

INSPECTION REPORT

ALEXANDER FIRST SCHOOL

Oakley Green, Windsor

LEA area: Windsor and Maidenhead

Unique reference number: 109884

Headteacher: Miss N Summerfield

Reporting inspector: Mrs Ann Coughlan
21124

Dates of inspection: February 5th – 8th 2001

Inspection number: 196546

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	3 – 9 years
Gender of pupils:	Mixed
School address:	Alexander First School Kenneally Oakley Green Windsor
Postcode:	SL6 4XP
Telephone number:	01753 852894
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Joyce Adcock
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21124	Ann Coughlan	Registered inspector	Mathematics, science, information and communication technology, art and design, geography, physical education	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
13395	Joanna Illingworth	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
10428	Tom Simpson	Team inspector	Foundation stage, English, design and technology, history, music, religious education, special educational needs, equal opportunities	How good are the curricular opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than other first schools with 79 pupils aged between five and nine years, on roll. The numbers of boys and girls are similar. It also caters for 32 part-time under fives in its nursery class. Pupils come from the adjacent army and civilian estates; more than 80 per cent are from families serving with Her Majesty's Forces. There is a high rate of transition among this element of the school population that presents the school with significant management challenges. The percentage of pupils known to be eligible for free school meals and the percentage of pupils from ethnic minorities are below the national average. The percentage of pupils identified as having special educational needs is below the national average but the percentage of pupils with a statement of special educational need is above the national average. An established feature of the school is a local education authority designated resource base for pupils with moderate learning difficulties that currently serves the needs of two pupils. The children's attainments on entry to full time education are broadly average.

HOW GOOD THE SCHOOL IS

Over the last three years this school has become increasingly effective and now shows several strong features. It is successful in meeting its aims and provides a good level of care and security that meets the needs of the many pupils experiencing significant changes. Good teaching and challenging work stimulates pupils' interest in learning. The headteacher's firm and effective leadership encourages staff, governors and parents to work together purposefully to improve the quality of education the school provides. There are high unit costs per pupil but the school gives sound value for money.

What the school does well

- The nursery gives children a good start to their school life.
- Good teaching across the school helps pupils to develop a keen interest in learning.
- The headteacher and key staff manage the school effectively; teachers work hard to improve their practice and the quality of provision in the subjects they co-ordinate and this has a positive impact on the standards pupils achieve.
- The school makes good provision for pupils' social and moral development, as a result behaviour is good overall so pupils feel secure in the safe and caring environment and enjoy coming to school.
- Teachers' assessments of pupils' attainment in the core subjects of English, mathematics and science are good and used well to evaluate the school's performance.
- The school's very good provision for pupils with special educational needs and for those in the resource unit enables them to play a full part in school life and to make good progress.

What could be improved

- The curriculum for the children in the foundation stage in the Year 1 class is not consistent with that provided for children in the nursery
- Schemes of work, to guide teachers' planning, are not complete for all subjects.
- The assessments of pupils' achievements are not always used effectively to plan work for pupils of different attainment levels.

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 built well on the improvements begun prior to its last inspection in 1997 and has made good progress. Standards have risen at the end of Key Stage 1 and in information and communication technology across the school. The school has addressed weaknesses vigorously and there has been a significant improvement in strategic planning and in the planning, monitoring and co-ordination of the curriculum. Together with the development of an appropriate management structure this has resulted in a significant improvement in the quality of teaching and a common purpose that contributes to pupils' learning. Behaviour in lessons has improved. The school now assesses pupils' work in English, mathematics and science effectively and uses this information to evaluate its performance. The school has satisfactorily implemented the National Literacy and Numeracy Strategies and these are

contributing to rising standards. The school has also addressed successfully aspects of health and safety provision that were weak at the time of the last inspection.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	D	E	A	B
writing	E	D	C	D
mathematics	D	E	B	C

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

The performance of seven year olds in the national tests in 2000 showed a significant improvement over the previous two years being well above average in reading, above average in mathematics and average in writing when compared with all schools. In comparison with similar schools, based on eligibility for free school meals, the school's performance was above average in reading, average in mathematics but below average in writing. The group taking the tests in 2000 had had a relatively stable school career compared with the groups in the previous two years. Inspection evidence shows that by the age of seven standards in English and mathematics are as expected. The overall performance of pupils in Year 4, by the time they leave school, is likely to be below average in English and mathematics but this year group has a high proportion of pupils with special educational needs. The current Year 3 is attaining above average standards in English and mathematics. The school sets appropriate targets for individual pupils and is focusing on improving standards in writing. Standards in other subjects meet nationally expected levels. Although children enter the nursery with attainment levels below those found in most children of this age, they achieve well. By the time they start full time education most have attained the expected standards for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy coming to school, they are keen to learn and show interest in their work.
Behaviour, in and out of classrooms	Good overall in lessons and around the school. Pupils are polite and friendly and look after school resources well.
Personal development and relationships	Satisfactory personal development with pupils helping the school to run smoothly. Some are not always aware of the effect of their remarks and actions on others. Good relationships overall.
Attendance	Below average owing to a higher rate of authorised absence than is found in most primary schools.

Pupils' good behaviour and attitudes to learning and the constructive relationships they form with adults contribute to the good progress they make in most lessons. As a result of inappropriate management in a few lessons, behaviour deteriorates and learning is impeded.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	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 teaching of literacy and numeracy is good overall. The teaching of English, mathematics and science in Year 2 and the teaching of religious education and history in Year 3 are very good. Teaching is also very good in the resource unit and is good in the nursery. Pupils with special educational needs are taught well, both when being supported in class and when being withdrawn for extra specific teaching. Higher attaining pupils are not always challenged sufficiently, for example in music and science. There was only one unsatisfactory lesson seen during the inspection. Overall, teaching was very good in 17 per cent of lessons, good in 51 per cent of lessons and satisfactory in 30 per cent. Teachers prepare and organise lessons well, making good use of resources to stimulate pupils' interest. In most lessons a good pace is maintained so pupils work and learn in a productive manner but when work is undemanding pupils become restless and learning slows. In many lessons teachers use questioning skilfully to extend pupils' understanding. The management of pupils is satisfactory overall and frequently good but sometimes teachers do not insist on pupils becoming still and quiet before giving them instructions.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the school provides a wide range of learning opportunities, relevant to pupils. Visitors to the school and some visits to places of interest broaden pupils' experiences.
Provision for pupils with special educational needs	Very good; the work designed especially for them and the high level of care and support they receive, enables these pupils to make good progress in meeting the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for pupils' moral and social development encourages good behaviour and an orderly school community. There is satisfactory provision for pupils' spiritual and cultural development.
How well the school cares for its pupils	The school cares well for its pupils and monitors their progress carefully. It prepares pupils well for moving to other schools and quickly settles in mid-year entrants. It works effectively in partnership with external support agencies.

The school's assessment of pupils' work in English, mathematics and science is good but in other subjects is largely informal.

Links with parents are satisfactory overall. Parents make a positive contribution to learning and progress, but this is unavoidably restricted by the unusually high mobility of pupils and their families.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: very clear leadership by the headteacher and good management overall is promoting a good quality of education. The hard work of most teachers in their roles as subject co-ordinators also makes a significant contribution.
How well the governors fulfil their responsibilities	Satisfactory; the governing body is becoming increasingly effective in fulfilling its duties. Governors support the school well and enjoy good relationships with the staff.
The school's evaluation of its performance	The school makes good use of its analysis of the results of school and national tests, as well as its monitoring of the curriculum and teaching to evaluate its performance and modify its practice.
The strategic use of resources	The school makes effective use of most of its resources. Strategic and financial planning are good in a situation of uncertainty about the likely number of pupils on roll.

The generous levels of staffing have a positive effect on learning and behaviour. The accommodation is good overall though one Key Stage 2 classroom is too small. The school's good quality and range of books has a positive effect on standards in reading. Resources for information and communication technology are unsatisfactory and computers are not always used efficiently in lessons. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Children make good progress • Behaviour is good • Teaching is good • The school is approachable • The school expects children to work hard and to do their best • The school is well led and managed • The school is helping children to become mature and responsible 	<ul style="list-style-type: none"> • The amount of work to do at home • Information about children's progress • The range of activities outside lessons

The inspection team agrees with the positive comments of parents. The team judges that the amount of work pupils are given to do at home is appropriate and promotes learning and that the school provides a satisfactory range of activities outside lessons. Inspectors judge that parents have sufficient opportunities to discuss their child's progress with teachers but they agree that the annual written report does not yet suggest how improvements can be made.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment on entry to the nursery is below that usually found, particularly in language skills. They make a positive start to their school life and participate fully in all the activities provided. Achievement is good, the children make good progress and firmly develop and consolidate their skills. By the time they reach Year 1, most have achieved the early learning goals in all areas, while some are exceeding these and are working within Level 1 of the National Curriculum. Many pupils enter the school mid-term, in all year groups, with a wide variety of educational experiences and standards of attainment.
2. The performance of seven year olds in the national tests in 2000 showed a significant improvement over the previous two years being well above average in reading, above average in mathematics and average in writing when compared with all schools. Pupils' performance in the tests over the last three years has been below the national average overall though in line with the national trend. However, it is difficult to make valid comparisons from year to year owing to small numbers in some years, the high level of pupil mobility and the varying numbers of pupils with special educational needs in different year groups. In comparison with similar schools, based on eligibility for free school meals, the school's performance was above average in reading, average in mathematics but below average in writing but this again does not take into account this school's high turnover of pupils.
3. There is evidence to show that where there is better stability in a particular year group, the school's work is effective in raising standards. For example, many of the pupils who took the national tests last year had been in the school for two full years and inspection evidence shows that they are continuing to achieve well in Year 3 and attaining above average standards. The school sets aspirational, but realistic targets for all pupils and each year group, based firmly on national tests and teachers' assessments.
4. Pupils with special educational needs make good progress in relation to their prior attainment. Their special learning needs are identified early and appropriate targets are set. Progress is particularly good in literacy and numeracy where pupils of below average attainment benefit from the support of the co-ordinator for special educational needs and from other adults. One example of the progress being achieved by some of these pupils is that one of the pupils in the resource unit is now almost ready to return fully to mainstream education.
5. Inspection evidence also shows that pupils are attaining the expected levels in most subjects by the end of Year 2. However, while pupils in Year 4, where there is a higher than usual proportion of pupils with special educational needs, broadly attain the expected levels for their age in many subjects, their attainment in English and mathematics is below average. Owing to pupil mobility and different ways of compiling data, it is difficult to make comparisons with the findings of the previous inspection. Overall, however, standards are broadly the same as found at that time. Across the school, standards of investigation and application in mathematics and in information and communication technology have risen from below expected levels and now meet national expectations. The satisfactory standards most pupils achieve in literacy and numeracy reflects the hard work of teachers in improving their practice and the school's sound implementation of the National Literacy and Numeracy Strategies.
6. Achievement in English is satisfactory overall. Most pupils listen well to their teachers. However, their speaking skills are less well developed. In some lessons, for example, a significant minority are more prepared to express their own views than to listen to those of others. Where teachers provide opportunities to develop speaking skills these are often very successful as in discussions in Year 3 and 4 on sensitive subjects. Overall, however, the school does not develop speaking and listening skills in a sufficiently structured way.

7. As a result of an appropriately wide range of strategies used to teach reading most pupils by the end of Year 2, read simple text accurately. Achievement is good overall. Pupils can discuss various aspects of plot and characterisation and express their likes and dislikes about various stories and authors. By Year 3, most pupils are fluent readers. They use the alphabet to find out the answers to research questions and fully understand the function of 'index' and 'contents' pages. Some higher attaining pupils are very expressive readers who understand the underlying meaning of the stories they are read. By Year 4, some pupils are familiar with the conventions of library use.
8. Standards in writing are not as secure as those in reading, as achievement is inconsistent, but are still broadly average. Teachers encourage pupils to write for a wide range of purposes in Key Stage 1 that is extended appropriately in Years 3 and 4. By the end of Key Stage 1, most pupils produce clear text, distinguished by appropriate spelling and punctuation. Some of the handwriting and presentation, however, is of poor quality. Pupils in Year 3 write appropriately constructed stories, planned in advance while higher attaining pupils use more sophisticated punctuation such as speech marks appropriately. In Year 4, pupils use joined up handwriting and fountain pens, but their spelling and punctuation is barely average and the content of their work is generally below average. Though pupils are beginning to use word processing skills to develop writing, the use of pre-prepared worksheets limits achievement in some lessons.
9. The provision of challenging activities, matched well to pupils' prior levels of attainment, promotes sound progress in mathematics throughout the school. The appropriate emphasis on number and development of good mental skills and strategies promotes pupils' understanding of the number system and different operations well. Between five and seven years pupils learn simple operations and to order numbers in a variety of ways. Higher attainers show increasing awareness and understanding of the value of each digit in larger numbers and are beginning to use this in mental calculations. The increasing development of pupils' interest in investigating different aspects of mathematics and their understanding of its relevance in everyday life encourages good intellectual effort, so that by the age of nine many can articulate their strategies and conclusions clearly. Pupils with special educational needs in Year 4 make good progress in relation to their prior attainment as a result of good support and appropriately matched work. Achievement is satisfactory in most aspects of the mathematics curriculum but progress in data handling is less evident.
10. Teachers' assessment of pupils' attainments in science in 2000 indicates above average standards by the age of seven. Inspection findings show most pupils currently in Year 2 attain average levels and some beyond these. Attainment in Key Stage 2 broadly meets national expectations but more could be expected of some pupils. Achievement is good in Key Stage 1 and satisfactory in Key Stage 2. Although pupils gain a sound knowledge and understanding, of all aspects of science, teachers do not take the pupils' previous skills and individual levels of understanding sufficiently well into account when planning investigations so that the higher attaining pupils are not sufficiently challenged.
11. The standards pupils attain in information and communication technology by seven and nine years meet the nationally expected levels for their age. However, there is insufficient opportunity for pupils to attain higher standards and achievement is inconsistent. Although pupils are aware of the possibilities of information and communication technology, they have too little opportunity to use computers to fully develop their skills and unsatisfactory resources also limit their achievements.
12. Standards in religious education meet the expected levels of the locally agreed syllabus. By the end of the Key Stage 1, most pupils have a satisfactory recall of Bible stories. They also understand the underlying meaning of these. Key Stage 2 pupils have a good knowledge of the early life of Jesus. Most have a deep sense of awe and wonder about the nature of spiritual power, while being able to think rationally about religious issues. Pupils in Year 4 can explain similarities and differences between aspects of Christianity and those of other major world

religions. Through posing deep and relevant questions, some are gaining an awareness of what faith means for believers of different religions.

13. It was not possible to make a secure judgement about standards or achievement in design and technology. Standards and achievement in other subjects are satisfactory overall. Achievement is sometimes limited in subjects such as art and geography as teachers do not always build on what has gone before. Where assessment is underdeveloped this also limits the planning of activities to ensure the progressive development of knowledge and skills. In physical education pupils show good agility and co-ordination and some develop above the expected level in ball skills and movement. However, their ability to evaluate their own performance and that of others is under developed.

Pupils' attitudes, values and personal development

14. Pupils have good attitudes to learning that promote attainment and progress. Their behaviour is good and the school is an orderly community. Pupils' personal development is satisfactory. Standards have improved significantly since the last inspection, when there was some unsatisfactory behaviour in more than one in ten lessons. Overall, pupils with special educational needs have a good attitude towards their learning and towards others. Pupils in the resource unit integrate well with their mainstream classes and share a good level of mutual respect with the other pupils.
15. Children of all ages like coming to school, with no significant differences in attitudes according to key stage. In all year groups the majority of pupils are keen to learn and show interest in their work. In lessons they follow their teachers' instructions and keep on task during individual and group activities. They enjoy answering questions, but are sometimes reluctant to listen to one another. On occasions pupils are impatient, calling out in class without waiting their turn to speak. In a minority of lessons they are noisy and slow to settle down. Pupils in the nursery are very enthusiastic and eager to join in activities. Some get over excited, but in general are co-operative and well behaved. Pupils with special educational needs are also positive about their learning. Attitudes are best when the quality of teaching is good. Where lessons have good pace and teachers set challenging tasks, pupils concentrate well and work hard. In the few lessons in which plenary sessions are overlong or activities undemanding, pupils lose interest, do not listen to instructions, and become restless and chatty.
16. The quality of pupils' personal development is satisfactory. The programme of activities for children in the nursery helps them to acquire social skills and become more independent and confident. Pupils in the main school generally organise themselves well for lessons and are ready with the correct books and equipment. Older children take on certain duties outside the classroom. Pupils in Years 3 and 4 are given jobs such as preparing the hall for assemblies and collecting vouchers for the purchase of computers for the school. They also get good opportunities to express their views on the running of the school via the monthly meetings of a pupil forum, known as the "Acorn Group". The group encourages pupils to put forward ideas for improvements, and they have done so to good effect, as when they requested new playground equipment. Overall, they respond well to what is asked of them, and during their time in school develop a good sense of personal responsibility. However, they can sometimes show lack of respect for other people's feelings. On a few occasions during the inspection pupils were seen to act in an immature and inconsiderate way, being discourteous to teachers and making silly and hurtful remarks about each other.
17. Pupils' behaviour is good, both in lessons and outside the classroom. This is reflected in the rate of exclusion, which has fallen since the last inspection. No pupils have been excluded during the current academic year, and none were excluded in the previous academic year. In general, pupils respect the school's code of conduct. They are polite, self-disciplined, and handle equipment sensibly. Standards of behaviour are best in lessons where the teaching is good. Where it is stimulating, pupils settle down quickly, sit quietly on the carpet, and do not distract one another by talking out of turn. In lessons where teaching lacks good pace, pupils

become fidgety and quarrelsome. The quality of behaviour around the school is good. Pupils move around the building and grounds in an orderly fashion and are quiet and well mannered during lunch. They are very friendly and enjoy talking to visitors to the school. They have respect for property. Although there is litter around the site, there is no evidence of graffiti, vandalism or theft. Pupils play well together in the playground. There is some boisterous behaviour, but no examples of bullying or aggression were observed during the inspection.

18. Relationships within the school are constructive and harmonious. They encourage children to feel secure and confident, and therefore enhance their well-being and progress. Pupils cooperate well in class, and work successfully together in pairs or small groups. They respect and value each other's achievements, spontaneously applauding correct answers to teachers' questions. There are also good relationships between pupils and adults. Children trust members of staff. They are open with them, and when necessary will turn to them for support and guidance.
19. Attendance is below the national average, but only one pupil currently on roll has a poor record of attendance. Unexplained absence and long term absenteeism are not significant problems. Unauthorised absence is broadly in line with the national average. The school has a relatively high rate of authorised absence because a large number of pupils are away for a few days. Illness accounts for most absences, but other factors are also significant. The incidence of holiday leave is high, partly as a result of special circumstances such as fathers' tours of duty.
20. The inspection supports parents' opinions of pupils' attitudes and behaviour. All parents who completed questionnaire said that their children liked school. Almost all said that pupils behave well and become more mature and responsible during their time in school.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is good overall both in the foundation stage and for pupils aged five to nine years. There was only one unsatisfactory lesson seen during the inspection, owing to weak management of the pupils. Overall, teaching was very good in 17 per cent of lessons, good in 51 per cent of lessons and satisfactory in 30 per cent. This represents a significant improvement on the findings of the last inspection when teaching in 17 per cent of lessons was unsatisfactory and no very good teaching was seen. The good teaching makes a strong contribution to the achievement of pupils and their improved behaviour. Teaching is benefiting from the school's more consistent planning of the curriculum and from monitoring, as good practice is being shared across the school. The school's emphasis on professional development with a strong focus on self-evaluation has been beneficial.
22. The quality of teaching is good overall in the foundation stage. In the nursery in particular, it is based on a good understanding of the needs of young children. Planning is thorough and assessment information is used well to inform the children's work that appropriately includes a good range of first hand experiences. In the reception class, some of the work is challenging and thought provoking, and children are well supported by classroom assistants. The overall learning environment in this classroom, however, is not sufficiently tailored to their needs.
23. The teaching of literacy and numeracy is good overall with clear learning objectives. The teaching of English, mathematics and science in Year 2 is very good. Very good teaching was seen in history and religious education in Year 3. This leads to highly effective learning in these subjects. Teaching is also good overall in science and religious education. There was insufficient evidence to make a secure judgement on teaching in design and technology in Key Stage 2 or in geography in Key Stage 1. Although teaching and learning are good overall in science, teachers do not take the pupils' previous skills and individual levels of understanding sufficiently well into account when planning lessons. The higher attaining pupils have few opportunities to apply more intellectual and scientific understanding to their learning and this limits their achievement. Teachers provide appropriate direct teaching of information and

communication technology skills but not all organise practice on computers successfully. The restricted range of available software limits their use of new technology to support some subjects.

24. Pupils with special educational needs are taught well, both when being supported in class and when being withdrawn for extra specific teaching. Work is mostly well matched to their needs and addresses the targets set out on their individual education plans. The good quality and experience of the classroom assistants enables them to work in close partnership with teachers and promote learning effectively across the curriculum for many pupils. Though usually briefed well by the teachers, on a few occasions they were not used efficiently, for example, during introductions to lessons. Teaching of pupils in the resource unit is very good, especially when they are withdrawn for individual support from the co-ordinator for special educational needs.
25. Teachers have suitably high expectations for most aspects of their pupils' learning. This results in the good level of challenge they often provide. For example, in Key Stage 2 religious education and personal and social education pupils were encouraged to think deeply and so made mature responses. Most mental work in mathematics also challenges pupils to consider the strategies they are using. Expectation for presentation of work is not always high enough, such as for good quality diagrams in science.
26. The teaching of literacy is good in both key stages. Teachers across the school have a good understanding of how to teach reading and writing. They ensure that pupils know what they are expected to learn. Teachers use an appropriate range of strategies to teach reading and introduce pupils to a wide range of books, through for example, attractive displays of books in the classroom that support their studies in other subjects. Teachers encourage pupils to write for a variety of purposes in English lessons and satisfactorily support this with writing in other subjects such as religious education and history. However, there is too much reliance in some lessons on the use of commercially produced worksheets that limits the development of writing skills and good presentation. Teachers are beginning to make use of new technology to increase the ways pupils present their work.
27. The teaching of numeracy is also good in both key stages. Teachers make mathematics relevant to pupils and this leads to considerable interest, enthusiasm and high levels of concentration that contribute significantly to the pace of learning and their good levels of achievement. Teachers further promote the teaching of numeracy through good use of subject specific vocabulary, through using measures accurately in science, by exploring pattern in art and design and direction in physical education and geography. A weakness identified previously was the lack of the consistent development of the investigational skills of pupils. Teachers now give regular opportunities for pupils to explore mathematics in this way and seek to further improve their practice in this area.
28. Teachers structure lessons and organise purposeful practical work well, making good use of well-prepared resources to stimulate pupils' interest. An example was seen in a Year 3 history lesson where good exposition also captured the pupils' interest. However, not all teachers ensure pupils have sufficient time to practise computer skills. Teachers have a good knowledge and understanding of most subjects but are less skilled and confident about teaching music. They provide good review sessions at the end of most lessons to reinforce and consolidate the learning that has taken place. This evaluation involving pupils is a feature in many lessons and is an improvement since the last inspection. However, it is not yet well developed in physical education lessons.
29. Teachers' sound management in nearly all lessons ensures that they proceed at a good pace that promotes concentration and learning. Pupils are well used to routines and being ready quickly to start work. Teachers have appropriate expectations of pupils' behaviour and of their ability to apply themselves to work. Where management and discipline is very good, as in some Year 2 lessons, very good use is made of time and pupils' rate of learning is enhanced. In a few lessons, where oral work continues for too long or where the teacher does not

sufficiently reinforce expectation of behaviour, pupils are inattentive, some become restless and learning is interrupted. Teachers communicate effectively with the pupils, encouraging their efforts, so that there is a pleasant and purposeful atmosphere in lessons that promotes good relationships. The pupils feel confident enough to contribute their ideas freely and to undertake new tasks. Good questioning strategies are used to check on understanding and to consolidate learning. Teachers understand the personal development and needs of their pupils well and use this to good effect. Teachers mark work conscientiously but do not often make constructive comments in pupils' books to help improvement. The regular homework the teachers give provides satisfactory support for learning.

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

30. The school provides a full and balanced curriculum overall that includes all the subjects of the National Curriculum and religious education, and fully meets statutory requirements. Appropriate provision is made for teaching personal, social and health education through science, specially designated lessons and as part of topics such as 'Ourselves'. Drugs misuse and sex education are also addressed when appropriate.
31. Since the time of the last inspection, planning procedures have improved. An appropriate structure of long, medium and short-term planning ensures that pupils' skills and knowledge are progressively developed as they proceed through the school. In both key stages planning is largely subject based. The school allocates an appropriate amount of time to literacy and numeracy, and has soundly introduced the relevant national strategies to teach these basic skills. The implementation of the literacy and numeracy hours supports the consistency of teaching, and pupils' rates of learning. The school has completed a number of schemes of work since the time of the last inspection. However, these are at various stages of development. Some are recent and detailed. Others are superficial, or are in the process of being updated in line with national initiatives.
32. There is good provision for children in the nursery. The detailed planning takes full account of the designated areas of learning of the foundation stage. Staff link planning well, through a two-year cycle, to appropriate topics, such as 'People who help us'. They place a strong emphasis on providing practical first hand experiences of quality and on helping the children gain appropriate language and number skills. They also give a suitable emphasis to creative activities, and many of the children produce paintings and drawings that are of relatively good quality for their ages. There is a small number of reception-aged children in a largely Year 1 class. Although some regard is given to their particular needs, planning is insufficiently based on the recommended curriculum for the foundation stage. It is also not linked closely enough to the planning and provision for the foundation stage children in the nursery.
33. There is very good provision for pupils with special educational needs. The special education needs co-ordinator, class teachers and assistants support pupils in the resource unit and other pupils on the register for special educational needs very well. These pupils have full access to the curriculum and all aspects of school life. There is also very good planning for pupils with special educational needs. Individual education plans are very detailed, precise and relevant. They are practical working documents that are reviewed and updated at appropriate intervals. All statutory requirements in respect of pupils with statements of special educational need are fully met. Specific provision is also made for some more able pupils. For example, a nursery child who has well developed literacy skills regularly joins a Key Stage 1 class for English lessons.
34. A number of lunch time clubs satisfactorily support the curriculum and help to raise standards. Currently, these are music, sports, gardening and board games, and are available to pupils at Key Stage 2. The curriculum benefits from the use of outside speakers. For example the commanding officers of local units, members of the Ministry of Defence police and the

community police officer come in to talk to pupils. The school makes adequate use of the locality as a subject for educational trips. Pupils have visited the church and local stores, and studied the surrounding area as part of their geography work. The school has satisfactory links with the local community. Its contacts with local agencies and businesses serve to broaden its curriculum and improve resources for learning. Lego has provided new equipment, and the school has been able to install new computers thanks to support from the British Airways Charity for children.

35. There is good liaison with partner organisations. The local education authority's officers provide support and advice on matters such as special educational needs. It is difficult to maintain on-going links with partner schools, given the high degree of pupil mobility. Nevertheless, the school works hard to develop effective links with them regarding the transfer of pupils. It has exchanged long term curricular plans with schools in Northern Ireland in order to strengthen continuity of learning for the large number of pupils about to transfer there during the impending unit move.
36. The school makes good provision for pupils' personal development. The importance of spiritual, moral, social and cultural education is implicitly recognised in its aims of providing a happy and secure environment, and promoting respect and consideration for others. These aims underpin all its detailed policies and procedures, such as the code of conduct and system of rewards,
37. Provision for pupils' spiritual development is satisfactory. The school has a good formal policy on collective worship, which it implements through a well-planned programme of assemblies. Themes are co-ordinated with the Christian religious calendar, but also include contemplation of festivals of other faiths and cultures, for example Diwali and the Chinese New Year. The assemblies observed during the inspection fulfilled statutory requirements. They included prayers and silent reflection, although the time given to the latter was brief. There was satisfactory use of music to enhance the sense of occasion, and hymn singing gave all pupils an opportunity to play an active part in the assembly. Religious education effectively promotes pupils' spiritual development, but the contribution of art, music and other National Curriculum subjects to the pupils' spiritual development is limited.
38. The school makes good provision for moral education. Pupils are taught how to distinguish right from wrong through the code of conduct, which is clearly displayed throughout the school. It is also encapsulated in the home/school agreement, to which pupils are a party. Moral themes are examined in assemblies and discussed in personal and social education lessons. Teachers provide good role models and have appropriately high expectations regarding behaviour. From the nursery unit upwards, children learn the value of fairness, honesty and mutual trust in their dealings with others. They are taught what is and is not acceptable behaviour, and this is reflected in their good conduct in and around school.
39. Pupils' social development is well promoted through measures that seek to enhance social skills and foster good relationships within the school. Members of staff encourage children of all ages to work co-operatively in lessons and to appreciate one another's achievements. The programme of personal and social education encourages pupils to be open about their problems and to attempt to solve them through discussion and negotiation. The school actively promotes concepts of good citizenship. Pupils are encouraged to think of people who are less fortunate than they are, as for example when they collect money for charity. They are given good opportunities to serve the school community. They carry out errands for members of staff in lessons and in the case of Years 3 and 4 take on significant responsibilities outside the classroom. The last inspection report said that there were not enough planned opportunities for pupils to put forward their suggestions for improvements to the school. This matter has been addressed and effectively remedied. The "Acorn Group" now provides pupils with an official forum for expressing their views on the running of the school.
40. Provision for pupils' cultural development is satisfactory. They learn to understand and value their own cultural traditions through collective worship in assemblies and topics in National

Curriculum subjects, as when younger children study the local area as part of their geography work. The school takes pupils to the local church, and to museums and art galleries further afield in order to widen their experience of culture, but its programme of trips does not include visits to theatres. Pupils acquire some understanding of the beliefs and ceremonies of other faiths through assemblies and religious education lessons, but receive relatively limited opportunities to develop their knowledge of non-European cultures. This is reflected in the displays of pupils' work around the school, which make little reference to multicultural education. The school does not yet pay sufficient attention to developing the pupils' understanding of life in multicultural Britain.

41. Overall, the school has made satisfactory progress in promoting pupils' personal development since the last inspection. Pupils now have a formal means of putting forward their views, and have the chance to go on visits that deepen their understanding of their own culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The quality of pastoral care is good and this has a positive effect on pupils' achievements. The school provides a safe environment and pupils are well looked after by staff who know them well as individuals. There has been good progress since the inspection in 1997. At that time there were concerns over the adequacy of signs for emergency evacuations, and regarding procedures for risk assessment and child protection. The school has dealt with these weaknesses and they are no longer issues.
43. Arrangements for promoting pupils' general welfare are good. Much work is done informally; the quality of this informal care is enhanced by the good relationships that prevail within the school. Members of staff are approachable and are always willing to make time to see pupils. Pupils know this and therefore feel able to turn to adults in the school for help and guidance. Induction procedures and transfer arrangements are thorough, and are appropriate to a school that has an abnormally high turnover of pupils. Much work is done to minimise the disruption to children's lives, including the development of good links with sending and receiving schools. For example, in preparation for a unit move, headteachers from Northern Ireland have come to Alexander First School to talk to children and to reassure them about the transfer to schools over there. Support and guidance are also enhanced by links with the "Learning through Action" charity. Members of this organisation work with pupils and try to help them cope with feelings of insecurity arising from another change of school.
44. There are good formal procedures for ensuring the health and safety of pupils, staff and visitors. The school now has a detailed policy for child protection and gives staff good guidance and training in the issue. There are sound arrangements for first aid and for the completion of risk assessments. The school's health and safety policy is clear and comprehensive, and hazards that existed at the time of the last inspection have been eliminated, with the exception of the nursery room's sliding entrance doors. These are still very heavy and difficult to open quickly.
45. The school has implemented successfully a wide range of assessment procedures. This is a significant improvement since the last inspection. Strategies include baseline assessment, regular reading tests and non-statutory national tests at Key Stage 2. Teachers collect appropriately annotated samples of pupils' work in English, mathematics and science and use these to measure individual progress. There is also target setting and the prediction of likely progress in the key subjects. Suitable arrangements are in place for assessing pupils who enter the school part way through their education. These include specially purchased diagnostic tests in English and mathematics. The school carries out statutory assessments as required at the end of Key Stage 1.
46. Assessment of children in the nursery is good and staff use the results well to inform planning at both the long term and daily levels. For example, they evaluate each lesson in terms of group and individual progress and the information forms the basis of the following day's work.

Staff know the children very well and the welfare and guidance of each individual is their prime concern. The arrangements for the assessment and identification of pupils with special educational needs, including those in the resource unit, are very good and are being implemented in accordance with the Code of Practice. The co-ordinator for special educational needs and other staff support pupils in the resource unit very well. They help them to meet targets in behaviour and learning through well-structured programmes, that they review regularly. Specialist teachers from the local authority who provide guidance on relevant teaching and provision appropriately assess on entry the occasional pupil whose home language is not English, and subsequently monitor progress.

47. The school uses assessment data effectively at a strategic level. The information gained informs the school development plan. For example, weaknesses in reading comprehension and investigative mathematics identified last year are being addressed. The school plots data from reading tests using it to identify individual weaknesses. While teachers use assessment information successfully to group pupils in some lessons, including literacy and numeracy, this is not universally the case. In some subjects, including science, the failure to use assessment to fully inform planning means that the work set for pupils is not matched closely enough to the needs and aptitudes of different ability groups within a class. This has an adverse effect on their achievement. Also, assessment in religious education and some foundation subjects is still largely informal.
48. The school has effective procedures for encouraging pupils to attend school regularly and punctually. There is a good formal policy on attendance which gives teachers includes clear guidance on marking and maintaining registers. Registrations comply with legal requirements, as do arrangements for reporting attendance statistics. The school monitors pupils' attendance carefully, and analyses and evaluates trends. All instances of unauthorised or prolonged absence are properly followed up. There is good liaison with the education welfare officer who visits the school on a regular basis. The Army's Families Office will also investigate some cases of absence at the request of the headteacher.
49. The school's procedures for monitoring pupils' behaviour and promoting high standards have been strengthened since the last inspection. The school's policies have clear and appropriate aims, and give staff good guidance on classroom management and the need to keep parents well informed of policies and any actual incidents. There are good systems for recording inappropriate behaviour by pupils and taking steps to modify it. Members of staff use sanctions and rewards effectively, with emphasis on praise and celebration of achievements. The school has established good strategies for dealing with and, as far as possible, eliminating bullying and aggression. Pupils are well supervised during breaks and the lunch hour, which limits opportunities for boisterous or oppressive behaviour. There is a formal anti-bullying policy. This adopts a "no blame" approach in line with recommendations of the behaviour support team of the Royal Borough of Windsor and Maidenhead.
50. There are satisfactory arrangements for monitoring and promoting pupils' personal development. Members of staff are able to track pupils' progress through attendance records, incident report forms and the use of awards for good work and behaviour. The school uses this information effectively to support further development. It sets personal targets for pupils, which it fully shares with them. These are reviewed at the beginning of every term and are amended by mutual agreement in the light of the pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents have very positive views of the school. Responses to the inspection survey showed a high level of satisfaction with nearly all aspects of its work. Parents are very pleased with the progress that their children make and with standards of behaviour. Nearly all think that the school helps pupils to become more mature and responsible and expects them to work hard. They are also happy with the quality of teaching and the leadership and management of the

school. The area of greatest concern to parents is extra-curricular activities. The majority of those who completed the survey feel that the school does not provide an interesting range of activities outside lessons. Their views are not supported by the inspection, which judges that provision is satisfactory overall, although it acknowledges that there are relatively few opportunities for younger pupils.

52. Parents are satisfied with home/school links. The majority say that the school works closely with them and keeps them well informed about their children's progress. Almost all parents say that they feel comfortable about approaching members of staff over problems and queries. They are less happy with the work that pupils are expected to do at home. 20 per cent of respondents to the questionnaire said that their child did not get the right amount of homework. The inspection evidence supports parents' views on their partnership with the school. Links are satisfactory overall. They make a positive contribution to learning and progress, but are unavoidably restricted by the unusually high mobility of pupils and their families.
53. The quality of information for parents is good. The school brochure is a useful information pack. For example, it provides parents with good advice on how they can help children to settle in and encourage them to read. The annual report of the governing body, on the other hand, does not include the required statement on the progress of the action plan resulting from the last inspection. Nor does it report adequately on the success of its policy and provision for pupils with special educational needs. The school publishes a very good brochure for the parents of children in the nursery unit. It encourages parents to become partners in their children's learning by reading to them and by teaching them traditional nursery rhymes.
54. The quality of information on pupils' progress is good. Reading records provide on-going information on what pupils are learning, and can also be used for dialogue between parents and teachers. The school makes effective arrangements for consultation evenings and has consulted parents in order to discover what best suits them. If they are unable to attend, they have many opportunities to discuss their child's progress with teachers at other times. They may if they wish see members of staff informally at the end of the school day. Children's individual targets are shared with parents, and this is something that they greatly appreciate. The annual reports provide information on all subjects but do not sufficiently explain to what extent the children are reaching the appropriate standard for their age. The school intends to improve reports by including individual targets. Parents are kept well informed about more general matters. There are briefing sessions for parents on the curriculum and national tests. Regular newsletters keep them in touch with the latest developments in school.
55. The school values its partnership with parents. It has taken steps to improve home/school links and involve parents more extensively in their children's learning. It has introduced home/school contracts and established a policy that every child shall receive regular homework. The school's efforts are having a positive effect. Overall, parents' contribution is satisfactory and promotes attainment and progress. For example, reading records and conversation with pupils show that most parents hear their children read at home. There is an active parent teacher association, known as the Home School Group, and parents give very good support to school plays. On the other hand, consultation evenings on pupils' progress are only moderately well attended. There are very few parent helpers in school, although many more are willing to act as extra supervisors on school trips. Most parents are supportive when there are problems concerning a child's behaviour or attendance. However, a significant number of parents take pupils out of school for family holidays and special treats, which can have an adverse effect on attainment and progress, particularly during preparation for national tests.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. As a result of firm management and the clear educational direction given by the headteacher the school has built very well on the changes being put into place at the time of the last

inspection. All teaching staff carry considerable responsibilities for managing subjects, including financial responsibility. The school has addressed successfully the weakness in management identified in the last inspection and now has an improved management structure with a deputy headteacher working in close partnership with the headteacher. Most subject co-ordinators have established a very consistent pattern of leading and supporting colleagues.

57. The management of the provision for special educational needs is very good. Funding is administered appropriately to provide staffing and resources for these pupils. The co-ordinator for special educational needs is very committed and well informed. She has built up a substantial collection of information and resources that is appropriately available to support the work of other staff. She regularly meets with the headteacher and the designated governor to discuss issues related to special educational needs. All documentation is thorough and fully complies with statutory requirements. The accommodation available for individual and group teaching is warm and attractive, while the supply of quality resources to support the teaching and learning of pupils with special educational needs is good.
58. The school has pursued successfully its long-term improvement plan and has addressed rigorously the weaknesses identified by the previous inspection, at the same time responding to new national initiatives. For example, good quality subject policies provide a common structure for planning, monitoring and co-ordinating the curriculum and pupils make better progress in developing skills of investigation. Assessment is good in the core subjects and is now used well to monitor the school's performance and to set appropriate targets. The school has, in addition, soundly introduced the National Literacy and Numeracy Strategies. As a result, the school is maintaining and improving standards despite the high turnover of pupils. The school is well aware of the work that still needs to be done. Subject co-ordinators construct an action plan from notes and observations they make over time and these are used to inform the school's rolling improvement plan that is reviewed on a regular basis. Although appropriate success criteria are in place for developments, the school as yet, has no formal means for evaluating impact on standards.
59. The school has had some difficulty in recruiting governors but now has a full complement apart from one minor authority representative. Although relatively inexperienced, the governors are well organised, supportive and enjoy good relationships with the school. The chair of governors meets regularly with the headteacher and governors appreciate the good guidance she gives them. This advice, together with local authority training, is helping them to fulfil their roles and responsibilities with increasing confidence.
60. The school's financial management and control are good with a clear timetable for action during the year. Within the difficult situation of uncertainty about the likely number of pupils on roll the headteacher and financial officer are skilful at constructing a range of strategic plans and budget plans to support these. These enable the governors' finance committee to advise the governing body on the best option for fulfilling its priorities. These include maintaining generous staffing levels to provide the extra support needed in times of considerable change and funding to support curricular development. The school uses its funding for special educational needs and for staff training appropriately. It also has a long-term programme for improving accommodation as funds allow. Developments so far, such as the new Year 4 classroom, new staffroom and new fencing, are enhancing the general environment and increasing security. Displays of pupils' work and interesting artefacts provide a stimulating environment for learning in nearly all classrooms. There was a very large surplus planned into last year's budget. This was retained specifically to meet returns brought about by a falling roll and to prevent the school going into deficit.
61. The governors and headteacher are appropriately aware of the importance of following the principles of best value when managing and allocating school funds. They are collecting data about the school's performance to compare it with other schools and identify trends, so as to take action to raise standards. Where possible, they consult with parents and maintain a good liaison with army personnel to aid planning. An improvement since the last inspection is the move from a manual to a computerised system of accounting. The school is planning to

improve its use of new technology further by computerised management of attendance and assessment data.

62. Although the governing body has a curriculum committee that considers developments, the governing body has yet to develop a range of means of informing itself about the quality of the curriculum provided by the school. The school meets most statutory requirements, apart from two minor omissions in the governors' annual report to parents.
63. The school has a generous number of teaching and support staff and there is a strong commitment to collaborative working. This is particularly effective in the nursery and for pupils with special educational needs. Classroom assistants work well in partnership with the teachers, usually know exactly what is expected and play a valuable role in supporting children's learning. In a few instances, their time is not used efficiently when under occupied during introductions to lessons. A well-designed staff handbook provides all staff with clear and accessible guidelines for all their responsibilities. The school has introduced a rigorous programme for monitoring teaching by the headteacher and subject co-ordinators; this is supplemented by local authority support. This, together with the staff development programme linked well to the school improvement plan, is having a positive impact on the quality of teaching. Governors have formulated a good quality performance management policy and this is being implemented with targets in place.
64. Learning resources are satisfactory overall, well organised and accessible. Subject co-ordinators are well aware where they need to focus their spending in order to maintain and improve provision. Teachers make very good use of resources in many lessons to stimulate pupils' interest. The school now has an attractive and well-organised library that is used well. It contains a satisfactory range of fiction and non-fiction good quality books. Resources for information and communication technology, however, are unsatisfactory and are constraining achievement in some instances. The school is aware of this and currently considering ways of improving the situation.
65. The school has succeeded in developing a very positive ethos for learning and a common purpose in order to fulfil its aims and it has a very good capacity to continue its development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. To further raise standards of work the headteacher, staff and the governing body should:

(1) Ensure consistent provision all children in the Foundation Stage by:

- developing the Foundation Stage curriculum; ***
- relating the planning of lessons for children in the Year 1 class more consistently to the objectives specified in the national guidance for the Early Learning Goals;
- giving more consideration to the needs of children in the Foundation Stage when planning the environment of the Year 1 classroom;

(paras; 32, 68, 69)

(2) Complete schemes of work in all subjects in accordance with national guidelines to assist teachers' planning and improve the progression in pupils' learning;***

(paras; 31, 104, 108, 113, 116, 122, 130)

(3) Further improve the assessment of pupils' achievements by:

- using information from the school's good assessment procedures in the core subjects, to match work more closely to the needs of all pupils in science, particularly the more able;
- developing assessment procedures for the foundation subjects

(paras; 47, 95, 104, 108, 116, 122, 130, 133)

67. In addition to the main items above, the following area for improvement should be considered for inclusion in the action plan:

- Improving the resources for the teaching of information and communication technology

(paras; 11, 28, 64, 121)

- Considering ways of improving pupils' multicultural awareness

(paras; 40)

*** items already under consideration by the school

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	51	30	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y1 – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	17	79
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs

	Nursery	Y1 – Y4
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	5	17

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	7	10	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	10	10	10
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (71)	100 (88)	100 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	10	10	10
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (83)	100 (88)	100
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	0
White	73
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: Y1– Y4**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	
Average class size	

Education support staff: Y1– Y4

Total number of education support staff	3.5
Total aggregate hours worked per week	62

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17

Total number of education support staff	1
Total aggregate hours worked per week	64

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999/2000
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	£
Total income	344,499
Total expenditure	340,859
Expenditure per pupil	2,563
Balance brought forward from previous year	55,441
Balance carried forward to next year	59,081

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	95
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	48	0	0	0
My child is making good progress in school.	41	59	0	0	0
Behaviour in the school is good.	32	66	2	0	0
My child gets the right amount of work to do at home.	20	55	12	10	2
The teaching is good.	44	51	5	0	0
I am kept well informed about how my child is getting on.	27	59	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	53	44	2	0	0
The school expects my child to work hard and achieve his or her best.	47	51	2	0	0
The school works closely with parents.	30	57	11	2	0
The school is well led and managed.	39	57	5	0	0
The school is helping my child become mature and responsible.	45	52	2	0	0
The school provides an interesting range of activities outside lessons.	8	26	41	13	13

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

68. At the time of the inspection there were thirty-two children in the nursery, attending either for the morning or afternoon session, and six children at the reception stage. Children remain in the nursery for up to five terms and enter school in the term following their fifth birthday. The school provides a good induction programme that ensures the children are familiar with the nursery and its staff before they enter. It involves visits to the nursery for children and their parents, a meeting for parents and visits to the children's homes by the nursery staff. The children's attainment on entry to the nursery is slightly below average, particularly in language skills. Overall, their rate of learning is good and by the time they reach Year 1, most have achieved well and attained the early learning goals in all areas. Some are exceeding these and are working within Level 1 of the National Curriculum. There are particular strengths in personal, social and emotional development and creative development. Planning and provision for children in the nursery is firmly founded on the recommended curriculum for the foundation stage. However, although some provision is made for the specific needs of the small number of reception age children who are in an otherwise largely Year 1 class, this is not sufficiently planned according to the foundation stage guidelines or in close enough liaison with the nursery. Children with special educational needs make good progress in relation to their prior attainment.
69. The quality of teaching is good overall. In the nursery in particular, staff have a good understanding of the needs of young children, providing a broad, balanced and practical curriculum, that appropriately includes a good range of first hand experience. Planning is thorough and staff use information from their assessment well to plan the children's work. The good range of management strategies has a positive effect on the children's attitudes and behaviour. Staff have warm friendly relationships with the children and provide a happy environment where children feel safe and secure and are ready to learn. In the reception class, some of the work is challenging and thought provoking, and classroom assistants support children well while they carry out specific activities. The overall learning environment, however, is not sufficiently tailored to their needs.

Personal, social and emotional development

70. The children in the nursery and at the reception stage achieve well and develop good relationships with one another. They share resources well and play or work happily together. Children in the nursery behave well and respond appropriately to school routines, such as putting up their hands and taking turns. They are polite to visitors and to the staff. They develop independence, are interested in their tasks and can concentrate for reasonable amounts of time. In their current topic on 'People who help us' the nursery children learn to appreciate the contribution made to society by members of the caring and service professions, such as doctors, nurses and postal workers. The children in the reception class continue to be generally well behaved and secure, and all are likely to achieve the early learning goals by the time they reach Year 1. Teaching overall is good.

Communication, language and literacy

71. Although many of the children enter the nursery with under developed language skills, the staff take every opportunity to expose them to written and spoken language, and most achieve well. For example, they regularly read stories and poems and are given the opportunity to discuss these. Staff encourage the children to use spoken language, exploring subjects such as colour and texture while carrying out an art activity, using a toy telephone to carry out a simulated conversation and supported role playing of doctors, nurses and patients in a 'surgery'. Listening skills are good. The children write simple labels to record a journey they have made

in the local area. They prepare a table where all the objects have a common initial letter. Most of the children have a sound awareness of initial letter sounds and some understand blends such as 'ch'. All have a good idea that words carry meaning and can retell stories well with the help of pictures in a book. Some higher attaining children are already fluent readers. Satisfactory progress is made in learning to write. Over the course of a relatively short period of time, many of the children develop from writing over or copying their teacher's writing to producing writing of their own on topics such as 'This is my circuit' and 'This is my motor bike.' By the time they reach the reception stage, most are reading at least within Level 1 of the National Curriculum, can write words beginning with a given sound and are likely to achieve the early learning goals by the time they reach Year 1. Teaching in this area is also good.

Mathematical development.

72. In their mathematical development, the children's achievements are satisfactory during the foundation stage and all are likely to attain the early learning goals by the time they reach Year 1. The nursery children understand the concepts of 'over', 'under', 'high' and 'low'. Most can count objects to ten with some able to count further. They can add extra single digit numbers, with some being able to fill in missing numbers in a sequence. Reception children match numbers well with various groups of dots and can count successfully. Children learn to measure length and capacity using non-standard units and develop an understanding of telling the time. They recognise and name two-dimensional shapes. Teaching overall is good.

Knowledge and understanding of the world

73. This area of learning is largely taught through a two-year cycle of topics in the nursery and through subject focused lessons at the reception stage. The children's achievement is good in this area and most will reach the early learning goals by the time they reach Year 1. Teaching is good overall, being based in the nursery on a wide range of activities involving first hand experience, exploration and discussion. For example, the children make simple circuits using batteries and wires to make a bulb light up. They explore their route from home to the nursery and design and build a 'robot' using junk materials. They use adhesives and a number of materials to construct paper plate 'faces'. They are already becoming familiar with simple computer programs and can use a mouse effectively to manipulate these. In the reception stage, children develop their understanding of some of the changes that take place in people, as they grow older.

Physical development

74. By the time the children reach Year 1, their physical development meets the expected early learning goals. Good teaching in the nursery provides a wide range of indoor opportunities and some outdoor ones, although the latter are hampered by a lack of large play apparatus. Several of the children are aware of the changes that take place in their bodies and know why, for example, movement lessons need to begin with a warm up. They expend an appropriate amount of energy when successfully using a range of space, speed and movements to replicate those of a number of different animals, or those they imagine would be associated with different kinds of beans. No teaching of reception children was seen in this area during the inspection, although it did take place during the week.

Creative development

75. The children achieve well in this area and reach the early learning goals by the time they reach Year 1. The teaching is good overall and the children are provided with a rich range of learning experiences through which they can express their creativity. In the nursery the children successfully produce charcoal sketches, some in fine detail, of their friends and relatives. They successfully mix paints to create hand and vegetable prints and 'Joseph's coat of many colours'. Reception children begin to compare colour mixing using different media. Children in the nursery sing simple songs and rhymes with an appropriate level of diction and accuracy. Most have a good control of pulse and dynamics while clapping their hands. They have an

emerging knowledge of the names of several tuned percussion instruments and the sounds these make. The reception children continue to learn a wider range of nursery rhymes and songs and are able to pair different untuned instruments with various episodes in a musical story.

ENGLISH

76. In the most recent statutory assessments of seven year olds, pupils' results in reading were well above the national average. In writing they were average. In comparison with pupils from similar schools results were above average in reading but below average in writing. The year 2000 results were an improvement on those of recent years for both the assessed aspects of English. However, standards vary from year to year as a result of significant pupil mobility and the numbers of pupils with special educational needs in different year groups. It is the finding of the inspection that current standards are broadly average in all aspects of English at the end of Key Stage 1, but below average by the end of Year 4 where there is a high proportion of pupils with special educational needs. Conversely, standards are currently above average in Year 3. Many pupils enter the nursery with below average standards in literacy. Their achievements are good in the nursery and sound in both key stages. Pupils with special educational needs are well supported and make good progress in relation to their prior attainment. There is no significant difference in the standards being achieved by boys and girls. It is difficult to compare the current findings with those of the previous inspection because of pupil mobility and because of different ways of compiling data. However, they are broadly similar.
77. Most pupils listen well throughout the school. However, their speaking skills are less well developed. In some lessons, for example, a significant minority are more prepared to express their own views than to listen to those of others. Teachers provide opportunities across the curriculum for pupils to develop speaking skills and these are often very successful. In a Year 3 religious education lesson, for example, pupils conducted a serious debate about issues of religion and faith. They listened well to each other's views and produced some mature observations. In a Year 4 personal, social and health education lesson, pupils successfully discussed their feelings about shyness and acted out different related situations. Overall, however, the school does not develop speaking and listening skills in a structured way through use of drama, role-play and debate.
78. Teachers use an appropriately wide range of strategies to teach reading and most pupils respond well to these. Year 1 pupils all have suitably developed word recognition strategies and most use initial letters and sounds to decipher text. Some higher attaining pupils are already using several strategies and are achieving higher than expected standards. By the end of Year 2, most pupils read simple text accurately. They can discuss various aspects of plot and characterisation and express their likes and dislikes about various stories and authors. By Year 3, most pupils are fluent readers. They can use the alphabet to find out the answers to research questions and fully understand the use of 'index' and 'contents' pages. Some higher attaining pupils are very expressive readers who understand the underlying meaning of stories that they are reading. By Year 4, some pupils are familiar with the conventions of library use. Various strategies are used to assess and record pupils' individual standards and progress in reading but these are not consistently applied.
79. Standards in writing are not as secure as those in reading, but are still broadly average. Pupils are given the opportunity to write for a wide range of purposes. At Key Stage 1, these include descriptive writing about getting lost in a storm, reports about holidays and stories such as 'The day I lost my teddy'. At Key Stage 2, they also include adventure stories and the re-telling of familiar fairy tales. At Year 4, pupils carry out proof reading exercises. They research into the different styles of writing in a newspaper, write letters and produce dramatic writing about well known historical events. By the end of Key Stage 1, most can produce clear text, distinguished by appropriate spelling and punctuation. Some of the handwriting and presentation, however, is of poor quality. Pupils in Year 3 produce appropriately constructed

stories, planned in advance. Higher attaining pupils use more sophisticated punctuation such as speech marks appropriately. Lower attaining pupils often write neatly, but the content is less mature and the vocabulary is limited. By Year 4, pupils use joined up handwriting and fountain pens, but their spelling and punctuation is barely average. Although most appreciate the difference between styles such as 'informative' and 'instructional' text, the content of their work is below average. There is too much reliance in some classes on the use of pre-prepared work sheets, and this has a negative impact on the development of writing skills. Pupils are beginning to use word processing skills to improve their writing.

80. Pupils' attitudes in English lessons vary from sound to very good but are good overall. In most lessons, pupils behave well. They are quite enthusiastic about their work and try hard to succeed. They are keen to contribute their ideas to discussions and co-operate well even when not under direct adult supervision. Occasionally, however, some are argumentative with one another and call out inappropriately. Teaching also varies from satisfactory to very good but is good overall across the school. Teachers structure most lessons to support the pace of pupils' learning. Quiet and positive discipline encourages good behaviour and pleasant relationships at all levels. Teachers have a good level of understanding about how to deliver the subject and have clear objectives for lessons that they share with the pupils. Teachers generally match work well to the needs of different pupils in the class, and the content of lessons is frequently challenging. In a minority of lessons, however, the teacher's timing is inadequate and behaviour management strategies are ineffective.
81. The school has soundly implemented the National Literacy Strategy and this is having a positive effect on the standards being achieved. Literacy is well supported across the curriculum. Examples seen during the curriculum included history, where pupils developed their research skills by using a series of books to find out the truth behind the 'Sutton Hoo' mystery. Another was in religious education, when pupils explored the poem 'There is singing in the desert' to try and understand the earlier life of Jesus. English is well co-ordinated. There is good monitoring of literacy lessons and planning. Planning and assessment are generally thorough. There are good resources and the good quality and range of books, in particular, motivates pupils and promotes learning.

MATHEMATICS

82. The National Curriculum tests for seven year olds in the year 2000 showed that pupils attained above average standards in mathematics in comparison with all schools nationally but were average compared with similar schools. The results show a significant improvement from the previous year when results were well below average. However, the number of pupils attaining the higher Level 3 was below the national average. Year on year comparisons are difficult owing to the relatively small number of pupils taking the tests each year and the turbulence in the school population. Over the last three years the school's performance in mathematics has been below the national average. Inspection findings are consistent with the test results; by the age of seven most pupils are attaining the standard expected for pupils of this age, with about one fifth attaining above expectation. The standards for the current Year 4 are likely to be below average by the time they leave the school at nine years of age. Although the majority of this year group are likely to attain expected levels the high proportion of pupils with special educational needs (nearly one third) has a significant impact on overall standards. However, standards in the current Year 3 are above the national expectation. Achievement is sound overall.
83. The school has implemented the National Numeracy Strategy soundly and this has helped to overcome the lack of a clear scheme of work that was a weakness identified by the previous inspection. Planning across the school is beginning to follow a consistent pattern and long term planning is sound. Scrutiny of pupils' work from both key stages indicates that they follow a curriculum that is balanced well across most aspects of mathematics. For example, pupils across the school undertake a wide range of work on measure and Year 3 pupils are gaining a

good understanding of directional vocabulary and can define and recognise right angles. This broader curriculum is resulting in an improvement in standards since the last inspection in investigative work, finding patterns and in communicating findings. However, data handling is less well represented. Pupils use mathematical knowledge and skills appropriately in other subjects. For example pupils in Year 2 use measures of length in science and design and technology and they tally in geography. Year 3 pupils practise their knowledge of direction in geography and physical education. Year 4 pupils use measure and scale in their map work.

84. Oral and mental work is well established so that in most lessons the introductory session has a brisk pace, involves all the pupils and engages them in activities that sharpen thinking. For example, pupils show good progress in their understanding and use of doubling as they move through the school. Year 1 pupils can mentally double single digit numbers and most know that a double is a number added to itself. Older pupils build on this knowledge to double and halve larger numbers and in Year 4 pupils can think of several strategies for doubling two digit numbers. However, the quality of planning for group work varies and is not yet as firmly established as oral mathematics. In a Year 4 lesson, the teacher gave pupils insufficient opportunity to reinforce mental strategies, on adding two digit numbers, owing to lack of well planned group work to follow a good oral session.
85. In Key Stage 1, pupils develop a sound knowledge of the number system by using practical aids such as number lines and a 100 square. They order numbers successfully and some higher attainers show increasing awareness and understanding of the value of each digit and are beginning to use this in mental calculations. They can count forwards in twos, fives and tens and some can also count backwards. In a Year 2 lesson the teacher gave very good oral guidance and demonstrations that inspired pupils' interest by helping them to find patterns when adding two numbers together. They used their knowledge of number bonds that make ten to help them add three numbers together, learning the term 'partitioning'. By the time pupils are in Year 3 they show a developing knowledge and understanding of place value and two and three digit numbers that is above the expected level for their age. Year 4 pupils extend this to using decimal notation and applying it to money and measures.
86. A further weakness identified previously was the unsatisfactory development of the investigational skills of pupils. The school now places a suitable emphasis on the development of these in all age groups. Teachers confidently help pupils to develop mathematical strategies and to explain how they have worked things out to others. For example, Year 4 pupils are beginning to understand different ways of subtracting two digit numbers mentally through counting on or using multiples of ten to help. The atmosphere of working together that teachers create in lessons gives pupils the confidence to 'have a go' and to learn from each other.
87. The effective provision of support helps pupils with special educational needs to make good progress throughout the school and enjoy mathematical tasks. For example, in a Year 4 lesson on shapes and nets the special needs teacher provided work well matched to their prior attainment and helped them with activities that maintained their interest.
88. The quality of teaching is good overall with teachers sharing the lesson objectives with pupils and using and reinforcing mathematical vocabulary. In Key Stage 2, the teaching was good in all the lessons seen, with teachers directing questions specifically to different groups in the class. Teaching is very good in Year 2 and satisfactory in Year 1. Teachers have suitably high expectations and consider all contributions from pupils with respect and praise effort appropriately. This leads to pupils' good and often very good attitudes to mathematics. Their interest, enthusiasm and high levels of concentration contribute significantly to the pace of learning and to pupils' achievement. Pupils mostly listen attentively to teachers, discuss their work and with help, begin to articulate their thinking using correct mathematical vocabulary. Teaching is less successful when the first part of the lesson does not engage all pupils and lacks pace.
89. Teachers acknowledge that specific training for the numeracy hour has increased their confidence, particularly in leading oral work. Monitoring of teaching by the headteacher and the

subject co-ordinator has made a positive impact on the quality of teaching and pupils' progress. The assessment of pupils' attainment and progress is good overall with regular monitoring of the attainment of individual pupils. Analysis of pupils' attainments indicates that there is no significant difference between the performance of boys and girls. The school uses a commercial scheme and other materials appropriately to support its work in mathematics. The school is beginning to use computers to help pupils improve their number skills but this is in an early stage of development.

90. The mathematics co-ordinator manages the subject well consulting staff and involving local authority support. Through her regular monitoring, she is aware that more work is needed on planning and the use of information and communication technology to support mathematics. She has an appropriate action plan for development of the subject that includes the use of optional standard tests for target setting and the development of a portfolio of examples of work.

SCIENCE

91. Teacher assessments for pupils aged seven years in 2000 show that the percentage of pupils attaining the expected Level 2 was very high, being in the top five per cent of all schools, and was above the national average for the higher Level 3. Inspection findings show that standards in science are similar to those found at the last inspection being broadly in line with national expectations by the end Key Stage 1 and of Year 4. Achievement is good in Key Stage 1 and satisfactory in Key Stage 2. Pupils with special educational needs receive effective support that results in good achievement in relation to their prior levels of attainment.
92. By the end of Key Stage 1, pupils identify and compare accurately a range of materials. They observe which materials change by heating and cooling and begin to understand reversible and irreversible changes. Pupils are being introduced appropriately to investigative work. For example, in a very good Year 2 lesson the subject co-ordinator skilfully promoted pupils' learning. She used good explanation, questioning and demonstration to help pupils build on the knowledge and skills they had acquired during an investigation into cars moving down a slope covered with different surfaces. Reinforcing vocabulary to do with forces she invited pupils to predict what might happen if, instead of varying the surface of the slope, they varied the angle. They carried out the practical work sensibly, with help and gave a good account of their choices and results in answer to questions.
93. In Key Stage 2, pupils are developing a sound knowledge and understanding of different aspects of science. During a discussion with their teacher, Year 3 pupils demonstrated their good knowledge of different kinds of forces and magnets, and how magnets attract and repel various objects. However, the scrutiny of work indicates that pupils do not develop a sufficiently clear idea of a fair test or how to plan investigations. Although pupils are able to observe, make comparisons and develop some practical skills, teachers do not provide enough opportunities for them to identify the essential features of fair tests independently. The tasks presented to higher attaining pupils, in particular, are insufficiently challenging. This is reflected in the teachers' lesson plans, which outline objectives and related activities, but do not include details of more demanding work for these pupils. Pupils in Year 4 keenly undertook practical work on electrical circuits, building on previous knowledge, to test which materials and objects are insulators or conductors. The teacher encouraged them to predict the outcome but much of the work was on a 'trial and error' basis. Higher attainers did not have the chance to develop a more systematic approach.
94. The overall good quality of teaching ensures that in both key stages, most pupils make good progress in lessons. Teachers encourage pupils to learn and use scientific vocabulary. They prepare and organise resources well and ensure that pupils complete the tasks given. Teachers manage pupils well during practical work and this ensures that all the activities planned are completed. Most teachers review work well at the end of lessons. For example, in

a Year 1 lesson the teacher made good use of pupils' work to reinforce their learning. These factors develop pupils' interest in science. However, the quality of learning opportunities in terms of independent work in Key Stage 2 is not sufficiently challenging for the higher attaining pupils to achieve as well as might be expected.

95. In some lessons the higher attaining pupils have few opportunities to apply more intellectual and scientific understanding to their learning. For example, in Year 1 too long a time was spent on the beginning of a lesson on how people change as they grow older. This limited the time for pupils to undertake their own work and only a low level task was presented that most completed without difficulty. The opportunity was missed for more challenging work. Although pupils work in groups in most lessons, they mostly undertake similar activities. Although there is regular, good quality individual assessment, teachers do not take the pupils' previous skills and levels of understanding sufficiently well into account when planning lessons.
96. Pupils' work is always marked regularly and pupils are praised appropriately but there are insufficient comments that encourage pupils to achieve higher standards of presentation or identify targets for future achievements. The overuse of commercial worksheets across the school is limiting pupils' learning of how to communicate scientific ideas. They are given insufficient opportunities to draw good quality labelled diagrams, design appropriate charts and tables for displaying their results or to write accounts of their work. There are not enough opportunities for pupils to use information and control technology in either research or recording.
97. There is good leadership and management of the subject by the well-qualified and enthusiastic co-ordinator. From her monitoring of teachers' planning and lesson observations she has a clear idea of the strengths and weaknesses of the subject and about its future direction. She has worked hard to ensure that the curriculum has been updated and modified to fit the new requirements. The good range and quality of learning resources that are well stored, labelled and accessible promote learning effectively.

ART AND DESIGN

98. Standards are similar to those found in the last inspection with most pupils meeting the expected levels by the end of Key Stage 1 and in Year 4. In Key Stage 1, pupils make sound progress in developing their basic drawing, colouring, cutting and sticking skills. They learn how to mix paint to make different colours and how to achieve different shades of one colour. For example, in Year 2, pupils confidently chose which colour range they wished to use to paint their design on a shape of a fish. They mixed powder paint with care, learning how to modify the shade with the addition of a little black or white. They enjoyed the activity and discussed what they are doing with each other. They explained why they like particular colours and what they are trying to do. Pupils are beginning to compare media; 'Oil pastels are easiest to mix because you can smudge them.' Overall, pupils' achievement is sound.
99. Pupils' learning in Key Stage 1 has clearly benefited from a visit to the National Gallery. Some are able to describe the paintings they like best and give reasons; 'I like the "Lily Pond at Night" as the water is purple'. The visit stimulated work using gold as a colour and attractive paintings after the style of Monet to make into calendars.
100. Teaching is sound overall and sometimes good. Teachers prepare and organise lessons well and emphasise the appropriate use of resources. For example, in a lesson for Year 3 based on 'The Snail' by Henri Matisse, the teacher emphasised the artist's use of shape and colour and the overall spiral aspect of the abstract representation. She encouraged pupils to look carefully at the reproduction of the artist's work as they chose from a wide range of coloured paper to construct their own design. In all lessons, behaviour is good and pupils co-operate well.

101. Pupils are beginning to use information and communication technology to create designs. For example, pupils in Year 2 are using a paint program to draw and fill abstract designs with blocks of colour. They enjoy the work and quickly settle to their individual tasks, maintaining concentration as they experiment with different colours and shapes. Key Stage 2 pupils are making good use of the graphics; pupils in Year 3 have designed invitation cards and pupils in Year 4 are learning to make repeating patterns. Pupils' achievement is good in this area.
102. However, teachers do not give pupils sufficient encouragement to develop finer detail and appreciation of texture through provision of regular observational drawing. Pupils' achievements are also restricted by the limited opportunity for self-expression and imaginative work and, as previously, little three dimensional work was on display at the time of the inspection. Many pupils also lack the appropriate vocabulary to discuss their work though teachers are addressing this in lessons. Teachers currently lack confidence in using clay although the school has its own kiln.
103. As found in the previous inspection, the pupils' techniques and skills of observation are not reinforced and developed systematically as they move through the school. Although teachers clearly value pupils' work illustrating other subjects, through the attractive way they display it, art is not so well celebrated for its own sake. There are few examples of the work of well-known artists shown around the school and planning indicates that teachers lack understanding of the way that the work of artists and craftspeople can be used to stimulate and involve pupils.
104. Owing to the focus on other subjects over the last two years, little attention has been given to the development of art and design. However, the role of the co-ordinator has developed since the last inspection and there is sound management of the subject with an emphasis on improving the progressive development of skills. The co-ordinator has an action plan to complete the scheme of work, based on national guidelines, by providing more detailed guidance for teachers and use this as a basis for more formal assessment. She supports staff by monitoring teachers' planning and making suggestions, such as encouraging the use of charcoal.

DESIGN AND TECHNOLOGY

105. It was only possible to see one full lesson during the inspection and, therefore, it is not possible to make a secure judgement about standards or teaching in the subject. However, a scrutiny of pupils' previous and current work, discussion with pupils and staff, and an examination of planning documents indicates that a full programme in the subject is provided and that statutory requirements are met.
106. Key Stage 1 pupils successfully use rulers to measure and cut materials in preparation for the construction of puppets. They can also thread needles and stitch. They produce labelled designs, following which they construct a number of wheeled vehicles. Pupils in Key Stage 2 design 'monsters'. Some of their products are imaginative scrap material constructions involving moving parts such as tongues and stomachs, which are controlled by simple pneumatic systems. They evaluate their end products and make relevant improvements.
107. In the one lesson seen, pupils' attitudes were very good. They were interested in the work and talked willingly about what they were doing. They behaved very well, concentrated fully on their tasks and were prepared to learn from their mistakes. The teaching was good.
108. The school currently plans for design and technology using nationally produced guidelines, but appropriately intends to develop its own specific scheme of work in due course. Some assessment activities are planned for, but assessment in the subject overall is informal. The co-ordinator monitors planning and has a clear view of where the subject now needs to be developed further.

GEOGRAPHY

109. Only one lesson was observed during the inspection and judgements are based on this and the limited amount of other evidence available. As found by the last inspection, pupils are attaining the expected standards for their age by the end of Key Stage 1 and Year 4.
110. Scrutiny of a limited range of work undertaken by pupils in Key Stage 1 shows that pupils are attaining close to the expected standards for their age. In work relating to their locality pupils have some idea of how and where to look for evidence. Pupils in Year 1 have found out about the different types of houses and shops in the local estate and about the kinds of jobs people do in a large local supermarket. Pupils in Year 2 can say what they like and dislike about places and have made a comparison between different aspects of life in Windsor and the Isle of Stronsay.
111. Pupils in Key Stage 2 develop their mapping skills and their understanding of places. Pupils in Year 3 have designed a 'Tourist Guide' to Windsor and are using secondary sources to find out about life in a hot climate in the Sahara region. They enjoy looking at and comparing maps and completing related tasks. Pupils in Year 4 have developed a satisfactory understanding of the similarities and differences between life in Kenya and in England and are currently studying village settlement and how a place changes over time. Good teaching of mapping skills was seen in a lesson for Year 4. Pupils can use a key and measure distance using the scale of the map. The teacher helped pupils to discuss the advantages and disadvantages of different routes between a village and local farms. She encouraged them to use the key to improve their description of a route and pick out important features. Pupils particularly enjoyed looking at an historic map of the region found on the Internet.
112. Although achievement is satisfactory across the school, as in some other subjects, overuse of worksheets limits pupils' interest in geography. As yet, pupils in Key Stage 2 have very little opportunity for fieldwork to stimulate interest and develop practical skills.
113. Owing to the focus on other subjects over the last two years, less attention has been given to the development of geography. The current scheme of work is helpful for teachers long term planning and provides suggestions for the subject specific vocabulary to be taught. The co-ordinator has a sound action plan for completing this next term and for developing resources to support the updated curriculum. She is continuing to liaise with the middle school about coverage of the Key Stage 2 curriculum. As yet, there is no formal procedure in place for assessing how each group of pupils has moved forward in their geographical knowledge and understanding.

HISTORY

114. Only two history lessons were seen during the inspection, one in each key stage. Evidence from these and from a scrutiny of previous work indicates that standards are in line with the national expectation by the end of Key Stage 1 and by the end of Year 4, a similar finding to that of the previous inspection. Year 1 pupils have a developing awareness of how different kinds of sources can provide historical information. Most can describe differences and similarities between modern and Victorian household items such as irons. Some are aware of changes over time, such as the social effects of the development of electricity. By the end of Key Stage 1, pupils understand the causes and the source of the Great Fire of London and write simulated letters from Samuel Pepys, which indicate that they have a good understanding of most of the circumstances surrounding this historical event. Year 3 pupils have a good recall of aspects of Anglo-Saxon history. For example, they know from where these invaders came and why. They also have a reasonable concept of how long ago they lived. Some higher attaining pupils are able to work out explanations for the customs of the

period by themselves, based on their understanding of other eras that they have studied. By Year 4, pupils have a sound understanding of several aspects of the Tudor period.

115. Pupils' attitudes in the lessons seen ranged from satisfactory to very good. In both lessons, they were very enthusiastic about the topic they were studying. In the more successful lesson, they were keen to share their ideas and were prepared to listen to those of others. They settled quickly to research tasks and concentrated well on these even when not being directly supported by an adult. There were very good levels of mutual support and co-operation. In the other lesson, some pupils were inclined to shout out their views and not to listen. Occasionally, some were argumentative and found it difficult to share artefacts with one another. Teaching also ranged from satisfactory to very good. The very good teaching, in Key Stage 2, was characterised by a very well informed exposition, which excited the pupils and successfully developed their increasing awareness of the customs and practices of the period they were studying. Methods were suitably varied, involving a good balance between whole class discussion and individual or group research. The teacher's questions were very searching and provided extra challenge for those higher attaining pupils who were capable of reasoning at higher conceptual levels. The style of pupil management employed encouraged open, but ordered, debate and pupil curiosity. In the satisfactory lesson, in Key Stage 1, good use of resources and well-presented material also interested the pupils and supported their learning. However, the whole class discussion went on too long. As a result a number of the pupils became bored and restless. There were also some weaknesses in behaviour management.
116. The school provides a full and balanced history curriculum, which meets statutory requirements. This is ensured by an appropriate long term planning structure. Medium term planning is largely based on national guidelines, and the school is appropriately adapting these to suit its own specific circumstances. Assessment is currently informal. The co-ordinator has relevant ideas for developing the subject further in the future.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. There has been a rise in standards in the subject since the last inspection. Pupils' attainments in information and communication technology by the end of Key Stage 1 and the end of Year 4 now meet the nationally expected levels for their age. Pupils have experience of all aspects of the information and communication technology curriculum. Achievement is satisfactory; pupils are aware of the possibilities of information and communication technology and by the end of Key Stage 1, recognise and use different icons and most can save and retrieve files. However, owing to limited opportunities for practice in some classes, not all pupils make consistent progress in the various strands of the subject.
118. Pupils follow instructions on the screen capably and many show good co-ordination when using a mouse. They understand the function of various keys but most can operate the keyboard only slowly. They are beginning to learn to combine text and pictures and to understand that they can control position and size as well as using graphics for design. Pupils in Key Stage 2 have used word processing and a spell check. An improvement since the last inspection is that older pupils are beginning to use CD ROMs for research purposes and to use the Internet.
119. Teaching is sound overall. Teachers plan satisfactorily to incorporate information and communication technology in lessons such as literacy, numeracy, art and design and geography. Teachers timetable lessons for direct teaching of information and communication technology to move pupils on in specific skills or use of particular software. Some teachers are more successful than others in organising practice during the day. The use of computers planned for some lessons during the inspection did not take place. However, teachers ensure equal access for all pupils and computers are used well to help pupils with special educational needs. Pupils use computers sensibly and work well together in pairs. They are developing

good practice in shutting down files and the computer. They are enthusiastic, keen to succeed, learn from their mistakes and willingly talk about what they are doing.

120. Good planning for a Year 1 lesson indicated a clear sequence of logical and progressive activities that had a positive effect on pupils' emerging skills and knowledge. In a good lesson for Year 2 pupils, the teacher used and reinforced a wide range of vocabulary about computers and guided pupils well to open and close windows appropriately. The good relationships seen across the school between adults and pupils and among the children are an important factor in pupils' enjoyment and keenness to learn. While showing a Year 3 class how to add information to a database, the teacher created a relaxed, pleasant atmosphere so that pupils were confident to ask for help. The teacher's clear explanation, good use of specific vocabulary and humorous interjections, captured the pupils' interest so they were keen to help each other.
121. The school's resources are unsatisfactory and limit further improvement in standards. The networked system has a limited capacity and teachers experience some technical problems. For example, it will not accept the school's new digital camera images. There is only a limited range of software but the school has recently purchased a data handling program and light sensors. The lack of a colour printer means that hard copies cannot be made of good designs created by pupils and this is discouraging. Information and communication technology has been a recent focus in the school improvement plan and the school is currently considering options for improving its resources and the best way to continue its Internet connection.
122. The co-ordinator has been responsible for the subject for two years and has revised the school policy to bring it up-to-date and provided a scheme of work based on national guidelines. However, this does not yet provide clear guidance on the progression of skills. She has started monitoring the use of information and communication technology in the classroom. Children enter the school with very varied experience of computers. As yet, however, formal assessment of the subject is underdeveloped. Teachers all have computers at home and support each other and increase their own competence through self-training. The subject is broadening pupils' experiences and making a good contribution to their social and cultural development.

MUSIC

123. Standards in music are broadly as expected by the end of Key Stage 1 and by the end of Year 4. Achievement is satisfactory. Current standards in music are as reported at the time of the last inspection. Year 1 pupils sing familiar songs quite sweetly with a sound control of dynamics and a developing ability to keep to a steady pulse. They are able to pair different untuned percussion instruments with different episodes in a musical version of a well-known children's story. By the end of the key stage most pupils know the names and attributes of several tuned and untuned instruments. They differentiate successfully between high and low notes. By Year 4, pupils understand terms such as 'treble clef' and recognise the number of beats in a bar. They can respond to conventional notation with tuned percussion instruments, being aware of the number of beats represented by different musical symbols. The pupils' singing in assemblies is of variable quality. On some occasions it is unenthusiastic and poor. On others, pupils sing well, in more than one part. No composing was seen during the inspection, but scrutiny of documentation indicates that this is planned.
124. Most pupils enjoy music lessons, but their behaviour in them is sometimes unsatisfactory. In the majority of the lessons seen during the inspection, they co-operated well with one another. In one lesson in Key Stage 2, however, a significant minority of pupils were disinterested, aggressive towards one another and displayed inappropriately challenging behaviour. Teaching is sound overall but ranges from unsatisfactory to good. When it is good, quiet but positive discipline ensures good behaviour and relationships. When it is unsatisfactory, too much time is spent unsuccessfully trying to manage pupils' behaviour, which adversely affects the overall

pace of learning. Some lessons, while made interesting for the pupils, lack any significant musical challenge. A number of the teachers do not have enough subject knowledge.

125. Appropriate planning structures are in place for music, but assessment is still insufficient and the time allocated to teaching the subject is below average in some classes. The co-ordinator, who is the headteacher, has carried out some monitoring and supporting of teaching. She is aware of where the subject needs to be developed further and supports standards by providing a weekly lunchtime music club.

PHYSICAL EDUCATION

126. Two games lessons in Key Stage 2 and one movement lesson in Key Stage 1 were seen during the inspection. In these areas pupils attain standards that meet and sometimes exceed the national expectations for their age. This is a similar picture to that found in the previous inspection. Pupils of all ages are agile and well co-ordinated and as they move through the school they make good progress in skills of balance, sequencing movements and in ball skills. The good quality of both indoor and outdoor accommodation and the good quality of resources make a significant contribution to the standards attained.
127. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. All the teachers place a suitable emphasis on safety issues and on the effect of exercise on the body. The methods and strategies they choose support their clear learning objectives and outcomes well and promote pupils' enjoyment of physical exercise. These factors lead to an enthusiastic response from pupils who make considerable effort. The teachers make the purpose of the lesson clear to pupils so they know what is expected of them. For example, in a Year 2 movement lesson, pupils showed they could move around a space safely in a variety of ways. They can balance on different parts of the body at a variety of levels. Pupils' behaviour was exemplary in this lesson. They listened very well to instructions, followed them carefully and showed good self-control at the beginning and end of the simple sequences they constructed. The teacher's high expectations and good use of time promoted good achievement.
128. In Key Stage 2, pupils build well on prior learning. They improve accuracy and control when throwing and catching balls and begin to develop their knowledge of rules and scoring in simple small team games. Pupils in Year 3 need some help with organisation but the activities promoted development of co-operative skills well. By Year 4, pupils are using a range of ways of passing the ball at different speeds and learning the skills of interception.
129. In Key Stage 2 teachers manage pupils satisfactorily and encourage them to take good care of apparatus. Pupils sometimes need reminding to listen to instructions but they follow them well. In the Year 4 games lesson the teachers' insufficient reinforcement of expectations for behaviour resulted in some restlessness and inappropriate bouncing of balls by a few pupils when they were receiving instructions. Year 3 pupils are too noisy at times when working to be concentrating sufficiently on their performance. Most teachers encourage pupils to demonstrate their work in lessons and in the Year 2 lesson the teacher made good use of these to help others improve their performance. However, teachers do not use demonstrations enough to develop pupils' skills of evaluation. Standards in the pupils' evaluation of their work are not as high as they could be.
130. There is sound management of the subject by the co-ordinator who monitors teachers' planning and ensures that resources are well maintained and improved. Physical education is a focus in the school improvement plan for next year and, in preparation, the co-ordinator has arranged some training for the staff and is currently completing the scheme of work in line with national guidelines. At present, assessment and record keeping are under-developed. The school is considering the future of its trainer swimming pool. This is expensive to maintain and can only be used for a very short period. However, activities such as extra-curricular clubs, a sponsored skipping day and an activities day in the summer term encourage pupils' interest in

sport. The work in physical education is effective in promoting pupils' social development and the aims and ethos of the school.

RELIGIOUS EDUCATION

131. As at the time of the last inspection, standards in religious education are at the expected levels at the end of Key Stage 1 and at the end of Year 4. Young Key Stage 1 pupils, for example, have an emerging appreciation of Jesus' motivation in changing Zachaeus' attitudes and can relate the concept of forgiveness to their own lives. By the end of the key stage, most pupils have a satisfactory recall of Bible stories. They also understand the underlying meaning of these. Key Stage 2 pupils have a good knowledge of the early life of Jesus. They effectively describe what they think his personality might have been like, and appreciate his religious and spiritual significance. Most have a deep sense of awe and wonder about the nature of spiritual power, while being able to think rationally about religious issues. Pupils in Year 4 can explain similarities and differences between aspects of Christianity and those of other major world religions. Through posing deep and relevant questions, some are gaining an awareness of what faith means for believers of different religions.
132. The pupils find religious education lessons interesting and their achievement is sound. They are frequently keen to promote their own ideas about spiritual matters and share these well with their class. Generally, they are also prepared to listen to the views of others. In an occasional lesson, however, they are more inclined to express their own views, sometimes forcibly, than to accept those of their fellows. Teaching ranges from satisfactory to very good, but is good overall. There is a good balance between whole class discussion and individual or group tasks that promotes learning. Teachers present material well, this gains the pupils' interest. Teachers also use stimulating resources. Their questions challenge pupils to think about issues that are being discussed, such as the moral examples that can be gained from the Christian experience. Discipline is generally positive and effective. Occasionally, however, there are weaknesses in behaviour management. Conversely, in the most successful lesson seen during the inspection, the teacher's good management of pupils created a framework within which pupils could question and debate significant religious seriously and successfully.
133. The school's planning for religious education is firmly based on the locally agreed syllabus. The enthusiastic co-ordinator has carried out monitoring of planning and teaching and has a clear commitment to raising standards in the subject even further. Assessment in the subject is largely informal, but the co-ordinator has appropriately begun assembling samples of pupils' work as a basis for a portfolio of exemplars.