

INSPECTION REPORT

BRAMLEY CE PRIMARY SCHOOL

Bramley, Tadley

LEA area: Hampshire

Unique reference number: 116278

Headteacher: Mrs A Berresford

Reporting inspector: Margot D'Arcy
23158

Dates of inspection: 4th – 7th February 2002

Inspection number: 242726

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Bramley Lane Bramley Tadley Hants
Postcode:	RG26 5AH
Telephone number:	01256 881 339
Fax number:	01256 882 396
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sarah Stubbs
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23158	Margot D'Arcy	Registered Inspector	Science Religious education Music Equal opportunities	The school's results and pupils' achievements How well pupils are taught The quality of learning experiences How well the school is led and managed
9039	Ted Tipper	Lay Inspector		Pupils' attitudes, values and personal development How well the school cares for pupils The school's partnership with parents
23276	Margaret Mann	Team Inspector	The Foundation Stage Mathematics Geography Physical education	
12212	Gill Carter	Team Inspector	English History Special educational needs	
1224	Graham Todd	Team Inspector	Information and communication technology Art and design Design and technology	

The inspection contractor was:

Wessex Education
2 Riverside
Athelhampton
Dorchester
DORSET DT2 7LG

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway

London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average-sized primary school catering for 313 boys and girls aged between four and 11. Whilst there are only 20 more boys than girls in the school, the gender balance in some year groups is particularly uneven. All pupils attend full-time. Infants are taught in classes containing others of the same age and junior classes contain a mix of two consecutive year groups. However, from Year 1 onwards, pupils are set¹ for English and mathematics. Whilst the proportion of pupils with special educational needs (31 per cent) is above the national average, most require only a low level of extra support. The proportion with statements of special need (one and a half per cent) is broadly average. The range of needs includes moderate, specific, emotional, behavioural and physical difficulties; some pupils have visual impairments and speech and communication difficulties. All pupils are white, and speak English as their first language. Three per cent are entitled to free school meals, which is below the national average. Most pupils live in the immediate vicinity of the school, which, overall, is socially advantaged. Standards on entry to the reception classes are generally above average. Staff turnover since the last inspection has been very high. Like other schools in the area, the school has difficulties recruiting teachers.

HOW GOOD THE SCHOOL IS

Currently the school is very effective in promoting learning because a high proportion of teaching is good or better. However, standards are not as high as they should be because pupils have underachieved in the past. Underachievement is the impact of the significant instability in staffing, including disruption at management level. The quality of teaching and learning has been inconsistent in recent years and has clearly not matched the high standard seen during the inspection. The new headteacher is providing very good direction for the school's development. Despite the impact of past weaknesses, the school is currently providing satisfactory value for money.

What the school does well

- The headteacher provides very good leadership and management and a clear direction for school improvement.
- Teaching is very good and is promoting effective learning.
- Standards in music and physical education are above average and pupils make very good progress in these subjects.
- Pupils achieve high standards in speaking skills because teachers constantly promote these well.
- All aspects of the school's provision for reception children are very good; these young children receive a highly effective start to their education.
- Pupils' attitudes and personal development are very good and they behave well.

What could be improved

- Stability in staffing is needed to ensure consistency in teaching and learning and to counteract previous underachievement.
- Standards in information and communication technology (ICT) are below average and provision is unsatisfactory.
- Standards in science are not high enough, particularly in the juniors.
- Curriculum co-ordinators' role in raising standards and improving teaching and learning in their subjects is limited in a number of subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in March 1997, the school has experienced significant unsettlement brought about by staffing instability at all levels and made worse by difficulties in recruiting teachers. Pupils underachieved in various year groups and staff morale was low. However, although standards in ICT have not improved sufficiently since 1997, there has been a good improvement to standards in mathematics,

¹ Where pupils are organised into groups for teaching on the basis of their prior attainment.

music, physical education and speaking skills. Teaching is also much better, with learning being given a good boost as a result. Clear school aims have been formulated and there are now better systems to assess pupils. Much improvement has occurred to the accommodation. Although standards in a range of subjects are not high enough, within the context of the difficulties experienced by the school since the last inspection, improvement has been satisfactory.

STANDARDS

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

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

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

Whilst the table shows that 11-year-olds' test results are above the national average in English and mathematics, and average in science, they do not do as well as pupils in schools with a similar intake². Inspection evidence generally confirms the underachievement reflected in the table; standards should be higher in these subjects and in a number of others. However, the underachievement has its roots in the past; currently the high standard of teaching is doing much to counteract this. The exception is in science where there are weaknesses in the way the curriculum is organised. Since 1998, the trend in 11-year-olds' test performance is broadly in line with the national upward trend, although performance in science has declined significantly against a rising trend nationally. The school is aware that standards are not high enough and has set challenging, but realistic targets for pupils to achieve in next year's tests. Standards in ICT are below average and pupils do not achieve as well as they should because of weaknesses in resources and limited opportunity to use computers and other ICT equipment.

Reception children achieve well. By the end of the year, they reach the expected learning goals in all areas and many exceed this standard. Seven-year-olds' test results in 2001 were above average in reading and writing and well above in mathematics. When compared with similar schools, pupils did just as well in mathematics, but in reading and writing, results were only average. Here too, pupils have suffered from the staffing disruption and standards are not as high as they should be. Both infant and junior pupils make good progress in music, physical education and in developing speaking skills. In music and physical education pupils show a good level of skill in performing, and make thoughtful evaluations of their own and other's work. Pupils are articulate, expressing views and opinions clearly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and take pride in their work.
Behaviour, in and out of classrooms	Good. Pupils show consideration towards others, play together amicably and move around the school sensibly.
Personal development and relationships	Very good. Pupils eagerly take on responsibility and often show initiative. They work well in pairs and small groups and relationships between

² Based upon the proportion of pupils entitled to free school meals.

	pupils and adults are very good.
Attendance	Satisfactory. In line with the national average, but too many pupils are taken out of school for holidays in term time. Punctuality is good.

TEACHING AND LEARNING

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

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

Teaching has improved since the last inspection and there are now some significant strengths, for example, in the teaching of mathematics, music, physical education and the promotion of speaking skills. High quality teaching in the reception classes helps children make very good gains in learning in all areas. In the infants and juniors, good or better teaching is seen in all subjects except ICT. The teaching of English is mostly good and often very good in the juniors. The skills of literacy and numeracy are promoted effectively in lessons for these subjects as well as in other subjects and contexts. Overall, teachers are successful in meeting the needs of all pupils, with the setting arrangements for literacy and numeracy working particularly well in allowing them to tailor work to pupils' needs. In other subjects, teachers generally ensure that more help is given to pupils who find work difficult, whilst higher attainers receive more challenging tasks. The exception is in science, where pupils of different ages and attainment often complete the same work. There are many strengths in teaching, including teachers' subject knowledge, good questioning techniques, promotion of technical vocabulary, and the brisk pace set in lessons. Where teaching is less effective, though satisfactory overall, learning is slowed by teachers talking for too long or not being effective enough in managing pupils' contributions. Teachers make good use of support assistants to aid pupils' learning and these individuals make a good contribution, particularly in supporting the learning of pupils with special needs. Marking is good and homework is used satisfactorily to support the work pupils do in class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, but very good for the Foundation Stage. All pupils receive good learning experiences in music and physical education. The implementation of the national strategies for literacy and numeracy is very good. Learning experiences in ICT are unsatisfactory and statutory requirements in this subject are not met. Very good opportunities for pupils to get involved in activities at lunchtime and after school.
Provision for pupils with special educational needs	Very good. Pupils are fully included in all that is on offer. Their needs are carefully identified and work is planned in good detail to help them succeed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils have many opportunities to discuss moral issues, develop social skills, and take on responsibility. Cultural development is promoted well in music and religious education, but more could be done to help pupils appreciate the multicultural nature of society. Assemblies provide good support to promote pupils' spiritual development. Some lessons were also effective in capitalising upon opportunities to promote spirituality, but overall, there is scope for improvement in this element.
How well the school cares for its pupils	Good. This is a caring school where pupils are well looked after. There are effective systems to promote good behaviour. Regular assessments of pupils are made to ensure they are learning successfully. More staff training is needed for child protection issues, but this is planned.

The school has a good partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher is providing very good leadership and a clear direction for the school to improve. She is ably supported by a hardworking deputy. Co-ordinators are committed and hardworking, but many are new to their roles and are therefore not yet effective enough in checking on the quality of teaching, learning and standards.
How well the governors fulfil their responsibilities	Satisfactory. Governors are good friends to the school and are committed to helping it improve. Many have attended training, which is supporting their evolving role in identifying the school's strengths and weaknesses. Some of the legally required information is missing from the governors' report to parents.
The school's evaluation of its performance	The headteacher has a very good grasp of the school's strengths and areas where improvement is needed. She has quickly implemented procedures to check on the quality of teaching and learning and is rigorously pursuing ways to stabilise the staffing situation. There are good systems for analysing data about pupils' performance to identify priorities for improvement.
The strategic use of resources	Good. Support assistants are used effectively and specific grants, such as the money for special needs pupils, are used well to support learning. Computers are underused.

The accommodation is good and resources are at least satisfactory in most subjects except ICT. Stability in staffing remains insecure and this aspect is currently unsatisfactory. The school applies the principles of best value satisfactorily in the spending and other decisions it makes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and behave well. • The good quality teaching and the school's expectations that children will work hard. • Their children are helped to become mature and responsible. • The approachability of staff. 	<ul style="list-style-type: none"> • More information about the frequently changing staffing situation and how this is affecting their children's learning. • Consistency in teaching and management staff.

Inspectors agree with parents' positive views. Their concerns about consistency in teaching staff are well founded and shared by inspectors and the school. The new headteacher and governors are doing everything possible to improve this situation and are updating parents regularly.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children begin school with standards that are, overall, above average. During their time in the reception classes, they make very good progress, so that on beginning Year 1 most have achieved the expected early learning goals in all areas of learning and many children exceed these. Standards at the end of the reception year have improved in relation to mathematical and creative development, both of which were only judged to be average by the last inspection.
2. The results of national tests taken by the school's seven-year-olds in 2001 were above average in reading and writing and well above in mathematics. Whilst mathematics results were also well above average when compared to schools with a similar intake, reading and writing results were only average using this comparison. Pupils' performance in the 2001 reading tests showed significant improvement over the previous year, with far more pupils achieving the higher level (Level 3). Writing results were also better than those achieved in 2000 and mathematics results have been sustained at an above average level since 1999. Teachers assessed pupils' standards in speaking, listening and science as above average. The 2001 tests and assessments did not show any significant difference between boys' and girls' achievement, but, over time, girls have generally performed better in all the subjects tested. Since 1998, seven-year-olds' performance in tests has generally exceeded the national average in writing and mathematics, but has been much weaker in reading where results declined to a level that was below average in 2000.
3. National test results for 11-year-olds in 2001 were above the national average in English and mathematics and broadly average in science. When compared with similar schools, however, these results were below average in English, well below in science and only average in mathematics. Whilst the overall proportion of pupils achieving the expected level (Level 4) in the 2001 tests was not significantly different from 2000, in mathematics and science fewer pupils than in 2000 achieved the higher level (Level 5). Consequently, overall performance in these two subjects fell, even though the proportion achieving Level 5 in mathematics continued to be well above average. In English, the proportion achieving the higher level was above average, but in science it was only average. In the 2001 tests, girls outperformed boys in English, but boys did better than girls in mathematics and science. However, over time, there is no significant difference between boys' and girls' test results. Since 1998, the trend in 11-year-olds' test performance is broadly in line with the national upward trend. However, performance in science has declined significantly since 1999 against a nationally rising trend in this subject.
4. Inspection evidence broadly reflects the test results. By ages seven and 11, pupils' standards are generally above average in all aspects of English and mathematics. About half the Year 2 pupils achieve above average standards in science, but the other half are only achieving average standards; 11-year-olds' standards in science are broadly average. However, despite appearing to reach satisfactory, and often better, standards, pupils' do not achieve as well as they might in a range of subjects. The considerable disruptions to staffing over the last five years have resulted in underachievement for some pupils at both key stages. Staff changes have been so extensive that it is difficult to pinpoint exactly which pupils have been affected the most. Given pupils' above average attainment on entry to the school and at the end of the

reception year, standards in many subjects at age 11 are not high enough. The school's management acknowledges this. Indeed, raising standards and promoting better achievement for all pupils is one of the main priorities of the new headteacher. Challenging and realistic targets have been set for pupils to achieve in the 2002 tests.

5. By age 11, standards in speaking and listening are well above average and have improved significantly since the last inspection. There has also been an improvement to standards in music and physical education, both of which are above average; all pupils achieve well in these two subjects because of high quality teaching and learning experiences. Pupils achieve broadly average standards in all other subjects, except ICT where standards are below average.
6. By age 11, most pupils read fluently and expressively but not all employ advanced reading skills, such as inferring meaning beyond the literal. Whilst pupils gain experience in producing different types of writing, only higher attainers really use language creatively to enhance their work. Given the high standards in speaking skills, this aspect should be much stronger in pupils' writing. In mathematics, pupils have good strategies for manipulating numbers mentally and use these appropriately to support the range of work they complete. Most have secure knowledge and understanding of data handling, fractions, percentages and symmetry. They are learning to use formulae to work out areas and perimeters of shapes. In science, pupils construct series circuits and know about the effect of different forces such as magnetism and gravity. They have satisfactory understanding of materials and of how to pursue scientific investigations, but given the level of attainment in earlier years, pupils should be achieving better. In ICT, pupils' experience and skills in data handling, monitoring external events, control technology and electronic mail is limited.
7. Whilst the disruptions to staffing underpin much of the underachievement that has occurred, other factors are significant in pupils not achieving as well as they should in science and ICT. For example, in the juniors, pupils being taught science in classes containing two age groups are asked to complete virtually the same work at the same level of challenge, which does not allow them to progress as quickly as they should. In ICT, limited resources and access to computers and other ICT equipment, coupled with a lack of staff training in how to teach and promote learning, both within ICT lessons and across the curriculum, are at the heart of pupils' underachievement.
8. Many pupils with special educational needs reach standards that are in line with those expected for their age. The early identification of their needs, the setting of meaningful learning targets, together with effective help from support assistants promotes their good achievement.
9. Within the context of the significant staffing difficulties the school has experienced since the last inspection, improvement is satisfactory. Whilst standards in ICT remain below average and there is scope for standards to rise in all subjects, standards in mathematics, music, physical education and speaking skills have all improved since 1997.

Pupils' attitudes, values and personal development

10. Pupils' have very good attitudes to school and work and behave well. This reflects an improvement since the last inspection. Pupils of all ages show enthusiasm for learning and pay good attention to their teachers. They set to work quickly and most sustain concentration very well, trying hard to produce the best work they can. Most

pupils take pride in recording their work neatly and their pride in their school is clearly evident; they help to keep it clean, tidy and free from litter.

11. The school is a very orderly community, with pupils behaving well in assembly, the dining hall, and whilst at play. In lessons, very few instances of disruptive behaviour were seen and these were well handled by the teachers and support staff. There were no exclusions during the last year.
12. Most pupils are confident and courteous in their approach to visitors, interacting maturely with adults. In different sized groups, they work and play well with their classmates, for example, collaborating in practical work and discussing issues. The way in which pupils support and play with classmates who have special educational needs is particularly noteworthy and shows maturity in their personal development. Pupils of all ages are keen to take on responsibility and often show initiative in class, giving out books and helping each other. They are involved in taking on all sorts of responsibilities, such as looking after aspects of classroom management, collecting or delivering lunch boxes and preparing the overhead projector ready for assemblies. Year 6 pupils help to monitor the library and infant playground.
13. Pupils' personal development is effectively enhanced in personal social and health education (PHSE) lessons. Here they often explore the effects of their actions on others and engage in discuss, for example, about the importance of respecting each other's feelings, values and beliefs. A good example of this was in a lesson for Year 3 and 4 where pupils openly discussed what it felt like to be lonely in the playground and how best to help someone overcome this. Pupils with special educational needs are just as enthusiastic about school as their classmates. They are accepted well by other pupils and join in fully in the range of academic and play activities offered. These pupils also take on responsibilities, such as taking the register to the office or helping out as classroom monitors.
14. The attitudes and behaviour of children in the Foundation Stage are very good. They are eager to come to school and get on well with each other and the adults who teach them. Children play together well, sharing and taking turns; there is minimal conflict. The organisation in the reception classes allows children to be independent. They have learned the classroom routines and are keen to help each other tidy things away at the end of sessions.
15. Attendance is satisfactory, which is slightly down on the situation at the last inspection. The amount of unauthorised absences has doubled, however, and is above the national average. While regular non-attendance is confined to a very small number of pupils, an increasing number of parents are taking their children on holiday during term-time, which disrupts their education. Despite an early start to the school day, pupils arrive punctually and lessons begin on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The overall quality of teaching is very good and has improved since the last inspection. Seventy-five per cent is good or better, with 40 per cent being very good and two per cent excellent. During the inspection, teaching was unsatisfactory in only one lesson and this was not seen to be significant in the overall picture of teaching quality at the school.
17. High quality teaching in all areas of learning was seen in both reception classes. Here teaching is never less than good and is very good in 67 per cent of lessons. All staff in

the Foundation Stage work as a mutually supportive team and plan together for the children's needs. They take every opportunity to promote children's learning and to ensure a brisk pace in lessons. Teachers have a good understanding of the way in which young children learn and plan a wide range of relevant and practical activities that meet the children's needs and capture their interest. The wide variety of activities, including play, is thoughtfully planned to promote learning across a range of areas. For example, in a language session focused on developing children's speaking, listening and writing skills, the text (*Jim and the Beanstalk*) also acted as a stimulus for promoting knowledge and understanding of different fruits; skills of cutting and slicing were developed as well when children were helped to make a fruit salad. During the same session, children's mathematical and creative development was effectively promoted when they engaged in role-play in the class shop. Staff ensure that all children have the same opportunities to experience all the activities on offer. There is a good balance between child chosen activities and those led by teaching staff. Staff intervene effectively and continuously to encourage skills of speaking, listening and personal and social development. Basic skills of literacy and numeracy are also constantly promoted. The quality of teaching provides children with a very good start to their education and prepares them well for beginning the National Curriculum in Year 1.

18. At Key Stage 1, teaching is good or better in 63 per cent of lessons and satisfactory in the remainder; 21 per cent is very good. At Key Stage 2, 75 per cent is good or better, with 48 per cent being very good or excellent and most of the remainder satisfactory. Overall, teaching is of a more consistently high standard at Key Stage 2. At Key Stage 1, teaching varies between classes and teachers who share the teaching responsibility for one class, ranging from very good to satisfactory. The very positive picture of teaching seen during the inspection is currently promoting pupils' learning well, with good gains being made in many lessons. However, it is clear from pupils' standards that the current picture of teaching and learning has not always been so consistently positive. The high turnover of teachers has undoubtedly had a negative impact on pupils' achievements. Presently, the disruption is more acutely felt at Key Stage 1, where one class of Year 2 pupils is still without a permanently employed teacher.
19. The skills of literacy and numeracy are taught well. The organisation of setting in these lessons is proving very effective because teachers are able to match work more precisely to pupils' needs. This form of organisation is well managed, with no loss of time as pupils move to different classrooms. In particular, throughout the school, the teaching of mathematics is almost always good or better and speaking skills are promoted very well.
20. Really effective lessons are characterised by a number of common features. For instance, teachers' good subject knowledge and a high proportion of direct teaching. In numeracy lessons, for example, teachers involve many pupils in answering questions and explaining their work. Moreover, they use these opportunities well to assess how effectively pupils are learning. Teachers then modify their questions and their plans for future lessons to provide more challenge for pupils who are coping well with the work and more support for those finding it difficult. Another strong feature is the way teachers promote pupils' speaking skills, for example, by providing good opportunities for them to work collaboratively, discussing their views or how they will tackle work. Examples were seen in many lessons including science, where pupils worked in groups and discussed how to construct series circuits; physical education, where pupils evaluated their own and other's work; and religious education, where they discussed with a partner significant events and people who had influenced their lives.

21. A brisk pace underpins the teaching of many successful lessons. Teachers manage time well and achieve a good balance between instruction and explanation, and opportunities for pupils to work independently. Where teachers provide pupils with time limits to complete work, a sense of urgency is created and pupils are clearly motivated to work hard. Weaknesses in lessons that were satisfactory overall included a lack of pace and limited challenge, particularly for higher attainers. In some lessons, pace was slow because teachers talked for too long resulting in pupils becoming bored. In others, teachers were not effective enough in managing pupils' input in discussions and application to work, which, again, slowed the pace of learning. There are some weaknesses in teaching and learning in science because in mixed age classes, pupils of different ages and attainment are often given exactly the same work.
22. In many lessons, good relationships between teachers and pupils are evident. Teachers like pupils and treat them fairly; a good rapport was seen in many classes. This pays off in terms of the high standards noted in pupils' attitudes and their good behaviour. Teachers' comments to pupils about their work, both verbally and in marking, strike the right balance between celebrating and encouraging their efforts and giving them achievable targets and developmental points to help them improve. All of this, together with the specific targets that teachers set for pupils, as a result of their ongoing assessments, gives pupils a very good insight into how well they are learning. Similarly, the way teachers share with pupils the objectives of lessons involves them very much in the learning process. Homework is set regularly and used satisfactorily to support the work done in class.
23. Teachers make good use of support staff. These individuals are always well briefed about their roles, for example about the questions to ask pupils and the extent of intervention they should provide. They make a positive contribution to assisting teaching and promoting learning, particularly that of pupils with special educational needs. These pupils are taught well, both in class and when withdrawn to receive individual or small group support. Adults who work with them are sensitive to the difficulties pupils experience and show considerable patience and understanding. They make sure that pupils are challenged, but are able to achieve success. Teachers liaise with the special needs co-ordinator to construct structured work programmes for pupils with particular difficulties, which are regularly implemented by support assistants. Teachers often show ingenuity in adapting work to ensure pupils gain full access to the whole range of learning experiences. For example, planning and teaching are adapted, and specialised resources are made available, to ensure pupils with physical disabilities take a full and active part in physical education lessons.

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

24. All subjects of the National Curriculum and religious education are taught. Statutory requirements are met except ICT where the full range of learning experiences are not adequately provided for due to a lack of resources and limited staff training. The statutory requirement for a daily act of collective worship is met.
25. The curriculum for children in the Foundation Stage is very good. It is planned meticulously and takes full account of the national guidance for this age group. The learning experiences reception children receive are practical, stimulating and appropriate to their age and stage of development. A major strength is the co-ordinator's very good understanding of the step-by-step learning required for children in this phase, which ensures that they are very well prepared to begin the National

Curriculum in Year 1. Provision for outdoor and creative play has improved since the last inspection.

26. At Key Stages 1 and 2 the school provides a satisfactorily broad and relevant range of learning experiences. Provision in music and physical education is particularly good and results in pupils achieving well. Whilst the school is using National Curriculum guidance materials in many subjects as the basis for planning work, these have not yet been modified sufficiently to meet the school's need, for example, to address the needs of pupils of different ages in the same class. This is due to the instability that has existed in staffing resulting in many subjects not having had a long-term co-ordinator to implement this exercise. Many of the current co-ordinators rightly see this as a priority. A successful aspect of the school's provision is the very good implementation of the national strategies for literacy and numeracy. From Year 1 onwards, pupils are organised into teaching sets in these subjects, with the learning experiences for each set being carefully planned. The setting arrangements have also helped to alleviate some of the negative effects of the high staff turnover. For instance, pupils in classes that have frequently been taught by temporary teachers have benefited from being taught literacy and numeracy in sets taken by permanent staff.
27. Since the last inspection, learning experiences that promote the skills of speaking, listening and mathematical investigation have shown good improvement and have played a significant part in raising standards in these areas. However, the organisation of learning experiences for junior pupils in science is weak. At Key Stage 1, learning experiences in science are satisfactory in Year 1, but vary from very good to only satisfactory in Year 2.
28. Pupils with special educational needs have full access to the curriculum. They generally work alongside their classmates and are involved in the same work programmes. Occasionally some are withdrawn from lessons to receive small group or one-to-one support from classroom assistants to help them surmount particular difficulties such as speech and language problems. Careful planning between teachers and support assistants ensures that pupils do not miss out on other learning experiences when this happens. Pupils' individual education plans (IEP's) contain good detail that supports the provision of appropriate learning experience. Those pupils with specific difficulties in learning have highly structured programmes devised by class teachers and the special needs co-ordinator. Another positive feature is the work the school is undertaking to address the needs of able and talented pupils. Although at a fairly early stage of development, pupils in these categories have been identified and the school is in the process of producing individual education plans for them to ensure they are appropriately challenged and their needs are met. Teachers' lesson plans often identify extension activities to provide these pupils with more challenge.
29. There is good provision for promoting pupils' personal, social and health education with thought given to planning and implementing activities that help prepare pupils for adult life. The impact is seen in the improved standards of behaviour since the last inspection and pupils' continuing good attitudes to school. Although there are links with the church, the instability in staffing has made it difficult to sustain productive community links to enhance learning and this aspect of provision is weak. Links with the many secondary schools pupils transfer to are satisfactory. Suitable provision is made for sex education and for making pupils aware of harmful drugs. A good range of visits and visitors enhance the learning opportunities provided and provision for extra-curricular activities is very good. These include a range of lunchtime and after-school clubs and include various sports, music, country dancing, drama and chess. Many

staff volunteer their time to run these and their popularity with pupils reflects their success. Clubs for choir and sports make a particularly good contribution to pupils' standards and learning in music and physical education

30. Provision for spiritual development is satisfactory. Assemblies are very pleasant occasions that provide an added spiritual dimension to pupils' education. The references to Christianity and acknowledgement of God as the Supreme Being help pupils consider their place in the world. A period of reflection is provided for pupils to think about what has been discussed and appropriate music is played as pupils enter and leave the hall. All of this provides an atmosphere of calm that contributes well to a general feeling of spirituality. Spirituality is also promoted effectively in some lessons. For instance, Year 5 and 6 pupils were excited at constructing a circuit that lit up parts of a clown's face and pupils in Years 3 and 4 were inspired to write poems about the feelings different colours evoked. However, whilst many lessons have good potential to promote pupils' spiritual development, these are frequently not exploited fully.
31. Provision for moral and social development is very good. Pupils are constantly reminded of what is right and wrong. For example, the week's assembly theme on caring for the environment dealt very strongly with the aspect of responsibility and how everyone could contribute to making a difference. On the rare occasions when pupils do something wrong, they are reminded uncompromisingly of what constitutes proper behaviour in that situation and how they should comply. The outcome is that pupils' moral understanding is well developed and they apply to it what they read and learn, how they evaluate things that happened in the past, and how they treat each other in the daily activities of school life. Lessons present many opportunities for pupils to work in groups and pairs. Pupils' understanding of the school as a community to which they can all contribute is effectively promoted. Opportunities are provided for pupils to contribute to the wider community, for instance by delivering harvest festival gifts, performing for local pensioners and taking part in fund raising for various charities. Teachers encourage independence and maturity from the earliest days in school, for example, expecting reception children to fold their own clothes when changing for physical education. Independent work habits and pupils taking on responsibilities around the class and school are also effectively encouraged.
32. Provision for cultural development is satisfactory. Good features include religious education lessons, where pupils learn about the customs and beliefs of major world religions; visits to museums, places of interest and the theatre; and the promoting of different types of world music in music lessons and assemblies. However, not enough is done to help pupils understand what it is like to live in a multicultural society; for example, there are few discussions about issues such as race or language, or how it might be to live in a different sort of community within the United Kingdom.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. This is a very caring school where the adults are positive role models. They get to know pupils well and have good insight of the needs of individuals. Pupils with special educational needs are cared for very well and the school is particularly successful in promoting acceptance of disability.
34. The school's procedures for monitoring and promoting good behaviour have improved since the last inspection and are now very good. There is a detailed behaviour policy containing appropriate rules for the school and classroom. Clear guidance is provided for the positive recognition of pupils who behave well and there is a sequence of sanctions for those who do not. There is a clear policy for dealing with bullying, but

none that address other forms of aggressive behaviour, such as racial harassment. Parents, pupils and staff do not view bullying as a problem and no major incidents were seen during the inspection. There is good supervision of pupils, both at playtimes and lunchtime.

35. Whilst attendance is satisfactory, instability in staffing at management level has meant that there has been no regular analysis of attendance figures to identify patterns of poor attendance, and no procedures or targets have been set to improve it. Only since the beginning of the current term has it been possible to identify the reason for absence from the registers. The negative effects on pupils' education of being taken out of school for holidays in term time and the importance of reducing unauthorised absence have not been promoted strongly enough to parents, particularly in the prospectus. The headteacher is looking to address the way the school goes about promoting better attendance and has already started by producing a weekly class analysis, which is prominently displayed near the main entrance and in the classrooms. Registers are completed promptly and accurately at the beginning of morning and afternoon sessions and are monitored weekly by the headteacher.
36. Overall the school provides a safe environment for its pupils. The headteacher has overall responsibility for the health and safety of the pupils. She and the site manager carry out daily checks of the school buildings and contents in addition to regular examinations of fire alarms and extinguishers. A health and safety audit has recently been conducted and areas for improvement identified. There are well-stocked first-aid posts with up-to-date accident books and full records of pupils with special medical requirements. The deputy headteacher, administration officer and senior lunchtime supervisor are qualified to administer first-aid.
37. The headteacher is the designated person responsible for child protection. She has received the appropriate training and has good experience of operating a system in line with local procedures. However, the school's policy needs updating and teachers and other staff are not sufficiently well trained. There are plans to provide such training on a regular basis.
38. Assessment procedures and the use of assessment information have improved considerably since the last inspection. Since the appointment of a new co-ordinator last September, a comprehensive system of assessing and recording pupils' progress in English and mathematics has been introduced; information about pupils' attainment and progress is being accumulated and analysed termly. This is used to devise group targets, which are shared with pupils and parents and then checked within the specified time limit. Staff are already finding that the system enables them to teach in a more focused way and that pupils achieve their targets more quickly than previously. Careful analysis of performance data is helping management to set improvement targets, identify areas of weakness, and determine the action needed to raise standards. A good example is in English, where the scrutiny of test results sharpened the school's focus on developing advanced reading skills and improving the quality of writing. In subjects other than English and mathematics, pupils are assessed and their progress recorded against the key learning objectives in each subject.
39. Documentation and record keeping for pupils with special educational needs is meticulous and well organised. The assessment system is now fully operational and all pupils have individual education plans, which are reviewed regularly. Annual reviews are carried out in accordance with statutory requirements.

40. Monitoring of personal development is carried out by teachers' good knowledge of pupils, regular checking of academic targets, careful records of successes and rewards, and the setting of goals for behaviour when required. Good contacts with parents through parents' evenings and home-school books ensure true partnership, and pupils develop in maturity and independence as a result.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Overall, parents hold positive views of the school. Understandably, many are concerned about how the instability in staffing affects their children's development, both academically and personally. Nevertheless, parents show a lot of understanding and there is little direct criticism of the school itself. Indeed many parents expressed supportive views about the way the school has tried to cope with this difficult situation. However, parents' concerns are well founded. Whilst the quality of teaching and learning is currently at least good, the staffing instability in past years has disrupted pupils' education and resulted in some underachieving.
42. The school is aware that providing a stable and effective teaching staff is essential to its drive to raise standards and ensure all pupils make sufficient progress; this has already been identified as a priority. The new headteacher is acutely aware of and sympathetic to parents' concerns that they have not been sufficiently informed about their children's progress and the changing situation in school. To this end she has ensured that she is visible at the start and end of the school day and available to speak to parents at short notice. The headteacher has also sent out information sheets to update parents of the developing staffing situation and how the school is tackling it. Although it is early days, parents' confidence in the school's management is beginning to be restored.
43. The quality of information for parents is good. Annual reports on pupils' progress are very informative in terms of how each child is progressing and also provide details of targets and areas for individual development. Overall, this represents an improvement since the last inspection, although there is still a small amount of inconsistency between classes. Both pupils and parents are given the opportunity to provide a written comment on the report. Termly meetings are held for parents to discuss their children's progress with teachers. There are also meetings for parents of pupils in Years 2 and 6 to inform them about preparation for the national tests and for parents of reception children to discuss the results of teachers' initial assessments of children. At the beginning of each term, year group leaders send out a letter outlining the areas to be studied. Whilst informative, these are rather brief and would benefit from more detail in terms of specific aspects to be covered and how parents might better support their children at home. The school's combined prospectus and governors' annual report is very informative and attractively presented. However, it omits some of the statutorily required information. In conjunction with letters to parents about specific activities and events, a fortnightly newsletter also helps to keep parents informed.
44. The induction procedures and links with parents of children in the Foundation Stage are very good and make for a smooth transition into full-time schooling. These include a series of pre-school visits, during which parents are given a wide range of useful information, including an excellent booklet that shows them how to support their children's learning at home. Teachers' daily contact with parents ensures that any problems are quickly identified and sorted out. The very strong partnership with parents at this stage of the children's lives makes an effective contribution to their all-round education.

45. The parents of pupils with special educational needs are informed early of any concern and are made fully aware of the programme of support provided. A recent innovation has been the setting up of a weekly surgery with the special needs co-ordinator which parents are invited to attend if they have any concerns. This system ensures a valuable partnership through which home and school can work jointly to support pupils' learning.
46. The school operates an 'open door' policy, regularly inviting parents into school to help and attend special events such as assemblies. Parents appreciate this and during the inspection over 40 parents attended an assembly presented by infant pupils. Parents show good commitment to supporting their children's learning at home and at school. Several help out in the school, for example supporting pupils in class, helping run after-school clubs, making resources and assisting in the library. Parents have also been very willing to get involved in tasks such as painting the school and removing equipment and furniture from the old demountable classrooms to the new ones. There is a thriving school association that organises social and fund-raising events to enable the school to purchase equipment such as a new audio system. With over 20 parents on its committee, it has raised in excess of £18,000 in the last three years.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The quality of leadership and management provided by the headteacher is very good and is one of the school's strengths. Although only in post for a matter of weeks, her sharp insight into the school's work has resulted in her quickly and accurately identifying the main strengths and weaknesses and prioritising areas for improvement that are the right ones for the school at this time. Moreover, in her short time at the school, she has been very successful in gaining the respect of staff, governors and parents, and is well liked by pupils.
48. Since the last inspection, the school has undergone considerable turbulence in staffing, with 16 teachers having left the school and 13 new teachers being appointed. There has also been significant disruption to management. During the last two years, extended periods of absence from the previous headteacher, through illness, has meant that the school has been led and managed by a series of temporary headteachers. Most recently the school's deputy, appointed only two terms ago, was able to work alongside an associate headteacher sharing some elements of the management role. During his short time at the school he has made an effective contribution to its progress, for instance by leading the implementation of a new behaviour management system and co-ordinating building work to improve the accommodation; he is also a very good role model for teaching.
49. This instability at the school has, understandably, concerned parents, diminished staff morale and placed considerable constraints on the school's development. For instance, many pupils have been taught by a series of temporary teachers and one junior year group has not had the benefit of a permanent class teacher for a full academic year since they began school. One of the current Year 2 classes has been without a permanent teacher six months and this situation is ongoing. At the very least, this instability has disrupted pupils' education and limited their achievement. Whilst monitoring of teaching has occurred in the past, this has sometimes been sporadic, although some very effective work in this area was done by the most recent associate headteacher. The new headteacher has established a very clear procedure for monitoring teaching and learning. Since her appointment, she has seen all teachers teach and has re-established the process of performance management,

which had fallen behind schedule. The headteacher has a clear vision for the school that has raising standards and the success of pupils at its heart.

50. Many subject co-ordinators are new to their roles and have not had time to make a significant impact on raising standards. Nevertheless, co-ordinators are hardworking and show commitment and a keenness to improve the scope of their role. The Foundation Stage is very well managed resulting in the school adding particularly good value to children's education in their first year. The management of special educational needs is very effective. In the short time the co-ordinator has been in post, identification procedures have been reorganised and all pupils have clear individual education plans. Teachers have been informed of the school's new procedures and pupils' work programmes have been checked and monitored. The co-ordinator has considerable expertise and is now engaged on providing additional training for staff. She liaises closely with the headteacher and special needs governor to keep them informed and ensure all pupils get the support to which they are entitled.
51. Governors are a dedicated team and keen to help the school improve. They have a satisfactory understanding of the school's strengths and the main areas where improvement is needed. Their role in shaping the direction of the school is developing. Many are gaining further information about the school's work through the links that have been established between individual governors and subject co-ordinators, and through visits to classrooms. Governors have shown good commitment in attending training to support them in implementing their roles and responsibilities. Some statutory requirements are not met, for example in relation to implementing the curriculum for ICT and providing some of the legally required information in governors' annual report to parents.
52. The number of trained teachers and support staff is unsatisfactory because of the uncertainty that still exists in maintaining a consistent teaching staff. Whilst the school is doing everything possible to stabilise staffing and minimise the impact of the current instability on pupils, the ongoing situation places some limitations on their learning. Ensuring stability in staffing remains a high priority for the school.
53. The accommodation is good and has improved considerably since the last inspection. The establishment of a new library, with much workspace, is well underway and pupils are keen to use it. The school is aware that the previously established computer suite is not suitably sited. The computer area itself, and the equipment it contains are not of sufficient quantity or quality to meet the current needs of ICT; the school has plans both to re-site the suite and purchase new equipment. Outdoor areas are generally in good condition. The playing field is fairly small, but plans for an additional grassed area are well advanced. The accommodation is well suited for wheelchair users, allowing them easy access to all parts of the school, inside and out, and ensuring their total involvement in every aspect of the school day. The accommodation is enhanced by good quality displays and is well maintained by the site supervisor and cleaning staff.
54. Learning resources are at least satisfactory for all subjects except ICT. There are some shortages for pupils with special educational needs, but this has been identified by the co-ordinator and is being addressed. Resources for children in the Foundation Stage are good. Money and learning resources, including support staff, are used well and are helping to promote better standards and achievement. The only notable exception is in the use of ICT where computers are underused because of the constraints resulting from the organisation of the suite. The way in which support staff are deployed is particularly effective, especially when teachers involve them in planning and assessing pupils' work. The school is successful in effectively managing

specific grants, such as those for special needs pupils and building projects. The strategies implemented to deal with the significant deficit budget that existed previously have also been very effective.

55. Within the context of the significant staffing instability since the last inspection, particularly at management level, improvement has been satisfactory. The leadership shown by the new headteacher, together with the commitment of governors and good support from parents indicates that there is good capacity to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The headteacher and governors should now:

- (1) Endeavour to provide stability in teaching staff to ensure consistency of teaching and learning and counteract previous underachievement.**

(Main paragraphs 18; 48; 49; 52)

- (2) Raise standards in information and communication technology by:**

- Increasing and updating resources and ensuring that pupils get more opportunity to use computers.
- Ensuring that the full curriculum for ICT is implemented.
- Reviewing the organisation of equipment to provide the most effective teaching and learning.
- Ensuring that ICT skills are promoted, both discretely and within the context of learning in other subjects.
- Ensuring that teachers and support assistants are adequately trained.
- Ensuring that the co-ordinator is fully involved in monitoring teaching and learning in the subject.

(Main paragraphs 105 – 108)

- (3) Raise standards and eliminate underachievement in science by:**

- Ensuring that learning experiences and work is matched to the needs of all pupils.
- Ensuring consistency of the best quality teaching at Key Stage 1.
- Ensure that teaching and learning in science is rigorously monitored.

(Main paragraphs 27; 82 – 86)

- (4) Develop the role of subject co-ordinators to ensure that all are able to play a significant part in raising standards in their subjects by monitoring teaching and learning in line with the school's priorities.**

(Main paragraph 50 and in various subject sections)

In addition to the key issues above, governors should consider the following, less important, weaknesses for inclusion in their action plan:

- Be more proactive in discouraging parents from taking children out of school for holidays in term time (15)
- Ensure the governors' annual report to parents contains all the legally required information (43; 51)
- Improve community links to enhance the quality of learning experiences (29)
- Provide staff training in child protection (37)
- Improve provision for spiritual development, particularly in lessons, and make pupils more aware of the multicultural society in which they live (30; 32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	28	23	16	1	0	0
Percentage	2	40	33	23	2	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 one percentage point.

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)	313
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	99

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	0.8

National comparative data	5.2
---------------------------	-----

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	26	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	23	26
	Girls	22	22	23
	Total	44	45	49
Percentage of pupils at NC level 2 or above	School	90 (78)	92 (76)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	25	25
	Girls	21	21	22
	Total	43	46	47
Percentage of pupils at NC level 2 or above	School	88 (66)	94 (88)	96 (98)
	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	21	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	20
	Girls	16	13	16
	Total	32	31	36
Percentage of pupils at NC level 4 or above	School	82 (84)	79 (87)	92 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	20
	Girls	15	13	16
	Total	29	31	36
Percentage of pupils at NC level 4 or above	School	76 (63)	79 (76)	92 (89)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	281
Any other minority ethnic group	0

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)	12.8
Number of pupils per qualified teacher	24.5
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	212

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	16
Number of teachers appointed to the school during the last two years	13.4
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/01
	£
Total income	663,686
Total expenditure	633,337
Expenditure per pupil	1,931
Balance brought forward from previous year	-16,083
Balance carried forward to next year	14,266

Results of the survey of parents and carers

Questionnaire return rate 34.2%

Number of questionnaires sent out	313
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	42	2	1	0
My child is making good progress in school.	39	51	7	1	2
Behaviour in the school is good.	37	51	5	1	6
My child gets the right amount of work to do at home.	30	56	9	3	2
The teaching is good.	47	42	7	1	4
I am kept well informed about how my child is getting on.	29	45	22	2	2
I would feel comfortable about approaching the school with questions or a problem.	60	37	2	1	0
The school expects my child to work hard and achieve his or her best.	40	53	2	1	4
The school works closely with parents.	34	42	18	3	4
The school is well led and managed.	28	36	15	8	12
The school is helping my child become mature and responsible.	37	52	2	2	7
The school provides an interesting range of activities outside lessons.	45	39	5	3	8

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

57. Children make very good progress in all areas of learning. By the time they reach the end of the reception year, most have achieved the expected early learning goals and many have exceeded them. This results from high quality teaching and learning experiences.

Personal, social and emotional development

58. The children achieve very well in this area. This is seen in their excellent behaviour, good social interaction and extended thinking skills. Teaching constantly reinforces good listening skills, caring for others and respecting people and property. A good example of how well personal skills are fostered is when the children prepare for physical education activities. They have learned to fold their clothes neatly and afterwards almost all can put their clothes on the right way round and fasten buttons; many can manage zips on outdoor coats too.
59. Outdoor activities are organised to enable children to mix socially. Gradually they spend their playtimes with older infants, which they enjoy. Circle time³ encourages children to take turns and listen to each other as they pass a 'worry bag' around. One child describes his sadness at losing his juice bottle and the children empathise and suggest where it might be. Teachers are good role models, treating the children and each other with courtesy and respect. They really listen to the children and speak clearly and gently to them, making them feel safe and promoting their self-esteem. Songs, stories and rhymes reinforce right and wrong behaviour, particularly in assemblies and religious education lessons. For example, as exemplified in the stories of 'Jesus in the Temple' and 'The Good Samaritan', which the children remember well.
60. Self-reliance and independence are developing very well, with children frequently being encouraged to take responsibility for their own actions. For instance, when choosing and sharing fruit to make fruit salad and when working collaboratively in the optician's corner, making decisions about who should be the receptionist or the technician. Children all respond with great joy when it is their turn to take 'Leo the Lion' home and know that they can give him a hug if they feel sad or lonely. The children know that their contributions are valued and they are confident to share their ideas. Teachers use praise relevantly and consistently and children enjoy receiving special stickers for their achievements. Teaching in this area is preparing the children very well for the next stage of their education and life beyond school.

Communication, language and literacy

61. Children speak confidently and contribute well, both in class lessons and group activities. For example, when making lion puppets one of them volunteers, '*We have to talk, but pretend the puppet is doing it*'. They speak with good understanding and in complete sentences. For example, when visiting the class optician, the 'receptionist' says, '*Please sit here and someone will call you in*'. She then returns to explain that

³ Where children sit in a circle and share their feelings and thoughts with each other.

'We'll give you new glasses', whilst showing a range of spectacles from which to choose. Listening skills are also very well developed. Children listen very carefully and follow instructions well. For example, they quickly and sensibly comply, when, in a numeracy session, the teacher asks them to show an answer card rather than shout out. Similarly, after listening to instructions from the teacher, they disperse, quickly and get on with their work.

62. Early reading skills are well taught, with appropriate targets being set for each child so that they can achieve their potential. Lower attainers recognise the initial sounds of words and associate written text with meaning, whilst average attainers are beginning to blend letter sounds together to read simple words. Higher attainers instantly recognise a good number of key words and are beginning to read simple books. The teaching of phonics is carefully planned, using a variety of strategies to ensure individual children's learning. Good resources, such as puzzles and specifically targeted worksheets support this teaching.
63. Children's early attempts at writing independently are actively encouraged, for example, in role-play situations such as when children write shopping lists and letters or fill in forms. Most children hold their pencils correctly and can write their names accurately, with good control over letter formation. Lower attainers trace over adults' writing whilst average attainers copy work neatly and try hard to write their own sentences. Higher attainers make very good attempts at writing. For instance, they make their own labels for the Giant's fruit salad and write captions to accompany their pictures, such as, *'I lik the bit wen Jim climd the besdok'*.
64. A good range of books in the classroom and library encourages children's enjoyment of reading. A 'print-rich' environment exists in classrooms and corridors and staff add suitable captions to accompany displays of children's work. All of this encourages children to discover, experience and use words. Books are taken home so that they can be shared with parents and a very informative reading diary is maintained to allow a productive dialogue between teaching staff and parents.

Mathematical development

65. Children achieve very well in this area. Most count reliably, knowing number order to 10 and beyond and identifying missing numbers in a sequence. Children accurately match colours, recognise simple shapes and compare different lengths and sizes. For example, they match the correct sized bowls and spoons to specific teddy bears. Higher attainers count and order numbers accurately to 20. Mental mathematics is very well taught and the children have learned some useful strategies to perform addition; for example, when adding five objects and three objects, they know to count on from five. A very good range of mathematical resources, such as sorting equipment and number games, reinforce basic skills and enable children to work independently for short periods, thereby allowing staff to spend productive time teaching smaller groups. The children are set in two groups for mathematics. This is working well and allowing teachers to match tasks very well to the children's specific needs. Activities in the sand, water and shop, coupled with work in creative development sessions, such as digging with different sizes of implements, counting the number of frogs on a rock, measuring customers for spectacles, or threading beads in a specific pattern, all enhance children's mathematical learning. Planning for the development of children's numeracy skills span all areas of learning and teachers use every opportunity to extend children's mathematical vocabulary. Consequently, children readily and accurately use such terms as 'less than', 'more than', 'altogether'

and 'total'. Ongoing assessment and meticulous record keeping ensure that all pupils are included in mathematical activities and are suitably challenged.

Knowledge and understanding of the world

66. Early scientific skills are effectively promoted in the many opportunities children are given to use their senses to explore the environment and things within it. Classroom displays encourage this; for example, the Braille alphabet is illustrated for the children to touch, stroke and begin to understand how one sense can support another. They investigate the sense of taste and express their likes and dislikes. Indoor and outdoor areas offer good opportunities for children to explore the world around them. They watch, with interest, the fish in the aquarium and are aware of the minibeasts that live under stones and in the ground. Children know the names of some of the parts of the body and are aware that healthy foods are needed to help bones grow straight and strong. One child volunteers *'My mummy is a radiographer, she takes X-rays of bones'*.
67. Children learn early geographical skills when, using the story of *Rosie's Walk*, they trace the route, drawing specific landmarks. Two classroom computers are always available for use and most children have developed good skills in controlling the mouse when using simple programs. Higher and average attainers correctly identify letters on the keyboard. Design and make skills are developing well. Children play creatively with a range of construction toys producing models or pursuing imaginary activities that are often related to a mathematical or language task, for instance, when making and wrapping gifts for Teddy. Children choose from a wide range of materials to make Chinese dragon flags, which links well with their learning about the Chinese New Year, helping them to gain an awareness of cultures different to their own. Teachers explain complex ideas well. For example, in a religious education lesson, the teacher linked the story being told to the children's everyday life experiences and made good use of drama to support their understanding. Early historical skills are promoted well. Children have many opportunities to talk about significant past events in their lives and to touch and talk about historical artefacts, such as toys from long ago.

Physical development

68. The children's physical skills are above average for their age. They change clothes for lessons quickly and sensibly and show good awareness of safety both in movement and when using mobile toys. Effective teaching has established good routines and made children aware of the need to consider others when moving around the hall. Children have developed a good awareness of space and understand the need to 'warm up' and 'cool down' Thoughtful and effective teaching allows children to make relevant links between physical education lessons and their class work on the human body. For example, they explain which parts of the body they use to move around and describe how this is done, using correct vocabulary such as forwards, backwards and sideways. Children follow teachers' instructions very well and readily applaud each other's efforts. They are given good opportunities to work imaginatively and make their own shapes and simple sequences. Teachers use every opportunity to increase pupils' language skills by extending children's vocabulary with words such as 'curved' and 'straight' and by asking children to explain their work. A small, secure, soft-play area outdoors helps to link work within and outside the classroom. Children learn to balance, climb, play with small apparatus and experiment with mobile toys. Currently, the space is only large enough to accommodate a small group, but there are plans for the construction of a larger outdoor work area. Children's manipulative skills are good

and become more refined as they engage in a range of experiences such as pasting, colouring, threading, cutting and writing.

Creative development

69. Children enter school with good skills in this area of learning having gained valuable experiences in local nursery schools. They make very good progress and are on course to achieve the early learning goals. There is ample evidence of the children's colourful paintings, collage, and craftwork in the reception areas and corridors. The work is well mounted with relevant captions and is aesthetically pleasing. This colourful and stimulating environment supports children's spiritual development as well as their creativeness. Musical listening skills are especially well developed as the children learn to distinguish between 'loud' and 'quiet' sounds and identify the distinctive sounds made by a wide range of percussion instruments. The children know the words to a good selection of nursery rhymes and sing tunefully and enthusiastically. Many opportunities are provided for children to engage in role-play, for example, in the class shop, optician's, and when making and performing with puppets. Role-play is also encouraged in religious education when children enact the story of the 'Sowing of the Seeds', playing the farmer or the birds. Staff interact well with the children in these sessions, playing alongside them, questioning and supporting their language development.

ENGLISH

70. Whilst the standards of work seen during the inspection were generally above average by the end of both key stages, pupils could achieve better given their above average attainment on entry to the school. Standards in speaking and listening are above average and have improved significantly since the last inspection. However, by age 11, not all pupils are doing as well as they might in reading for inference or writing for a range of audiences and purposes.
71. Pupils of all ages listen carefully, take turns in discussions and debates and show consideration and tolerance of other's views. When presenting their own opinions, most are fluent, articulate and confident speakers who use a wide range of vocabulary and extended grammatical structures. They show awareness of their audience, adjusting their communication as required. In relation to their age, seven-year-olds explain their reasons for deciding on the age of toys as confidently as 11-year-olds provide persuasive arguments for and against zoos. Pupils are quick to pick up new vocabulary. For example, at the end of a numeracy lesson in Year 3, pupils were knowledgeably using words such as 'partitioning' or 'combining' to explain how they tackled problems.
72. Reading skills develop well during Year 1 and by the end of Year 2 higher attainers have developed a real enthusiasm for books and can express preferences for authors and various types of stories. However, some average and below average attainers do not have the skills or confidence to help them read unknown words, for example by considering meaning or word order. Moreover, a minority of lower attainers still rely heavily on illustrations or need the support of adults to help them make sense of what they read. There is also some inconsistency across the year group, one class having more sustained work habits than the other. Whilst pupils' standards compare favourably in comparison with national expectations, they are doing less well in relation to standards at the end of reception and earlier in the key stage. The progress of infant pupils with special educational needs is more consistent than other pupils because, even when there are changes of class teacher, they continue to have regular,

sustained, help from teachers and support assistants and follow their individual learning programmes.

73. By age 11, most pupils are fluent, expressive and confident readers, but only higher attainers employ advanced reading skills such as using non-fiction texts productively for research or inferring meaning beyond the literal from fiction texts. Too many average attainers do not grasp inferred meaning and are consequently prevented from getting the full gist of what they read. Moreover, a few lower attaining pupils still struggle to use phonics effectively and their self-esteem and attitudes to reading are so low that they pretend to read books they cannot actually manage rather than admit to finding the task difficult. Junior pupils with special educational needs make good progress, benefiting from the regular help and structured programmes offered by support assistants.
74. Writing develops very well through Year 1, but more slowly in Year 2. Pupils have very good ideas about what they want to write and many produce delightful stories and play scripts that show a good understanding of setting and characters. However, many still make more errors in spelling and punctuation than might be predicted from their good language skills. Handwriting is legible and usually well formed; a few pupils have made a start on joining letters. By age 11, most pupils write in a range of different ways, including producing a summary, making notes on the language and style of a text, writing a story and creating a persuasive argument. One or two are so confident that they write a story that includes dialogue in dialect. The standards of these confident writers are well above average, but many more produce writing which does not use language creatively for effect, even when it is neat, legible and accurately spelled and punctuated. These pupils achieve average standards but should really be able to do better.
75. The quality of teaching has improved since the last inspection. At Key Stage 1, teaching is always satisfactory, with some good features, whilst at Key Stage 2 it is mainly good, with very good features. Teachers collaborate well in planning to ensure that tasks are well matched to pupils' needs. Another good feature is the attention that is given to promoting speaking and listening skills. Teachers provide clear explanations for pupils and use well-constructed worksheets to support learning. A good example was seen in Year 1 where pupils were prompted to think of words that defined Cinderella's character. There was some high quality teaching in Years 3 and 4, where teachers demonstrate very good subject knowledge and provide a richness of learning experiences that really motivates pupils and supports their progress. Questions are probing and elicit responses that demonstrate pupils' good understanding of text. They also teach pupils excellent strategies to improve their writing, such as collecting synonyms or parts of speech. In Years 5 and 6 setting helps pupils to obtain the help they need, whether it be extension or consolidation of basic skills. For example, a group of lower attainers made good progress in producing persuasive arguments. The use of a clear structure that led pupils through the sequence of writing, together with focused discussion with the teacher, helped pupils to produce cohesive pieces of work. In a few lessons at Key Stage 1, the pace is too slow and pupils are not challenged enough. Literacy skills are promoted well in many subjects. Whilst ICT is used to support research and to allow pupils to word-process some of their writing, more effective use could be made of this, for example in drafting activities.
76. Throughout the school, skilled and well-trained support assistants do valuable work in helping pupils with their writing, encouraging them to try out spellings or reminding them how to lay out work. A good feature of learning in nearly all classes is the promotion of independence, with pupils co-operating and collaborating well in pairs and

groups, and using self-help skills such as dictionary skills or word-cards to ensure that they are able to get on without waiting for adult help.

77. The co-ordinator has only been in post since September but is already making a significant impact on improving learning and raising standards. By careful analysis of the comprehensive assessment data kept, she has established appropriate priorities for improvement. Implementation of the National Literacy Strategy is very effective and there are good resources to support teaching and learning. Careful monitoring of planning, pupils' work and classroom teaching has brought about a greater consistency in teaching, which now needs to be consolidated by greater stability in staffing so as to ensure more evenness in standards and achievement across the school.

MATHEMATICS

78. By ages seven and 11, pupils attain above average standards. This represents an improvement since the last inspection. However, despite standards being favourable in relation to national averages, the instability in staffing experienced by the school has resulted in some pupils underachieving; standards could be higher. Currently, however, pupils are making very good strides in their learning, mainly due to the high quality teaching and effective use of assessment information that allows teachers to match work to their individual needs. The organisation of setting pupils for mathematics is working well, allowing all pupils to be challenged. Pupils with special educational needs are well supported by adults and individually devised work programmes.
79. By age seven, pupils have secure understanding of number patterns. They have good recall of addition and subtraction facts and are confident to use a range of mental strategies to help solve number problems. Teachers' good use of mathematical vocabulary, encouraging pupils to count in multiples of 10 and to place numbers quickly and accurately on a number square, ensures that all use correct language when explaining answers. Teachers are consistently explaining, questioning and encouraging pupils to answer clearly and demonstrate, which also supports the development of speaking skills. Year 1 pupils have developed a good understanding of money, with a wide range of games and practical activities are providing effective support for their learning. Most can buy objects and give change up to 20 pence; they distinguish between the most expensive and least expensive articles. Pupils use the correct terminology when explaining which was 'more' or 'less' and calculate by how much. Average and above average attainers cover similar work, with lower attainers working more slowly, but satisfactorily manipulating smaller numbers. By the end of Year 2, pupils have a sound understanding of producing and interpreting block and line graphs and bar charts. They estimate numbers and conduct a range of measuring activities. One pupil records; *'My plasticine weighs the same as 56 counters'*.
80. Junior pupils successfully build on what they have learned previously. Teachers' very good assessment of what pupils know helps them determine what to provide next. Mental and oral activities are taught briskly, ensuring that pupils remain attentive and motivated. Pupils in Years 3 and 4 work with number investigations and gain good understanding of number patterns, place value, data handling and fractions. By Year 6 they have a good grasp of fractions, decimals, percentages, angles, co-ordinates and measuring area and perimeter. Pupils also enjoy creating their own problems when investigating numbers and patterns. Teachers have high expectations of pupils. Together with their very good subject knowledge and successful relationships with pupils this ensures very good learning. Pupils really like their lessons because good

teaching challenges them whilst allowing them to achieve success. For example, at the end of one lesson one pupil commented, *'I'm normally not very good at fractions, but now I know the lot'*. Teachers use a variety of effective strategies to keep pupils focused, such as giving a wrong answer to be corrected or using puppets. They endeavour to incorporate ICT in their planning, although the opportunities to use computers and other ICT equipment is limited. However, in one very good lesson based on changing and exchanging currencies, pupils attempted to analyse and extract information from a complex spreadsheet and used ICT to construct a simple graph from the data. This was a good exercise, but ICT is not yet sufficiently included in the whole mathematics curriculum.

81. The new co-ordinator is knowledgeable and experienced. There is a clear commitment to raising standards and improving achievement, with challenging targets being set for the future. The co-ordinator has accomplished a great deal in a short time. Her input, together with a more stable staffing structure within the school, has the potential to enable pupils to consistently achieve high standards.

SCIENCE

82. By ages seven and 11, pupils achieve standards that are broadly average. Whilst this is a similar situation to that found by the last inspection, pupils, particularly in the juniors, are not making as much progress as they should. In the case of junior pupils, this is because they are taught science in classes containing two consecutive year groups and in most lessons all are given virtually the same work, regardless of age or ability. In the infants, Year 1 pupils generally achieve satisfactorily, but in Year 2, achievement and standards vary between classes, ranging from above average to average.
83. Some seven-year-olds have a good understanding of a range of scientific ideas such as electricity, forces, materials and life processes. For example, they know how to construct a simple circuit and understand that if there is a break in this the bulb will not light. They are aware of the basic growth changes that occur in animals and humans, and of the different needs of babies and toddlers. Whilst most pupils have a sound understanding of such scientific facts, pupils' knowledge and skills of the process of scientific investigation varies between the two Year 2 classes. All pupils follow a well-structured approach to this key element of science, but some pupils have gained a much greater understanding than others. Where pupils have made good progress, they are able to formulate simple investigations and talk knowledgeably about the work they undertake. They make predications, determine how they will tackle their investigation and consider how to make the test fair. During and after practical work, pupils are successfully taught to record their findings in tables, labelled diagrams and by writing about whether what they discovered was what they expected.
84. By age 11, pupils have covered, in greater depth, the range of scientific ideas begun in the infants. Year 5 and 6 pupils construct more complex circuits, incorporating switches and motors. They record their work using standard symbols. In their work on forces, pupils have investigated magnets and springs and know about the effects of gravity and friction. Most have a thorough understanding of materials and their properties, talking knowledgeably about insulators and conductors. Work on scientific investigation continues, but the quality of recorded work dips, given the high standard produced by some Year 2 pupils. An analysis of pupils' work for the last term shows that some Year 5 and 6 pupils have recorded very little during this period.

85. The quality of teaching seen during the inspection was satisfactory overall, with some good and better teaching at both key stages. However, the present situation is not necessarily indicative of the quality of teaching that has previously existed. It is clear from talking to pupils and examining their work that there have been teaching weaknesses. Moreover, the way the curriculum for science is organised for junior pupils makes it difficult for teachers to make sufficient modifications to work to cater for the range of ages and prior attainment in classes; consequently not all pupils are being challenged enough so their progress is being hampered.
86. The subject is being managed satisfactorily, with the new co-ordinator establishing her role. A start has been made on monitoring pupils' work and test questions have been analysed to help modify planning to address identified areas of weakness. Assessments are conducted half-termly and a tracking system is being established to assist in the setting of challenging targets to raise standards. Not enough use is made of ICT to support learning in the subject.

ART AND DESIGN

87. By ages seven and 11, standards are broadly average and are similar to those found by the last inspection. It was not possible to observe any teaching at Key Stage 1, so judgements are based on an examination of pupils' work and teachers' planning, together with conversations with pupils and the subject co-ordinator. In lessons seen at Key Stage 2, teaching and learning were good. In the juniors, there are a few examples where pupils attain above average standards, such as the work displayed in the hall and corridors in the style of famous artists such as Cezanne, Mondrian, Seurat and Munch.
88. The pupils' work spans all the required areas and a satisfactory range of media is used. In Year 1, good quality work was displayed of 'Amazing Snails', showing how pupils had learned to mix red, yellow and blue paint. Pupils use their sketchbooks well and these contain good examples of close, observational work and sketching; for example, the drawings of twigs and leaves in Year 2. This is an improvement on the last inspection when sketchbooks were not used well. Some good examples of two and three-dimensional work were seen, such as the Canopic jars produced by pupils in Years 3 and 4. This work was very carefully planned to link with work in history about the Egyptians. In the lessons observed where pupils were putting the finishing touches to their jars, very good teaching enabled them to consider the different brushes they would need to use; for example, a thick brush could be used for the main part of the jar. Effective demonstration by the teacher, using a fine brush to paint the hieroglyphics, helped the pupils to think carefully about painting the detail on their models. They worked well in small groups, sharing paint and materials sensibly.
89. In Years 5 and 6, pupils were investigating how landscape artists sometimes used a grid when painting. The higher attainers appreciated how great artists like Turner had a unique style. The teacher in this class had very good artistic skills and was able to help the pupils individually by giving very good demonstrations. An example of this was the way in which the teacher taught the pupils to paint waves as though they were moving into the shore. All pupils' efforts were valued and the lower attainers tried hard, working with accuracy and care to achieve creditable results. Better quality paper would have improved the work and made painting much easier for all the pupils.
90. The subject co-ordinator has only recently been appointed and is developing a portfolio of work and improving the storage for art materials. The school has adopted national guidance materials as a scheme of work, but is aware that this requires tailoring to

meet the school's needs. There are some examples of the use of ICT, for example, the use of a paint program. However, the potential of ICT to support learning in the subject has not been fully explored. Teaching and learning is monitored informally through looking at pupils' work.

DESIGN AND TECHNOLOGY

91. By ages seven and 11, standards are broadly average and reflect a similar picture to that found by the last inspection. It was not possible to see any lessons during the inspection so no judgements are made on the quality of teaching. Judgements about standards are made on the basis of an examination of pupils' work, photographic evidence and discussions with the subject co-ordinator.
92. Pupils' work spans all the required areas and includes developing and communicating ideas, working with tools and materials to make quality products, and evaluation. Good examples were seen of planning sheets completed by pupils in Years 1 and 2 for making a fruit or vegetable salad. Pupils learned about the different types of fruits and vegetables and from where they came. They were taught about the safe handling of tools and they made drawings of what they thought their salads would look like. Sensible evaluations were made of the finished products. In Years 3 and 4 the pupils' evaluations of their Christmas sweet boxes showed how they learned about the use of nets through disassembly and then applied their mathematical knowledge to design the boxes. They had carefully considered different types of materials for making the boxes and added attractive designs.
93. In Year 6, pupils had designed and made models that incorporated a moving hand and had used the Internet to research information about cams. Others worked with textiles; they designed and produced Christmas calendars applying cross-stitching to their material. This term, Year 5 and 6 pupils have designed slippers. Displays showed how they disassembled different slippers to see how they were made and the materials that were used. Pupils' annotated designs of the models they wanted to make were of good quality, showing different elevations before making scale drawings and cardboard models.
94. The management of design and technology is satisfactory. The school is using national guidance materials, but is aware that this needs to be adapted to the school's needs. There are some productive links with other subjects such as mathematics and English. However, links in key areas such as science and ICT are not exploited enough. Evidence indicates that teaching of specific language, such as the names of different materials, tools and techniques is done satisfactorily.

GEOGRAPHY

95. By ages seven and 11, standards are broadly average. This reflects a similar picture to that found by the last inspection. As it was only possible to see two lessons, judgements are supported by discussions with teachers and pupils and an analysis of pupils' work and teachers' planning. Pupils' achieve satisfactorily; their attitude to work and their behaviour are very good.
96. Year 1 pupils identify their route to school and explore the school environment noting, for example, quiet areas and play areas. They record their likes and dislikes such as, '*I lik the yad*' (shade). As well as studying the immediate environment of school and village, train journeys are made to the towns of Basingstoke and Reading. Pupils remember these journeys well and comment on the differences between the town and

countryside with remarks such as, *'In the town there are lots of shops and buildings'* or *'I live in a little village, no shops, but two pubs!'* Year 2 pupils follow 'Barnaby Bear' on his travels and have built up a good knowledge of different places in the world. For instance, by collecting postcards sent by Barnaby, talking about the destinations, and finding them on the world map. Some links are made with ICT, for example, searching CD-ROMs such as *'Amazing World Explorers'*, but ICT is not yet sufficiently well incorporated into the curriculum to support learning.

97. Pupils in Years 3 and 4 know the reasons why people move away from where they were born. For example, *'to go to university'*, *'to be closer to their jobs'*, *'to see the world!'* Teachers plan work that builds on previous learning and pupils compare and contrast Bramley and Basingstoke in more detail and make designs for an improved environment. Throughout Key Stage 2, mapping and investigative skills develop well and there are good links with literacy, mathematics, history and physical education. For example, pupils undertake orienteering in the school grounds. They follow picture clues and grid references and make relevant links with their study of the Ancient Egyptians in history. For instance, pupils recognise and interpret hieroglyphic clues when following the simple map and are able to discover that the answer is *'Canopic Jar'*.
98. In the lessons seen in Years 5 and 6 the teaching was good. With support, these pupils locate Bramley and Reading on Ordnance Survey maps and discuss possible routes. Teachers encourage pupils to use observational skills to see differences between specific types of map so that they are able to conclude that all three types of map show Reading, but each, because of its scale and purpose, shows different features. Pupils analyse data and draw conclusions about a place and contribute their ideas articulately. Work for these classes is carefully planned with extension tasks for higher attainers. For example, they use protractors to draw pie charts for communicating data. Lower attainers receive effective help from learning support staff, for example in guiding pupils on drawing graphs.
99. Teachers use assessment satisfactorily at the end of each teaching unit. Lessons are effectively planned using national guidance, so the coverage of topics and the gradual development of skills are taught progressively. The needs of higher attainers are taken into account, as are those with special educational needs. Visits to places such as the Ashmolean museum and a residential field-trip for older pupils enhances the learning experiences offered and also contributes well to pupils' social development. The co-ordinator is new and keen to give geography a higher profile in the school.

HISTORY

100. By ages seven and 11, standards are broadly average. This reflects a similar picture to that found by the last inspection.
101. Pupils in Year 1 show very good progress in developing an understanding of chronology as they place toys in time-line order, giving reasons for their choices. For example, working out that toys that belonged to 'grannies' are necessarily older than those that belonged to mums and dads. By age seven, pupils know about significant historical events such as the Fire of London, and understand the reasons why it happened and what the outcomes were. They have heard of Samuel Pepys and know that his account of the fire is to be taken seriously because he was a contemporary witness.

102. Some Year 6 pupils talk animatedly about life in ancient Greece and explain how it was different from life today. They know that archaeological evidence provides more accurate accounts of how life was than books or videos, but have only limited understanding of why facets of the past can be interpreted differently. Attainment across the year group is variable because of changes in staff and lack of consistency in both planning and work completed. Although some work is of good quality (for example, re-telling of the myth of Theseus and the Minotaur), overall standards are only average. Given the high standards in speaking and listening and the good previous attainment in the school, Year 6 pupils should be achieving higher standards in both knowledge and historical skills.
103. There is some very good teaching in Key Stage 1. For example, work on sequencing toys by age is successful because children find the activity interesting and objects are well chosen to stimulate their enthusiasm. Careful questioning enables pupils to think logically about the sequence and come up with rational answers. Whilst a lesson on the Great Fire in Year 2 contained some interesting material, not enough interesting books or resources were provided to challenge the higher attainers to conduct their own research. A very good lesson for pupils in Years 3 and 4 involved pupils doing their own excavations in sand-trays, recording their findings using coordinates and using observational skills to speculate about life and death in Ancient Egypt.
104. The subject co-ordinator has only been in place since September and although a suitable curriculum overview has been drawn up, further work remains to be done on adapting and developing the national guidance currently used to fit the school's needs. Learning, and pupils' good attitudes to history, are enhanced by a good range of visits and resources that help to bring the subject alive. For example, the Greek costumes and artefacts borrowed from the Hampshire museum and wardrobe services.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

105. By ages seven and 11, standards are below average. During the inspection, computers were rarely used. Whilst the teaching seen was satisfactory, conversations with pupils and an examination of their work shows that coverage of the curriculum, and therefore teaching, is unsatisfactory overall because pupils do not have enough access to computers. There has been insufficient progress since the last inspection; in fact attainment has deteriorated.
106. There are far too few computers for pupils to get enough 'hands on' experience to develop necessary skills. Much of the equipment is old and outdated and there are problems with reliability. Achievement at both key stages, by the substantial majority of pupils, is unsatisfactory. Pupils have limited experience of data handling, monitoring external events, control technology, electronic mail and using CD-ROMs. The school is not fully meeting the requirements of the National Curriculum. When pupils leave at the end of Year 6, most are not competent users of ICT.
107. During the inspection, pupils in Year 2 were observed working at the computers and finding out how to use different CD-ROMs. The teacher led a good discussion about using the index, comparing it with using index and content pages in information books. Unfortunately, it was only a half-hour lesson and there were three or four pupils to one computer, so pupils had little time to learn new skills. In Year 6, pupils' work shows evidence that they are beginning to use the Internet, but the opportunities for this are very limited. In the short lesson observed, Year 6 pupils were learning how to use spreadsheets. A higher attaining pupil was confident and could enter data correctly into cells and change the width of columns, but others required help from him to load the

program and were reliant upon the learning support assistant to enter information and save their work. The computers are situated in a corridor near the hall, which is not ideal, often causing distraction for pupils so that they lose concentration.

108. Information and communication technology is not firmly established as an integral part of the school's curriculum. There is some evidence of it being used in different subjects such as music, for composing a rhythm, and history, for obtaining information, for example, about the Egyptians. The school acknowledges that training for teachers is needed in a number of key areas. Currently, insufficient time is allocated for the development and monitoring of this subject and for the assessment and evaluation of pupils' progress. The subject manager is knowledgeable and keen to improve the subject, but a substantial input of funding is required for this to happen and for standards to rise.

MUSIC

109. By ages seven and 11, standards are above average and all pupils achieve well. This reflects an improvement since the last inspection.
110. By age seven, pupils are able to write a musical score using symbols to represent instruments and understand the importance of a score to tell performers how to play each instrument and for how long. They have developed a good sense of rhythm. This was exemplified well in Year 1 where pupils kept time very well as they clapped, tapped, and inserted pauses when accompanying a chant. Pupils in both Years 1 and 2 are very good at working collaboratively. For example, Year 1 pupils worked in small groups, negotiating how to deliver a chant using instruments as accompaniment. Creativity was very evident in both year groups as pupils made decisions about changing one or more aspects of their performances, for example, by extending their scores through incorporating more symbols and instruments. By age 11, pupils' knowledge and understanding of musical notation has developed very well. They understand note value and the meaning of standard symbols such as quavers, crotchets, minims and semibreves. Pupils work in groups to produce their own rhythmic structure using standard notation. At both key stages, good opportunities exist for pupils to evaluate their own and other's work. For example, after listening to music, Year 6 pupils write about how it makes them feel and the thoughts it provokes. One pupil writes *'it makes me feel sleepy'*, whilst another comments that the music evokes the feeling that someone has just died. At both key stages, the quality of singing is good. Pupils sing tunefully and enthusiastically, modifying their voices for effect and keeping time with each other very well.
111. Teaching is consistently very good. The school is fortunate to have a number of teachers with a musical background on its staff, which supports effective teaching provision throughout the school. Overall, teachers have very good subject knowledge and high expectations of pupils. They provide clear explanations and demonstrations that incorporate very good use of subject-specific vocabulary. For example, in a Year 2 lesson, the teacher used the terms *score*, *notation*, *symbols*, *dynamics*, *timbre* and *tempo* in her explanations and virtually all pupils understood exactly what was meant, showing that this type of practice is commonplace at the school. Teachers also use their voices very well to demonstrate musical ideas and expect pupils to listen carefully to them and each other so as to assist their evaluations on how to improve performance. A very good balance is achieved in lessons between instruction and opportunities for practical work.

112. The extra-curricular music clubs for orchestra and choir make a valuable contribution to pupils' learning and standards. The school's own staff lead the teaching, which is of a high quality. Many junior pupils attend the after school club and lots of infants are present at the lunchtime club, 'The Tweeties'. This good attendance demonstrates pupils' positive attitudes to music, which were also clearly evident in lessons, where, despite much being of a practical, and understandably 'noisy' nature, pupils worked hard and concentrated well on the tasks they undertook. Motivation is also enhanced when, for instance, pupils' performances are recorded on audiotape to play at a later date. Assemblies also make a valuable contribution. Pupils enter and leave to various music and are encouraged to reflect on it and identify how it makes them feel. The composer and some background information on the piece played are always given to provide pupils with a context.
113. The co-ordinator is very knowledgeable and provides an excellent role model for teaching. She has a clear plan for how to develop the subject further and improve, even more, pupils' standards and achievement. There is some good use of ICT, for instance when pupils use software to create musical scores. Strong links are also forged with dance, where pupils' respond very creatively to music. Speaking and listening skills are enhanced as pupils listen to and evaluate their own and other's performances. Pupils have performed in a number of outside music events, which gives them a real sense of 'audience'. Resources are very good and include instruments from a range of cultures. Cultural development is also promoted well as pupils sing songs from around the world, such as African tribal songs. Music makes a very positive contribution to pupils' spiritual and social development.

PHYSICAL EDUCATION

114. By ages seven and 11, standards are above average and pupils achieve well. This represents an improvement since the last inspection where pupils were found to have too few opportunities to develop creativity and independence. From the earliest years, pupils are encouraged to be independent and to take responsibility within lessons for each other and in group work. There are also many opportunities for pupils to work creatively. For example, when devising sequences in movement or creating dances with partners. All pupils understand the need to warm up before physical activity and cool down at the end. Teachers devise warm up movements to fit in with the main themes of the lessons and sometimes, for example in dance lessons, choose a pupil to lead the routine. The pupils enjoy this.
115. Pupils in Year 1 work collaboratively with a partner creating and performing simple movement phrases. They describe their movements and make thoughtful suggestions for improvement such as, *'Your curled position isn't curled enough, but I like your stretching'*. Staff interact well with pupils, encouraging and supporting them effectively. Pupils move with confidence and fluidity and show good development in evaluating their own and other's work. Year 2 pupils carry apparatus carefully and are conscious of their own and other's safety. They use the apparatus well to perform short controlled sequences involving, balancing, jumping and landing. Speaking skills are encouraged effectively as teachers prompt pupils to describe and evaluate their sequences. Pupils make positive comments. For example, *'I like the way her head goes down to balance the movement'*. For the most part, pupils concentrate very well, but occasionally they are required to stay too long on a specific task so become restless. Overall, however, they have good self-control and work hard. A good range of games is played and extra-curricular clubs in football, rugby, netball, tennis and country dancing are popular and support learning well. Swimming was not taking place

during the inspection, but evidence shows that most pupils achieve the required standard by age 11.

116. Teaching is good. Teachers have high expectations of pupils and build on their previous learning. Good links are made with other subjects. For example when Year 3 and 4 pupils engage in orienteering activities, following a simple map with grid references. This work engendered a high level of activity and certainly taxed pupils' physical strength and creative skills. Teachers ensure that all pupils are included in lessons. For example, in a Year 5 and 6 dance lesson, a pupil in a wheelchair is effectively and happily included in a group dance routine, enhancing the dance by whizzing round in the wheelchair to mirror the circular movements made by her friends. Boys and girls dance equally well. Teachers encourage constructive criticism and help pupils to evaluate their work.
117. The new co-ordinator is in the early stages of managing the subject, but is shadowing the previous co-ordinator and becoming familiar with available resources and colleagues' planning. National guidance is being used satisfactorily as the basis for work programmes and teachers use the assessment criteria that are built into the scheme. Assessment takes place in the lessons, often with the help of support staff. Some effective use was made of ICT, as dances were videoed to allow for further evaluation by the groups who performed them.

RELIGIOUS EDUCATION

118. By ages seven and 11, standards are in line with expectations of the locally Agreed Syllabus and some Year 2 pupils achieve above average standards. Overall, the position is similar to that found by the last inspection.
119. At both key stages, pupils learn about Christianity and other major world religions. Year 2 pupils know a range of stories from the old and new Testaments such as the story of Zaccheus, and are helped to link these to their everyday life experiences. They have learned about the works of Jesus and the morals in the stories he told. These pupils understand some of the main ideas of Judaism. For instance they know about the celebration of Sukkoth and the significance of the Seder Meal. By age 11, pupils have developed greater understanding of Christianity and talk about the messages contained in the Gospels of Matthew, Mark, Luke and John. They continue to study the Jewish and Buddhist religions as well as learning about Sikhism. In discussion, pupils display satisfactory knowledge of Buddhism, explaining that Buddhists meet in a temple where they meditate before a highly decorated shrine. They know that the 'Sayings of Buddha' constitute the religion's Holy Scripture.
120. Whilst there is good or better teaching at both key stages, the overall quality is only satisfactory because of inconsistencies that exist between the key stages and within different classes at Key Stage 1. Given the level of understanding and high quality of recorded work for some pupils in Year 2, the amount and quality of work done by some junior pupils does not always reflect the level of progress that might be expected. Effective links are made with moral education, for example, with teachers bringing together ideas in religious stories with such values as friendship, sharing and pride. In a very good lesson for Year 5 and 6 pupils, the teacher was highly successful in linking the accounts of the work done by Mother Teresa and how she inspired people, with a story of how he had been inspired as a child. Pupils were given time to reflect on their own experiences, discussing these with a partner if they wished. This lesson was also very successful in creating the right atmosphere for learning and reflection. Music, lighting, and the placement of significant artefacts in a central position for pupils to

focus on created a truly spiritual learning experience, which was enhanced by the teacher's sensitive approach that encouraged pupils' to share their views and feelings. Learning is enhanced by visits to places of interest such as the Synagogue, Gurdwara and a local Anglican church. Visitors, such as the local vicar and individuals representing world religions other than Christianity also provide an added dimension to learning.

121. The co-ordinator has good subject knowledge and is a very good role model for teaching. She has monitored pupils' work and tracked the progress of groups. Samples of work have been compiled in a portfolio to assist teachers' assessments. The subject provides good opportunities to support pupils' understanding of cultures different to their own.