110092

Headteacher: Italo Cafolla

Reporting inspector: Peter Sudworth 2700

Dates of inspection: June 17th-21st, 2002

Inspection number: 196179

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Foundation
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
School address:	Woodstock Ave., Slough, Berkshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J. Flatters
Date of previous inspection:	July, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2700	Peter Sudworth	Registered inspector	English as an additional language; Equal opportunities; Geography; Music.	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
9030	Robert Love	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with its parents?
22669	Tom Prosser	Team inspector	Science; Information and communication technology; Special educational needs.	How well is the school led and managed?
24137	Gail Robertson	Team inspector	Design and technology; Religious education; Foundation Stage.	
30717	Gordon Tompsett	Team inspector	Mathematics; History; Physical education.	How good are the curricular and other opportunities offered to pupils?
2749	Gay Wilkinson	Team inspector	English; Art and design.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Castleview Primary School is an over-subscribed school situated on the eastern side of Slough in a largely privately owned residential area. It caters mainly for pupils in the surrounding area but is increasingly drawing pupils from further afield. At the time of the inspection there were 444 pupils on roll aged 3-11 years, including 26 full-time equivalent Nursery children. The pupils are educated in 17 classes, including the two part-time Nursery classes. Most of the pupils are of an Asian background and most of their families long settled in the area. Just over half the pupils speak English as an additional language of whom six are at an early stage of learning English, all in the Foundation Stage. Approximately ten per cent of the pupils are on the special educational needs register, below the national average. The proportion of pupils entitled to free school meals is well below the national average. Pupils enter in the September or January after their third birthday. Overall, attainment on entry is above average. The school achieved 'Investors in People' status in April, 2002. The school population is very stable and there is little movement in and out during the course of an academic year.

HOW GOOD THE SCHOOL IS

Castleview Primary School is a very good school in many respects with some outstanding features. It is very well led and managed and pupils' attainment is above expectations in English, science, mathematics, information and communication technology and religious education throughout the school. Pupils make at least good progress in these subjects. The overall quality of teaching is good. The school has made very good progress since the last inspection under the headteacher's forward thinking leadership. A very interested, involved and supportive governing body oversees the school's work. This is a forward thinking school where excellent use is made of modern technology. The school provides good value for money.

What the school does well

- Standards in English, mathematics, science, information and communication technology and religious education;
- The very good leadership and management by the headteacher, senior management team and the work of the governing body;
- The fulfilment of the school's aims;
- The very good overall provision for spiritual, moral, social and cultural development;
- The high quality of relationships in the school and respect for others, pupils' personal development and the high expectations of pupils' behaviour and courtesy;
- The Foundation Stage curriculum;
- The very detailed assessment arrangements and the tracking of pupils' progress in English, mathematics and science;
- The keenness and enthusiasm of all staff employed in the school to work as a team and support one another.

What could be improved

- The time afforded to design and technology and music throughout the school and physical education in Key Stage 1.
- Monitoring of teaching and standards in the foundation subjects;
- Assessment and record keeping in the foundation subjects;
- The library provision;
- The speaking skills of a significant minority of the pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since it was last inspected in July, 1997. Standards are much higher and above expectations in English and science and well above expectations in mathematics and information and communication technology by age 11, although now in line with expectations in music and art and design representing a fall in standards in these two subjects. Better account is taken of pupils' prior attainment when planning work. Monitoring of teaching is better developed. Assessment procedures, record keeping and marking are far more rigorous, particularly in English, mathematics and science. Schemes of work are now very clearly defined in all subjects, except design and technology, and subject policies linked to schemes of work. Special educational needs procedures are more cohesive. The quality of teaching has improved significantly across the school. Pupils' presentation of their work is much better. The work of the governing body has improved and it is now very well structured. Clear success criteria are now incorporated in the school development plan. The staff's professional development is more accurately linked to the school development plan. Accommodation for the Foundation Stage has improved and a creative arts unit is planned for the start of next term. Facilities for information and communication technology have improved significantly. Given the current staff and leadership, the school has good potential 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	B	A	A
Mathematics	A	A	A	A
Science	C	A	A	A

Key

Well above average A

Above average B

Average C

Below average D

Well below average E

Attainment on entry to the Nursery is above average. By the end of Reception Year, the children's attainment is above expectations in all areas of their learning. Over the past three years the attainment of

Year 2 pupils has been consistently above that of boys and girls nationally. In 2001, the Year 2 pupils' performance was in the top five per cent of schools nationally for the proportion of pupils who reached the expected level in writing, mathematics and science against all and similar schools, those with similar percentages of free school meals. In the same time span, Year 6 pupils have outperformed boys and girls nationally in tested subjects in which high proportions of pupils obtained the higher level in 2001. The trend of improvement has been broadly in line with the national trend. The school met the Local Education Authority targets in 2001 in Year 6 in both mathematics and English. Results were well above the national average for the percentage of Year 6 pupils reaching the expected level in English and science and for the higher level in English, mathematics and science. The good levels of attainment in mathematics, English and science are being maintained in both key stages and pupils make good progress. Pupils with special needs are well supported in class. Most pupils' achievements are above expectations in information and communication technology and well above average by age 11. Pupils' attainment in art and design, geography, history and physical education are in line with expectations for their age at the end of both key stages and they make sound progress. Pupils are not given enough time to study design and technology and music throughout the school and physical education in Years 1 and 2 and this affects their progress in these subjects. Overall their attainment meets expectations in music but there was insufficient evidence in design and technology to make judgements. Pupils achieve well against the local expectations in religious education and attainment is above that expected for the pupils' ages at seven and 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work, show much interest in their studies and work hard. They support one another.
Behaviour, in and out of classrooms	Very good. Pupils exercise mature behaviour both in class and around the school. They are polite, considerate and courteous.
Personal development and relationships	Very good. Pupils develop a very good level of social maturity and they care for one another. The relationships between the staff and pupils and amongst the pupils are very good. There is an excellent racial harmony in the school and pupils from different ethnic backgrounds play and work well together and become good friends.
Attendance	Satisfactory. Around the national average. Punctuality is generally good and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 is good throughout the school. No unsatisfactory teaching was observed during the course of the inspection. There was no difference in the quality of teaching across subjects except in music in which teaching was only satisfactory. No design and technology was taking place during the

inspection week. Teachers have very good relationships with their pupils. They expect and obtain from pupils a high degree of politeness and good behaviour enabling lessons to proceed with a good pace and a clear focus. Pupils are treated maturely and they respond positively and with a good work ethic. Teachers value pupils' contributions to lessons. They have good subject knowledge and research the content of their lessons effectively. Resources are used well in lessons to help pupils understand and particularly effective use is made of modern communication technology. Lessons begin promptly and teachers quickly get pupils into learning mode. Routines are well understood by the pupils and this makes for efficient use of time. Teachers have high standards of how work should be presented and this insistence ensures that pupils work neatly and set out their work well, resulting in a good degree of accuracy. Teachers plan their lessons effectively. They use assessment well to set targets for pupils' future learning. Marking is both positive and developmental, enabling pupils to profit from the teachers' comments. The teaching of literacy and numeracy is good, although the mental part of mathematics lessons was not consistently snappy and brisk. Work is well matched to pupils' differing needs. Good provision is made for pupils with special educational needs and they receive additional help from the teaching assistants. The few pupils at an early stage of learning English are well supported. Good provision is made for able pupils in English and mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	English and mathematics receive a substantial amount of curriculum time. Some of the more practical subjects, such as design and technology, physical education and music do not get enough time for pupils to make good progress. Very good provision is made for extra-curricular activities.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs. The individual education plans are generally of good quality, although some could be sharper in setting targets. These pupils receive good support from the teaching assistants in class to achieve appropriately.
Provision for pupils with English as an additional language	About half the pupils speak English as an additional language and almost all are fluent in English. The very few pupils who are at an early stage of learning English in the Foundation Stage are making good progress through the good teaching, natural integration and the good work of the bilingual assistants in the Nursery.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils make very good progress in their personal development. The provision for pupils' moral, social and cultural development is very good and it is good for their spiritual development.
How well the school cares for its pupils	There are good procedures in place for child protection. The school takes good care of its pupils. There are good records of pupils' personal development. Monitoring of pupils' academic performance in English, mathematics and science is very good and the school tracks the pupils' progress very carefully in these subjects. Record keeping is not yet so well developed in other subjects.

The school has very good links with its parents. The quality and range of information provided for them are excellent. Most parents make a good contribution to their children's learning at home and at school.

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 and senior staff is very good. The headteacher is forward thinking and sets a very good tone in the school. He has made a marked impression on the quality of work in information and communication technology. He knows the staff and pupils well. Some subject co-ordinators are still developing in their roles of responsibility. The senior management team functions extremely well.
How well the governors fulfil their responsibilities	The governors are very effective and know the strengths of the school well. They fulfil all their statutory responsibilities. The governing body contains a very good level of professional expertise and they undertake their duties thoroughly. The governing body is well structured and well led.
The school's evaluation of its performance	The school analyses its academic performance thoroughly to ensure all pupils are obtaining their optimum performance. The school development plan is monitored by the curriculum committee regularly. Performance management systems are very good and well organised and integrated.
The strategic use of resources	The school makes good use of resources and excellent use of information and communication technology. Staff are deployed effectively in the school.

The school has a good level of staffing and adequate resources in most subjects, although there is scope for improvement in some. Accommodation is satisfactory overall. It has some strengths, such as the information and communication technology suite but also some drawbacks, such as the small field space and limited hall provision and library space. Some classrooms are rather cramped. The school has good systems to ensure it obtains best value for money when making purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Over 90 per cent of respondents to the questionnaire stated that:</p> <ul style="list-style-type: none"> • Their children like school and are making good progress; • Behaviour is good and the school is helping their children to become mature and responsible; • The teaching is good; • The school is well led and managed; • They feel comfortable about approaching the school with any queries; • The school expects the children to work hard and do their best. 	<p>A significant minority of parents answered that;</p> <ul style="list-style-type: none"> • They are not kept well informed about how their children are getting on; • The school does not provide an interesting range of activities outside lessons; • Their children do not get the right amount of work to do at home; • The school does not work closely with parents.

The inspection team agrees with all the positive comments made by parents. It does not support those parents who feel that they are not kept well informed about their children's progress or that the school does not work closely with them. There are two parent consultation evenings, an open evening and half-termly reports, including a detailed written report at the end of the summer term. In addition the school offers an open door for any parent to discuss their child's progress. The school offers a very good range of extra-curricular activities including residential visits, although, as in most primary schools, these are mainly directed at older pupils. Amounts of homework are sufficient given the pupils' ages. The pupils themselves are happy with the amounts and do not find they are overwhelmed but are sufficiently challenged with both the range and the amount.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Attainment on entry to the Nursery is above average in most aspects of their learning, except their creative development. By the end of the Foundation Stage pupils have made good progress and the children's attainment is above expectations by the end of the Reception Year in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and personal and social development. The children meet expectations in the musical aspect of their creative development but their art work is above expectations.

2 At the end of Year 2 over the past three years, the attainment of boys and girls has been consistently above boys and girls nationally. The school's girls have done better than the boys in reading though the gap is narrow and boys are doing well in this aspect compared to boys nationally. In writing girls have outperformed the school's boys and the difference is similar to that nationally. In mathematics boys have done slightly better than the girls but the difference is very slender. Altogether Year 2 pupils have done particularly well in reading. They have made good progress in mathematics with increasing improvements over time. In 2001 the Year 2 pupils' performance was in the top five per cent of schools nationally for the proportion of pupils who reached the expected level in writing, mathematics and science. This picture was replicated against similar schools.

3 At the end of Year 6 over the past three years, boys and girls have outperformed boys and girls nationally in all aspects, boys more so than the girls. The school's girls did better than the boys in English in line with the national difference. Boys have done better than school's girls in mathematics by an average of half a term's progress, although girls have still done much better than girls nationally. Boys have also been doing better than the girls in science, although the girls have done better than girls nationally. In the main, however, there has been little difference between the overall performance between girls and boys at the end of Year 6 because of the girls' superiority in English. Since 1998 there has been a continuing improvement in science and mathematics, and since 1999 in English. Overall the trend of improvement has been broadly in line with the national trend. The school met exactly the prescribed Local Education Authority targets in 2001 in both mathematics and English for Year 6 pupils. In 2001 the school's overall performance was well above the national average for the percentage of pupils reaching the expected level in English and science and for the higher level in English, mathematics and science.

4 The good pattern continues with current pupils. The overall attainment of pupils in English is above national expectations by the end of Years 2 and 6 and pupils make good progress. The school has improved on the standards reported at the previous inspection in English. Standards in speaking and listening are good overall at the end of both key stages. Pupils listen attentively to adults and to each other and make appropriate responses. They participate eagerly in whole class, paired and group discussions, readily and confidently expressing their ideas and maintaining the general flow of discussions. The most able pupils demonstrate a wide and mature vocabulary. Pupils ask relevant and sensible questions and show sensitivity to the needs and ideas of others when making responses.

5 The pupils read well and the standard is above average. The most able readers read aloud with good expression taking account of punctuation and features of print. Most pupils express themselves confidently and fluently, showing good comprehension. Year 2 pupils make good use of phonic strategies to work out what the word says. Most Year 6 pupils read a variety of texts fluently and with enjoyment. They read aloud with lively expression showing good comprehension and can refer to textual evidence to support their

judgements. They can skim and scan texts to locate and interpret information appropriately. In both key stages a small fraction of pupils in each year group who, whilst confident speakers, have a less well developed vocabulary, because of the effects of regional or second language use and have an insecure grasp of the grammatical construction of sentences.

6 By the end of Year 6 most pupils write fluently and many are beginning to develop a personal style. All pupils take care with any written work and take pride in presenting their work, which they do very well. Most pupils' spelling is good for their age. Year 2 pupils use their phonic knowledge to good effect in their writing but a small number of pupils are less certain in their phonic knowledge and this affects their spelling. The school makes good use of work in other subject areas to provide meaningful opportunities for pupils to write for different purposes. Pupils regularly use computers to support their learning. By the end of Year 6 most pupils can plan and organise their writing and write extensively, using complex sentences, paragraphs and a range of punctuation.

7 In both key stages pupils with special educational needs make good progress. Teachers have a good understanding of the needs of these pupils. Teaching is well linked to pupils' individual education plans and the teaching assistants give skillful support that contributes to these pupils' progress. Whilst many pupils have English as an additional language, only six are at an early stage in learning the language. The vast majority are extremely fluent in English, have good comprehension and general English skills which allow them to take a full part in lessons and make as much progress as other pupils. The very few pupils who are at an early stage of learning English, all in the Foundation Stage, are making good progress in learning English because of the good support from the two bilingual assistants and the children's natural integration into classroom activities through playing and working alongside other children.

8 Pupils' attainment in mathematics is above expectations at the end Year 2 and well above at the end of Year 6 and represents an improvement since the last inspection. Many Year 2 pupils can add and subtract using three digit numbers and have a good understanding of place value. They have a good appreciation of time and work on both analogue and digital times. They can order numbers to 1000. Year 6 pupils have a good understanding of fractions and can equate fractions, decimals and percentages. Most have a good knowledge of multiplication tables enabling them to work quickly and accurately. They can round numbers up or down to three places of decimals. They make good use of mathematics across the curriculum, for example when calculating the results of their experiments in science and map reading in geography.

9 Improvements in pupils' attainment in science have also taken place since the last inspection in both key stages. Pupils make good progress in the subject throughout the school and their levels of attainment are above average. Years 1 and 2 pupils contribute ideas for planning experiments and they show a lively interest in their work. By age 11 pupils know the need for fair tests, they can devise and set up their own experiments and show good thinking in the evaluation of results.

10 Whilst all pupils show a ready willingness to work hard and to achieve well, in the main, pupils of an Asian background do better than white UK pupils proportionately in the core subjects. A greater proportion of them is found in the top sets and this has been a consistent pattern. Higher attaining pupils do well and the work is well matched to their needs. The setting arrangements and the grouping within sets help to ensure this.

11 Pupils achieve well in information and communication technology with very good improvements in pupils' attainments throughout the school since the last inspection. This is due to the regular opportunities pupils have to work on the computers in the library research area, the regular teaching in the information and communication technology suite and the good demonstration facilities. Pupils are confident to have a go and try out new techniques. They learn fast. Teachers have good knowledge of the programs they teach and are very well supported by a skilled information and communication technology technician. Pupils' attainment

is above average by the end of Year 2 and well above average by the end of Year 6. They make good progress in Years 1 and 2 and very good progress in Years 3 to 6. Very effective use is made of information and communication technology for individual learning studies in mathematics and English, for special educational needs purposes and for other cross-curricular purposes as when pupils carry out individual research assignments.

12 Pupils' attainment at the end of both key stages in art and design, geography, history and physical education is in line with expectations for their ages and they make sound progress. In music pupils cover the National Curriculum Programmes of Study but their experiences are slim due to the limited amount of curriculum time. They make satisfactory progress over time, in part due to the regular school productions which contain a musical element. However, pupils' attainment is not as high by the end of Year 6 as reported previously. Overall their attainment meets expectations but many of the pupils do not sing truly in tune, though they do so enthusiastically and with a sufficient volume. As with music, insufficient lesson time is given to work in design and technology. No lessons were taking place during the inspection in the subject. Little evidence was available to judge standards. There has been a deterioration in opportunities since the last inspection. Pupils make good progress in religious education because the subject is taken seriously. They make visits to places of worship and have a good understanding of different world faiths. Pupils' achieve well against the local expectations and attainment is above that expected for the pupils' ages at seven and 11.

Pupils' attitudes, values and personal development

13 Pupils' attitudes, values and personal development are very good. Pupils demonstrate very positive attitudes to school. This was a strength of the school at the time of the last inspection and continues to be so. Parents responding to the pre-inspection questionnaire state that their children like coming to school, behave well and work hard. Pupils are eager to learn. They are well motivated, attentive in lessons and show an interest in their work. Pupils respond well to the good teaching in lessons and this has a positive effect on their learning. They are keen to answer questions and contribute to discussions. Pupils work well independently in the computer suite and in other lessons. They co-operate well together in pairs and in small groups in lessons.

14 Behaviour in lessons and around the school is very good. Pupils play well together in the playground. Pupils are clear about the standards of behaviour expected and respond well to the expectations implicit in the school ethos.

15 Pupils' personal development is very good. Parents state that the school helps their children become mature and responsible and this is confirmed by inspection evidence. Pupils grow in confidence and gain a sense of positive esteem in response to the opportunities provided by the school. Pupils listen carefully to each other during lessons and are aware of other people's feeling and values. This was particularly evident in a religious education lesson where genuine respect for the religious beliefs of others was demonstrated. Their sense of maturity was much in evidence by the excellent attitudes pupils adopted in lessons on human development, which took place during the inspection. Both boys and girls contributed thoughtfully to the discussion and asked very good questions to clear up any misunderstandings they had.

16 No pupils were permanently excluded during the past year and only one was excluded for a fixed period. No evidence was seen during the inspection of any bullying, racist or other oppressive behaviour. Pupils, parents and staff believe that there is almost no bullying or racism in the school but when incidents do occur they are dealt with promptly and effectively. Pupils from a very broad range of cultures and ethnic origins respect each other within the school. Relationships between adults and pupils are very good as they are between pupils themselves. Pupils are polite and take good care of the school environment.

17 Pupils have good opportunities to take on responsibilities and they respond very well, be it tidying their classrooms, taking registers to the office, carrying out their duties as head boy and head girl, house captains or prefects or acting as Receptionists during the lunch-break.

18 The level of attendance for the year previous to the inspection dipped below the national average for primary schools. The indications are that in the year of this inspection the level of attendance will have improved and be more in line with the national average. There is now no significant variation in attendance levels between different groups. The majority of absences are due to medical reasons, although a small minority of parents do not appreciate the value of regular attendance in the education of their children and continue to jeopardise their children's education by taking holidays in term time. The rate of unauthorised absence is below the national average. Punctuality is generally good and lessons start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19 The overall quality of teaching is good throughout the school. During the course of the inspection 108 lessons were observed. Of these four per cent were excellent, 18 per cent very good and 63 per cent good. The remainder of lessons was satisfactory. No unsatisfactory teaching was observed during the course of the inspection. There was no difference in the quality of teaching across subjects, except in music in which teaching was only satisfactory. No design and technology could be observed, as it was not taking place during the inspection week. The quality of teaching is much improved since the last inspection.

20 Teachers have very good relationships with their pupils and these set a good atmosphere for learning to which the pupils respond well, enabling them to feel confident to contribute answers and engage in discussion. There are high expectations of politeness and behaviour and so lessons proceed with a good pace and a clear focus. Pupils are treated maturely and they respond positively and with a good work ethic. Such well established relationships enabled Year 6 teachers to deal sensitively and informatively about human development and procreation without any hint of embarrassment from the pupils. Pupils in mixed gender classes felt able to ask thoughtful, mature and enquiring questions in front of others. Teachers value pupils' contributions to lessons throughout the school and pupils are praised for trying even if their answers are wrong.

21 Good use is widely made of paired discussion to answer particular questions and to promote individual thinking. This ensures that all pupils are involved and contribute to the lesson as in a Year 5 literacy lesson when pupils were asked to recap on the main points of a story. This same procedure was used very effectively in a Year 2 geography lesson where pupils were studying life in an Indian village and they had to think of questions to research the way of life in that community.

22 Teachers have good subject knowledge and research the content of their lessons effectively. For example, work on the Egyptians in Year 6 and on religious symbols in different faiths in Year 2 benefitted as a result of the very good knowledge displayed. This enables teachers to impart accurate subject knowledge and to handle pupils' questions effectively as they arise during the lesson.

23 Resources are used constructively in lessons to help pupils understand the lesson content and are usually well prepared beforehand. In a Year 4 science lesson, real flowers were studied to help pupils see their structure and, as a result, the pupils' understanding of seed production was enhanced. Very good use is made of equipment and objects in mathematics lessons to help the pupils understand the concepts.

24 Very good use is made of modern technology. Teachers make very good use of information and communication technology for cross-curricular links and research purposes and to sharpen up pupils' skills

in mathematics. They also use CD-ROMs very effectively in lessons, for example to show video clips and still photos of distant places in geography and in work on the Egyptians in history. Very good use was made of computer software in the teaching of time in Year 2 as analogue and digital times were projected on to a screen and were compared side by side. The pupils could see the clock moving on in particular intervals of time. Very good demonstrations of information and communication technology skills through touch-sensitive interactive white boards facilitate good instruction about computer programs enabling the pupils to gain a good understanding of the program procedures. They make good progress in lessons as a result. Teachers check the pupils understand the intricacies of a program before letting them try for themselves. In one information and communication technology lesson when pupils were interrogating a data base on birds, pupils were asked to demonstrate specific tasks on the screen, for example sorting the data into nest types. Specific questioning ensures they understand 'Which field shows they lay 11 eggs?' Good use is made of overhead projectors in English lessons so that all pupils can see the text.

25 Displays in classrooms are interactive and demand pupils' active involvement. Pupils, for example, were being asked in Year 4 to place the names of rivers on the correct part of a map. There are good displays of work relevant to what is being studied, such as diagrams of the parts of a plant and these references focus pupils' minds on the relevant terminology. Good use is made of research in homework related to their classroom work and appropriate and regular amounts of more formal homework are set.

26 Teachers are very willing to try out new materials and methods to improve their techniques and teaching skills and to convey learning to pupils in more interesting and efficient ways. At the time of the inspection teachers were trialling materials which combined literacy and the arts.

27 Lessons begin promptly and teachers quickly get pupils into gear by settling them down swiftly after breaks or when moving to a different room, such as the information and communication technology suite. Routines are well understood by the pupils and this makes for efficient use of time. Teachers revise quickly on previous work and set the scene for the new learning, sharing the lesson intentions so that all pupils know what is intended.

28 Teachers have high standards of how work should be presented and this insistence ensures that pupils work neatly and set out their work well, resulting in a good degree of accuracy in mathematical calculations. In an excellent Year 2 handwriting lesson, pupils were reminded about posture, how to hold their pencils correctly and to respond to their personal targets. One pupil, for example, who was not staying within the lines on his exercise book, was encouraged to look at his own letters, compare them with the teacher's and see how they differed. He was asked if he could improve them and, if so, then to write the letters again. Teachers lose no opportunity to praise, encourage, to re-inforce, develop and consolidate pupils' learning.

29 Teachers plan their lessons effectively and ensure that pupils in the same year group receive similar experiences. They use assessment well to set targets for pupils' future learning. They also assess well within lessons, such as indicating good and poor techniques in physical education skills. Marking is both positive and developmental, enabling pupils to profit from the teachers' comments. In one class pupils were given specific time to read the teacher's comments.

30 The teaching of literacy and numeracy is good. Work is well matched to pupils' differing needs. Pupils are enabled to predict, articulate and reason in both these aspects of work and in mathematics to discuss their strategies. Pupils are asked to reason their answers in English with such questions as 'What do you think and why?' In a Year 6 lesson about idioms there was a very clear explanation of the term, and the lesson was adjusted continuously in response to pupils' responses. A very lively and dynamic approach, coupled with a clear explanation created real excitement for pupils about idiomatic language.

31 There is good teaching of pupils who have special educational needs and they have specific help from the teaching assistants who are involved with the planning beforehand and know precisely what they have to do. The few pupils with English as an additional language are well supported. Most of them are in the Nursery where the bilingual assistants ensure the children understand with appropriate use of the children's mother tongue.

32 Where teaching did not come up to the 'good' quality which typified most lessons, time was sometimes not used as well as it might be. For example a teacher wrote up the words of a verse in music during the lesson. The distribution of equipment such as pencils, or bats in physical education was sometimes cumbersome and reduced the pace. Sometimes the mental part of mathematics lessons was not as snappy and brisk as seen elsewhere in the school.

33 Teachers make good use of the correct technical vocabulary in all subjects and this helps the pupils to understand the correct terms which they are then able to give back in their own words. In most lessons there is a good balance of exposition, activity and conclusion. Teachers insert a sense of urgency and pace through such comments as 'You've got five minutes to write three sentences about the beginning, middle and end of the story'. They then skillfully remind the pupils 'Perhaps you can write some of these complex sentences we have been thinking about', and so aspects of learning are combined.

34 The teaching of the children in the Foundation Stage is good, often very good; this is a good improvement since the previous report. All staff work very well as an effective, efficient teaching team. They have very good knowledge of how young children can be motivated and extend their learning. The Foundation Stage team is enthusiastic, fun promoting and vibrant and they support the children to make good progress. The relationships between staff and children in the Foundation Stage are excellent. Staff provide very good role models and have high expectations of children's work and behaviour. Activities are exceptionally well planned and are well matched to the needs of all children. Support staff and English as an additional language staff intervene sensitively and patiently to support and extend children's ideas and language so that they make good progress. The teachers' plans have clear learning intentions and build well on what children can do and already know. All staff have a clear understanding of how children learn and what will interest them. Assessments made of children's development are very good, they are rigorous and thorough. All children have targets set by the staff and shared with the parents. The teaching positively promotes the Early Learning Goals and provides a good foundation for the National Curriculum.

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

35 The quality and range of learning opportunities in the Foundation Stage are very good and satisfactory in Key Stages 1 and 2. The key issues from the last inspection have been addressed with all subjects except design and technology now having schemes of work. Planning is much improved. The overall curriculum is now better because of the planning and the thought that have gone into medium-term planning and the sequence and content of lessons. The planning for the statutory subjects of the National Curriculum has been carefully interwoven with many good opportunities to enhance the spiritual, moral, cultural and social development of the pupils. These opportunities are taken and the impact of this teaching can be seen in the pupils' very good behaviour, relationships and attitudes.

36 All subjects meet statutory requirements, although the work in design and technology and music lacks depth as does physical education in Key Stage 1. There are detailed plans for the teaching of literacy and numeracy and these are having a positive effect on teaching and learning in mathematics and English. These subjects, together with information and communication technology, take up a large chunk of the curriculum.

37 Long- and medium-term plans have been made for all subjects, except for design and technology, and give a clear indication of what is to be taught and how the needs of the different ability groups are being met. The skills taught in literacy and numeracy are also being used effectively in other areas of the curriculum such as information technology, science and history.

38 Provision for personal, social, and health education is very good. It is taught through religious education, science and across the wider curriculum. The outcomes seen in the pupils' behaviour are very good. The school has a very well planned and executed programme for human development and drugs awareness.

39 There is a very good and wide range of extra-curricular activities available for pupils. These include many sports, music and drama based activities. Every pupil has an opportunity to take part in a performance during the year. These in the main have a positive effect on the pupils' learning but there are occasions when pupils regularly miss one aspect of the curriculum when rehearsals for a production are taking place and in some instances regularly miss important curricular elements whilst attending some peripatetic music lessons. The pupils support all the clubs and activities well. The school has a good reputation for its success in sporting tournaments and competitions and professional sports coaches regularly visit the school. Extra-curricular provision has been improved since the last inspection when it was deemed good.

40 There is good liaison between the special educational needs co-ordinator and classroom teachers and learning support assistants through regular time-tabled meetings and through a system of notes kept in a recording file. This liaison ensures that support within the class is well targeted.

41 Provision for the very few pupils who are at an early stage of learning English is good. They are well supported by the two bilingual assistants in the Foundation Stage and the pupils are making good progress in their acquisition of English as a result.

42 The contribution of the community to pupils' learning is also very good. The school has a very good relationship with a locally based branch of a multi-national computer firm that has greatly benefitted the school. Pupils recently danced at a local celebration for the Queen's Jubilee. Visits from the local community and support from local business provide other valuable links. There are good links with the local secondary schools, universities and colleges. The pupils in Years 4, 5 and 6 have opportunities to attend residential centres for a variety of well planned educational, social and cultural experiences. Day visits form an important part of learning from first-hand experience and there is a good frequency of visitors to the school to promote aspects of the curriculum.

43 Overall the provision for spiritual, moral, social and cultural development is very good. The provision for the pupils' spiritual development is good. There are some opportunities for pupils to develop spiritual awareness within the curriculum. Pupils study the work of artists and consider what inspired them. Collective worship and 'Thought for the Day' focus on different themes throughout the year such as 'Understanding', the theme during the inspection week. The music that is played as pupils come into assemblies, as well as pupils' singing, helps to provide an appropriate atmosphere for worship, although the content of assemblies during the inspection did not always contribute as well as it might to the development of spirituality. The music that is played in the Reception area during the school day contributes to the establishment of an atmosphere of calm and tranquility. Pupils are given many opportunities to consider the beauty of the natural world through day and residential visits to a range of places of interest, as well as work within the immediate environment of the school. In addition planned events within visits, such as the visits to Notre Dame Cathedral and to the war cemetery in Étapes, France, provide real opportunities for pupils to explore their feelings and emotions, as well as to ask fundamental questions about life and death. The programme of religious education makes a significant contribution to the pupils' spiritual development. The good attention to artistic display throughout the school adds further to the pupils' development of spiritual

awareness.

44 The provision for pupils' moral development is very good. All adults put the detailed behaviour policy into practice in a consistent and caring way. The code of conduct is supported by rules, agreed by the pupils and displayed in the classrooms. All staff encourage positive approaches to behaviour and pupils' achievements are praised and celebrated. Pupils are helped to understand the difference between right and wrong and are actively encouraged to reflect on their behaviour and the impact it has on both adults and other pupils. There is a very strong emphasis on good behaviour throughout the school. Staff create an orderly environment and help pupils to become responsible members of the community. Literature introduces pupils to a range of traditional stories that often have a moral theme. The very good relationships between all the adults in the school set a good example to pupils and encourage good relationships. Collective worship makes a contribution to pupils' moral values and attitudes.

45 The provision for pupils' social development is very good. The high quality of relationships in the school supports the pupils' social development very well. Staff have worked hard to build up an awareness of the school as a community where each member is valued and works for the common good. Social skills are developed successfully during lessons, breaks and lunch-times and many opportunities are provided for pupils to show initiative and take responsibility. Pupils are expected to care for their surroundings and to take responsibility for classroom equipment. Pupils of all ages are encouraged to work in pairs and small groups, and to undertake special responsibilities. For example, from an early age, pupils help as monitors in classrooms. The school operates a 'buddy' system at break-times and chosen Year 6 pupils take responsibility for helping any pupil who has a problem. They are particularly aware of those who are lonely or need a friend. If they come across more serious problems, they immediately inform the staff on duty. The residential visits each year for Years 4, 5 and 6 pupils and the venues chosen provide pupils with valuable opportunities to develop their independence as well as learning how to live together.

46 The provision for the pupils' cultural development is very good. A teacher from a local secondary school provides a weekly French lesson in curriculum time. All pupils are encouraged to appreciate and celebrate both their own culture and that of others through the work of artists, through listening to and appreciating music, work in religious education and taking part in cultural events. They make visits to places of interest including museums, art galleries, the local library, the theatre, historical sites and there are visits to the school by a range of visitors, including community members and artists and performers. Subject studies contribute to pupils' understanding of other cultures, as for example the work in geography looking at life in a village in India or the study of traditional stories of other countries in literacy. Pupils in Year 5 took part in workshops run by a group of African musicians who visited the school and then participated in the performance given at the Mayor's Jubilee celebrations. In addition many pupils receive instrumental tuition. Pupils have the opportunity to learn classical Indian dancing as part of the curriculum and there is an after-school Indian dance class open to pupils from Years 2 to 6. The Indian dance class was invited to perform at the Jubilee celebrations. All pupils are given the opportunity to perform in concerts arranged at various times throughout the year. Classrooms and other areas provide stimulating displays of both pupils' own work and artefacts relating to work being undertaken in subjects, such as religious education, geography and history. These displays and the work that pupils undertake help pupils to understand the richness and diversity of other cultures and how life and culture have changed over time. The pupils' knowledge, understanding and respect for cultural diversity are very well developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47 One of the school's aims is to create a calm and orderly school which is safe and happy and where all are respected, valued and welcomed. It is very successful in meeting this aim and it provides a very safe and

caring environment where every pupil is valued and enabled to learn. The vast majority of parents are happy with this aspect of the school.

48 The general ethos of the school makes a valuable contribution to the provision of the safe and caring environment. The staff know the pupils very well and they work well as a team to promote the pupils' personal welfare and to make them feel safe and secure. All pupils, irrespective of their ethnic origin or background, receive the same quality of care and support. There are very good relationships between the pupils and staff and the staff are good role models. The school's programme of personal, social and health education provides a good framework for raising the pupils' awareness of healthy and safe living.

49 The school's health and safety policy forms a good basis for ensuring the safety and welfare of the pupils and staff. The governing body takes an active interest in monitoring health and safety matters. Risk assessments are carried out and documented. Electrical appliances, fire extinguishers and physical education equipment are regularly checked for safety. There are good procedures for fire safety and regular fire drills are held. There are trained first-aiders on the staff.

50 The child protection practices are very good and are based on locally agreed procedures. All the staff know who the designated teachers for child protection are and every member receives awareness training in child protection matters. New teachers are made aware of the procedures as part of their induction.

51 Procedures for monitoring and promoting attendance are very good. The school works hard to dissuade parents from taking their children on holiday during term time. The school works hard to promote good attendance and involves outside agencies as appropriate.

52 There are effective policies and procedures for promoting good behaviour and application of them results in behaviour, both in lessons and elsewhere, that is usually very good. On the very few occasions when the behaviour of individuals is less than satisfactory, and this mainly involves older pupils, the consistent application of the procedures reduces the effect of the poor behaviour. Neither pupils, parents nor staff see bullying as a problem but, on the very few occasions it does happen, there are good procedures in place for dealing with it. The prevention of bullying, racism and sexism and the promotion of good behaviour are high priorities for the school and are underpinned by the ethos of the school and promoted through a variety of means such the personal, social and health education programme and assemblies.

53 There are very good procedures for monitoring and supporting pupils' personal development. In addition to formal records, there is informal monitoring based on the class teacher's detailed knowledge of individual pupils.

54 The school's arrangements for monitoring pupils' academic performance and personal development are very good and assessment shows a marked improvement since the last inspection. Each teacher keeps an on-going record of pupils' personal development. The school's marking policy is clear and is consistently followed. Marking is positive and developmental. The school carries out a regular series of tests commencing with an assessment of each child on admission to the Nursery to track pupils' progress. It uses further tests in the spring terms of Years 2, 4 and 6 to project pupils' future progress. These targets are reviewed periodically to check if pupils are maintaining or exceeding the expected progress and to re-forecast if necessary. Every half-term the targets are monitored against the predictions and investigations take place to ascertain the reasons where there has been some falling behind. Each half-term teachers send to parents a mini-report of their child's progress. Reading and other cognitive tests are administered at appropriate times of the year to help check on pupils' progress. Pupils are given group targets and in some classes individual targets which are shared with the pupils to help them understand where they need to improve. On-going records in English, mathematics and science are particularly thorough, although still developing in information and communication technology. Pupils keep examples of their best work in this

subject and are given a personal CD on leaving the school. The school is looking to use the European Licence to record progress in information and communication technology and a reference guide has been chosen to record progress in the foundation subjects. Record keeping in the foundation subjects is currently not sufficiently informative. Writing samples are assessed half-termly and moderated across the school and compared with the pupils' individual target in writing. Performance in national tests is analysed rigorously by gender, ethnicity and by questions. Evaluative reports are prepared for each subject on these criteria. The reports are followed up in action to ensure lessons have been learned and acted upon. An analysis is made of parental responses to their pupils' reports each year.

55 Good arrangements are made to identify pupils who have learning difficulties in order to put in support at an early stage. Appropriate records are kept of their progress and assessment of pupils' needs is sound. Objectives within individual education plans are good overall. However in some cases the objectives are insufficiently detailed and specific.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56 One of the school's aims is to maintain close partnerships with parents through regular home-school liaison. The school is successful in meeting this aim, continuing the good features reported previously, and has forged a good partnership which makes a good contribution to the pupils' education. The quality of information provided for parents is excellent. They are regularly updated about their children's progress and receive advance information about the termly studies, enabling them to take a keen interest in their children's work.

57 The great majority of parents are supportive of the school but a small number of those responding to the parents' pre-inspection questionnaires expressed concerns about some aspects.

58 Large percentages of the respondents to the questionnaire and most parents who attended the pre-inspection meeting stated that their children like school, behave well, are expected to work hard and are making good progress. The vast majority of parents consider the school to be well led and teaching to be good. They feel comfortable in approaching the school with any worries or concerns. The findings of the inspection team support the positive views of the school expressed by the vast majority of the parents

59 A minority of parents who returned the questionnaires did not feel that they were being kept well enough informed about how their children were getting on. Parents are invited to two formal evening consultation meetings with teachers – one in the autumn term and one in the spring term - to discuss their children's progress. These are well attended. Parents are not only provided with good quality end of year reports meeting statutory requirements but are additionally given half-termly reports through the home-school book. Parents may arrange to discuss the reports. Details of the curriculum to be covered in each year group are sent to parents each term. The combined prospectus and governors' reports to parents contain much useful information. Newsletters are sent home monthly to inform parents about school events and activities. The inspection team supports the view of the majority of parents, who think they are kept well informed,

60 Just over a tenth of parents who returned the questionnaires did not think that the school worked closely with parents. A few parents help in the school whilst others help at fund-raising events organised by the Castleview School Association which contributes worthwhile sums of money to the school. In the week prior to the inspection a parent had spoken to pupils about her forthcoming pilgrimage to Mecca. This made a considerable impression on the pupils and they were able to recall and discuss the pilgrimage in a religious education lesson during the inspection. Parents were seen talking to class teachers about their children after school and relationships were very good. There is a willingness by the school to work closely with parents

and most parents recognise this. This is shown by the high attendance at parents' evenings and by the high number of parents who have signed the home-school agreement. The inspection team supports the view of the large majority of parents that think the school works closely with them.

61 Just over a tenth of parents who returned the questionnaires were not satisfied with the range of activities provided outside lessons. There is a range of activities which the pupils can take part in outside their classroom work. This includes sporting activities including football, cricket, tennis and tag rugby. A computer club meets four days a week in the well appointed computer suite and an after-school club meets daily. Pupils are taken on many educational visits including residential school journeys for older pupils. The inspection team supports the views of the majority of parents who are satisfied with the range of activities but recognises that the opportunities for participation in them are more generally available for the older pupils than the younger ones.

62 Nearly a quarter of the parents responding to the questionnaire were not satisfied with the homework set for their children. Although the school has a homework policy that is made known to parents there is a mismatch between the expectations of the school and a few parents. The inspection team found that the provision for homework is appropriate and in accordance with national recommendations.

63 The school involves parents appropriately in the review of individual education plans if pupils have special needs or statements. The school receives satisfactory amount of time allocation from the educational psychological service. Support from other agencies, with the exception of speech therapist, is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64 The overall management of the school is very good. The forward thinking headteacher provides very good leadership and gives a clear and very positive direction to the work of the school. Working closely with the senior management team, the subject co-ordinators and the supportive governors, he has been particularly successful in developing a dedicated and hard-working staff focused clearly on achieving higher standards. The school has responded very positively to the key issues identified in the last inspection, with appropriate targets set to ensure that the action plan is focused and implemented well to make good progress on each issue. The improvements made since the last inspection and the very good leadership have contributed significantly to raising standards.

65 The aims of the school are clearly defined. They underpin the whole of the school's work and life. Within the school all pupils are valued and cared for and are encouraged to develop into well motivated and disciplined young people. The school is particularly successful in achieving its aim of creating positive work attitudes amongst its pupils. There is an explicit commitment to high standards and to meet the needs of pupils of all abilities and this commitment is successfully implemented in large measure.

66 The school development plan is very detailed and follows a three-year rolling programme of priorities. All staff have their own development plans and these are incorporated into the main plan. The school is clear about its priorities and how it intends to address them. The plan, with the exception of a clear indication of the costs associated with some of the activities, includes most of the features normally found in effective plans. The priorities are appropriate given the school's stage of development and the fulfilment of the priorities is on schedule.

67 The governing body is very supportive and increasingly involved in managing the school. It fulfils its statutory requirements. Members are kept fully informed by reports from the headteacher and staff, which encourage discussion on school development, curriculum and financial issues. Governors' committees are used well to discuss and plan improvement and they ensure that available funds are used well to promote

standards. Many governors visit school regularly to look at a particular development or curriculum area and they discuss their observations with staff and other governors. This effective partnership between the governing body and the school is making a significant contribution to the school's improvement.

68 To assist its aim of raising standards, the school has collected together a very good range of data to enable it to monitor and target each pupil's progress. The analysis is very well managed by the headteacher and provides useful and detailed information on every year group and pupil at the school. This information is used well to provide realistic targets for both the school and for pupils.

69 The school is successful in meeting the needs of most of its pupils. It is generally very aware of issues of educational inclusion and the need to provide equality of access and opportunity. Care is taken to include all pupils into all aspects of school life. Support staff are particularly effective in the contribution they make to teaching and learning, especially when they are deployed to support pupils in whole-class lessons. The additional support provided for pupils with statements of special educational needs is most effective when used to enable pupils to be taught alongside their classmates. The individual educational learning plans are generally good but some lack sufficient detail in the targets set. Special educational needs are effectively managed by a knowledgeable and committed co-ordinator. The school provides a good level of resources and staffing to meet the needs of this group of pupils.

70 Curriculum co-ordinators have a clear understanding of their roles. All are enthusiastic and keen to influence the work in the school as subject leaders. The co-ordinators, in particular in the core subjects of English, mathematics, science and information technology, which have been the main school focus for a number of years, are having a positive impact on their subjects through planning whole-school schemes of work and in supporting each other. The senior management team and the core subject co-ordinators monitor teaching in the classrooms and scrutinise pupils' work samples regularly. Monitoring in the foundation subjects is less well developed than that in the core subjects.

71 The quality of financial planning is good. The headteacher and governors monitor the school's expenditure closely against a planned budget and the governing body is fully involved in planning and setting the budget. Financial decisions are clearly taken to address priorities and help to raise standards of attainment. Financial administration is thorough. All specific grants are spent appropriately and used to improve educational provision. Careful records are kept of spending and the school seeks to obtain good value for money when purchases are made. It is careful to ensure that it purchases goods and services at competitive prices and applies the principles of best value. An example of this prudent management is the 'In house' catering arrangement which provides good quality catering, at competitive prices for the school community. The school provides good value for money because it provides high quality education, although its income per pupil is well above average.

72 The accommodation is satisfactory overall and has some good features and some unsatisfactory ones. There have been several improvements since the last inspection, such as the new information and communication technology suite, the Nursery and extensions to the Reception classes. The school has a very well equipped computer suite and large enough for every pupil in a class to have a computer each. An additional network of computers is located in the former library area, confining the books to a reduced space in the corridor. The outdoor play areas for the Nursery and Reception classes are good, although the latter is a little small. The accommodation is adequate for the number of classes but one class is housed in a temporary prefabricated building which the school plans to demolish and replace with a music and arts suite. Some of the classrooms are a little cramped for the number of pupils and this is a particular problem when pupils are carrying out practical activities such as art. There is inadequate ventilation in some teaching areas and this is particularly evident during hot weather. The toilets, including one for disabled people, are of good quality and well maintained but the school would benefit if there were more. The buildings are clean and in good decorative order and they provide a bright and cheerful environment for learning.

73 The resources overall are satisfactory. The information communication technology resources are exceptional – there are sufficient computers in the main suite for whole-class teaching and an interactive white board for pupils for demonstration purposes. In addition there are computers in the classrooms, further interactive boards and other electronic devices to hold pupils’ attention during the teaching input of the lesson. The resources for the literacy hour, religious education and Foundation Stage are good in quality, quantity and appropriate. All other subjects have a satisfactory level of resources. The corridor library, however, has an insufficient number and range of books to support pupil’s independent learning and research. The school is aware of this and hopes to address this in the near future.

74 The school has an adequate number of teachers who are suitably qualified and experienced to teach the curriculum. All teachers have appropriate job descriptions. There is a delegated management structure for staff to be responsible for all areas of the curriculum, though there is now a need for these roles to be reviewed to include a greater responsibility for the monitoring of the teaching and standards of their subjects. Staffing levels are sufficient to ensure that class sizes are not too large. The many job-shares on the staff work very effectively to the benefit of the pupils. There are sufficient classroom assistants who carry out their duties very effectively and make a positive contribution to the pupils’ learning throughout the school. Effective systems are in place for introducing and training new staff to the school and there is a good induction process for newly qualified teachers, who receive good guidance and time away from the classroom not only in their first year of teaching but also in the second. The school is committed to the professional development of all staff and there are good opportunities for such. The school is rightly proud of its ability to promote teachers’ career aspirations. The school has recently gained the ‘Investors in People’ award. There is a detailed policy for performance management and areas of responsibility are clearly defined.

75 Governors attach a high priority to special educational needs and evaluate the provision that is being made available. On the retirement of the part-time special needs teacher who withdrew pupils for additional literacy work, the governors made the decision to provide more learning assistant support to special needs pupils during lessons within the classroom. This has been a sound strategy, for pupils with special educational needs are well supported within the classroom across a wide range of curricular areas.

76 The special needs governor monitors the development of that aspect through regular visits to the school and through reports provided regularly by the special educational needs co-ordinator. The co-ordinator manages special educational needs effectively with appropriate procedures for identification, assessment and teaching strategies. External support is obtained when necessary and additional help for pupils with statements is used effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77 The school has made very good progress since the previous inspection and attains good standards in English, mathematics, science, information and communication technology and religious education. In order to build on this healthy situation and to produce a more fully rounded pupil, the headteacher, staff and governing body should attend to the following issues:

- **Provide more curriculum time and improve pupils' attainment in design and technology and music throughout the school and in physical education in Years 1 and 2 by:**

- a) Ensuring pupils have more frequent opportunities to engage in practical activities related to these subjects;
- b) Providing a better balance to the curriculum without sacrificing the good improvements made in pupils' attainments in the core subjects;
- c) Writing a scheme of work for design and technology.

(Paragraphs 12, 19, 35, 36, 37, 129, 148, 154, 162)

- **Give co-ordinators more opportunities to monitor teaching and standards in the foundation subjects by:**

- a) Planning observations and work scrutiny across the school so co-ordinators have a better overview of standards across the school, to support colleagues and to resolve any emerging problems.

(Paras 70, 74, 126, 134, 140, 162, 168)

- **Develop manageable assessment and record keeping systems in the foundation subjects ;**

- a) By building on the good practice already in place in the core subjects and Foundation Stage.

(Paras 125, 140, 146, 168)

- **Improve the library provision by:**

- a) Increasing the range and quality of books relevant to the pupils' studies;
- b) Planning for more library space.

(Paras 72, 73, 103)

- **Improving the speaking skills and vocabulary of a significant minority of the pupils by:**

- a) Using the good learning climate to correct pupils' speech errors and mispronunciations;
- b) Making better use of speech in drama lessons;
- c) Making better use of dictionaries and thesauri to find alternative words and meanings and so develop pupils' all-round vocabulary.

(Paras 5, 95, 99)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

108

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

45

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	19	63	22	0	0	0
Percentage	4	18	58	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)	23	447
Number of full-time pupils known to be eligible for free school meals	0	18

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	4	53

English as an additional language

	No of pupils
Number of pupils with English as an additional language	221

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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
	01 [00]	36	24	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	36	36
	Girls	24	24	24
	Total	58	60	60
Percentage of pupils at NC level 2 or above	School	97 [93]	100 [92]	100 [95]
	National	84[83]	86 [84]	91 [90]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	36	36
	Girls	24	24	24
	Total	60	60	60
Percentage of pupils at NC level 2 or above	School	100 [92]	100 [92]	100 [97]
	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
	01 [00]	23	29	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	19	23
	Girls	27	25	28
	Total	49	44	51
Percentage of pupils at NC level 4 or above	School	94 [94]	85 [85]	98 [94]
	National	75 [75]	71 [72]	87 [85]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	22
	Girls	27	26	27
	Total	45	46	49
Percentage of pupils at NC level 4 or above	School	87 [91]	88 [91]	94 [94]
	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	9
Black – African heritage	3
Black – other	0
Indian	223
Pakistani	39
Bangladeshi	9
Chinese	0
White	96
Any other minority ethnic group	8

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.4
Number of pupils per qualified teacher	22.7
Average class size	27.9

Education support staff: YR – Year 6

Total number of education support staff	11
Total aggregate hours worked per week	290

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	3
Total aggregate hours worked per week	60
Number of pupils per FTE adult	6.5

FTE means full-time equivalent.

Financial information

Financial year	01/02
	£
Total income	1,092,563
Total expenditure	1,069,796
Expenditure per pupil	2,279
Balance brought forward from previous year	22,767
Balance carried forward to next year	126,348

Recruitment of teachers

Number of teachers who left the school during the last two years	8.1
Number of teachers appointed to the school during the last two years	9.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	470
Number of questionnaires returned	214

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	1	1	0
My child is making good progress in school.	52	42	6	1	0
Behaviour in the school is good.	46	49	3	1	0
My child gets the right amount of work to do at home.	30	47	21	2	0
The teaching is good.	52	44	2	0	2
I am kept well informed about how my child is getting on.	39	44	14	1	1
I would feel comfortable about approaching the school with questions or a problem.	56	35	7	2	0
The school expects my child to work hard and achieve his or her best.	58	38	2	0	1
The school works closely with parents.	41	47	11	1	0
The school is well led and managed.	49	47	3	0	1
The school is helping my child become mature and responsible.	49	46	2	1	3
The school provides an interesting range of activities outside lessons.	46	39	10	1	4

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

79 The Foundation Stage with its high quality curriculum is a strength of the school. One Nursery class and two Reception classes make up the Foundation Stage. Children are admitted to the Nursery in September or January following their third birthday on a part-time basis only. Children leave the Nursery and enter the Reception classes in the September or January following their fourth birthday. After a staggered intake, children attend the Reception classes for the full day. At the time of the inspection there were 46 Nursery and 60 Reception children. The majority of the children receive Nursery education before going into the Reception classes. The Foundation Stage is well staffed. A qualified teacher, two Nursery assistants and two English as additional language assistants in the Nursery, and two teachers and two assistants in the Reception classes staff the Foundation Stage. In addition, the Foundation Stage co-ordinator provides further very good teaching support to all classes in the Foundation Stage on a regular basis. Children and parents are well prepared before they enter Castlevue School. Parents are fully involved in the transition from home to school. There is a new parents' meeting and children visit the Nursery with their parents on many occasions. Good induction procedures to the Reception classes enable children to make a smooth transition into full-time education.

80 The attainment on entry to the Nursery is above average. Staff assess children using the Local Education Authority assessment procedures. Children make good progress in their learning in the Nursery. The assessments carried out shortly after they start in the Reception class, known as the baseline assessment, show that attainment is above that expected for children of this age. Staff use this assessment to help them identify children who may require additional support and those who show exceptional talent. The baseline assessment information is carefully collated and contributes to the good ongoing assessment procedures carried out during the year. The curriculum planned for children in the Foundation Stage is very good; it is lively, imaginative and most appropriate. Staff work very well together on curriculum planning to ensure that children do not experience the same activities in the Nursery and again in the Reception year. The curriculum fully meets the latest national guidance for children aged three to five. These are known as '*the stepping stones*' towards the Early Learning Goals, which are the standards expected nationally for children at the end of their Reception year.

81 By the end of the Reception year, all children are expected to have achieved the Early Learning Goals in all areas of learning. Many will achieve beyond that level. However, a small number will not reach the goals. Since the last inspection standards have risen in the Foundation Stage, particularly in communication language and literacy, mathematical development, and knowledge and understanding of the world.

82 The accommodation and resources are good. Outdoor provision in the Nursery is good but the Reception classes have only a small enclosed area of their own. This area is too small to allow pedal toys and physically challenging equipment to be used. The school has made arrangements for the Reception children to take part in physical activities in the school hall and playground as an alternative. Children at playtimes go into the playground with the Key Stage 1 pupils and mix with the whole school at lunchtimes. There is a very good co-ordinator for the Foundation Stage; she is inspirational in her teaching style and in her knowledge and understanding of how young children learn and how to develop the Foundation Stage. The teaching in the Foundation Stage is often good and sometimes very good and pupils make good progress. Some lessons observed were very good.

Personal Social and Emotional Development.

83 Children's personal, social and emotional skills are above those expected when they enter school. They make good progress and all children are on course to exceed the Early Learning Goals. The children enjoy coming to school and happily leave their parents and carers. They settle well into Nursery and school routines well because the teachers are highly organised and well supported by teaching assistants, including English as an additional language assistants. The children's co-operative skills are developing well and children readily share with each other. They share sand to make sandcastles and share books together and writing equipment in the 'Castleview office'. The teachers create tasks that encourage the children to develop a sense of responsibility. When they clear up the toys and tidy up the book corner area, they place the books in the appropriate place. Children show responsibility in selecting their chosen activity and their concentration on tasks is excellent. They work independently on the computer and are mature enough to take turns without argument. Teachers give children very good opportunities to talk about the experiences and interests throughout the school day. Rules are clearly established. Children know that they must listen to their teacher and each other, for instance in story time and registration. Rules are well kept. One girl said to the inspector, *"Don't go on the hill, we are not allowed. The grass will stop growing"*. Reception children's table manners at lunchtime are very good. They can use a knife and fork and politely request assistance if necessary. Teaching is very good in this area of learning. The teachers create a secure environment, where expected behaviour is clearly defined. Children learn to respect and care for each other. Celebrations, for instance Diwali, develop the children's awareness of cultural and religious differences. Their ideas and work are valued and teachers and staff give positive feedback.

Communication, language and literacy

84 Children enter the Reception classes with attainment that is above that expected for their age, particularly in conversational skills, the confidence to talk and hand control for writing. The planned range of activities in the Nursery and Reception classes promotes children's language and literacy skills well. All children make good progress and by the time they are five, and most are on course to exceed the expected levels, many working on the National Curriculum Programmes of Study. All children listen very well. They focus on their teachers and other adults and carry out instructions correctly. Children in the Nursery use a good range of vocabulary. When describing what they see in preparation for acting out Goldilocks and the Three Bears they know biggest, smallest and medium sized. The staff encourage the children to look carefully and think which size they are and how many there are of each. Children in the Reception classes listen very well in small groups and as a whole class. They enjoy rhymes as a group activity. They readily talk about their experiences and demonstrate increasing vocabulary. For example one said,

"Dogum was naughty he went missing but we found him. His footprints told us where he was. We were happy when we saw him on the shelf. I was relieved."

85 Children learn to recognise and write their own names. They carry out self-registration in the Nursery. Children are taught the necessary skills for reading and they are most careful when handling books. Children were seen absorbed on many occasions sitting in the Nursery and Reception book areas, telling the story to themselves or a friend. They generally show good recall and understanding of stories when sequencing pictures about what they have heard. They are enthusiastic in joining in repeated refrains and enjoy exploring alliterative and rhyming words. Phonics are systematically taught, teachers use practical activities to promote effectively children's learning of letters and their sounds in a lively, interesting way. For example, the Nursery children had a basket of foods but the puppet would only eat foods beginning with the blend 'ch'. The children found the basket contained chocolate, chunky chicken, chick beans, cherries, chutney and so on. Children are expected to take home a book to share with an adult and to have an enjoyable time together. The home-school diaries contain lots of good information to guide parents to help their children develop literacy skills. Parents write back and a very useful diary is maintained. One parent

wrote “*She was very keen to read her book. We read it together before going to bed. Thank you, more please.*”

86 In their writing, children in the Nursery use pictures, symbols and familiar words to communicate meaning. In the Reception classes most are beginning to form upper and lower case letters correctly. Most children can copy words and have started to write independently. For example, they used the repeated part of a poem in their own versions

Plum pear peach berry

I could eat you with a cherry

Plum berry peach pear

I could eat you at the fair

Berry peach pear plum

I could eat you with my mum

Computers are used effectively to encourage children to enjoy reading and writing.

Mathematical development

87 Children’s knowledge of mathematics on entry to the Nursery and Reception classes is above that expected for their age, particularly their understanding of mathematical vocabulary. Children are supported well in learning mathematics with a wide variety of resources and experiences and no opportunity is lost to reinforce number work in a variety of ways. Children consolidate their learning well, because the practical activities give them good opportunities. For example, comparing sizes in the Nursery when learning about Goldilocks and the Three Bears. Children in the Reception classes count, can work out one more, repeat a given pattern and work out simple doubles. Children make good progress in counting skills, number recognition and in particular mathematical language. Most are able to count well beyond five in the Nursery and up to 100 in the Reception. Children in the Reception classes know the names of common shapes, for example, ‘*triangle*’, ‘*square*’, ‘*circle*’ and ‘*rectangle*’. They learn to recognise coins, measure in centimetres and know about weight and time. When supported by an adult, they play interesting number games appropriately. They learn to add and subtract mentally and try to explain how they arrived at the answer. Teachers use questions effectively to extend and consolidate learning. Children are surrounded by good quality displays of numbers and shapes, which provide plenty of opportunities to help develop their knowledge and skills. Computers are used effectively in the Nursery and Reception classes to support number recognition. Most are on course to achieve in excess of the Early Learning Goals.

Knowledge and understanding of the world

88 Children’s attainment in this area of learning on entry to Nursery is high. Their general knowledge of the world is good. Teachers provide many very good opportunities for the development of children’s knowledge and understanding of the world. For example, they use early morning and afternoon break-times well as opportunities to talk about families, homes and past and present activities in their lives. Children know about features of their environment and talk about the shops and trees. Many children in the Nursery know the name of the road they live in, and those in the Reception classes can name some of the roads they walked on when they went to the postbox to send invitations. Staff make good use of the school environment and of visits and visitors to enhance the children’s knowledge and understanding. For example, the children in the Reception classes go to London to the Museum of Childhood to learn about toys from the past. Children are appropriately encouraged to learn through rich, practical experience and by direct use of their senses. The good opportunities for scientific investigations enable children to find out about floating and sinking in both year groups. They try to net corks as they float in the water tray, and learn how to grow sunflower seeds successfully in the Nursery. During inspection week the plants were attacked with blackfly. The children came to the plants’ rescue, firstly removing the blackfly and feeding them to the newly developed frogs and then spraying the plants with soapy water. They thoroughly enjoyed the activity and

learnt about the food chain and the need for natural ways to keep plants free from insects. Children have very good experience of using technology. In the Nursery they freely use the computer and demonstrate how to use a mouse to complete a program. The Reception classes have a set period of time to go into the computer suite in small groups. They feel grown up and respond with deep concentration and full attention to the instructions on the headphones. In both year groups teachers consistently provide opportunities for children to understand their world through well planned, creative activities that stimulate their senses. During the teaching sessions, the teachers use effective questioning techniques to extend the children's thinking and help them make sense of the world. Good opportunities to investigate construction materials are provided throughout the Foundation Stage. Children make good progress and most children will exceed the expected standards by the end of the Reception year. The teaching is good.

Creative development

89 Children's attainment on entry to Nursery is similar to that expected nationally. The children make good progress and by the end of the Reception year their attainment overall is above that expected for their age, especially in art. The teachers provide a range of interesting resources that are well directed to extend the children's creative development. All children have good opportunities to develop their use of colour through painting, collage and modelling, for example, their pictures of The Three Bears, observational drawings of pineapples and in the Reception class, moths which are executed to a good standard, demonstrating good detail and proportion. Children in the Reception classes look carefully at colour-mixing and blending and produce paintings in the style of Kandinsky's 'Circles'. They explore a wide range of materials such as sand, paint, crayons, materials and glue when they colour and stick. Children use their imaginations, weave ribbons in the fencing netting and on smaller nets in the classroom. There are many opportunities for children to experience role-play, and they do so imaginatively, after reflecting on the stories they have heard or recalling their own experiences. At the '*Three Bears Cottage*' the bears put on their ears before taking on the bears' role. The role-play clothes and resources are bright, clean and well thought out by all staff. There are opportunities for children to explore sound in imaginative ways and for them to listen to taped music and sing with the teachers and staff. Children love to sing and join in the actions whenever they can. They learn how to hold and play musical instruments, such as the tambourine and woodblock. In a wide range of creative activities, children show evident enjoyment and they develop skills in their responses to what they see, hear, touch and feel.

Physical development

90 Most children are well developed physically and most on entry to the school have reached the expected levels of physical competence for their age. The children in the Nursery have immediate access to the play area, which is well fenced off and imaginatively set out to encourage exploration and physical challenge. The children in the Reception classes do not have this facility, but they take part in the school physical education programme. The Reception class uses the spacious hall for physical challenge. Children's ability to control their limbs and movements is well developed and teachers provide good experiences for them to explore the body's potential, such as climbing, jumping and running. By the time they are five, most children can hop, jump and climb. They are fully aware of space and do not bump into each other. Nursery and Reception children's control of wheeled toys is very good. They manoeuvre at speed around the Nursery outside area or in the playground avoiding children and obstacles in their way. Reception children have opportunities to stretch, jump, balance, crawl and run when they use the two school 'play trails'. Children achieve reasonable control of small equipment and carefully use scissors, pencils, crayons and paintbrushes effectively; most do so, with confidence. Hand and eye co-ordination is well developed through matching and positioning shapes, decorating and sticking and their hand-control for writing and for intricate creative activities is well developed. Almost all will well exceed the Early Learning Goals by the time they are five.

ENGLISH

91 The overall attainment of pupils in English is above national expectations by the end of Years 2 and 6 and pupils make good progress. On the evidence of lessons observed, a scrutiny of work and pupils heard to read, pupils are likely to attain above national expectations in English by the end of both key stages. The school has improved on the standards reported at the previous inspection.

92 By the end of Year 2 in the 2001 national tests, the percentage of pupils achieving the expected and higher levels in reading was well above the national average and above average against similar schools. In writing the percentage of pupils reaching the expected level or above was well above the national average and close to the national average at the higher level. In comparison with similar schools the percentage achieving the expected level or above in writing was above average. Girls do better than the boys in line with the national trend.

93 In the national tests for 11-year-olds, the percentage of pupils achieving the expected and higher levels in English was well above the national average with well above percentage obtaining the higher level. There is no significant difference between the attainment of boys and girls. The overall trend of improvement is broadly in line with the national trend.

94 In both key stages pupils with special educational needs make good progress and the provision made to meet their needs is good. Teachers have a good understanding of the needs of these pupils. Teaching is well linked to pupils' individual education plans and the teaching assistants give skilful support that contributes to these pupils' success.

95 Standards in speaking and listening are good overall at the end of both key stages. By the end of Year 2, pupils listen attentively to teachers, to other adults and to each other and make appropriate responses. They are eager to participate in whole class and group discussion. They readily and confidently express their ideas and maintain the general flow of discussions. They can ask relevant and sensible questions and show sensitivity to the needs and ideas of others when making responses. They use appropriate language to talk about stories, discuss grammatical features and empathise with characters and events. The most able readers read aloud with good expression taking account of punctuation and features of print. By the end of Year 6 progress in speaking and listening skills continues to be good. Pupils show an appropriate understanding of formal language structures and can take account of different contexts and audiences when making comments or asking questions. Most pupils express themselves confidently and fluently and the most able pupils demonstrate a wide and mature vocabulary. In discussions they take good account of the contributions made by other pupils. The majority of pupils read aloud from self-chosen books with good expression that shows good comprehension. In both key stages there is a small fraction of pupils in each year group who, whilst confident speakers, have a less well developed vocabulary, sometimes mispronounce words because of the effects of regional or second language use and have an insecure grasp of the grammatical construction of sentences. The well planned whole class discussions that are a part of literacy lessons contribute to the good progress made by pupils throughout the school.

96 In both key stages an appropriate emphasis is placed on reading and standards are good overall. In Years 1 and 2 pupils listen to a variety of stories, poetry and non-fiction books attentively. They respond appropriately to questions about plot, events, characters and vocabulary and can make personal responses to the texts they are studying. They are developing their understanding of the difference between fiction and non-fiction. By the end of Year 2 most pupils read with appropriate fluency and expression. When reading unfamiliar words they use good phonic strategies to work out what the word says. They are beginning to develop sound study skills. By the end of Year 6 most pupils read a variety of texts fluently and with enjoyment and if required, use self-correction strategies effectively. They read aloud with lively expression

showing good comprehension. Most pupils can identify the central meaning in stories they are reading and can refer to textual evidence to support their judgements. The most able make mature responses to ideas expressed in the books they are reading with recognition of the unwritten implications or undertones that signal the author's intentions. Most pupils use an appropriate range of linguistic terms with understanding when discussing texts and demonstrate a sound understanding of syntax and grammar. They can skim and scan texts to locate and interpret information appropriately. Despite the good phonic teaching the small number of pupils with less well developed language skills have greater difficulty in reading unfamiliar words, especially those whose pronunciation does not follow the usual rules. Pupils in both key stages enjoy and talk positively about reading and many pupils are members of their local library. All pupils take books home either to share with parents or read on their own and home-school reading diaries provide an effective means of communication between parents and teachers. Not all pupils are heard to read by their parents or carers. Pupils are heard to read regularly in school and teachers keep careful records that enable them to track pupils' progress effectively. The school has adopted a new phonic scheme and phonic skills are systematically taught throughout both key stages. This work has had a positive impact on pupils' spelling, particularly in Years 1 and 2.

97 Handwriting is taught regularly and systematically throughout the school and pupils are taught a cursive style from Year 1. By the end of Year 6 most pupils write fluently and many are beginning to develop a personal style. All pupils take care with any written work and take pride in presenting their work, which they do very well.

98 In both key stages, pupils write for a variety of purposes including personal writing, poetry, reports, factual accounts, instructions, letters, note taking and labelling. Until recently there has been an emphasis upon pupils re-telling well known stories, particularly, but not solely, in Years 1 and 2, in order to support the development of their writing and to give them the confidence to write. This has meant that pupils have had fewer opportunities to develop the skills and techniques needed for creative writing. The school is now giving greater emphasis to this aspect of pupils' writing to good effect. The school makes good use of work in other subject areas to provide meaningful opportunities for pupils to write for different purposes and writing is integrated well into all aspects of the curriculum. In Years 1 and 2 pupils are starting to plan and reflect on what they write and pupils' attainment is above average. They write with greater complexity through the school year using complex sentences. Most acquire a good understanding of basic punctuation. The most able pupils select words carefully to enhance their writing as, for example, when one pupil describing nighttime wrote, *'One blustery night when the shining stars were twinkling the foxes were howling and the pale moon was glowing in the dark black sky'*. Pupils take spellings home to learn and are regularly tested on these. Most pupils spell well using their phonic knowledge to good effect in their writing. By the end of Year 6 most pupils can plan and organise their writing and write extensively, using complex sentences, paragraphs and a range of punctuation. Whilst the most able pupils spell correctly, there is a number of pupils whose phonic knowledge is less certain and this affects their spelling of unfamiliar words. They have regular opportunities to draft and improve their work and, as result, standards in written work are well above average by the end of Year 6. Their written work shows a sensitive and imaginative selection of vocabulary. For example, one pupil describing the colour blue in a poem wrote;

'Blue is being peaceful, as peaceful as a bird while soundly sleeping, An ingredient for making the colours of the rainbow, cheese with amazing blue lines on, and a glittery river running through the woodland, clashing against rocks'

whilst another pupil described blue as

'a calm midnight colour that pushes away the misery'.

99 In both key stages there is a small number of pupils whose knowledge of language restricts their progress in writing. These pupils make insufficient use of dictionaries and thesauri to extend their vocabulary and meanings of words. Some with regional dialects are not corrected enough for mispronunciations by their teachers and they then write as they speak for example 'aksed' for 'asked'. In both key stages there are good opportunities for pupils to apply their literacy skills. Pupils write for a range of purposes in subjects other than literacy, for example fictional narrative in history and functional writing in geography, history and religious education. Speaking and listening skills are developed in discussion activities related to all areas of the curriculum and in some drama activities. Pupils regularly use computers to support their learning.

100 Overall pupils' attitudes to learning are very good in both key stages. They are well behaved and apply themselves with good concentration, purpose and interest to any tasks they are set, even when not directly supervised. They co-operate well when working in pairs or small groups as well as helping each other informally when working on individual tasks.

101 The quality of teaching in English is good overall with some instances of very good or excellent teaching in both key stages. Where teaching is good, teachers make effective links between previous work and new learning, match work well to pupils' prior attainment, maintain a brisk pace and have high expectations for pupils' behaviour and achievement. All teachers have a good understanding of the subject and plan lessons with learning objectives that take account of the National Curriculum programmes of study and the Literacy Framework. Good records are kept of pupils' progress in reading and writing and these, together with test results, are used to inform individual targets. Pupils' work is regularly marked and annotated with constructive comments that help pupils to make progress. The good work of the learning support assistants in providing additional support during literacy activities makes a valuable contribution to pupils' attainment and progress and teachers plan appropriately for this support. Homework in spelling, reading and writing is given regularly and this also contributes to pupils' progress.

102 The two subject phase co-ordinators, who have been in post for approximately ten months, have very good subject knowledge and are enthusiastic about, and committed to, raising standards in English. They have a detailed action plan and this informs the school development plan. There is a good policy in place and this, together with the Literacy Framework, is used to inform planning and ensure continuity and progression. The National Literacy Strategy that the school has adopted as its scheme of work is well established. The coordinators monitor termly planning to ensure that work is consistent with the framework. Standardised and optional tests, as well as the whole school half-termly writing assessment tasks, are also monitored and evaluated and the co-ordinators have a good understanding of the issues that need to be addressed to raise standards. The outcomes of assessments are well used to set group targets in writing.

103 Training in issues related to literacy form part of the school's in-service programme. Literacy resources are satisfactory and these are appropriately organised to meet the needs of each key stage. All classes are well resourced with a satisfactory range of general reading material with the addition of graded readers in Years 1 and 2. Because of the recent development of a computer suite, the central book area is confined to corridor space and there is no central space where pupils can undertake individual research. The school is aware of this and some information and communication technology lessons are planned so that pupils access information from books as well as CD-ROMs or the Internet. The lack of a library impedes the development and practical application of pupils' study skills. The school is in the process of auditing the limited library book stock and the headteacher is well aware of the need to update this. Resources are used well and make a positive contribution to the quality of pupils' learning. The school undertakes a range of activities to promote English, including such activities as 'Book Weeks'. Work in English makes a good contribution to pupils' spiritual and cultural development. Pupils are encouraged to empathise with characters in books and be sympathetic to their experiences. When they hear stories and poetry read, or do their own creative writing, they develop their ability to think and respond imaginatively.

MATHEMATICS

104. Inspection evidence is based on lesson observations, work seen in pupils' books, discussions with pupils and teachers and the results of national tests and the frequent school assessments. From this evidence, standards are above what is expected at age seven and well above at age eleven. This represents an improvement since the last inspection when pupils' attainment was in line with expectations at age seven and above at age 11. The very thorough and extensive assessment data from the school indicates that all pupils are making good progress as they move up through the school. Pupils' work is regularly checked for progress and accurate targets are being set for their future learning. The teaching and learning seen during the inspection confirm that good progress.

105. Most Year 1 pupils know their number bonds to 10 and can add and subtract confidently any two numbers that make 10. Many add and subtract numbers to 20 and beyond. Most can count on in two's, five's and ten's. Many know place value and the ordering of numbers up to 1000. By the end of Year 2 pupils can count forwards and backwards in two's and know their odd and even numbers to 100 and beyond. The pupils are able to explain their stages of thinking when working out a calculation. Pupils know the properties of two-dimensional shapes and can use the correct terminology and they can recognise and name common three-dimensional shapes. They measure with good levels of accuracy in centimetres. They have a good appreciation of coins and can combine different coins to match a stated amount to a pound and beyond and give correct change. They are gaining a good appreciation of time spans and telling the time. Some are able to indicate place value to 10,000. Many of the pupils are able to add and subtract three digit numbers and know simple fractions.

106. By the end of Year 6, pupils use correct mathematical language to identify the properties of different shapes. They can use all four rules of mathematics to solve problems and can explain their thinking and ways of working out a problem. There is good appreciation of inverse relationships and pupils use this knowledge to check their answers. They know how to check whether any number will divide by three, for example, or is a multiple of other numbers. They have a good appreciation of the purpose of brackets and can calculate examples which contain brackets. Most can read numbers to 1,000,000. Many pupils tackle problems involving shapes, patterns, fractions, decimals, percentages, time and measurement with confidence. Good work was seen in solving ratio and proportion problems. Pupils have a good knowledge of fractions and equivalent fractions. They understand the links between fractions, decimals and percentages. Pupils are able to add, subtract and round up and down decimal calculations to three places. Most pupils know their tables and have a sound grasp of the four rules and place value enabling them to calculate long division and multiplication successfully. Pupils handle data successfully. They have a good understanding of area and the formula needed to help calculate it accurately. They are making good progress in geometry. Good use is made of mathematics across the curriculum, for example in map reading in geography and in measurements in science.

107. All pupils work hard in lessons and complete a good quantity of work. Standards of presentation have risen immensely since the last inspection when this was an issue for development. This now helps pupils to work more accurately.

108. The National Numeracy Strategy has been implemented well and staff have received effective training. Numeracy lessons are divided into satisfactory time allocations. The sessions have an effective warm-up and closing plenary. All pupils are very aware of their own learning. Lesson objectives are made clear at the start of each session. Homework is set at regular intervals and supports pupils' learning. Good use is made of information technology to support pupils' learning in this subject.

109. Overall, the quality of teaching and learning is good. All lessons observed were at least satisfactory with twelve out of the fifteen observed being good and sometimes very good. Where teaching is good or

better the mental sessions are lively, have a sense of urgency and all pupils participate fully. In the best lessons the teachers have a clear idea of their objectives, use the correct mathematical language and set realistic, achievable and challenging targets. In these lessons the higher attaining pupils are given good extension work that takes their learning on. In one top set Year 6 lesson, all pupils were working at a Year 7 level and coping well.

110. The satisfactory range of resources is well used and this has a good impact on teaching and learning. Planning across the school is very good and the teachers have adopted an extensive system of assessment, tracking and targeting of pupils' progress. The daily assessments now need to be used and recorded in order to develop and inform daily planning.

111. The enthusiastic, knowledgeable and hard working subject co-ordinator has monitored teaching and this has helped to raise standards. The pupils experience the full coverage of the mathematics curriculum and good emphasis is placed on their understanding and ability to explain and apply their calculations. The subject is well led.

SCIENCE

112 In 2001, at the end of Key Stage 2, attainment in National Curriculum tests was well above the national average and well above that of similar schools. Ninety-eight percent of pupils achieved the expected level or above, a figure well above the national average. Sixty per cent of pupils achieved the higher level, which was also well above the national average. At the time of the previous inspection, standards were in line with national expectations. Since that inspection, standards have improved significantly.

113 The previous inspection report indicated that standards by the age of seven at the end of Key Stage 1 was, according to teacher assessments, below national expectations. Teacher assessment in 2001 indicated that there had been a significant improvement. All pupils achieved the expected level and 38 percent achieved the higher level, close to the national average. The performance of Key Stage 1 pupils in science over the last four years has shown a significant improvement. Inspection evidence confirms these results at both key stages.

114 All pupils make good progress as they move through the school, both in lessons and over time. Teachers plan lessons together and this ensures that all pupils receive common experiences and work consistently builds on previously gained knowledge. In both key stages, all pupils take care with their work and complete all assignments. The good quality of written work has a positive impact on the standards achieved. Pupils make very good progress with the factual elements of science. Younger pupils are able to record observations using annotated diagrams and this skill is progressively developed throughout the school. During Years 1 and 2, pupils develop their observational skills in practical activities and this skill is developed progressively throughout the school. In a Year 4 lesson, pupils made very good progress when examining and dissecting flowers. This opportunity enabled them to identify and name the parts and helped them in their understanding of what happens to the pollen when it reaches the flower and seeds are formed. Throughout the school pupils are encouraged to discuss and share ideas and this practice is making a significant contribution to pupils' understanding.

115 By the end of Year 2, pupils have above average knowledge, skills and understanding of the areas studied. They use correct vocabulary to identify external parts of the body. They can list and discuss what features animals have that enable them to live in different climates. They contribute ideas for planning experiments and recognise and explain what makes a fair test, for example when exploring materials to find out the extent these allow light to pass through. Pupils know the characteristics of living things, for example

that they move, breathe, grow, reproduce and feed. They know from their experiments in growing seeds the conditions they require to survive.

116 Pupils continue to demonstrate improvement in their scientific skills in Years 3 to 6 and pupils' attainment is well above expectations by the end of Year 6. Year 6 pupils recognise the need for fair tests and apply this in their investigations, for example to conditions necessary for plant growth. Most pupils use their skills to set up investigations to develop their subject knowledge and understanding. In their work on circuits, they successfully discover how to make a bulb brighter or dimmer by altering the size of the battery or the length of the wire in a circuit. Throughout the school the investigative aspect of science is developed well and pupils are encouraged and guided to plan, obtain evidence and evaluate the results that they achieve from their experiments.

117 Overall, the quality of teaching is good. No unsatisfactory teaching was observed and of the seven lessons observed two were very good, four good and one satisfactory. This is a significant improvement since the previous inspection. All teachers follow the scheme of work and teachers in each year group plan together. This ensures that work consistently builds upon knowledge previously gained. Lessons have clear learning objectives and all staff plan work to meet the needs of lower attaining pupils and those with special educational needs. Where teaching is most effective, activities are planned in detail and a good range of resources is available.

118 Teachers use careful questioning to check pupils' knowledge and recall of previously completed work. However, in two lessons the question and discussion session was too long and some of the pupils were becoming restless. Assessment is used well during lessons to check pupils' understanding and, as a result, pupils are generally given realistic targets to complete. There is room for some improvement in the time limits given for some of the slower working pupils for the completion of tasks. Teachers constantly emphasise the need for pupils to use scientific vocabulary and to pay due attention to correct spelling and punctuation. The quality of marking is good and teachers add helpful comments, which give pupils an indication of how they can improve their work.

119 The links with other subjects are good. Teachers are aware of the need for pupils to develop science vocabulary and they pay due attention to the formal writing of experiments. They make sure that pupils understand and use new terms such as photosynthesis, translucent and transparent. There is good emphasis on links with mathematics and very good use of information and communication technology both to research and record information.

120 Pupils' attitudes to learning are very good and this makes a significant impact on the progress made. Pupils are keen to get on with their work, eager to answer questions and willing to put forward their own ideas. They concentrate well and behaviour is very good. Pupils take care with equipment and boys and girls work well together.

121 The subject is very well managed. There is a detailed policy and a good subject development plan. A monitoring programme is in place, which has a clear focus on raising standards of teaching and learning. Detailed analysis of data, such as the results of national tests, is effectively used to identify areas of strength and those that require improvement. There are satisfactory resources available to support the subject and these are well organised and easily accessible.

ART AND DESIGN

122 During the period of the inspection six lessons of art were observed, two in Key Stage 1 and four in Key Stage 2. A limited amount of work was presented for scrutiny and there were no sketchbooks. Other evidence was gained from displays of pupils' work, talking to teachers and looking at the co-ordinator's portfolio. These indicate that pupils in both key stages make satisfactory progress overall and achieve standards that are expected nationally for their age. This represents a fall in standards since the last inspection because of reduced opportunities in the subject.

123 Pupils in Years 1 and 2 are given the opportunity to explore and experiment in a range of media in different art forms. In Year 1 they are developing their understanding of colour through mixing their different shades of blue or green to compose a tranquil landscape and their powers of observation have been enhanced through looking closely at, and drawing, natural and man-made forms. Using pastel and chalk they have created imaginative drawings of space aliens. In Year 2 they have carefully observed different types of puppets and drawn them. Having looked at some of the work of Mondrian, they have used the experience to make their own designs, either with paint or with the computer. This work has allowed them to explore the relationships between pattern, shape and colour. They have combined different media, such as printing, wax resist, and rubbing, to make pictures of snails and can accurately describe the processes they have used. In Year 3, as part of their work on sculpture, pupils have designed and drawn their own sculptures with some pupils demonstrating developing skill in using pencil to reflect tone, volume and light and shade, although these skills were not evident in the observational drawings of Year 6 pupils. Having thought about how the artist Munch used line and colour to create meaning, Year 4 pupils have used this experience in their own imaginative work with pastel to create vibrant pictures. As part of their study of the later work of Matisse, Year 5 pupils have used both a computer programme and cut paper shapes to make careful pictures of different creatures. Year 6 pupils have produced some attractive and perceptive pastel landscapes that draw on their study of French Impressionists. Throughout the school, where art has a cross-curricular theme, the concentration on developing artistic skills is sometimes forgotten.

124 Pupils' attitudes to art and design are good. In the lessons observed pupils were interested and involved in the activities they were set and were eager to get on with their work. They worked well, applying themselves with good concentration, listening attentively to their teachers. Their relationships are good and they co-operate well as they share ideas and talk about both their own work and that of others.

125 The quality of teaching in the lessons observed was good overall. Teachers organise their work well. Materials and equipment to support the planned lesson are readily available for pupils, the use of the correct vocabulary is emphasised and techniques are well demonstrated. Whilst some teachers evaluate pupils' work at the end of a unit of study, there are no agreed assessment procedures for art.

126 The co-ordinator has a personal interest in, and enthusiasm for, art. There is a good policy and the co-ordinator has written a comprehensive scheme of work based on national guidance that provides detailed lesson plans for each unit of work. The school is currently trialling a cross-curricular scheme of work that includes art but this is not yet incorporated into the present scheme of work. The action plan for art and design is used to inform the school's development plan. The co-ordinator uses a range of informal strategies to gain a view of standards but has not yet monitored teaching and learning. There is a satisfactory range of materials both in classrooms and in a central storage area. The co-ordinator ensures that each unit of work is appropriately resourced, although she does not manage the subject budget.

127 The subject makes a good contribution to pupils' literacy, mathematical and information and communication technology skills and to their spiritual, social and cultural development. The work linked to stories being studied enhances their understanding of the meaning and events in these. Work on reflective symmetry and pattern contributes to their knowledge of shape and space. Good use is made of visits to

support pupils' learning, for example pupils visit art galleries and museums and the display of prints around the school provides opportunities for pupils to appreciate and learn about the work of famous artists. The display of pupils' work contributes to the ethos of the school.

DESIGN AND TECHNOLOGY

128 There has been a deterioration in the subject's status in the school curriculum since the previous report. As during the last inspection, no lessons were time-tabled during the inspection. The school teaches design and technology mainly during three days in the spring term. Insufficient evidence was available from that time or other occasions when design technology is taught to make judgements on pupils' standards. However, discussions were held with pupils and scrutiny made of photographs, models still available and planning. Pupils spoke enthusiastically about design and technology and the three *'fun days'*. Years 5 and 6 pupils talked about the models made from construction sets and the computer programme used to control the model made. Year 6 also made marble runs which young pupils remembered using. Younger pupils made vegetable salad and puppets. One pupil stated *"I want to have more design and technology; it is good and we had fun"*.

129 Insufficient time is allocated for design and technology to be taught thoroughly and effectively. The subject shares time with art and design. Most teachers prefer to devote this time to art and design rather than design and technology. There is no scheme of work across the school and there is ineffective use of the resources and accommodation, in particular the food technology room. The subject co-ordinator is well aware of the situation and hopes the subject will have priority in the school development plan in the future.

GEOGRAPHY

130 Pupils' attainment in geography by the end of Years 2 and 6 meets expectations and pupils make sound progress. This is similar to the judgement made at the last inspection. There is no difference in the relative performance of pupils of different ethnic groups or of boys and girls. The scheme of work in geography fulfils National Curriculum Programmes of Study and is further supported by residential visits to France and to the West Country, helping pupils in their comparison of places in this country and abroad.

131 By age seven, pupils can plot a route from home to school and read maps using single digit co-ordinates. They become familiar with compass directions and plotting right and left turns on maps. They understand the concept of a key on a map and can create their own keys. They compare Slough with an imaginary island and can compare and contrast the physical features and human activity. They are able to state in simple terms why they like a familiar place and explain their dislikes. They compare life in Slough with a village in India and construct questions such as 'What do the people wear?' 'What kind of religion do they practise?' 'How do they get their water?' They become aware of differences in climate, house types and the means of getting from one place to another.

132 By the end of Key Stage 2 pupils can explain the difference between large and small scale maps and understand that small scale maps cover a larger area, show more roads and only show the more important physical buildings. They can explain who might want to use the different kinds of maps. They can differentiate between human and physical features. They are able to identify specific features from aerial photographs. They can read and practise four figure grid references for themselves, although they are not yet familiar with six-figure grid references. They know about some of the major features of a river system such as delta, tributary and meander and know the principles of the water cycle.

133 Pupils have good levels of interest in their work and they respond well to the overall good quality of presentational techniques in lessons in both key stages. They concentrate well and have a good work ethic.

Their behaviour is good. They willingly contribute answers or take part in discussion in lessons. Lessons are usually well constructed with a good balance of discussion, explanation and activity. In some lessons very good use is made of modern technology to present video clips and still photographs of the world beyond the pupils' experience. This technique fascinates the pupils and stimulates their interest. At other times, good use is made of paired discussion, for example, to think of questions they could research. In one lesson a 'hot-seating' technique was used to get the pupils to undertake a trial interview with a resident of Newquay in preparation for their forthcoming visit. However, too often the activity work is completed on worksheets in both key stages which do not do enough to draw on pupils' own thinking and writing skills. In Year 5 pupils merely underline towns which have particular endings in work linked to history rather than searching for place names in the atlas and locating these on a blank map. The photocopiable work sheets on grid references are badly constructed and do not allow for sufficient accuracy. In some classes there are good opportunities for incidental learning, for example looking at different routes from Slough to Newquay and in another class putting some major rivers in the correct place on wall maps. Good attention is given to environmental pollution and making pupils aware of their responsibility for the environment

134 The management of the subject is satisfactory. The co-ordinator, although part-time, manages both history and geography and, as a result, she does not have enough opportunity to monitor standards and teaching across the school. A suitable humanities policy and scheme of work are in place. The policy gives ideas for effective teaching and learning and the aims for geography are good. The policy contains clear expectations for attainment by the end of each key stage. Sufficient time is allocated to the subject. Resources are generally satisfactory. There is good visual support for some of the study units and other reference material but there are not enough globes and atlases. Very good use is made of information and communication technology in the subject.

HISTORY

135 Because of the nature of the timetable only two lessons of history were seen during the inspection week. Inspection evidence is, therefore, based on the analysis of pupils' work in books, displays, interviews with teachers and pupils and the lessons.

136 Standards achieved by the pupils at ages seven and 11 meet national expectations. Both boys and girls, including those with special educational needs and English as an additional language, make appropriate gains in their learning. The pupils develop their knowledge and understanding of the lives of people in the past. They looking at clothes worn in the past, make visits to places of local historical importance, look at house types, transport, schools and household objects from long ago and use old photographs to compare with today's lifestyle.

137 Year 6 pupils have a sound knowledge of key dates, periods and events in British history. They understand something of the culture of the Ancient Greeks and Egyptians and are developing their research skills. The skills of looking at photographs of objects from the past and finding out what they can tell us about the past and their reliability as sources of accurate information are taught well and understood. Year 2 pupils appreciate the significance of time lines and what they can tell about the sequences of events. They know about some of the major events and people in history, such as the Great Fire of London and through studying the important events of the last 50 years for the Queen's Jubilee year.

138 With only two lessons seen, both in Year 6, it is difficult to give teaching an overall judgement. However, the lessons seen were good. The teaching motivated the pupils who, in turn applied themselves very well, completed a good quantity of work and showed much interest in their history. This was well illustrated where the teachers focused the pupils well on the task looking at sources of historical evidence

from the tombs of the pyramids, discussing their reliability and what they can tell us about life in early Egyptian times.

139 The subject makes a good contribution to the pupils' cultural knowledge of Britain and other parts of the world. It is well planned, has adequate resources and covers all aspects of the history National Curriculum requirements. The school follows a professionally produced scheme. It includes the teaching of the skills of historical interpretation and the use of source material. Visits provide good opportunities to enrich the curriculum further. The pupils enjoy their history and their behaviour was very good.

140 At the last inspection the standards met expectations and these have been maintained. There is now a planned scheme of work which represents an improvement since the last inspection. There is now a need for regular assessments to be made and recorded and for the co-ordinator to have time to monitor the teaching of the subject. A very keen and knowledgeable co-ordinator leads the subject well.

INFORMATION AND COMMUNICATION TECHNOLOGY

141 There has been a significant improvement in the provision for information and communication technology since the last inspection. After a period of fund-raising, the use of government funding and the establishing of a very positive working partnership with a nearby multi-national computer firm, the school now has a large information and communication technology suite. It has further facilities in the library research area, both of which enable pupils to have access to the computers on a very regular basis. The school works closely with software providers to assess programmes that can be of value to the pupils. The school has also facilitated a scheme that has enabled the school staff, over a period of time, to purchase their own laptop computers which facilitates their work. Good in-service provision has been given to staff at the school and the co-ordinator, an advanced skills teacher for the authority, as well as the headteacher, are very knowledgeable within this curriculum area. Resource provision for information and communication technology is very good.

142 Pupils' attainment by age seven is above expectations. Years 1 and 2 pupils have daily access to either direct teaching of an information technology skill or the use of computers to develop and apply numeracy skills by following a mathematics program. Pupils quickly and quietly settle to their tasks and are skilful in accessing and using the programs available. They can log on and off and have developed very good mouse control skills. They use these skills effectively as they use a variety of programs to communicate meaning in different ways. In Year 1 they insert a picture into a word document and, before saving the work, they type in text, choosing style, size and colour. Year 2 pupils use a program to design their own food and add words to the drawing. They have begun to access the Internet to research for information across the curriculum. This was seen in science in their work on animal habitats. Pupils understand that computers can store information and after entering information about the colour of cars they are able to print out charts that show the information pictorially and in graph form. Progress in Years 1 and 2 is good, an improvement since the last inspection.

143 Years 3 to 6 pupils have the same opportunities as pupils in Years 1 and 2 to develop and support their numeracy work. They also have regular access to the computer research area. This enables them to develop their literacy work, as well as carrying out research and other aspects of information technology. By age 11, pupils use computers confidently and have sufficiently well developed skills to support them in their writing tasks. They make good use of both hands when using the keyboard and these skills are better than average for their age. They have gained good skills in using word-processing programs to manipulate text; for example they use pull-down menus and tool bar buttons with confidence. The attainment of pupils by the end of Year 6 is well above average and they make very good progress. This is a significant improvement in standards since the satisfactory attainment reported previously.

144 Throughout Key Stage 2, pupils access the Internet. Year 5 pupils, the majority of whom are independent learners, were researching the Internet for information on Newquay, the destination for their residential visit. Year 6 pupils are able to use a program to give a multi-media presentation based on their research about the Elgin Marbles. They have also organised and designed their own Web pages. Pupils use a wide range of CD-ROMS. Control technology is taught throughout the school and by Year 6 pupils construct models that move to programmed instructions. The school has three exemplars of the school's work on the National Curriculum standards website.

145 Teaching in both key stages is good. They use the scheme of work and plan their lessons carefully. Time with the computers is used well and the teachers provide as much support as possible to the pupils. However, pupils work individually within the suite and often they experience the same problem. Some teachers do not interrupt the lesson enough to explain the common problem to the whole class to enable them to make better use of their time. Teachers ensure that all National Curriculum requirements are met. Good cross-curricular links are made with many subjects. The use of information and communication technology to aid pupils with their learning is a strength of the school.

146 The children follow a well-planned programme of activities and they have their own file that records the work that they have done. When they leave the school they are presented with a disc that records their work and this is a valuable record that could be of use to the next school that they attend. On-going assessment is good and teachers provide effective support. However there is no formal system to assess pupils' progress.

147 The subject is very well managed and the co-ordinator has good knowledge and experience. A well thought out detailed plan is being implemented and a training programme to meet the needs of the school is to be undertaken in September. The co-ordinator and the headteacher have a clear vision for the future and the planning and training are being combined to ensure that the school has the skills and expertise to support the teaching of information and communication technology throughout the school.

MUSIC

148 Pupils' attainment in music meets expectations by the end of both key stages but the depth of experience is slim and results in only satisfactory progress being made. This represents a fall in standards since the last inspection in Key Stage 2 and a similar standard being maintained in Key Stage 1. This is because not enough time is being given to the subject in the school, despite the termly productions given by each section of the school on a rota basis, which each pupil participates in once annually. The weekly half-hour lesson in each class is insufficient to develop pupils' skills and for them to make better progress. At the time of the inspection the school was trialling some new materials but the teachers were not very confident with them and had difficulty fitting the content into the short time slot. This resulted in hurried steps and insufficient time for the pupils to digest the learning involved.

149 By the end of Year 2, pupils sing with a satisfactory amount of enthusiasm but not always tunefully. They demonstrate reasonable control over their instruments both when playing them and when at rest. They can identify high and low sounds and maintain a steady beat. They can clap back a rhythm with a good level of accuracy. They listen to music maturely and give their own interpretation of the mood.

150 By the end of Year 6 most pupils sing with a reasonable level of tunefulness and a satisfactory level of enthusiasm, although a significant number of pupils do not sing in tune. Most try hard but girls are more co-operative in singing than boys. Pupils can sing with a suitable volume and manage it without shouting. In a Year 4 lesson one half of the class sang the words of a song whilst the other half clapped the pulse and this

was done enthusiastically and provided a fitting end to the lesson. Some pupils know the meaning of musical terms such as 'crescendo'. More able pupils can identify a tune which has five beats to the bar and all can clap the beat and keep in time. They can define the term chorus. They understand terms such as pitch and timbre and can define these

151 Pupils are usually very well behaved in music lessons but they do not show great enthusiasm. This is because the teaching is not yet inspiring enough. They usually listen attentively as music is played.

152 Overall teaching is satisfactory in both key stages. The electronic piano is used effectively to change tones for more dramatic effect, as when Joseph is handed over to the Ishmaelites in Year 6's rehearsal for a performance. Resources are usually well prepared for lessons and the learning objectives are clear. Sometimes pupils are asked to do things before they are ready for them. In a Key Stage 2 lesson pupils were asked to do a performance for the other half of the class in a lesson when they were only just learning a new song and they had not yet grasped the melody properly. Some good use is made of paired discussion to answer questions posed by the teacher for example 'Why is it a skipping song?' Pupils engage in such discussions with eagerness and totally focused on what they have been asked to discuss. Sometimes insufficient instruments are provided so that all can take part in group work. In a Year 5 lesson for example one group had to share one xylophone. The pace of lessons is sometimes lost when teachers write up the words of the song on the board during the lesson. Sometimes the explanation of the task is unclear as in one lesson when pupils were asked to add layers with their voice or hands. Pupils did not understand the task and were unclear of the purpose when they got to their groups.

153 There is a good range of untuned percussion instruments but the amounts and range of the tuned percussion are more limited. Overall the resources are satisfactory. The scheme of work is detailed but the insufficient time allocated to the subject does not do it justice. The co-ordination of the subject has undergone a recent change and the new co-ordinators have not yet been able to deal with the current lack of confidence that teachers have in teaching the subject. Some pupils learn an instrument through specialist visiting teachers or in small recorder groups taught by the class teachers. Whilst the time of some of these lessons is rotated, some pupils are regularly missing the same lesson weekly. The school does not yet have an established orchestra, although groups are formed to perform at school concerts and a choir is arranged for special events. The school does not yet aspire to fulfil its aims in the policy that 'Music is a powerful, unique form of communication that can change the way pupils think, feel and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development.' The occasional specialist musical groups which visit the school provide a little compensation for the current lack of provision but good use is made of music in assembly for reflection.

PHYSICAL EDUCATION

154 Pupils' attainment and progress in physical education are in line with what is expected for pupils nationally. Standards have been maintained since the last inspection. However, pupils in Years 1 and 2 do not get enough opportunities to make better progress in the subject.

155 Pupils are taught the full range of National Curriculum programmes of study. In gymnastics, movement and games lessons, all pupils make good progress in the development of their skills. They are taught to improve their skills, and work collaboratively throughout the school. Swimming is part of the curriculum for Year 6 pupils; they make sound progress in the limited number of sessions due to the time element in getting the pupils to the swimming pool and back. Pupils enjoy these sessions. About 60 per cent of the pupils achieve the national target of being able to swim 25 metres by age 11. The curriculum is strengthened by the opportunity for pupils to take part in outdoor activities during a residential visit in Year 4.

156 In all lessons observed, pupils are encouraged to warm up, and are aware of the importance of exercise and safety. They are also taught to cool down correctly at the end of a period of exercise. Most teachers provide good role models by changing for the lessons, all of the pupils change into suitable clothing.

157 By the end of Year 2 pupils can perform different moves and stances. They move around the hall with increasing control and poise and can successfully join the individual movements into a short sequence.

158 By the end of Year 6 pupils show sound athletics skills as they jump, and sprint and practise relays. They improve performance by evaluation, discussion and practice. Their ball handling and passing skills with feet and hands and their positional play are appropriate for their age.

159 Seven lessons were seen and the quality of teaching observed were always at least satisfactory. Of the seven lessons observed, three were good, one satisfactory, two very good and one excellent. This represents an improvement since the last inspection.

160 The Year 5 Indian dance lesson was excellent. Pupils participated enthusiastically and the pace of learning was extremely high. Pupils wore authentic bells on their ankles, danced to Indian Drum beats and learnt how to use decorated sticks as part of the intricate sequences of movements they were taught. All pupils, boys and girls, from the different ethnic groups enjoyed and made excellent progress in this highly exciting and vibrant session.

161 The teachers encourage the pupils to take part with enthusiasm and challenge them to think about their performance and how to improve. All pupils enjoy physical education, their response is good and no bad behaviour was seen. The lessons are planned well and gradually develop the skill or sequence that is the lesson objective. Teachers have good subject knowledge, give clear instructions and give encouraging and appropriate praise.

162 The school has a satisfactory range of modern resources and equipment that is well used. The lack of a large field area does not hinder the pupils' development. The school holds an annual competitive sports day that is thoroughly enjoyed by all. The provision for extra-curricular activities is very good. There is a range of after-school sports activities with competitive matches in which the school has been successful. The community is very well involved with the teaching of PE as specialised sports coaches visit to coach the pupils. There is a need for time to be allocated for the co-ordinator to monitor the teaching and standards throughout the school and for the school to review the time allocated for physical education with the younger pupils which is inadequate. The subject is well led by a keen, enthusiastic and well-qualified co-ordinator.

RELIGIOUS EDUCATION

163 At the end of both key stages, pupils attain standards above those expected by the locally Agreed Syllabus and are the same as in the previous report. Religious education is taught regularly and, in all cases, effectively. Teachers approach religious education with the same sensitivity as found in the inspection of 1997. The school is still a multi-faith community, the majority of pupils are Muslims, Hindus or Sikhs. Teachers still convey an understanding of these world religions and pupils do appreciate the richness and diversity of the cultures and religions found in Britain in the 21st century.

164 In Years 1 and 2, pupils are aware of special events in other people's lives and are beginning to be familiar with some Biblical stories, for example *'The Good Samaritan'* and other stories which enable them to talk about their experiences and ideas. Pupils learn the importance of working together to solve a problem. They enjoy solving the three little pigs' difficulty when one turned up at the picnic with a tub of

butter, another with a jar of jam and the third a loaf of bread. They try to think of how they could solve problems in their own lives. One pupil said *"I am happy I have no problems"* while another talked about his problem with his brother. Pupils in Year 2 thoroughly enjoy their visit to St Laurence Church, Upton. One wrote, *"On Sunday people come to the church and sing hymns and read the Bible and have bread and wine to remember Jesus. They say sorry if they done something wrong"*. They know that Muslims pray in a mosque, which has little furniture in it, that prayer mats are used, that these are decorated with symmetrical patterns and that men and women worship separately. They understand people wear special clothes during celebrations and know about special places. One wrote, *"My home is special it is warm"*.

165 By the end of Year 6 pupils can describe the key features of the world's major faiths and they understand the importance of belief and how it affects their lives. They discuss issues in a mature and sensitive way and are able to extend their knowledge of leaders who have an effect on the world. They know the importance of Guru Nanak, Jesus, Mohammed and Krishna. They are able to write about the attitudes of the Romans towards Jesus and the influence of Martin Luther King. A pupil wrote about Martin Luther King. *'He was an excellent man. I have always admired his teachings. I would be prepared to carry out his work for him. He would be thrilled to know that others are carrying on with his work.'* They know about the relevance of some foods to celebrations. They build on their knowledge gained earlier in the school, such as in Year 5 where pupils can talk in detail about the pilgrimage Hajj that is brought to life for them when a parent comes to talk about the event. Year 4 pupils write their ideas about God, thinking most carefully before they write. *'God is special to us, gave us a school to work in, gave us everything we need to survive.'* They write heart-felt prayers, *'Dear God can we have world peace and my relatives and friends be in good health'*. Year 3 pupils learn what respect is and the importance of buildings such as the synagogue to the Jews.

166 Pupils have most positive attitudes and work conscientiously and with enjoyment on the variety of approaches provided by their teachers. Teachers expect pupils to think for themselves, to make connections with stories heard and to share their own experiences in class discussion. They do this willingly, resulting in good practice in speaking and listening. Pupils respond well to these high expectations to concentrate well and learn as much as they can. This was particularly evident in the Year 6 pupils' work on world leaders. Teaching is good overall. Teachers' planning, work displayed and pupils' books show that teachers provide a balanced curriculum for religious education based on very good subject knowledge.

167 In all lessons, pupils understand routines, know what they are doing and are keen to participate. Teachers have to spend little time on the management of pupils. Teachers make effective links with literacy, reading stories and encouraging pupils to write independently. There is effective use of information communication technology. Pupils of all ages use the Internet and research topics. Carefully graded work allows all pupils, including those with special educational needs and English as an additional language, to achieve well.

168 The subject co-ordinator is enthusiastic and has done good work in assembling resources, although, assessment procedures are not fully established neither is the work monitored and levelled to ensure the maximum progression of skills and knowledge throughout the school.

169 School assemblies contribute to pupils' knowledge of religions. There is a well thought out theme of values for each half-term. Assemblies contribute satisfactorily to pupil's spiritual development but pupils are sufficiently mature for the spiritual level of religion to be more explicit during these times.