

# INSPECTION REPORT

## **HATCH RIDE PRIMARY SCHOOL**

Crowthorne

LEA area: Wokingham Unitary

Unique reference number: 109892

Headteacher: Tracy Frackelton

Reporting inspector: Lorna Brackstone  
21872

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> July 2002

Inspection number: 225856

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Hatch Ride Crowthorne Berkshire
Postcode:	RG45 6LP
Telephone number:	(01344) 776227
Fax number:	(01344) 780446
E-mail address:	admin.hatchride@wokingham.gov.uk
Appropriate authority:	The governing body
Name of chair of governors:	Robert Stanton
Date of previous inspection:	3 <sup>rd</sup> April 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21872	Lorna Brackstone	Registered inspector	The Foundation Stage Special educational needs English Art and design Geography History	What sort of school is it? What should the school do to improve further?
14347	Joan Lindsay	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with the parents?
23095	David Mankelow	Team inspector	Science Information and communication technology Design and technology	How high are standards? a) The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
20951	Philip Littlejohn	Team inspector	Equal opportunities English as an additional language Mathematics Music Physical education Religious education	How good are the curricular and other opportunities offered to pupils?

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Bristol  
BS1 5RW

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Hatch Ride Primary School serves the community to the north of Crowthorne, with a significant proportion of pupils living in nearby Bracknell. Almost all of pupils are of white UK heritage. Much of the accommodation in the surrounding area is privately owned; there is no unemployment and most parents are employed in professional occupations. The school caters for boys and girls aged four to eleven; with 197 pupils on roll, it is smaller than the average primary school. At the time of the inspection there were 84 boys and 113 girls. There are only four pupils who are eligible for free school meals and this is well below the average. The proportion of pupils who use English as an additional language is two per cent, which is higher than the average. However, no child in school is at an early stage of English language acquisition. There 26 pupils identified as having special educational needs. These include moderate learning difficulties, speech problems and behavioural issues. This, at 13 per cent, is below the national average. Two pupils have statements for special educational needs. There is a register for gifted and talented pupils. The school is divided into one reception class and one class per National Curriculum year group. Children start school at the beginning of the term in which they will be five. Attainment on entry is in line with that expected for their age.

### **HOW GOOD THE SCHOOL IS**

This is an improving school. The new headteacher has a clear vision for the future and is very well supported by the highly effective governing body. Standards are improving and, by the end of Years 2 and 6, they are satisfactory in all subjects except music, in which they are good. The quality of teaching and learning over time is also satisfactory. The attitudes of the pupils are satisfactory overall, but behaviour in and around school is good. All pupils are fully included in the life of the school. The school provides satisfactory value for money.

#### **What the school does well**

- Provision for pupils with special educational needs is of good quality in Years 1 to 6. They make good progress in relation to their prior attainment.
- Provision for spiritual, moral, social and cultural development is good.
- Pupils behave well in and around school.
- The responsibilities of the governing body are fulfilled very effectively and they have successfully appointed a new headteacher who is committed to improving all aspects of school life.
- The school takes good care of its pupils.

#### **What could be improved**

- A fuller understanding and implementation of the Foundation Stage for children in the reception class and early identification of special educational needs within this age group.
- The use of assessment to ensure all pupils make appropriate progress, which is tracked over time.
- Teacher expectations on the presentation of pupils' work and the use of a consistent marking policy.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in April 2000, when it was considered to have serious weaknesses. It has made satisfactory progress since then. Standards in English, mathematics, science, information and communication technology and music have improved at the end of Years 2 and 6. There are now schemes of work for ensuring that pupils acquire skills progressively. Although the quality of teaching and learning remains satisfactory overall, the proportion of unsatisfactory lessons has decreased since the last inspection and over two-thirds of lessons observed were of good or very good quality. The

leadership and management of the school have significantly improved and effective procedures for monitoring and evaluating the quality of teaching and learning have been developed. Although a significant proportion of parents still takes their children out of school during term times for holidays, and rates of attendance fluctuate, with irregular patterns of minority groupings, attendance has improved and is now satisfactory. Communication systems with parents have improved and the school encourages close relationships with home. Pupils' cultural awareness has been developed well through music, art and dance. Children in the Foundation Stage still do not have access to an appropriate curriculum that fully meets their needs. The use of assessment to inform planning has not yet been fully developed, resulting in above average pupils failing to develop their intellectual, physical and creative effort. In addition to considering the key issues identified at the last inspection, the school has improved the provision for pupils with special educational needs in Years 1 to 6, and behaviour is now good in and around the school. Teacher confidence in music has improved and standards in this subject are now above national expectations at the end of both Years 2 and 6. There is a shared commitment to improvement and a good capacity to succeed.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	A	E	E*
mathematics	E	A	E	E*
science	E	A	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Although children start school with slightly above average early reading and good mathematical skills, their overall attainment on entry into school is in line with expected levels for their age. This is because both their concentration and listening skills are below the expected level for this age group. As a result, their attention spans are weak. Attainment at the end of the Foundation Stage is variable and depends on the length of time the individual child has spent in reception. However, overall standards are as expected as they start Year 1 of the National Curriculum. Pupils make appropriate progress through the school in all subjects except music, where it is good. By the time they are ready to move on to their next stage of education at the end of Year 6, they have attained average standards in all subjects, except music, which is above national expectations at the end of Years 2 and 6. This is an improvement from the Year 6 results indicated above, when standards in English and mathematics were well below the national averages in the 2001 standardised tests. In comparison to similar schools, results in these two subjects were in the lowest five per cent nationally. This is a result of the use of a consistent scheme of work, smaller teaching groups focusing on specific aspects of literacy and numeracy and a cohort with fewer special educational needs. In the 2001 tests at the end of Year 2 pupils achieved above average standards in reading and mathematics. Standards in writing were below average. In the teacher assessment tests for science, the results of pupils achieving the higher level was above average but the number achieving the higher level was well below the national average. In comparison with similar schools, standards in reading, mathematics and science were average, but standards in writing were well below. Inspection findings confirm that pupils achieve appropriately in reading, mathematics and science. Standards have improved in writing and are now average. The most recent test results indicate that the school has successfully met its targets to improve attainment at the end of Year 6. Pupils with special educational needs make good progress in relation to their prior attainment. This is because of the good provision and high quality teaching and learning that take place with whole class sessions. Gifted and talented pupils make satisfactory progress.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school. Interest and enthusiasm in activities are variable but satisfactory overall. They are better when teachers create stimulating learning sessions.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. During the inspection, no anti-social behaviour was noted.
Personal development and relationships	Pupils have a satisfactory understanding of how their actions impact on others and respect the views of their peers. Relationships between pupils are satisfactory. Most teachers enjoy good relationships with their pupils, resulting in positive learning sessions.
Attendance	Rates of attendance are satisfactory. They are affected by high numbers of parents taking their families on holiday during term time and a minority group which travels on a regular basis.

## TEACHING AND LEARNING

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

*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.*

During the inspection, 47 lessons or part-sessions were observed; six were very good, 28 were good, ten were satisfactory and three lessons were unsatisfactory. Although over two-thirds of lessons observed were of good or very good quality, when work undertaken over time is considered teaching and learning are judged to be satisfactory. It is evident that recent input by out-of-school specialists and the new headteacher has had an important impact on the quality of teaching and learning. Strengths of the teaching are the effective use of a wide range of teaching methods that includes working in pairs, groups and whole class situations. Time is used well and a good range of resources makes learning interesting. Learning support staff are generally deployed well and the basic skills of literacy and numeracy are taught satisfactorily. The quality of teaching and learning for pupils with special educational needs is good in Years 1 to 6. Weaknesses in the quality of teaching include assessment and the quality of marking in Years 1 to 6 and a secure knowledge of the Foundation Stage curriculum.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is satisfactory for Years 1 to 6. It is appropriately balanced and pupils are fully included in all activities. Provision for extra-curricular activities is good; the community supports pupils' learning well and relationships with partner schools are positive. However, the curriculum for the Foundation Stage is unsatisfactory and does not meet the needs of the children.
Provision for pupils with special educational needs	In Years 1 to 6, pupils with special educational needs are provided with detailed individual education plans that support their learning well. However, children in the Foundation Stage with such needs are not identified; this is unsatisfactory.
Provision for pupils with English as an additional language	Although there are a small number of pupils who use English as an additional language, none are at an early stage of language acquisition. This means that they are able to be fully involved in all aspects of school life without requiring additional support.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for spiritual, moral, social and cultural development is good. Pupils are encouraged to reflect positively on a wide variety of experiences; they receive good guidance on the difference between right and wrong; they are encouraged to work together and are developing a good understanding of living in a multicultural society.
How well the school cares for its pupils	The school cares well for its pupils. Attendance is monitored very well, good procedures are in place to assess pupils' learning and pupils with statements for special educational needs are given good support. However, assessment is not used sufficiently well to inform planning and procedures for tracking pupils' progress are unsatisfactory.

Parents' views of the school are positive. Links with the school are good and the involvement of parents in the life of the school is very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher is committed to improving all aspects of school life and has a very clear vision for the future. The role of the subject co-ordinator is developing appropriately.
How well the governors fulfil their responsibilities	Governors are very knowledgeable about the strengths and weaknesses of the school and play a very effective role in shaping its direction.
The school's evaluation of its performance	Test results are collected but insufficient analysis is made of them to evaluate the school's performance. This means that rigorous programmes for improvement are not securely in place.
The strategic use of resources	Funding is targeted well to support priorities and specific grants are used successfully. Principles of best value are applied satisfactorily but the school does not compare itself rigorously to similar schools.

There is an adequate number of teaching and non-teaching staff to meet the needs of the curriculum. The accommodation is satisfactory; there is a spacious hall, spare areas for specialist group work but

the information and communication technology suite is awkward in shape and size. Learning resources are adequate.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• They are comfortable approaching the school with questions or concerns.</li> <li>• Their children like coming to school.</li> <li>• Teaching is good.</li> <li>• Good progress is made and teacher expectations are high.</li> <li>• The school helps their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside of lessons.</li> <li>• The right amount of homework.</li> <li>• Information about their children's progress.</li> <li>• Behaviour in school.</li> <li>• Closer working relationships between home and school.</li> </ul>

The inspection team agrees with the parents' view that their children like coming to school, are encouraged to become mature and responsible and confirm that staff are approachable. They also agree that information about their children's progress could be better. However, inspectors are not able to fully endorse the other views expressed by parents. During the inspection, the quality of teaching seen was good, but over time it has been satisfactory. Inspectors feel that teacher expectations are not always high enough. The school provides a good range of extra-curricular activities and the amount of homework set is appropriate for the age of the pupils. Behaviour in and around school is good, but attitudes are negative at times. Inspectors feel that under the regime of the new headteacher, the school encourages close working relationships.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children start school with varying levels of attainment. They have slightly above average early reading skills and good mathematical skills. However, overall, standards are broadly average because their concentration and listening skills are below the expected level for this age group. As a result, their attention spans are weak. At the time of the last inspection, standards were judged to be above average on entry to school. Children make satisfactory progress in all areas of learning within the Foundation Stage. By the time they are ready to start Year 1 of the National Curriculum, overall attainment is in line with the recommended guidelines in all areas of learning.
2. In the National Curriculum tests in 2001, reading standards in Year 2 were above the national average but in line with standards in similar schools. (Similar schools are those clustered together by the level of entitlement to free school meals). During the three years from 1999 to 2001, standards have fluctuated between being in line with the national average and being well above. Current inspection findings indicate that they are in line with national averages and this is a similar picture to that found at the last inspection. In the writing tests in 2001, standards in Year 2 were below the national average and well below standards in similar schools. During the three-year period from 1999 to 2001, writing standards had been in line with the national average. Inspection findings indicate that writing standards are similar to those at the last inspection, when they were judged to be in line with national averages. This improvement in writing standards this year is a result of a whole school focus on writing. Standards in speaking and listening are also in line with national averages and pupils make satisfactory progress. This was also the finding of the previous inspection.
3. In the National Curriculum tests in 2001, standards in Year 2 in mathematics were above the national average but in line with standards in similar schools. During the three years from 1999 to 2001, standards had been in line with the national average until the improvement in 2001. Inspection findings confirm that standards at the end of Year 2 remain above national expectations. This is an improvement since the last inspection and is a result of more consistency in teaching and planning through the use of the numeracy strategy.
4. Teachers' assessments of standards in science at the end of Year 2 in 2001 indicated that pupils' attainment overall was above the national average but was well below average for pupils attaining at the higher level. Inspection findings indicate that attainment in science is broadly in line with national expectations and this is similar to the findings of the previous inspection. This is because the above-average pupils are not sufficiently challenged in their work and do not, therefore, attain the higher level in the tests.
5. The National Curriculum tests for Year 6 pupils in 2001 indicated that standards in English and mathematics were well below the national average and were in the lowest five per cent of results in comparison with similar schools. Standards in science were in line with the national average but below average for pupils in similar schools. During the three years from 1999 to 2001, results in English, mathematics and science have fluctuated between being well above the national average and well below. Within this cohort there was a significant number of pupils with special educational needs and this explains the results of 2001. However, inspection findings also indicate that standards were depressed because above average pupils were insufficiently challenged and did not make sufficient gains to the higher levels. There was also a large staff turnover that inevitably had an impact on standards. Since the 2001 test results, attainment in the current Year 6 has improved in English and mathematics and is now in line with national averages. This is because the current Year 6 cohort has a lower proportion of pupils with special educational needs in it. In addition to this, planning is more consistent throughout the school, smaller, focused groups, based on capability, have been organised and staff turnover has been more settled over this academic year. Standards in science remain in line with national averages.

In English, mathematics and science, above average pupils are still not being sufficiently challenged and, as a result, do not achieve the higher levels in national tests. Standards are similar to those found at the last inspection.

6. Standards in music at the end of Year 2 and Year 6 are above national expectations and this is a significant improvement since the last inspection. This is because the subject is well coordinated and teachers have more confidence in providing pupils with the activities needed to develop their musical skills and knowledge.
7. Standards in the basic skills of literacy and numeracy are satisfactory and are used appropriately to support other areas within the curriculum. In all other National Curriculum subjects, pupils make satisfactory progress overall and reach nationally expected standards by the end of Year 2 and Year 6. They also reach the standards expected by the locally agreed syllabus for religious education in those year groups. This indicates an improvement in standards in information and communication technology for pupils in Year 6. This is a result of more confidence in teachers' subject knowledge and the use of very good resources, including a very effective technician to support them. However, in all subjects, above average pupils do not always make satisfactory progress. This is because teachers do not use the results of their ongoing assessments sufficiently well to plan future work to build on pupils' prior attainment. This group of pupils is therefore insufficiently challenged.
8. In Years 1 to 6, pupils with special educational needs are well supported so they make good progress in relation to their prior attainment towards their individual targets. Learning support assistants generally have very good relationships with pupils and make a significant contribution to their learning. Pupils with special educational needs are generally well included into the life of the school, but there are occasions when they are withdrawn from lessons. However, children in the Foundation Stage with special educational needs do not make sufficient progress because they are not identified on entry into school. There is a small number of pupils with English as an additional language, but none of these is at the early stages of language acquisition. They are well included into the life of the school and make satisfactory progress. Pupils who are gifted and talented could make better progress if they were sufficiently challenged. There are no significant differences in pupils' attainment according to gender. There are no significant variations between the attainment of boys, girls or different ethnic groups within the school.

### **Pupils' attitudes, values and personal development**

9. The children in the Foundation Stage are developing appropriate personal, social and emotional skills. The children behave satisfactorily in their lessons and are learning to put up their hand and not shout out. In the mornings, they settle to classroom routines and are generally polite to their teachers. They are motivated much of the time but are still developing their listening skills. During role-play sessions, the children interact satisfactorily together and are able to sort out, for example, who is going to be a customer in their travel shop and who is going to be an assistant. At the end of activities, they tidy up satisfactorily.
10. Pupils' attitudes to the school have remained at satisfactory levels since the previous inspection. In some classes, where the lesson is stimulating and the activities are challenging, pupils show a good level of enthusiasm for their work. For example, in a Year 1 numeracy lesson, they settled quickly to their task of adding three numbers together. They concentrated on their work and showed a high level of enjoyment, particularly when they had to think of 'challenge questions' for a partner and for the whole class. Another very good lesson for older pupils in a Year 3 literacy session challenged them to write newspaper headlines based on the 'Iron Man' story. In this particular lesson there was a high standard of classroom support for pupils with special educational needs and they were able to contribute fully and remained focused throughout the lesson. All pupils rose to the challenging tasks set for them and produced interesting headlines that built on previous work using homonyms. However, in some lessons where behaviour is not managed as effectively, pupils are slow to settle and do not produce a satisfactory amount of work. This was evident in a Year 4 geography lesson where pupils were slow to settle, did not listen well and talked over the teacher. The youngest children in the school occasionally find it

difficult to listen and not to call out because their listening skills are still underdeveloped. These sorts of attitudes can have an adverse impact on standards as teaching time is lost and pupils who do want to learn are prevented from doing so.

11. As at the time of the previous inspection, the great majority of parents state that their children like coming to school. Many of the pupils spoken to during the inspection confirmed that they enjoy school life, including the extra-curricular activities.
12. There has been an improvement in the standards of behaviour overall since the last inspection and these are now considered to be good. Behaviour is particularly good in assemblies where pupils of all ages enter in a very orderly manner and listen attentively to whoever is addressing them, whether it is the headteacher or the local vicar. Behaviour is also good in the playground and there was no evidence of any intimidation or harassment during the inspection. Pupils do speak of occasions where bullying has occurred but they are confident that, once informed, staff will resolve the matter. In the classroom, behaviour is often good but there are occasions where a minority of pupils do not behave as well as they could. This is nearly always related to the teaching strategies employed to manage behaviour. For example, many but not all teachers follow the school's behaviour policy of praising positive behaviour and highlighting where a pupil is doing something well. On other occasions, especially if a good rapport has not been established, comments are much more negative and behaviour is not managed well. Where individual pupils have particular behaviour problems, strategies have been put in place to support them with behaviour plans and more individual rewards and consequences. This prevents too much whole class disruption. A minority of parents have concerns about standards of behaviour but several stated that there have been recent improvements.
13. There has been a slight decrease in the number of fixed term exclusions since the previous inspection but the school has had cause to permanently exclude one pupil and temporarily exclude three others during the current academic year. The correct procedures were followed in this case.
14. Pupils show a satisfactory understanding of the impact of their actions on others and this is an area that has been a recent focus for the school. For example, assembly themes are based on telling the truth and trust. The theme for a circle time session (when pupils sit together to discuss issues) was 'respect' and the emphasis was on how to show respect to others in the school, including adults and visitors. Pupils were aware of the need to be polite and to smile but they also accepted that they did not always do this! Pupils also have a satisfactory regard for the feelings, values and beliefs of others. This is currently being enhanced through projects such as the link with a school in Slough that has a high proportion of Muslims and through the Global Village club. In general, within the school, relationships are now considered to be satisfactory rather than good, which was the judgement at the last inspection. This is in some part due to the very high turnover of staff in recent years, with some pupils having had three teachers since September 2001. There is often, but not always, a good rapport between staff and pupils, and when there is, this has a positive impact on learning, as pupils want to please their teacher or support assistant. Relationships amongst pupils are also satisfactory, with some strengths, such as the way pupils mix together at break times. A good example of this was when two older girls patiently turned a skipping rope for younger ones. Pupils do treat each other as equals, regardless of race, background or special educational needs.
15. The way that pupils accept personal responsibility and use their initiative has remained at satisfactory levels since the last inspection. Class representatives on the school council take their roles very seriously and feel that they can play an effective role in the school, such as by obtaining more playground equipment. There is a range of responsible roles for older pupils, for example, to answer the telephone in the office at lunchtime, help to set up the hall for assemblies and assist with younger children during wet play. Pupils in Years 1 and 2 have fewer roles to play in the school as this age group is not represented on the school council and their tasks are largely confined to returning the registers to the office. Older pupils involved in the lavish end-of-year production take their roles very seriously and they also benefit from the experience of residential visits. In class, some pupils are still reliant on adult support and not all work well

independently, although this does vary across the school. In Years 1 to 6, pupils with special educational needs have positive attitudes to their learning. They enjoy good relationships with class teachers and their individual learning support assistants.

16. Attendance levels have improved since the last inspection and are now considered to be satisfactory. The unauthorised absence figure is now much better and is below rather than well above national averages. However, there is still a very high number of parentally condoned absences due to holidays being taken during term time. In one class alone this has accounted for over 70 days absence in the current year. There is no significant difference between boys, girls or ethnic minority groups. The school takes a firm stance on this but it remains a problem, with the subsequent impact on a child's progress. In addition, the figures are affected by the very extended absences of pupils who travel with their families. In some cases, pupils are absent for a whole term or more, which has a detrimental effect on the school's authorised absence figures. Punctuality to school is generally good, although a very small minority of pupils are persistently late. However, this does not have an impact on standards. Registers are marked correctly and in accordance with statutory guidelines.

## **HOW WELL ARE PUPILS TAUGHT?**

17. Evidence from the scrutiny of pupils' work and the observation of lessons indicates that the quality of teaching and learning over time is satisfactory overall throughout the school. During the inspection, 47 lessons were observed; six were very good, 28 were good, 10 were satisfactory and only three were unsatisfactory. This is a significant improvement since the last inspection. However, the scrutiny of pupils' work and discussions with them indicate that teaching has not always been as good as that seen during the inspection. This is because the newly-appointed headteacher, coupled with the use of out-of-school expertise advice, have provided very recent teacher confidence.
18. Teaching in the Foundation Stage is satisfactory overall. The teacher knows the children well and has a good relationship with them. Firm guidelines are used to promote good behaviour. However, there are weaknesses in the teachers' knowledge and understanding of this age group. This is reflected in the way that the curriculum is planned. For instance, the scheme of work is based on the National Curriculum and does not match current recommendations. Lessons frequently consist of long periods of teacher talk, which is inappropriate for the youngest children who have only been in school for one term. Also, the needs of children with special educational needs are not recognised and therefore not met. As a consequence, children with special educational needs in the reception class do not make satisfactory progress in relation to their prior attainment.
19. In Years 1 to 6, teaching and learning are at least satisfactory in all subjects and are good in music, physical education and information and communication technology. This is an improvement since the last inspection. A particular feature that makes teaching and learning in these subjects good is the increased confidence that teachers show in having good subject knowledge. Therefore they model what they expect pupils to do, resulting in pupils' enhanced attainment. A highly experienced technician supports all information and communication technology lessons that take place in the computer suite. She has excellent subject knowledge and, with the class teachers, very effectively intervenes to ensure that pupils are challenged to improve on their prior attainment. Teachers show particular enthusiasm for music, physical education and information and communication technology so pupils are inspired to deepen their own knowledge and understanding. An example of this was an information and communication technology lesson in Year 3 where pupils used computers to explore how sounds could be layered and changed to affect the mood of music. Pupils were highly motivated and made good progress.
20. Throughout the school, the basic skills of literacy and numeracy are taught satisfactorily. This is because of the positive impact recent national strategies have had upon these key skills, ensuring

pupils progressively acquire new knowledge. Teachers have a good knowledge of the literacy curriculum and plan stimulating activities to inspire pupils. For example, in a good lesson in Year 2, the teacher stimulated the pupils by playing a recording of Spike Milligan reading 'Ning, Nang, Nong'. Pupils were then motivated to work collaboratively to produce their own nonsense poems. In a below average numeracy set in Years 5 and 6, pupils were motivated by a good introductory activity that involved them turning clockwise and anti-clockwise to face various points of the compass.

21. In the best lessons, teachers plan activities that are satisfactorily matched to pupils' prior attainment. A good example of this was a very high quality English lesson in Year 3 where pupils were asked to write a news report on the antics of the Iron Man. The teacher made skilful use of questioning to ensure that pupils thought carefully before giving sensible answers that led to the creation of a newspaper headline. The below average group was asked to write bullet points for a newspaper article, the average group to write four sentences using 'first and then,' and the above average group to write the full article using reported speech.
22. Another strength in many lessons is that teachers prepare and make good use of learning resources. An example of this was a science lesson in Year 2 where pupils were investigating the changes that take place when bread is toasted. The teacher tested the toaster prior to the lesson and found it to be unserviceable. This was done in sufficient time for another toaster to be found, enabling the lesson objectives to be met. Teachers generally have good relationships with pupils and this ensures good behaviour. When this is coupled with planning exciting activities, teaching is particularly effective. An example of this was seen in a Year 1 science lesson when pupils were investigating whether a large or small ice cube would melt more quickly. They were particularly excited and motivated when invited to investigate the effect of holding the ice. This motivation ensured their full understanding of the process and speed of melting. In nearly all of the lessons seen, teachers had clear objectives for the pupils' learning and made them explicit at the beginning of the lesson. Therefore, pupils were able to judge whether they had made progress.
23. Teachers generally make effective use of a wide range of teaching methods, including working individually, in pairs, in groups and whole class situations. Teachers use their time well and most lessons go at a good pace so pupils are productive and also work at a good pace. An example of this was a Year 6 science lesson where pupils very quickly settled in their groups to design and then make a pressure pad switch to be used for a burglar alarm. They then used their time well to record what they had done, which also supported their work in literacy. During this lesson, the teacher used her time very effectively to support a below average group of pupils, enabling them to make good progress in relation to their prior attainment.
24. During most lessons, teachers make sound on-going assessments and interventions to extend the knowledge and understanding of average and below average pupils. Pupils with special educational needs are generally well supported by the good use of learning support staff so they make good progress in relation to their prior attainment. However, most teachers do not use their ongoing assessments of pupils' progress to plan future work which builds on pupils' prior attainment. This is particularly so for above average pupils so they are not sufficiently challenged and make unsatisfactory progress. This was also the judgement of the previous inspection. There is a register of gifted and talented pupils and a school policy for supporting more able pupils but teachers are unclear of the difference between this group of pupils and those who are 'more able.' This confusion contributes to the insufficiently challenging provision for above average pupils. There is a teaching and learning policy that was adopted in October 2001 and is due to be reviewed in October 2002. The aims and objectives within this policy make more mention of pupils' social and moral development than of their academic development. It would be helpful for this balance to be redressed in the policy and in teachers' planning, particularly for above average pupils.
25. Teacher expectations are variable and weaknesses in the way that teachers mark pupils' work were noted. The high staff turnover has also had a negative impact on this. Very recently, staff have agreed an effective marking and feedback policy, but this is yet to be implemented.



Currently, marking consists mostly of ticks and comments of encouragement, such as 'good' but targets are rarely set for pupils to enable them to make progress in their learning and understanding. The lack of detail in marking means that pupils frequently do not know how well they have done or what they need to do in order to improve. In most lessons, pupils sustain a good level of concentration and show interest in their work. However, in a minority of lessons, the quality of teaching was better than pupils' learning. In these lessons, pupils had an unsatisfactory attitude towards their learning and each other. This reduced the level of progress that they made.

26. Teachers use homework effectively to support pupils' progress in reading and spelling and occasionally in other subjects. For example, pupils in the top mathematics set combining Years 5 and 6 were given an appropriate activity to undertake at home which extended their knowledge of problem solving. Also, pupils in Year 3 were asked to consider at home the content of the pop-up book that they were making in their design and technology lesson. There is a very detailed homework policy that was reviewed in the previous academic year, but it is not consistently applied. Whilst the amount and quality of homework set are judged to be satisfactory, parents are unclear about the school's policy for this. There are a small number of pupils for whom English is an additional language, but none of these are at the early acquisition of language stage. Teachers make satisfactory provision for these pupils and they make sound progress.

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

27. The quality and range of the curriculum provide satisfactory learning opportunities for all pupils in Years 1 to 6. It meets National Curriculum requirements and the requirements of the locally agreed syllabus for religious education. The breadth, balance and relevance of the whole curriculum are satisfactory overall. The use of homework to reinforce learning at school is satisfactory overall, but there are inconsistencies in its setting. Each subject is allocated sufficient curriculum time, with appropriate emphasis on literacy and numeracy. The length of the teaching week meets national recommendations. A scheme of work has been developed for each subject, mainly through the use of national guidelines, which have been adapted to meet school requirements. However, the curriculum for the reception class is unsatisfactory and does not fully meet the needs of all the children. The use of the early learning goals of the Foundation Stage, which is the recommended curriculum for children of this age, is underdeveloped in the planning.
28. There is good provision for pupils with special educational needs, which is managed by the co-ordinator and the team of learning support assistants. The detailed individual detailed plans and targets prepared for these pupils help them to make good progress. As there are no pupils at an early stage in the acquisition of English, this does not have a significant effect on their access to the curriculum or the progress that they make.
29. The National Literacy and Numeracy strategies have been introduced effectively, with detailed lesson plans, and are having a positive effect on raising standards in English and mathematics. The pupils, particularly in Year 6, are given help through structured revision and a detailed analysis of test results, to identify and address gaps in their knowledge and skills.
30. The school offers a rich variety of extra-curricular opportunities to its pupils. These include a Global Village Club, which helps raise pupils' awareness of other cultures, sport clubs, including a Brazilian football club, and opportunities for pupils to make and enjoy music in guitar and recorder clubs or to sing with the school choir. Extra-curricular activities are open to all pupils, regardless of capability, gender or ethnic group. A programme of day visits, such as those to Katesgrove Victorian Schoolroom and residential visits such as the Year 5 visit to Hooke Court and the Year 6 visit to the Isle of Wight, both broadens and enriches the curriculum.

31. The school ensures that all pupils regardless of faith, gender or ability, have equality of opportunity, reflecting the community that the school serves. Tasks in each class are planned according to each pupil's capability and pupils are often grouped with others with similar attainment. Boys and girls are encouraged to work together in all classes and extra-curricular activities are open to all. The school council gives pupils the opportunity to take responsibility and develop an understanding of decision-making processes.
32. Provision for pupils' personal, social and health education is good. Programmes for developing the pupils' understanding of healthy living and drugs education, together with sex education, are all in place. The school works closely with outside agencies to promote a healthy lifestyle. Health education issues are also addressed through science topics.
33. Governors with responsibility for subjects are very well informed on all aspects of the curriculum. They see their role as empowering curriculum co-ordinators, supporting the staff, and keeping the governing body informed through focused governor visits to the school.
34. Links with the community are good, including assistance in extra-curricular activities such as choir, listening to pupils read and assisting in the school's recent production of "Bugsy Malone". Links with secondary schools, particularly Edgebarrow School, are firmly established, giving pupils confidence about moving to the next stage of their education.
35. Provision for pupils' spiritual, moral, social and cultural development is good overall and shows a good improvement in pupils' cultural awareness since the last inspection. Spiritual awareness was seen to include time for reflection in assemblies and in a religious education lesson where pupils studied the lives of people such as Dr Martin Luther King who were assassinated because of their beliefs. Pupils also demonstrated a sense of wonder and curiosity in a dance lesson where the teacher gave a dramatic example of crushing and expanding with a sheet of cellophane paper. Pupils compared the expansion of the crushed sheet to the opening of a flower in nature. This good provision for spiritual development has been maintained since the last inspection.
36. Provision for pupils' moral development is good and has been maintained well since the last inspection. Positive moral attitudes are promoted throughout the school. Class discussions and 'circle time' (when pupils sit together for discussions) are used effectively to enable pupils to understand the difference between right and wrong. Adults provide good role models and are implementing the school's behaviour management policy. Throughout the school, the system of rewards and positive encouragement has a positive effect on pupils' attitudes and behaviour. Pupils receive praise for progress in all aspects of school life during an assembly each week.
37. Good opportunities for pupils to develop their social skills have been maintained since the last inspection. These include a school council with representatives from each class. This teaches pupils to understand the democratic process and gives valuable lessons in citizenship. Pupils are given responsibility and are welcoming and helpful to visitors to the school. Visits to places of interest provide good opportunities for pupils to conduct themselves appropriately and to develop social confidence. Pupils are also encouraged to work together in pairs and groups within lessons and opportunities for residential visits all have a positive impact on their social development.
38. The school's provision for pupils' cultural development is good and has improved since the last inspection. The school has established links with a school in Slough that they have visited together with a visit to a Slough mosque. In religious education, pupils study Sikhism, Hinduism and Judaism alongside Christianity as part of the locally agreed syllabus. The school has improved its resources for literature with stories from other cultures. The school ensures that music plays an increasing role in pupils' cultural awareness by playing music in assembly from other cultures such as South Africa and increasing the range of instruments from different cultures on which pupils can make music. All these initiatives have given pupils a positive image of a variety of cultures.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Overall, the school has good procedures for ensuring pupils' welfare. Some areas are particularly strong and have improved since the previous inspection, such as the way attendance is monitored. The procedures for inducting new children into the reception class are satisfactory, as are the procedures for child protection. The headteacher is the designated co-ordinator for child protection and she has had adequate training, although more is planned in the future. As yet, the policy for child protection and the summary do not emphasise clearly who the named co-ordinator is. Support staff have yet to be included in training on child protection matters. As at the time of the last inspection, they need to know that any concerns should be taken directly to the co-ordinator and not via their line manager. The school still needs to develop a policy for the physical restraint of pupils.
40. The school has very good procedures for recording any accidents and illnesses and a very high number of staff have had basic first aid training. Other health and safety aspects are carried out well. For example, one of the governors is trained to carry out risk assessments, and a full check of the school was done recently. The caretaker lives on site and regularly checks outdoor play equipment. The health and safety policy is good but needs a section to cover educational visits, although the school does carry out risk assessments before they take place. All other health and safety checks, such as on electrical and fire equipment, are carried out appropriately.
41. There has been a great improvement in the way the school monitors attendance and this is now considered to be very good rather than satisfactory. The office staff check registers daily and parents are telephoned on the first day of absence if they do not contact the school. The practice of parents removing pupils for holidays during term time remains a concern but a more strongly-worded letter is now issued. Frequent reminders are given in newsletters. On occasion the headteacher will contact parents and they are informed of the percentage absence rate of their child. There are regular visits from the educational welfare officer and the Travellers' welfare officer to ensure that any individual attendance matters causing concern are followed up. Pupils' attendance is promoted by the awarding of certificates for good and excellent attendance.
42. The procedures for monitoring and promoting good behaviour have remained at satisfactory levels. Oppressive behaviour is monitored adequately and, as a result, is kept at low levels. When positive behaviour strategies are used well, pupils respond accordingly and there is little need to apply the school's consequences. Good behaviour is praised and highlighted. Any incidents of unacceptable behaviour are recorded appropriately and, if it is felt necessary, pupils have a behaviour report card. Parents are contacted at an early stage if there are concerns, and particular support programmes are put in place for pupils with special difficulties. For example, issues are discussed and ways are suggested for pupils to cope with their anger and frustration. Pastoral support meetings for some pupils are held on a six-weekly basis and these successfully involve outside agencies. The school records any racial incidents, as it is legally required to do, but they are very rare.
43. Procedures for monitoring and supporting pupils' personal development are satisfactory. Most parents feel the school helps their child to become mature and responsible. Although adults in the school, teaching and non-teaching, know pupils and their families well, there are no formal methods of recording pupils' personal development other than the brief statement included in the annual progress report given to parents. This means that teachers new to the school (and there has been a substantial number in the last two years) have little written information on the personal development and social skills of most pupils.
44. Overall procedures for monitoring pupils' academic performance are satisfactory and have been maintained since the last inspection. Satisfactory use is made of the results to group pupils by prior attainment and to identify those needing extra support for literacy and numeracy. This has had a positive effect on the attainment of those pupils who are below average. However, results of national tests in mathematics and English, as well as in baseline assessments, are recorded but these are not yet used systematically to indicate the rate of progress that pupils are making nor

to predict what levels pupils are likely to achieve at the end of Years 2 and 6. Co-ordinators are not always involved in analysing test results and are not rigorously comparing how well the school is doing in comparison with similar schools. Although the school has identified gifted and talented pupils, the provision for these pupils is an area for further development.

45. Assessment procedures in the Foundation Stage of learning show clearly how well children are doing in achieving the early learning goals, but are not used to set future work. The current way in which assessment is used to plan future work in Years 1 to 6 is unsatisfactory. Teachers have worked hard to implement new assessment procedures in literacy, numeracy, science and information and communication technology. However, there are insufficient assessment procedures in place for all other subjects. There is insufficient rigour in monitoring their success in the classroom to ensure that all teachers' expectations are high enough. For instance, pupils who are above average are often given the same piece of work as the rest of the class and teachers are not always sure which skills pupils need to achieve the higher level. Assessment procedures are not sufficiently included when planning for future work. Although helpful portfolios are moderated and saved, there is a lack of coherence and consistency in the methods which teachers use to assess pupils' work. Not all levels of work are included, the criteria used for agreeing attainment at a particular level are not clear and the outcomes cannot be used as a useful tool to aid future assessment.
46. The school does not effectively identify children with learning difficulties when they enter reception and this has a negative impact on the progress they make. However, in Years 1 to 6 the school uses its assessment procedures well to identify pupils who need additional support and to ensure their needs are met. Teachers review pupils' targets, which are of good quality, and try to encourage regular parental involvement with their individual education plans. The special educational needs co-ordinator receives information about any child new to the school and is able to identify any concerns. These are shared with the pupil's teacher and the necessary support is given to ensure that the pupils are given good care. The school has developed good links with other agencies to ensure that pupils receive as much support as possible. The special educational needs co-ordinator meets with the educational psychologist and representatives from the learning support service and the behavioural support team to discuss the needs of individual pupils and to seek advice on how best their needs can be met within the school. They know each of the pupils extremely well and the school is successful in caring for pupils who are known to need particular attention and about whom the school needs to be particularly vigilant. This is endorsed by the school's commitment to inclusion. Provision for pupils who have statements is good, and the school ensures that all other agencies, as outlined in their statements, are fully involved. Annual reviews of the statements are appropriately completed and, again, all agencies involved with the pupils either attend the review or submit reports.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

47. The school has maintained the good partnership with parents, which was seen at the last inspection. The links with parents are good and effective and the great majority have signed the home-school agreement. Parents have largely positive views of the school, according to the results of the pre-inspection questionnaire and the comments made before and during the inspection. In particular, parents feel that the headteacher and her staff are approachable and that their children like going to school. A relatively high number of parents feel that the school does not provide a good range of activities outside lessons. However, inspection findings are that extra-curricular activities are good. There is a range of sporting and musical clubs, residential visits for different age groups and other educational visits for all classes. In addition, older pupils benefit from the opportunity to perform in a major stage production each year. Some parents also feel that the right amount of homework is not given. Inspection evidence shows that the use of homework is satisfactory in relation to the age of the pupils. Homework diaries and reading record books are now used and this is an improvement since the last inspection.
48. The quality of information provided for parents is good overall and the school has improved the way it keeps parents in touch with matters such as disciplinary issues. A minority of parents feel that they are not kept well enough informed about their child's progress and, to some extent, this is

borne out by inspection findings. Whilst the annual pupil progress report is satisfactory and includes national curriculum levels for statutory and interim tests, the amount of qualitative information for each subject could be improved. Also, individual pupil targets are not consistently precise enough. In addition, there is no space for pupils or parents to add their comments. Nevertheless, parents have three formal opportunities to discuss progress with teaching staff during the year and teachers are very accessible to parents on a daily basis should there be any concerns. Parents receive regular newsletters as well as curriculum information at the start of each term. The school prospectus and the governors' annual report are both good, comprehensive documents. All but one very minor statutory item are included.

49. The impact of parents' involvement on the work of the school is now considered to be very good. Parents help in a great variety of ways. Many are currently involved in the end-of-year production of 'Bugsy Malone', helping with costumes, scenery and lighting. The inner courtyard and other garden areas are kept neat by a parent and others help with clubs. Several parents regularly assist in school in a variety of ways. In addition, the parent teacher association is very active and funds raised are used to enhance the resources; for instance, new musical instruments were purchased recently. Events are also organised for social reasons and to reinforce a sense of community. A good example of this is the school's involvement in a local carnival in which they won first prize. Home reading records show that many parents regularly hear their child read at home and assist with other homework tasks. As a result of all the above, parents make a very positive contribution to children's learning at school and at home and this has a beneficial impact on standards.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

50. The leadership and management of the school are good overall and have improved significantly since the last inspection. The new headteacher has a clear vision for the school's future and has the support of a very effective governing body. Overall, it is an inclusive school, which gives equal opportunities to all its pupils.
51. The headteacher and the governing body have a shared view of the school's priorities to ensure that standards of attainment are raised further and that the quality of teaching and learning are improved. Careful financial planning supported the previous school improvement plan. However, it was over-ambitious, which resulted in progress towards the most important targets for improvement being slower than was expected. Progress towards reaching targets has also been affected by an unusually high turnover of teaching staff. New staff have been effectively inducted but they nonetheless have needed time to settle into the school's routines. The headteacher and governors are aware that the new improvement plan needs to be more clearly focused to ensure further improvements. The headteacher and governors, working together, have a good capacity to achieve this.
52. As well as the headteacher and staff, the governing body is also committed to raising standards and it carries out its statutory duties very well through an effective committee structure. Committee membership is decided according to governors' interests and expertise, which ensures that governors' skills and talents are used effectively to support the work of this school. Governors are assigned to individual classes. Most governors visit the school regularly and report back appropriately. Governors monitor the work of the school through their visits, receiving reports from the headteacher and other staff with management responsibilities and through analysis of data provided locally and nationally. Governors are nominated to have named responsibilities for specific areas such as literacy, numeracy and special educational needs. These governors carry out their monitoring roles effectively through their visits to school and discussions with co-ordinating teachers. The governors have a very clear and accurate knowledge of the school's strengths and weaknesses. They have an annual meeting specifically to review the strategic direction in which the school should be moving, and this has helped them to secure improvements since the last inspection.
53. Teachers now implement optional standard assessment tests for English and mathematics in Years 3, 4 and 5. Co-ordinators are beginning to analyse the results of these assessments, but

they are not yet used effectively to ensure that planning is based on pupils' prior learning. Therefore, activities are not always planned to challenge pupils appropriately. This is particularly so for above average pupils and those who are gifted and talented.

54. The school's aims and values are explicit and include a commitment to good relationships and to providing equal opportunities to all. These aims and values are stated clearly in the school's prospectus and most are reflected in the work of the school. The exception is that insufficient challenge is provided for above average pupils, so they do not always make satisfactory progress.
55. Since the previous inspection and particularly most recently, the role of subject co-ordinators has been enhanced. The deputy headteacher, new headteacher and the local education authority have provided effective support that has enabled co-ordinators to create helpful action plans for the development of their subjects. For instance, the co-ordinator for information and communication technology ensures that pupils' progress is assessed and recorded. This is now being developed to ensure that assessment information is used to plan appropriately challenging activities to enable all pupils to build on their prior learning, particularly above average pupils. The overall co-ordination of special educational needs is good. The special educational needs co-ordinator is knowledgeable about the different needs of the pupils and attends regular training courses. The new Code of Practice has been successfully adopted and the co-ordinator has been responsible for cascading the details of this to other staff. Informal meetings are held regularly with individual class teachers and the writing of individual education plans is shared. Appropriate targets are set; these include areas requiring improvement in literacy and numeracy and behavioural concerns are also clearly identified.
56. The new headteacher has monitored the teaching of mathematics in every class, given helpful feedback and reviewed the situation two weeks later to ensure that suggestions have been implemented. The subject co-ordinator and a specialist from out of school have monitored English lessons. There is an effective performance management policy, which is used to identify in-service training needs and to enable appropriate targets to be set for teachers to improve their performance. In addition to teaching being monitored to comply with this policy, there is a schedule for the monitoring of teaching in subjects across the school. However, other priorities have impinged on the school's resources and this schedule has not been adhered to. Most co-ordinators monitor standards across the school and are developing helpful portfolios of moderated work to which National Curriculum levels are assigned. The role of the subject co-ordinator needs to be further developed.
57. The school makes satisfactory use of new technology. Parents are pleased to be able to e-mail the headteacher and receive a prompt reply. However, further use could be made of CD-ROMs and the Internet for pupils to research and gain information.
58. Day-to-day financial management of the school is very good and is efficiently carried out by the secretary and finance officer. Monthly paper copies of spending are received from the local education authority and these are reconciled with locally-held information. This is monitored monthly by the chair of the governors' finance committee, whose written authority is required if funds are to be transferred between cost centres. All of the recommendations of the most recent auditors' report have been fully implemented and the school takes satisfactory measures to ensure adherence to the principles of best value. Grants that are allocated to school for specific purposes are spent appropriately. The governors are well aware that the huge budget underspend could have been put to better use. In conjunction with the new headteacher, they have formulated strategic plans to use this money for the benefit of the pupils.
59. There is a satisfactory match between the numbers and qualifications of teachers and support staff to the demands of the curriculum. In Years 1 to 6, support staff are used well to support the learning of pupils with special educational needs and the teaching of information and communication technology. Induction procedures for adults new to school are good, with each member of staff being supported by a mentor. Some learning support staff have received training which has helped them in their role with pupils with special educational needs. The secretary and finance officer provide a friendly welcome to parents and other school visitors. They also ensure

that very good care is given to pupils who are upset, unwell or injured. However, the teacher in the Foundation Stage is not yet sufficiently qualified in the current curriculum recommendations for the age group.

60. The school's accommodation has been improved since the last inspection and is adequate for the curriculum to be taught effectively, including a secure outside play area for the Foundation Stage. However, the 'L' shape of the information and communication technology suite means that it is difficult for teachers to supervise all pupils effectively. The school grounds are very attractive but are not fully utilised to support all relevant areas of the curriculum. Governors are aware of this and plan to further develop this area when resources permit. They also plan to make further improvements to the library. The playground, play area, car park and hall are a shared resource between the school and Wokingham Without Parish Council. The headteacher is fully involved in the management of these and ensures that shared use is beneficial to the school. The caretaker and his staff maintain the cleanliness of the school very well and are extremely supportive in many aspects of school life.
61. Learning resources are well managed and maintained by subject co-ordinators and are adequate for the school's curriculum and range of pupils. They reflect a wide range of different cultures. Co-ordinators bid each year for funding to support their subjects and these bids are used to effectively prioritise budget planning so that no subject is under-resourced. Resources are accessible to staff and pupils. Resources for information and communication technology have been improved since the last inspection. The parent-teacher association has also been very generous in providing resources for the school.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

62. To improve the quality of education, the governing body, headteacher and staff should:
- a) ensuring assessment procedures are consistently used to inform teachers' planning and set individual targets by:
    - enabling suitably challenging tasks to be provided for the above average and gifted and talented pupils (paragraph 45);
    - developing a high focus on data analysis and studying the progress of individual pupils (paragraph 53).
  - b) improve the quality and range of learning opportunities within the reception class by:
    - fully implementing the Foundation Stage curriculum to ensure that the activities provided meet the needs of the children (paragraph 64);
    - improving teachers' knowledge of and confidence with this specific age group (paragraph 64);
    - ensuring that children with special educational needs are identified on entry into school (paragraph 64).
  - c) raise teachers' expectations of how pupils present and write their work by:
    - improving the quality of teachers' marking throughout the school by using the new marking policy (paragraph 25);
    - insisting on handwriting that is legible, with letters correctly formed and consistent in size (paragraph 79).

In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan:

- improve the quality of annual reports to parents by increasing the amount of information provided on each subject (paragraph 48);

- devise a policy for the physical restraint of pupils (paragraph 39).



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	28	10	3	0	0
Percentage	0	13	60	21	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	195
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	33

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	5.0
National comparative data	5.6

School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	10	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	8	9	9
	Total	23	24	26
Percentage of pupils at NC level 2 or above	School	85 (95)	89 (90)	96 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	17
	Girls	8	9	9
	Total	22	26	26
Percentage of pupils at NC level 2 or above	School	81 (92)	96 (87)	96 (87)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	9	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	6
	Girls	6	5	9
	Total	10	9	15
Percentage of pupils at NC level 4 or above	School	67 (100)	60 (83)	100 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	6	6	8
	Total	10	10	13
Percentage of pupils at NC level 4 or above	School	67 (78)	67 (72)	87 (83)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	155
Any other minority ethnic group	5

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	24
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	112.5

*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	3	0
Other minority ethnic groups	0	0

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

### ***Financial information***

Financial year	2001/2002
	£
Total income	427,352
Total expenditure	443,742
Expenditure per pupil	2386
Balance brought forward from previous year	64,486
Balance carried forward to next year	48,096

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	15.3
Number of teachers appointed to the school during the last two years	16.4
Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.8
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate 26%

Number of questionnaires sent out	195
Number of questionnaires returned	51

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	45	4	2	0
My child is making good progress in school.	33	57	6	4	0
Behaviour in the school is good.	18	61	16	2	2
My child gets the right amount of work to do at home.	27	39	25	6	0
The teaching is good.	41	51	2	0	6
I am kept well informed about how my child is getting on.	29	45	18	6	2
I would feel comfortable about approaching the school with questions or a problem.	59	39	2	0	0
The school expects my child to work hard and achieve his or her best.	37	53	2	0	8
The school works closely with parents.	22	55	16	2	6
The school is well led and managed.	41	35	0	0	14
The school is helping my child become mature and responsible.	29	61	4	0	6
The school provides an interesting range of activities outside lessons.	16	31	31	16	6

### Other issues raised by parents

Parents felt that the school had really improved since the new headteacher had started and felt very positive about her relationships with them.

## **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**

63. Children enter the reception class at the beginning of the term in which they become five, on a part-time basis. On entry into school, the children are assessed using a standardised test for this age group. Standards of attainment are slightly above average in early reading skills and above average in early mathematical development. However, the vast majority of children have underdeveloped personal and social skills; levels of concentration are particularly weak. Overall, attainment on entry is judged to be average.
64. The previous inspection highlighted weaknesses in the curriculum provision for children in the reception class and this remains so. Teaching and learning in the Foundation Stage are satisfactory. Children settle into the routines of the class because good links are firmly established with home. The appropriately organised induction procedures ensure that most children enter school with a measure of confidence. Good use of praise motivates the children and promotes self-esteem. However, there are still weaknesses in the teaching of this age group. Knowledge and understanding of the needs of these children are not secure. As a result, work is not always consistently planned with a clear focus on children's individual learning needs and, at times, activities are not suitable. For example, teacher expectations in a knowledge and understanding session were too high, and they are expected to work within National Curriculum levels. However, in a mathematical development session, they were too low. In addition to this, staff do not always insist that the children listen carefully. The learning support assistant is kept well informed of daily planning, works appropriately alongside the children but is not used sufficiently well in meeting the needs of individual children. The information collated from baseline assessments is not used effectively to provide appropriate support. Planning is not always appropriate for the wide range of children which enters the class at the start of three different terms throughout the school year. Lessons do not always meet the needs of children, or the intentions of the Foundation Stage curriculum. (This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or '*stepping stones*', from which both progress and standards can be measured). Instead, the children receive a modification of the National Curriculum, which is unsuitable. At times there is an over-emphasis on teacher-led activities, with limited opportunities for structured play. The indoor area is spacious and outdoor areas provide a stimulating learning environment where there is an adequate range of resources to promote learning. The last inspection highlighted the need for a secure outdoor facility adjacent to the classrooms to ensure outdoor activities were an integral part of the school day. A very small area has been created outside the reception classroom. It is secure, with a safety floor covering, but it is cramped and its use is limited. There are good assessment procedures in place, which are linked to the '*stepping stones*' of the Foundation Stage curriculum, but outcomes are not used effectively in the curriculum planning. Provision for children with special educational needs in the reception class is unsatisfactory because they are not identified soon enough on entry into school.

### **Personal, social and emotional development**

65. Many children start school with immature skills in personal and social development and their ability to concentrate with an adult and on individual tasks is weak. By the time they leave the reception classes, they have increased their skills and most children have achieved the early learning goals recommended for children of this age. However, attainment is variable and depends on the amount of time individual children have spent in the reception class; for example, the youngest and most immature receive only one term's education in the Foundation Stage and have limited time to develop their personal, social and emotional skills.

66. Children know that they must put on painting aprons before they start creative work and attend to their own personal hygiene after visiting the toilet. They are generally well behaved and understand simple class rules. The children take turns with equipment and share resources satisfactorily. For instance, they take turns in the role-play areas and are happy to share sticky tape, scissors and glue.
67. The overall quality of teaching is satisfactory in this area of learning. Positive relationships develop between children and adults and routines are established. Children are praised for good behaviour and inappropriate behaviour is generally dealt with effectively and consistently. Activities are organised so that children have plenty of opportunities to work with adults. Staff work satisfactorily together and provide appropriate role models for the children. They acknowledge children's feelings and work with them to resolve conflicts. Staff provide a bright, cheerful environment that celebrates children's achievements. However, children have too few opportunities to learn to work together independently. Planned activities do not encourage children to make decisions for themselves or to take the initiative in some situations. Children generally behave appropriately in class but there is a significant number who shout out instead of putting up their hands to answer questions and do not give opportunities for other children to participate.

### **Communication, language and literacy**

68. Children enter the reception classes with standards as expected in communication and language but slightly above those expected in early reading skills. Satisfactory progress is made and by the start of Year 1 of the National Curriculum, they have attained the recommended levels in this area of learning. Many children pay attention to adults and, at times, listen carefully when being given instructions and guidance on activities. However, there are a significant number who do not. Too much time is spent sitting on the carpet where children have to watch and listen.
69. Children understand how to handle books and enjoy listening to stories. They enjoy sharing books with adults and there is a suitable range of books available in the class library. However, a significant number of children have reading scheme books before they are ready. A limited number of key words are recognised, but children do not have sufficient strategies to support them to decode unfamiliar words; for example, children do not use pictures confidently to work out unknown words or use their knowledge of initial letter sounds. Children distinguish text from pictures and, although much work is done on initial letter sounds, they have difficulty in blending the sounds to make a word.
70. Children write their first names, understand that marks on paper carry meaning and explain to adults what the marks represent. Above average children write simple sentences such as 'I went to the seaside'. Average children copy underneath the teacher's writing. However, below average children inappropriately copy from the board.
71. The overall quality of teaching is satisfactory. Reading skills are promoted through the use of big books and this encourages them to understand how text goes from left to right. Letter sounds are also taught systematically. However, too many activities are whole class led and controlled by the teacher. This means that she is unable to check individual progress. This was noted during the inspection when the children were encouraged to write three letter words on their individual whiteboards. Several of the children formed their letters incorrectly and others used capital letters mixed in with lower case lettering. The teacher did not correct this and, as a result, the inaccuracies went undetected.

### **Mathematical development**

72. Satisfactory progress is made in mathematical development. By the end of the Foundation Stage, almost all children have attained the recommended level before starting Year 1 of the National Curriculum. Children recognise numbers up to 20 and put them into sequential order. The above average children work on simple addition and are able to take two away from 12.



Children identify two-dimensional shapes such as circle, square and triangle accurately and use them to create pictures. The quality of teaching in this area is satisfactory overall, although insufficient consideration is given to the range of children's abilities. This leads to ineffective building on their knowledge and understanding. For example, during the introduction of a mathematical session, the children were asked to jump to numbers up to 20, which was shown to them on a card. This activity did not challenge the children as all of them were secure in their knowledge of numbers up to 20. This was followed by an inappropriate session on moving to the left and right and the teaching methods used during this session confused the children. Activities are mainly practical but are so organised that children are given insufficient time to complete the tasks set. For example, the children did not have sufficient time to set up their programmable toy or create a maze for their partners.

## **Knowledge and understanding of the world**

73. It is evident that children develop a satisfactory understanding and growing awareness of the world around them and meet the recommended level by the start of Year 1 of the National Curriculum. The quality of teaching and learning is satisfactory. Children know that changes occur when food is cooked and understand the impact of air blown into water through a tube. The children discuss different ways of going on holiday and have talked about travelling by plane and car. They have gained an appropriate awareness of their locality through trips to a local farm and visits to school by pet shop personnel. The children know about stories from the Bible such as Noah's Ark. Many understand how to use simple computer programs. For example, they create pictures using a painting program and above average children confidently build up sentences. The computer is used effectively as an integral part of their learning. They carefully program a robot toy to move forwards and backwards. However, many of the activities undertaken in this area of learning lack suitable learning outcomes and activities given are not always appropriate for these children. This is because of the unsuitable planning structure. For example, during the inspection the children were observed learning about the solar system, which was inappropriate for their stage in education. Children are able to build using a wide range of construction equipment. They select simple tools and are able to join materials together using different techniques. For example, they are adept at using scissors, glue and sticky tape but a significant minority of children show little awareness of safety issues.

## **Physical development**

74. Most children achieve the expected standard in this area by the time they leave the reception classes. Suitable activities are provided to increase dexterity with pencils and small tools. However, although the quality of teaching is broadly satisfactory in this area of learning, there are insufficient opportunities for the children to develop their skills progressively. For example, pencil and paintbrush techniques are not taught consistently, resulting in misuse of equipment. The secure area is too small for activities with large wheeled toys but the playground is used to develop these skills. Physical skills are developed in the hall where, in lessons, the children show varying degrees of ability. Almost all are confident and many children demonstrate appropriate control of their movements when running, jumping and curling into a ball.

## **Creative development**

75. Suitable activities are provided to develop children's confidence and creative skills and, by the time they leave the Foundation Stage, most achieve expectations in this area of learning. They are given appropriate opportunities to experiment with a range of art materials and techniques. Children are reasonably confident using paint and creating colourful collages. They play imaginatively with small toys and use role-play to develop skills further. For instance, children enjoy playing in their imaginary 'Travel Agency' where they pretend to book holidays and issue flight tickets. They successfully play alongside each other and take turns in being the customer. The children learn to sing a wide range of songs and action rhymes. They use musical instruments, experiment with sound and move rhythmically to music. The teaching of creative skills is satisfactory overall. A wide range of appropriate activities is planned but based mainly on

whole class sessions. As a result, children do not always get many opportunities to express themselves freely and choose activities as and when they need.

## **ENGLISH**

76. At the end of Years 2 and 6, results in the standardised tests have not been consistent over time. One of the reasons for this is that cohorts vary in size and can be relatively small; for instance, the Year 6 cohort of 2001 consisted of 15 pupils. In the Year 2000 standardised tests, Year 6 pupils attained results that were well above the national average. However, in 2001 the results were well below average and in comparison to similar schools were very low. This was because this particular cohort of pupils had a significant number of pupils with special educational needs. A high staff turnover and inconsistent planning also contributed to these poor results. However, during the current academic year, there has been a particular focus on writing with smaller teaching groups organised by prior attainment. As a result, inspection findings indicate that standards are in line with national averages. This is an improvement since the last inspection when standards at the end of Year 6 were below the national average. In the Year 2000 standardised tests at the end of Year 2, pupils' attained standards well above average in reading and average in writing. However, in 2001 standards in reading were above average but below average in writing. This was because the number of pupils achieving the higher level in writing was well below average. During the past year there has also been a focus on writing in Years 1 and 2. This has resulted in standards improving and they are now in line with the national average, which is similar to the judgement made at the last inspection for both reading and writing. Pupils with special educational needs make good progress in relation to their prior attainment because of good support from teaching assistants. All other pupils, including those who are gifted and talented, make satisfactory progress. No differences were noted between the attainment of boys and girls.

### **Speaking and listening**

77. Throughout the school pupils are confident speakers. In Years 1 and 2, they happily contribute to class discussions and confidently communicate with each other. Pupils in Year 3 use their speaking skills very well in a wide range of curriculum activities. For example, in a practical geography session the pupils had to provide a suitable word when they were thrown a blow-up globe and this developed their confidence very well. By Years 5 and 6, pupils show good speaking skills and project their voice well in school productions; this was evident during their end-of-term performance of 'Bugsy Malone'. Listening skills take a little longer to develop. Whilst pupils are very keen to speak, they do not always show the appropriate skills required for listening. If not checked, pupils tend to talk over their teacher and this has a negative impact on learning. The school has accurately identified speaking skills as an area for development in the new academic year.

### **Reading**

78. By the end of Year 2, current standards in reading are in line with the national average. Pupils enthusiastically talk about their favourite authors and most attend the local library. Above average pupils read confidently using a wide range of strategies to work out unknown words. Expression is developing well. Average and below average readers are less confident but try to build up unknown words. Reading records are maintained between home and school but comments made in these books indicate that the pupils are not sufficiently challenged in their reading tasks at home. There is much repetition of books and one pupil even told an inspector that he found reading boring because he was always reading the same books. This indicates that the above average pupils are not sufficiently catered for. By the end of Year 6, standards in reading are in line with national averages. Pupils are able to discuss a wide range of children's authors and explain what it is they like about the stories written. They visit the local library regularly to help with their homework and confidently know how to use the contents page, an index and a glossary to seek out the required information. Books are read fluently, with expression and interest, and a wide range of techniques is used confidently to work out unknown words. Teachers choose

shared group reading books well and this has a positive impact on the interest and concentration of the pupils. This was evident in a below average group in Year 5 and 6 where 'The Suitcase Kid' was being used to develop the pupils' understanding of writing in different tenses. Although this group of pupils required a great deal of motivation, they were clearly interested in Jacqueline Wilson's modern story line, which they could easily identify with.

## Writing

79. By the end of Year 2, standards in writing are in line with national averages. In Year 1, pupils start to gain confidence when writing independently. They write simple letters and recount exciting trips out. In Year 2, above average pupils use complete sentences to write accounts of school trips and birthdays and write stories such as 'the day I lost my cat'. However, work is frequently unfinished and is untidily presented. Average pupils spell commonly used words correctly and use question marks appropriately, but writing is inconsistent in size and formation. Below average pupils are unable to write coherently; letter shapes are not formed correctly, capital letters are not used consistently and full stops frequently missed out. The marking of this work is unsatisfactory overall. Occasional comments are made but ticks are used mostly to indicate that the work has been seen. Work is not always completed and presentation is not of an acceptable standard. In Year 3, pupils write traditional tales and understand the importance of using writing in labels and diagrams. Presentation in this year group is satisfactory because marking is carried out regularly. Pupils with special educational needs are clearly supported well by classroom assistants and this has a good impact on their learning. In Year 4, pupils are developing their use of paragraphs and write in the style of a newspaper to create a report about 'The Magic Rubber'. The below average pupils' work is frequently untidy and unfinished. In Year 5, the presentation of writing is poor. The above average pupils use speech to enhance their work and create high quality metaphors such as 'what is snow? A gentle cook's flour swimming down from her sieve'. However, the presentation of all capability groups is poor throughout this year group. By the end of Year 6, above average pupils confidently write poetry using action verbs such as 'snatching', 'looking' and 'climbing'. Good use is made of metaphors. For example, one above average pupil wrote 'What is hail?' 'The icy temper of the clouds'. Speech marks and punctuation are used correctly. Average pupils write humorous stories, news reports and biographies with growing confidence. The below average pupils write informal letters and convincing descriptions of characters. Connective words such as 'but' are used correctly. However, because the quality of marking is unsatisfactory, presentation in books is weak. Handwriting styles are inconsistent in size and formation and work is laid out untidily.
80. The overall quality of teaching and learning over time is satisfactory. This is similar to the findings of the previous inspection. However, during the inspection, most lessons were judged to be of good quality. This is because of the recent impact of the new headteacher and advice from specialists who have given teachers confidence. All teachers have an adequate understanding of the requirements of the literacy hour and plan sessions appropriately. Learning objectives are clearly shared with the pupils and used to evaluate learning at the end of the session. There is generally a satisfactory pace set and most teachers expect the pupils to behave well. In high quality lessons, the teachers' enthusiasm for the subject influences the attitudes of the pupils. They react positively to stimulating activities and show good levels of concentration. For example, in a very good Year 3 lesson, the teacher stimulated the pupils' interest through very good questioning techniques, high quality expression and clear explanations as they shared the story of 'The Iron Man'. She carefully maintained their concentration as they settled to their own tasks and systematically ensured that all pupils were fully involved in the session and had appropriate access to the learning situation. The summary of the lesson was used very well to recap on their learning through challenging questions and very good use of time. Teachers use an interesting range of resources to stimulate the pupils' intellectual skills. This was evident in a good Year 1 lesson when the teacher skilfully used a washing line to illustrate how to build up words from the letter combinations of 'ur' and 'er'. Learning support assistants are also used well to support pupils with special educational needs. For example, in a good Year 2 lesson, the learning support assistant not only helped a statemented pupil in his learning but also encouraged him to work as part of a group. Assessment procedures are good but are not used sufficiently well to inform future planning. Recently, pupils have been set individual targets for improvement

but it is too soon for the impact of these on standards to be judged. Targets for achievement are agreed for each year group and this is having a positive impact on a whole school approach to improvement. However, evidence from work over time indicates that not all teachers have high expectations of outcomes of work. Untidy and unfinished work is accepted and the quality of marking, although variable, is unsatisfactory overall. Literacy skills are used satisfactorily across the curriculum to support other subjects such as history and geography.

81. Subject management is satisfactory. The co-ordinator has observed lessons with the local education authority literacy adviser but has had minimal involvement in the monitoring and evaluating of literacy throughout the school. Results from tests are not yet being analysed but writing samples are collected termly from all classes. The budget is used appropriately to fund areas of weakness. For example, new books for reading in class have been purchased for Years 1 and 2 and there are new games to support the teaching of literacy throughout the school. As judged at the previous inspection, the library is suitably stocked with an appropriate range of fiction and non-fiction books. Appropriate use is made of information and communication technology to support the subject.

## **MATHEMATICS**

82. Standards for pupils in mathematics are above average by the end of Year 2 and average at the end of Year 6. In the National Curriculum tests in 2001, the standards achieved by pupils at the end of Year 2 were above average when compared with the results of all schools nationally, and in line with those of similar schools. Over the three years from 1999 to 2001, the percentage of pupils achieving the expected level was above the national average and those achieving the higher level was in line with the national expectation. The standards achieved by pupils at the end of Year 6 were well below when compared with the results of all schools nationally and well below those of similar schools. The percentage of pupils achieving the higher levels was also well below the national average and well below those of similar schools. Standards over the three years from 1999 to 2001 were below national averages. However, the most recent results for 2002 indicate that standards have been maintained for pupils at the end of Year 2 and show good improvement for pupils at the end of Year 6. This is because the cohort is larger, there are fewer pupils with special educational needs and the quality of teaching has been more consistent. The standard of work observed in lessons and examination of pupils' books showed pupils are making good progress up to the end of Year 2 and satisfactory progress up to the end of Year 6.
83. All Year 1 pupils use numbers up to 10 to add or subtract. For example, pupils in a Year 1 class added up three numbers together. Above average pupils count up to 100 and use number fans to count in fives and tens. They also identify patterns within sequences of two-dimensional shapes clearly and know the correct names for square, triangle and rectangle. By the end of Year 2, pupils have a good knowledge of place value and count in tens up to 200. They know the difference between odd and even numbers, recognise simple fraction such as a half and use mathematical strategies to solve problems involving money and measure. They share apparatus well and use appropriate mathematical language within each lesson activity. Good strategies are used to ensure that all pupils are fully included in these sessions. For example, below average pupils are well supported by teaching assistants who check pupils' understanding and reinforce the focus of the lesson. This has a positive and consolidating effect on pupils' learning. All pupils, including those with special educational needs and those who are gifted and talented, make good progress in Years 1 and 2.
84. By the end of Year 6 pupils have progressed to having a secure knowledge with a good range of number skills to 1000. Above average pupils accurately add, subtract, multiply and divide two and three digit numbers. Average pupils understand equivalent fractions, which they recognise quickly in mental warm-up sessions. Below average pupils recall the different points of a compass and know the difference between clockwise and anti-clockwise. They are also able to independently plot co-ordinates and rotate a shape through 180 degrees. Year 4 pupils confidently multiply two digit numbers by a single digit and understand the process of reflection. Year 3 pupils use data to construct block graphs, work with simple fractions and have a secure knowledge of multiplication bonds. Pupils with special educational needs make good progress because they

are well supported by teaching assistants. However, all other pupils, including those who are gifted and talented, make satisfactory progress in Years 3 to 6.

85. The quality of teaching and learning is satisfactory overall. Some examples of good teaching were observed during the inspection. In these lessons, teachers started at a brisk pace, which continually challenged pupils throughout the lesson and kept their attention to the tasks set. For example, in a very good Year 1, session the teacher made good use of the lesson objective to ensure that the pupils understood what they were learning. She made very good use of interesting resources such as number fans and a large dice. Positive reinforcement of good behaviour reinforced the teacher's high expectations. Her interactions and encouragement enabled pupils to explain their methods and thinking. This helped deepen the pupils' understanding and also to evaluate their own learning.
86. Lesson planning is satisfactory overall but good use is made of introductions to build on knowledge gained during a previous session. The high quality of teaching creates an enthusiastic atmosphere and interested pupils who concentrate well during these activities. Most teachers use an appropriate range of strategies to create further interest in their lessons. This was illustrated in a Year 5/6 lesson, when good use was made of 'bingo' to develop mental agility. The use of information and communication technology to support learning is satisfactory and in a Year 5/6 lesson was well related to the learning objective of the lesson on symmetrical reflections. Homework activities are used satisfactorily to consolidate both skills and learning in the classroom.
87. The National Numeracy Strategy is having good impact on the pupils' learning and the scheme of work supports learning well and enables appropriate learning to take place. In Years 5 and 6 pupils have been organised into groups based on prior attainment and this has helped teachers focus on particular areas of need. However, insufficient attention is given to matching activities to the needs of the pupils in Year 4. Work in books and folders indicates that often all pupils get the same work. Although sometimes extension work is planned, it is not always challenging enough to the above average pupils. This results in some tasks and activities not being well matched to the needs of the ability range.
88. In most classes, teachers target pupils appropriately with questions that meet their needs and make good use of the end of the session to assess pupils' knowledge and understanding. Assessment procedures are good but teachers have not used National Curriculum levels of attainment sufficiently well as tools for assessment. For example, they have not been used to predict what they expect each pupil to achieve by the end of the year. Marking tends to consist mainly of ticks and crosses and seldom gives pupils clear indications of what they need to do to improve their work.
89. The management and control of pupils are satisfactory. Most teachers set clear expectations of pupil behaviour and respond appropriately to these expectations and the use of positive rewards. Most pupils are enthusiastic and show interest in mathematics lessons. Relationships between pupils and staff, and between pupils themselves, are generally good. For instance, pupils in Year 2 were eager to use stopwatches to time their partner counting to 60 in one minute. Pupils with special educational needs made good progress due to the encouragement and support they received from their learning support assistants in this lesson. Pupils' attitudes in mathematics lessons are mostly good. However, whilst behaviour was never less than satisfactory in lessons, the attitudes displayed by some older pupils were not appropriate at times. These pupils appeared disinterested and were not enthusiastic about their learning.
90. Good use is made of teaching resources including the use of learning support assistants. The quality of teachers' marking varies. Some consistently write comments which help pupils learning by describing what has been successful and giving guidance on what could be improved. Others simply mark work and make one to three word statements such as 'well done' or 'a good try'. The quality of presentation of pupils' work is variable. While some pupils take pride and great care over the presentation of their work, others are satisfied with work that shows a lack of care and attention.

91. The co-ordination of the subject is good. The co-ordinator has a good understanding of the strengths and areas of development for the subject. The school is well equipped with learning resources in mathematics. The co-ordinator understands the need for further monitoring of teaching and learning in mathematics as part of the shared commitment that all staff have for improvement. Numeracy skills are promoted satisfactorily in other curriculum areas.

## SCIENCE

92. In the current Year 2, standards are in line with the national average for the age group. This was also the finding of the last inspection. In the current Year 6, standards are also broadly in line with the national average. This is an improvement since the last inspection. Pupils with special educational needs are well supported and therefore make good progress. Pupils make satisfactory progress in all year groups, except above average pupils and those who are gifted and talented, who generally make unsatisfactory progress. This is evident in the 2001 test results at the end of both Years 2 and 6. For example, in the teacher assessment tests, the number of pupils reaching the expected level for this age group was in line with the national average. However, the number of pupils who achieved the higher level for this age group was well below the national average. In the Year 2001 standardised tests at the end of Year 6, the number of pupils reaching the expected level for this age group was very high in comparison with the national average. However, the number of pupils reaching the higher level for pupils of this age was below the national average. In these tests there were significant differences noted between the performance of boys and girls. The performance of boys exceeded the national average in comparison to the girls, whose performance fell below the national average. However, no differences between boys and girls were noted during the inspection.
93. In Year 1, pupils know that if a toy car runs down a ramp it will travel further if the ramp is steeper. They make sensible predictions and understand the need for a test to be fair. For instance, they predict that a small ice cube will melt quicker than a large one. They know that for this test to be fair the cubes need to be in the same place to ensure that they are at the same ambient temperature. Above average pupils know that ice melting is a reversible change. In Year 2, pupils know that some trees have leaves that change colour to brown, gold, yellow and red in the autumn. They sort materials according to properties such as rough and smooth. They have good observational skills and use appropriate scientific vocabulary to describe the differences between bread and toast. Discussions with pupils in Year 2 revealed, 'we have done about how materials change. Some things change and you can't change them back, like when you make cakes.'
94. In Year 3, pupils understand what is meant by erosion and can explain simply the properties required by rocks for them to be suitable for building houses. They know that in order to remain healthy their diet needs to be balanced and include protein, carbohydrate, vitamins and fat. In Year 4, pupils know that shadows are formed when light travelling from a source is blocked and that opaque materials do not let light through but transparent ones do. They carry out a fair test to see which rock is most permeable out of chalk, sandstone, granite, marble and slate. In Year 5, pupils can name parts of a flower, including the petal, stigma, stamen, style, sepal and ovary. They draw line graphs, showing the length of a puddle over time, as the water evaporates. In Year 6, pupils know that solids retain their shape and can be cut and shaped, and that liquids take the shape of their container and can be poured. They describe what happens when materials burn and that this is an irreversible change. However, many pupils are unclear about whether salt and sugar dissolve better in hot or cold water.
95. Over time, the quality of teaching and learning is satisfactory throughout the school. This was also the finding of the last inspection. However, during the inspection, most lessons observed were judged to be of good quality. This was because of the positive impact of the new headteacher and specialist support from out of school. In these good lessons, the teachers had clear objectives and explained to the pupils at the outset of the lesson what they intended to teach. This meant that the pupils knew precisely what they had to do and were able to move rapidly to the planned activity. The teachers observed showed enthusiasm for the subject and this motivated pupil interest. Most pupils are managed satisfactorily and pupils generally respond

with good behaviour. Teachers use learning support assistants well to support pupils with special educational needs and below average pupils so they make good progress. In the best lessons, the assistants are also used appropriately to challenge above average pupils. However, in many lessons, activities are planned for the whole class with insufficient opportunities to extend the learning of higher achieving pupils. Teachers make satisfactory ongoing assessments to move pupils' learning forward during lessons but information gained from assessment is not used effectively to inform the planning of subsequent lessons. This is particularly so for above average pupils. Teachers mark pupils' work with ticks and comments of encouragement, but marking rarely gives pupils useful comments or advice to help them develop their work further. Investigative and written work effectively contribute to the school's initiatives in numeracy and literacy. Information and communication technology is sometimes used effectively to support learning in science, as was seen in the use of a branching database on the characteristics of animals. However, this is currently underdeveloped. Although homework is not planned systematically, pupils are regularly asked to complete work or research topics at home, and these arrangements support their learning satisfactorily.

96. The schemes of work has sufficient guidance for teachers to ensure that there is development of skills, knowledge and understanding which is an improvement since the last inspection. However, planning does not include appropriate extension activities for pupils capable of higher achievement. Assessments are made at the end of each topic of work and are recorded by individual teachers on a developing whole school record system. Pupils' attainment in scientific enquiry is assessed termly and moderated at team meetings. The subject co-ordinator is developing a portfolio of moderated work that is effective in helping teachers to make their own assessments. These procedures represent a significant improvement since the last inspection. However, the information gained from assessments is not yet used to ensure that teachers plan lessons that build on pupils' previous learning. This has a detrimental effect on pupils' attainment, particularly for above average pupils. The co-ordinator has developed an effective action plan that identifies the above areas requiring development. She effectively manages the school's resources, which are adequate to meet the needs of the National Curriculum. However, she is new to this position and her role is not yet sufficiently developed to enable her to monitor teaching.

## **ART AND DESIGN**

97. Standards at the end of both Year 2 and Year 6 are in line with national expectations. Pupils, including those who are gifted and talented, make satisfactory progress. Those pupils who have special educational needs make good progress because they are well supported by teaching assistants who are fully aware of their needs. Standards have been maintained since the last inspection.
98. By the end of Year 2, pupils are able to explore ideas using paint, crayons and pencils. They use a wide range of materials to create pictures. They explore colour mixing and enjoy finding out about how different quantities of colours create different shades. For example, Year 2 pupils were observed creating different shades and tones to decorate masks that they had made during their previous lesson. They also skilfully use scissors and different coloured paper to make silhouettes of each other. Pupils confidently use a wide range of different techniques to create textile pictures. For instance, they cut out leaf shapes from a wide range of materials and then create texture using stitching and felt tip pen markers. By the end of Year 6, pupils confidently sketch everyday objects. They know how to use lines and shading for effect and also adapt both space and tone to create different forms. Different printing techniques are carefully mastered. They study a wide variety of different artists' styles. For example, the pupils have discussed the work of the surrealist Miro and are able to paint in this style. They also gain confidence using a wide variety of different types of media such as tissue paper, magazines and newspapers; for instance, they use tinting and shading skills to recreate magazine pictures. Pupils gain experience in Years 3 to 6 with a wide variety of media such as pencils, paint and felt tips and have drawn pictures in the style of Quentin Blake. They also work on three-dimensional projects and this was evident in the Year 3 class who had been working on natural sculptures. The pupils also made

good use of information and communication technology programs to create paintings and pictures. However, pupils are less confident speaking about differences between their own work and that of others and suggesting ways to improve.

99. The overall quality of teaching and learning is satisfactory throughout the school, although two good art lessons were observed during the inspection. Teachers have a satisfactory knowledge of the subject and stimulate the pupils' learning through interesting and appropriately planned lessons. This results in pupils being interested in their work and positive behaviour is evident throughout the session. Good use is made of photographic resources of famous artists' work to illustrate the focused teaching objective, and pupils are encouraged to work at an appropriate pace. Discussion is encouraged and good use is made of pupil demonstration. All work is valued and appreciated. For example, during the inspection, a lesson observed with Year 5 focused on sculpture based on the style of Giacometti. Pupils were given good examples to base their own work on, ensuring that they understood what was required of them. They were encouraged to share their work within their groups and this had a positive impact on the standards achieved. Pupils with special educational needs are sensitively supported and good levels of encouragement are given; this was evident in the Year 2 class where both the teacher and learning support assistant provided positive help and encouragement to a pupil. However, the use of assessment procedures to inform planning is an area that needs to be developed.
100. Subject management is good. The co-ordinator has created a specific scheme of work, which has been adapted from a nationally recommended programme of study and ensures that skills are taught progressively. No evaluation of teaching has taken place, but the co-ordinator is able to monitor standards through displays and collections of work undertaken. Display work around the school is attractive and reflects the good curriculum and wide range of material used. The co-ordinator has identified the importance of regular trips to art galleries and is keen to promote this to extend the pupils' experiences. Art has a positive impact on their cultural development.

## **DESIGN AND TECHNOLOGY**

101. From the evidence available, standards are judged to be in line with national expectations at the end of Years 2 and 6. Pupils, including those who are gifted and talented, make satisfactory progress. Those pupils with special educational needs make good progress in relation to their prior attainment.
102. In Year 1, pupils designed and made working models of the mouse in 'Hickory Dickory Dock' climbing up the clock. Pupils described how they used a dowel to make the axle for winding up the mouse, with wheels used as end-stops to stop the axle falling out. They completed evaluation sheets identifying how the model works, what they liked best, what they would change and what they liked about making it. In Year 2, pupils have confidently designed and made puppets. In Year 3, pupils have designed, made and evaluated different types of sandwiches. They carried out research to find out the most popular sandwich filling and identified the skills that they would be developing in making the sandwiches. In Year 4, pupils made a model of Morville Village. They looked at three-dimensional shapes, noted the number of faces and vertices and drew nets of cuboids on squared paper. They stuck these on to card, added flaps, scored and folded and stuck the shapes together. In Years 5 and 6, pupils designed and made musical instruments. Pupils in Year 6 have designed, and are beginning to make, working toy vehicles. They have reflected on their designs bearing in mind who they are being made for.
103. Evidence from teachers' planning, the work available for scrutiny and the lessons observed indicates that teaching is satisfactory over time; in one lesson, teaching was very good. The teacher had planned a stimulating lesson that she taught with enthusiasm; the children were motivated, showed a high level of interest and applied creative and intellectual effort. The teacher had high quality relationships with the children, managed them very well and behaviour was of a high standard. This very good teaching resulted in some interesting designs and models of pop-up books. Pupils made ongoing evaluations of their work and adapted their designs to make them better. The teacher made high quality use of the teaching assistant to support a pupil with special educational needs and other below average pupils. However, insufficient use is made of assessment procedures to develop above average pupils' skills.



104. Design and technology has not recently been a priority for the school and the subject co-ordinator's role is under-developed. However, she is working hard to develop resource boxes to support the published scheme of work. The best of these was used to stimulate the lesson described above and made a significant contribution to the teacher's planning and the pupils' attainment. The co-ordinator has made effective contact with a highly successful partner school to discuss schemes of work and find out how they monitor and assess. Most teachers implement the current scheme of work but the absence of assessment procedures means that lesson planning does not build on pupils' previous learning. This particularly reduces the attainment of above average pupils. There was insufficient evidence for judgements to be made at the previous inspection so it is not possible to gauge the level of improvement since that time.

## **GEOGRAPHY**

105. Standards at the end of Years 2 and 6 are in line with national expectations. Pupils, including those who are gifted or talented, make satisfactory progress. Those pupils with special educational needs make good progress in relation to their prior attainment because they are well supported by teaching assistants. At the time of the last inspection, no judgement was made and it is not possible to make a judgement on improvement since then.
106. By the end of Year 2, pupils are able to describe both physical and human features found on the imaginary Isle of Struay; for example, they name the types of jobs that people do on an island. They know that there are different types of places in the world and explain that deserts are very hot places and polar regions are cold. By the end of Year 6, pupils confidently identify major mountains in the world and understand that mountain weather is unpredictable. They compare the similarities and difference between Reading and Crowthorne and discuss issues of the environment such as buildings, landscapes and leisure. They are developing their use of simple grid references for maps.
107. It is not possible to make a comparison with the previous inspection because no geography teaching was observed. Over time, the quality of teaching and learning throughout Years 1 to 6 is satisfactory. During the inspection, two lessons were observed and these ranged from very good to unsatisfactory. Teachers make lessons interesting by encouraging the pupils to learn about their own village of Crowthorne. For example, in a very good Year 3 lesson, they could compare the differences between the town of Reading and their own village. They were able to discuss the difference between a 'facility' and a 'service'. The teacher used her questioning skills well, for example, 'What is the difference between a hamlet and a village?' The teacher was very well organised, had very good subject knowledge and provided clear expectations and tasks. This encouraged pupils to develop their thinking and enthusiasm for the subject. The well-planned lesson stimulated pupils' interest and the good teaching ensured an effective pace to the learning. However, one geography lesson observed was unsatisfactory. It was disorganised, behaviour strategies were weak and relationships between the teacher and class were tense. As a result, pupils became disinterested and poorly behaved and made no gains in their learning.
108. Geography is managed well. There is a clear policy in place and a detailed scheme of work has been devised. Field study trips are now part of the curriculum, ensuring that pupils make gains in their learning through their own experiences. For example, pupils in Year 4 have recently studied the local village of Crowthorne, which has been successfully linked with a history topic. As a result, pupils are involved in their learning and maintain their motivation and interest. However, monitoring and evaluating of teaching and learning across the school are insufficiently developed. This was identified as a weakness at the last inspection.

## **HISTORY**

109. Standards at the end of Year 2 and 6 are in line with national expectations. Pupils, including those who are gifted and talented, make satisfactory progress. Those pupils with special educational needs make good progress because they are supported well by teaching assistants.

At the time of the previous inspection, no judgement was made on standards at the end of Year 2. Standards at the end of Year 6 have been maintained since the last inspection.

110. By the end of Year 2, pupils clearly understand the difference between the past and the present. For example, they compare seaside holidays long ago to those taken today. The pupils know that people travelled by steam train to the seaside in the early 1900s; they describe travelling by train or car to holiday destinations in the 1950s and compare this to the use of ferries and aeroplanes today. Lessons are made interesting by the provision of stimulating resources such as photographs and examples of clothing worn at the seaside a long time ago. The pupils are involved well and are given opportunities to try on the clothes and feel at first hand how the Victorians must have felt. This successfully motivates their learning and ensures that they are fully involved in acquiring historical skills. By the end of Year 6, pupils have studied life in Victorian times; they describe what it was like attending a school during this time and know that this period in history saw the development of rail travel. The pupils have studied life in the 1930s and have compared it to the 1990s. For instance, they understand that the sweets available during wartime were rationed and there were fewer of them than those available in the 1990s. Appropriate links are made with numeracy such as when timelines are used to illustrate historical facts. Although appropriate use is made of literacy to support the subject, work is frequently presented untidily.
111. Over time, the overall quality of teaching and learning is satisfactory. However, two history lessons of good quality were observed during the inspection. This represents an improvement since the last inspection, when several weaknesses were noted. Teachers now have good subject knowledge and their enthusiasm motivates pupils' learning. Learning intentions are clearly identified and shared with the pupils. Good use is also made of introductions to recap on skills already covered. These techniques ensure that pupils are made aware of what they are actually learning. Challenging questions motivate the pupils and maintain their focus on the lesson. For example, in a good Year 3 lesson where relationships were very positive, the teacher challenged her class with a wide range of differing historical sources. They were required to work in pairs and groups to work out what period in history the artefacts, pictures and books represented. Good use of humour maintained their interest and kept the pupils on task. However, although satisfactory procedures are in place to assess pupils' work, insufficient use is made of them to inform future planning.
112. Management of the subject is good. A clear policy and suitable scheme of work have been devised, ensuring that skills are taught progressively throughout the school. The subject co-ordinator is well aware that pupils learn best from first-hand experiences and has recently developed a full programme of historical visits. For example, pupils have responded very well to visits to Milestones Museum at Basingstoke, Reading Museum and Hooke Court. Good links are developing with geography, when they are involved in the local study of Crowthorne. Appropriate use is also made of information and communication technology to promote learning. This was evident when the interactive whiteboard was used to display a number of old seaside photographs. This represents an improvement since the last inspection. The subject manager looks at teachers' planning and samples pupils' books. As identified in the last inspection, the monitoring and evaluating of teaching and learning across the school are yet to be developed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

113. In the current Year 2, standards are in line with national expectations, as at the last inspection. In the current Year 6, standards are also in line with national expectations, which is an improvement since the last inspection. Pupils generally make satisfactory progress in all year groups, but above average pupils are not always sufficiently challenged. There are no significant differences in the performance of boys and girls. The achievement of pupils who are gifted and talented is similar to that of other pupils across the school. However, pupils with special educational needs make good progress in relation to their prior attainment.

114. In Year 1, pupils use graphics programs to draw simple images and word processing programs to label them. They give instructions to make a robot on screen move to pop balloons and pick apples. Above average pupils use a sequence of instructions to make the robot pop all of the balloons in one sequence. In Year 2 pupils have used the Internet to find information about animals. They can create branching databases, ensuring that questions have yes/no answers. In Year 3, pupils use computers to generate and develop their musical ideas. They know the difference between natural and electronic music. Pupils' skills in making and using branching databases are developed to include more complex branches and questioning. In Year 5, pupils use a sequence of instructions to control a lighthouse light and, in Year 6 these skills are developed to make more complex sequences for traffic lights. Pupils' word processing skills are developed throughout the school. By Year 6, pupils present their work in a variety of ways, changing font, size, and colour. They can insert word art and customised bullet points. Pupils across the school save and retrieve their work on the computer.
115. The quality of teaching and learning ranges from satisfactory to good and is good overall in Years 1 to 6. Teachers have developed confidence in using the computer suite, which was opened in April 2002. Their knowledge of the subject is good and the new suite is adequately resourced to implement curriculum requirements. Teachers show enthusiasm for the subject and plan appropriate activities. Therefore, pupils maintain high levels of interest and sustain effort. Teachers make lesson objectives clear to pupils so they know precisely what they will be practising and learning. A major contribution to the success of the teaching is the effect of the technician who supports teachers in every lesson. She has excellent knowledge of the curriculum, the hardware and the software. In the best lessons, the technician and the class teacher support pupils individually, making accurate ongoing assessments and subsequently teaching them new skills. Because of this, pupils generally make good progress in lessons. Where the teaching is only satisfactory it is because pupils sometimes become restless and the 'L' shape of the computer room makes it difficult for teachers to supervise all pupils.
116. There are examples of using the subject to support other curriculum areas. In Years 3 and 5, pupils have used the Internet to gain information, maps and pictures to support their local history topic. Word processing supports literacy throughout the school. This is particularly successful in Year 3 with the e-mails that pupils sent home. Numeracy is supported in Year 3, with block graphs showing the number of wheels on different train engines and in Year 2, where pupils compare data about how Hatch Ride pupils travel to school with how pupils at the link school in Slough travel. There is a new interactive whiteboard located in the music room that is beginning to be used to support lessons in other subjects.
117. The teaching of information and communication technology has developed significantly in the school since the opening of the new computer suite. The co-ordinator's role has developed significantly since the last inspection. The subject is now well supported by the co-ordinator who ensures that half termly assessments are completed and stored centrally. She also keeps a detailed portfolio of moderated pupils' work that assists teachers in making their assessments. A further development that is needed is for these assessments to be used to plan future lessons, particularly to provide more challenge for above average pupils. The co-ordinator monitors pupils' work. She has also monitored teaching in Years 5 and 6, with the monitoring of other years groups planned for the future. Her medium term plans ensure that all curriculum requirements are met. The school has received very good external support in terms of resources, advice and in-service training. This has had a significant effect on the successful development of the subject and on pupils' attainment.

## **MUSIC**

118. Standards in music have improved since the last inspection and are now above average for pupils at the end of Year 2 and Year 6. All pupils, including those with special educational needs and those who are gifted and talented, make good progress through the school.

119. Pupils in Year 1 distinguish between long and short sounds. They are able to demonstrate these sounds through their movements, and effective use is made of listening to music from many cultures to enable pupils to do this. Pupils at the end of Year 2 understand the terms tempo and dynamics and are able to give examples, including the ability to read simple notation showing louder and softer. Pupils in Year 3 understand the terms texture, tempo and ostinato, using this knowledge in their compositions. The use of instruments from many cultures adds to the diversity of music produced. Throughout the school, pupils sing tunefully both in class lessons and in assembly.
120. Teachers have gained in confidence since the last inspection and the quality of teaching has improved. The overall quality of teaching and learning in lessons is now good. This has resulted in pupils making good progress and standards have improved. Strengths of the teaching are where time is used well and a brisk pace is maintained. Teachers show good expectation of their pupils in all musical activities observed. For example, in a Year 2 lesson, they showed good social awareness saying, 'thank you', when given instruments to play. Pupils respond enthusiastically to music lessons and treat instruments with care. For instance, in one lesson a pupil was heard to say, "I love doing this".
121. The co-ordinator has ensured that equipping the music room with a range of quality resources with which pupils can make music has raised the prestige of music in the school. Co-ordination of the subject is good as the co-ordinator has a clear insight into the needs and priorities for developing the subject. The opportunities for pupils to make music in extra-curricular activities such as the guitar club, the school choir and school performances greatly enrich the music curriculum. For example, observation of a rehearsal for a production of 'Bugsy Malone' showed Year 5 and 6 pupils able to sing both chorus and single-voice parts with expression and good voice projection.

## **PHYSICAL EDUCATION**

122. Standards are in line with expected levels at the end of Year 2 and 6 and have been maintained since the last inspection. The only aspects of physical education seen during the inspection were games and dance. All pupils, including those with special educational needs and those who are gifted and talented, make satisfactory progress.
123. Pupils up to the end of Year 2 are able to follow instructions carefully and make good use of space. In a dance lesson where words were interpreted by movement, pupils were observed moving lightly as 'bubbles'. They particularly enjoyed the bubble bursting. Pupils were encouraged by the class teacher to analyse each other's performance, suggesting ways in which it could be improved. In a Year 1 class, pupils interpreted a story from Africa, 'Handa's Surprise'. The teacher used her voice effectively to stress the most relevant points in the story so that pupils could emphasise these in their movement. The use of praise and encouragement resulted in pupils being enthusiastic and keen to give of their best. A Year 3 class practised forehand and backhand tennis shots in their games lesson. Much emphasis was placed on the importance of hand and eye co-ordination in practising these skills. The lesson was well resourced, with every pupil having access to the equipment they needed. Progress was good as the pace never dropped and pupils were active throughout the lesson. Although pupil attainment was satisfactory, it was clear that most pupils required more practice in hitting or catching a ball.
124. Pupils in Year 4 interpreted the Poem 'Jabberwocky' through movement and speech in their dance lesson. Pupils' interpretation of the poem improved due to good input from their teacher. Throughout the lesson girls' attitudes and ability to remain in character were generally better than those of boys. Pupils in Year 6 receive swimming instruction and, by the end of Year 6, most are able to swim the required 25 metres.
125. The quality of the teaching in lessons is good and this helps pupils improve their skills. This was because of secure subject knowledge and clear expectations of pupils that resulted in good gains in the acquisition of skills, knowledge and understanding. Long-term planning is detailed, ensuring that in all aspects of the physical education curriculum, a balance of skills is taught. However, a weakness is the lack of planned assessment procedures which could be used to inform curriculum planning.
126. It was noticed that some pupils were unable to take part in the physical education lesson due to a lack of the appropriate clothing or they had to borrow clothing from other pupils. Schools have a statutory duty to ensure that pupils take part, unless a medical reason prevents them from doing so.
127. The co-ordination of the subject is good. The co-ordinator has clear ideas on the development of the subject, and is able to monitor the subject regularly and give support to other teachers. Resources are good. The school provides a good range of sporting opportunities outside of lesson times. This includes taking part in competitions with other schools and involvement in outdoor adventurous activities during residential visits.

## **RELIGIOUS EDUCATION**

128. Standards at the end of Year 2 and at the end of Year 6 meet the requirements of the locally agreed syllabus. Pupils make satisfactory progress throughout the school, both in their learning about religion and learning from religion. Religious education lessons, personal and social development and school assemblies all contribute strongly to pupils' spiritual, moral and social education. At the time of the last inspection, no judgement was made on standards at the end of Year 2, but those at the end of Year 6 have been maintained.
129. Pupils develop an appropriate awareness and appreciation of Christianity and other world faiths including Hinduism, Sikhism and Judaism. Through the use of pupils' own experiences, teachers help pupils to consider other people's beliefs and feelings. Links with literacy are made when

pupils discuss and write about this. They are confident when discussing world faiths and understand the beliefs associated with them. The pupils know that believing in a faith usually involves belief in a deity, visiting a place of worship, holding ceremonies and showing respect. They relate what they have learnt to their own experience and understand that others may have different beliefs to their own. Visits have been made to a mosque in Slough and the local vicar is a regular contributor to school assemblies. Pupils' ability to use appropriate terminology to explain matters of religious belief is satisfactory.

130. The quality of teaching and learning is satisfactory throughout the school. This judgement is based on the work seen in pupils' books, as it was only possible to see two lessons during the inspection. Teaching observed ranged from satisfactory to very good. In a very good lesson, pupils showed a very good awareness of how a strong faith can affect peoples lives. This was as a result of the examples presented by the teacher, who illustrated the effect that faith and belief could have. A lesson on the Islamic faith stressed the importance that pattern and design have in Islamic art. Pupils showed a good understanding of why members of the Islamic faith would not portray the human form.
131. The planning of lessons is satisfactory. Teachers are confident in their teaching, well supported by a clear scheme of work that closely follows the requirements of the locally agreed syllabus. The pace of lessons is satisfactory and time is used effectively. Questioning is used effectively to establish what has been learnt, but detailed procedures to assess the acquisition of skills are underdeveloped. Pupils with special educational needs are supported well and make good progress. Pupils are responsive and interested in the subject matter and make thoughtful and constructive comments. As a result of this, their behaviour is good.
132. The co-ordinator is enthusiastic about her subject and the management of the subject is good. She has a good understanding of the subject and her current and future plans for development are appropriate. The available range of religious artefacts is put to good use, together with other source materials to help illustrate and enhance their teaching. Information and communication technology programs are used satisfactorily to support learning.