

INSPECTION REPORT

**ENBORNE CHURCH OF ENGLAND PRIMARY
SCHOOL**

Enborne, Newbury

LEA area: West Berkshire

Unique reference number: 109963

Headteacher: Mrs L Fowler

Reporting inspector: Mrs L Woods
21079

Dates of inspection: 3 – 4 February 2003

Inspection number: 246954

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 – 11
Gender of pupils: Mixed

School address: Enborne
Newbury
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Appropriate authority: The governing body
Name of chair of governors: Mr J Tyzack

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21079	Mrs L Woods	Registered inspector	Educational inclusion	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
			The Foundation Stage	
			Science	
			Information and communication technology	
			French	
9614	Mrs C Webb	Lay inspector		Attitudes, values and personal development. How well does the school care for pupils? How well does the school work in partnership with parents?
21121	Mr D Houghton	Team inspector	Special educational needs	
			English	
			Art and design	
			Design and technology	
			Music	
			Physical education	
25925	Mrs E Pacey	Team inspector	Mathematics	How good are curricular and other opportunities?
			Geography	
			History	
			Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Enborne Church of England is a small village school, which has just been granted voluntary aided status. There are currently 51 boys and girls on roll, including three children who attend the reception class part-time. This makes it much smaller than most primary schools. The school values its partnership with the West Berkshire Small Schools Federation, which enhances its work considerably. There is no village centre as such, and over half the pupils travel some distance to attend this popular school. Pupils come from a variety of social backgrounds, although none is currently from a home where the main language spoken is not English. About one in ten of the pupils is known to be eligible for free school meals, which is broadly average. One in five of the pupils is identified as having special educational needs, which is average, but none has a statement of special educational need. Attainment on entry is average overall. However, with an above average pupil mobility, and between five and ten pupils in each age group, this varies widely, as does the proportion of pupils with special educational needs each year.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils join with widely varying levels of attainment, and make good progress in relation to their abilities as a result of good teaching. Standards at the end of each year vary significantly, depending on the proportion of pupils identified as having special educational needs in each of the small year groups. For current Year 6 pupils, attainment in English, mathematics and science is average. The teamwork between all who work in the school is a strength, and makes a very significant contribution to the good quality of learning, the very good attitudes and behaviour of the pupils and the warm, family ethos which pervades the school. Pupils very much appreciate all the opportunities provided for them and are fiercely loyal towards, and proud of, their school. All feel valued and important, and fully included. Leadership by the headteacher is very good, and she has the full support of all involved in its work. Management is good, with each member of staff taking responsibility for a range of aspects of its work. The income per pupil is very high, because of its small size, but the school provides good value for money.

What the school does well

- The school is led very well by the headteacher.
- The shared sense of purpose and commitment of all who work in the school is very good, and its aims are reflected very well in its daily life.
- The school makes very good provision for pupils' personal, moral and social development, and pupils' attitudes, behaviour and levels of maturity are very good as a result.
- The school makes very good provision for homework and activities out of lessons, and has a very good partnership with other schools.
- The school provides very good support and guidance for pupils, both personally and academically.
- The school's partnership with parents is very good.

What could be improved

- Standards in information and communication technology, which are below expectations.
- Pupils' opportunities for extended writing could be increased, and presentation of their work in some curriculum areas could be neater.
- Assessment for the youngest children does not match fully the very good practice for older pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the issues from the last inspection in February 1998. The quality of teaching and learning in the infant class has improved significantly and is now good. Provision for the youngest children has also improved significantly. For the most part, work is now matched appropriately to the recommended curriculum for this age group, and children thoroughly enjoy their learning. Detailed planning also ensures full coverage of curriculum requirements for older pupils. Provision for information and communication technology (ICT) has improved and statutory requirements are met. Some developments, however, such as connection to the Internet, have only recently been put in place, as a result of circumstances beyond the school's control. Consequently, whilst pupils are now making good progress in developing their ICT skills, standards in this subject are currently below expectations.

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
	2000	2001	2002	2002
English	C	D	E	E*
mathematics	A	C	E	E*
science	A	D	E	E

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

The school has very small numbers of pupils in each year group and, therefore, comparisons both with national statistics and with similar schools need to be treated with extreme caution. The table implies that standards have declined over the past three years, but this is not the case. With between five and ten pupils in each group taking the tests, each individual represents a significant proportion of the whole, and standards year-on-year are affected by the number of pupils identified as having special educational needs in each group. An additional important factor is the number of pupils who leave or join the school in any one year, so that in 2002, only two pupils completed the full four junior years. Of much greater importance is the school's effective monitoring of the performance of individual pupils, which shows pupils achieve well in relation to their abilities, and enables it to set challenging and realistic targets each year. Inspection findings show that current Year 6 pupils are on course to reach average standards in English, mathematics and science.

Results in the tests for pupils in Year 2 show similar wide variations, for the same reasons. In 2002, performance in reading and writing was well below both the national average and results in similar schools, whilst in mathematics it was above average. The work of these pupils, now in Year 3, bears out the level of need within the year group, which affected standards in the tests, and they are making good progress in relation to their abilities. Current Year 2 pupils are on course to attain average standards in reading, writing and mathematics by the end of the year. Standards in science are also average.

Pupils throughout the school attain standards above expectations in religious education, and in the juniors, standards in design and technology are also above expectations. In all other subjects, standards meet expectations, with the exception of information and communication technology, where they are below expectations. Very recent improvements in provision for this subject mean that standards are rising steadily, and pupils are making good progress. In reception, children reach standards in line with expectations for their age in all areas of learning, and good standards in their personal, social and emotional development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very proud of their school and appreciate fully all the opportunities it provides.
Behaviour, in and out of classrooms	Very good. Pupils are polite, courteous and friendly, and behave very well at all times.
Personal development and relationships	Very good. By the time they leave, pupils are mature, thoughtful individuals, who have a great deal of self-confidence.
Attendance	Good. Above average, with no unauthorised absence.

Pupils' attitudes, behaviour, relationships and personal development are all strengths of the school.

TEACHING AND LEARNING

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

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

The quality of teaching is good throughout the school, with the effective partnership between teachers and their assistants being a significant strength. No unsatisfactory teaching was seen during the inspection; over half was good and a further quarter and more was very good. Teaching in English and mathematics is good, and often very good, with the dividing of the junior class into two teaching groups making a positive contribution to the quality of learning in these subjects. Basic literacy and numeracy skills are taught well, and pupils make good progress in acquiring these. Effective questioning, coupled with the very good relationships which pervade the school, result in pupils developing confident, mature and articulate attitudes. The sharing of targets on a weekly basis is exemplary. As a result, pupils have a very good understanding of their own learning, progress and achievement. Teachers plan work carefully to meet the needs of all boys and girls and value all contributions. As a result, pupils make good progress in relation to their abilities and take pride in all they do. Children in reception

work alongside older infant pupils, but teachers carefully ensure that they receive appropriate activities for their age, and encourage them effectively to think and talk about what they are doing as they work. There are occasions, however, when they are left too long without effective adult intervention and the school is aware that this needs re-evaluating.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All statutory requirements are met fully, and the enrichment of the curriculum is a strength.
Provision for pupils with special educational needs	Good. Provision is managed well. Individual education plans are clearly written with achievable targets. Additional support from teachers and support assistants is good.
Provision for pupils with English as an additional language	There are no pupils in the school who come from homes where the main language spoken is not English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' personal, moral and social development is very good. It is good for their cultural development, although the location of the school means pupils have limited opportunities to meet representatives of other cultures. Provision for spiritual development is sound.
How well the school cares for its pupils	Very well. The warm, caring ethos of the school values all individuals. Procedures for monitoring pupils' personal development, attendance and behaviour are very good, and are good overall for monitoring their academic performance.

The partnership with parents is a strength of the school, as is the richness of the range of activities outside lessons. Very good relationships with other schools, and shared activities with them, make a significant contribution to the quality of learning, and pupils' personal, social and cultural development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides very good leadership, with full support from staff, parents, pupils and governors. Management is good, with all staff fulfilling their roles conscientiously.
How well the governors fulfil their responsibilities	Good. Governors bring a very good degree of expertise to their roles, visit the school regularly, and have a clear understanding of its work.
The school's evaluation of its performance	Good. Teaching and learning are monitored appropriately, both formally and informally. Development planning is comprehensive, and the school improvement plan is a useful tool to identify areas for action.
The strategic use of resources	Good. The budget is very carefully managed, and all specific grants and resources, both human and material, are used well.

The school has sufficient qualified teachers to meet its needs. They are very well supported by dedicated learning support assistants and all who work in the school, and the quality of

teamwork is a strength. Accommodation is adequate, but the lack of a separate school hall is a disadvantage which staff and pupils cheerfully make the best of. Resources are satisfactory, and are good for English and information and communication technology. The leadership of the headteacher is very good, and the school is an inclusive society with a warm, family ethos. The principles of best value are taken into account fully in all decisions, and the high carry forward budget figure is carefully earmarked to maintain staffing levels against fluctuating pupil numbers.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Eleven parents attended a meeting with inspectors, and 57 per cent of questionnaires were returned.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, behave well and develop mature, responsible attitudes. • Teaching is good, the school has high standards and children make good progress. • The school is led and managed well, and is always approachable. 	<ul style="list-style-type: none"> • Some parents do not feel the school provides an interesting range of activities outside lessons.

Inspectors fully support parents' positive views about the school. Inspectors do not agree with parents' concerns about the provision for extra-curricular activities. The school provides very good opportunities for enriching the curriculum through a very wide range of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children join reception in September, January and April, with the youngest children initially attending school part time. Their attainment when they join is average overall, although each year the nature of the intake can vary widely. Together with the very small numbers of individuals in each year group, ranging from five to ten, such broad overall judgements need to be treated with great caution. Current reception children have settled into school well, work hard and rise to the challenge of working alongside their older peers with aplomb. Standards in their personal, social and emotional development are above expectations for their age. In communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development, standards meet expectations for their age.
2. In the 2002 national tests for seven-year-olds, standards in reading and writing were well below those found in all schools and in similar schools, but were above average in mathematics. Such comparisons, however, are unreliable. With eight pupils in the group taking the test, each individual represents over 10 per cent of the total, and over a third of pupils taking the tests are identified as having special educational needs. Similarly, analysis of trends over time does not present a reliable picture, as groups are small each year, and vary in their level of ability. Evidence shows that pupils currently in Year 2 are on course to reach average standards in English, mathematics and science.
3. In the 2002 tests for eleven-year olds, standards were well below average in English, mathematics and science compared with all schools, and very low in English and mathematics compared with schools having a similar intake of pupils. As with the results for seven-year-olds, these comparisons are unreliable, with an even smaller group taking the tests. Additionally, this year group experienced considerable turnover, so that of those pupils taking the tests for seven-year-old in 1998, only two completed the four junior years. As a result, the comparisons with prior attainment are meaningless. Of far greater importance is the very good understanding of each individual's attainment and progress during their time in the school, gathered through the exemplary assessment carried out. This enables the school to set challenging but realistic targets each year, and to demonstrate clearly the value added during pupils' time in the school. Inspection findings show that current Year 6 pupils are reaching average standards in English, mathematics and science.
4. Throughout the school, pupils' attainment in religious education is above expectations. In the juniors, standards in design and technology are also above expectations. In all other subjects, pupils' attainment meets expectations for their age, although in information and communication technology (ICT) it is below expectations. The school has made good progress in improving provision in this subject, and pupils are now making good progress, but it will take time for standards to rise to the expected level.
5. Standards that pupils with special educational needs attain are below those expected for their ages. However, they make good progress because their needs are clearly identified at an early stage. The targets in their individual education plans are then written specifically to meet these needs. They are detailed with clear expectations as to when they should be achieved. Pupils receive support both within lessons and individually, which makes a positive contribution to their achievements and confidence. Consequently these pupils behave well, have very positive attitudes to their work and

feel valued as members of the class. At present there are no pupils who are learning English as an additional language.

Pupils' attitudes, values and personal development

6. The very positive attitudes and very high standards of behaviour recorded in the last report continue, as does the happy, inclusive family atmosphere, underpinned by the school's Christian values. Pupils are keen to come to school and almost all arrive early. Their attendance is good, at well above the national average, with no unauthorised absence.
7. Registration provides a calm start to the school day. In lessons there is a lively sense of purpose as all concentrate on their learning, happy to help each other when they might need this. Pupils are well motivated and try hard to please their teachers. Hands wave frantically, for example, as older pupils wait to give their accurate answers in a geography lesson on the life of a river. They are enthusiastic about all aspects of school life and are proud to belong to the Enborne community.
8. Behaviour is very good throughout the school. Rules are known and followed, and pupils are polite and courteous to each other and to adults. They like their stamps and other rewards, and enjoy celebrating these in sharing assemblies. Sanctions, other than a look or one word of disapproval, are very rarely necessary. No bullying or harassing behaviour was observed and, so strong is the school ethos, pupils were surprised to think that this might happen in their school. Relationships are very good amongst their peers and with all adults. There has been only one exclusion in the past twelve months.
9. Pupils and children enjoy each other's company; this is evident during their sociable lunches when all ages sit together and the older ones serve the water, help the youngest, and clear the tables. Outside in the playground enjoyable, but serious, ball games are played and occasionally minor incidents occur, but these are quickly dealt with by vigilant supervisors. No one is left out, and this family school is a happy, productive one.
10. Pupils' personal development is very good and they grow in maturity as they go through the school. They are proud to take responsibility and, as lunchtime table leaders, computer buddies, library and register monitors, and as the bell-ringer, are very enthusiastic. Those in the lower school vote conscientiously for their class leader each week. All are interested in learning about other religions and cultures, and want to help each other and those less fortunate than themselves. Whatever their physical or other difficulties, all are included in activities. Thoughtful discussion results after assemblies, and personal, social and health education lessons are used well to sort out immediate problems. Mutual respect and trust are enjoyed. Staff provide good role models and the head teacher is held in high regard; pupils like her sense of humour.
11. Year 6 pupils are unstinting in their praise for the school and the opportunities it provides. They enjoy taking part, for example, in the local junior citizen day, which makes a major contribution to their knowledge of the world outside their small school environment. They enjoy their residential trip, which they share with pupils from other local primary schools, enabling friendships to develop, which continue when they transfer to their secondary schools.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching is good throughout the school, which represents a significant improvement since the last inspection. During the inspection, over a quarter of lessons were very good, and a further half were good. No unsatisfactory lessons were seen.
13. Teaching for children in reception is good. Work is carefully planned to match their particular needs, but these youngest children benefit from the challenge of being taught alongside their older peers. Both the teacher and her assistant work hard to engage the children in thinking and talking about what they are doing as they work, and have high expectations of children's independence. As a result, children are confident, well-motivated learners, who thoroughly enjoy all aspects of the curriculum, and make steady, and often good progress. There are times, however, when the demands of the rest of the class result in the youngest children being left without effective adult intervention for extended periods, and the school is aware of the need to address this issue.
14. Teachers have a good knowledge and understanding of the subjects they teach, and work hard to make learning relevant and fun. Literacy and numeracy skills are taught well, and work is closely matched to pupils' interest and capabilities as a result of the detailed assessment and target setting undertaken. All lessons are planned well to match pupils' abilities, teachers have consistently high expectations, and the pace of almost all lessons is good. Teachers and their assistants work very well together as a close-knit team, and this has a very positive impact on pupils' very good behaviour, and their eagerness to learn. In a junior class science lesson, for example, the teamwork between both adults generated a lively pace, as they alternated between the two teaching groups, ensuring all pupils were fully included and maintained concentration. A significant feature of lessons for the older pupils is the depth of thoughtful discussion which occurs, as happened in a religious education lesson on Sikhism.
15. Teachers use a good balance of direct teaching and practical activities in well-resourced lessons. Lesson objectives are shared clearly, and pupils have a good knowledge of their own learning as a result. Teachers are talented at creating an atmosphere of excitement in which pupils are keen to find out more. In an infant class literacy lesson, for example, the sharing of 'The Flying Turtle' big book had all totally engrossed in predicting what might happen next, and the disappointment when the teacher stopped turning the pages was palpable!
16. Relationships are very good. As a result of these, and very good management, pupils are confident that their opinions and efforts will be valued, and they work very hard as a result. Pupils with special educational needs are well supported, and their efforts are valued. All the class appreciated and applauded the efforts of one pupil in a Year 3 / 4 literacy lesson, which represented a significant breakthrough for this individual.
17. The individual needs of pupils with special educational needs are understood well. They receive good support as individuals or within very small groups from both their class teacher and from learning support assistants, who work hard to ensure that pupils understand what they are doing and take full part in all activities. An additional teacher provides very good one-to-one or small group support to pupils who require more help. This is having a positive impact for these pupils in learning the basic skills, especially in literacy.
18. Pupils' work is marked carefully, and results are used in an exemplary way to set targets for the next stage of learning. Regular homework is set, which is relevant and interesting, and makes a positive contribution to the quality of learning. However, in

much of their written work, pupils complete worksheets, and this limits attainment of more able pupils, and development of independent writing across the curriculum.

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

19. The curriculum for children in reception is based appropriately on the recommended curriculum for the Foundation Stage. The areas of learning are covered fully in planning and children benefit from the additional challenge of working alongside older infant pupils. Although great strides have been made in meeting the key issue relating to the curriculum for young children, this has not yet been fully addressed. The activities planned for the school day are somewhat biased towards the needs of the older pupils. As a result, the youngest children do not always have sufficient opportunities to interact with one another in imaginative and role-play situations on a daily basis, although there is a reasonable balance over the week. However, this restricts their scope to develop communication, language and literacy skills.
20. The curriculum for both infants and juniors is broad and balanced. It includes all of the subjects of the National Curriculum, sex and relationships education, education about drugs misuse and religious education. The provision for personal, social and health education is good. It makes a positive contribution to the way in which pupils behave throughout the school day and in how they treat one another, staff and visitors to the school.
21. The curriculum is well planned and organised. Each subject is carefully planned to ensure that the whole of the National Curriculum is covered. The cycle of topics for infants and juniors ensures there is no repetition, and that each year group in the mixed-age classes receives an appropriate curriculum. Schemes of work give useful guidance to teachers and support their medium-term planning well. This is then used by teachers to plan shorter blocks of work that are both suitable and interesting to the varying age groups within the classes.
22. The school takes good steps to ensure that the curriculum is equally accessible to all pupils and that all are fully included. As a result, pupils new to the school rapidly develop a sense of identity and belonging. The school is implementing the National Literacy and Numeracy Strategies well. In both areas, the good range of work offered to pupils is having a positive impact on standards. However, written work in both literacy and numeracy does not reflect the better levels of understanding demonstrated in practical and oral work during lessons. In many subjects, an over-use of worksheets limits development of pupils' independent writing.
23. Pupils with special educational needs have full access to the curriculum. All teachers know their pupils very well and strive to ensure that all are fully included in all its activities. Most of the support these pupils receive is within class but some are withdrawn for additional help in learning the basic skills of literacy and numeracy. They see this in a positive light and enjoy the individual support that they receive. Well-written individual education plans ensure that pupils receive appropriate support to help them make progress in their work.
24. The school provides very good opportunities for enriching the curriculum. The concerns expressed by some parents about provision for extra-curricular activities are not supported by the inspection findings. Many sporting activities include football, netball and cricket. There is an enthusiastic school choir and pupils learn to play recorders during their lunchtime, with valuable help from a parent. Visitors such as local artists and theatre groups stimulate pupils' interests in the creative arts, and they have extensive opportunities to participate fully in drama when they perform in a theatre with

other pupils. Every available opportunity is taken to develop these very good links with small schools in the locality, and to provide experiences which complement the curriculum, such as multi-cultural events featuring South American music, a Hindu storyteller and African dance. Despite its position at a distance from an established village, the school maintains strong links with its surrounding community, such as the local police, businesses and churches. Older pupils enjoy a 'work week' residential visit to an activity centre, where they experience abseiling, sword fencing and canoeing as well as developing their personal and social skills well. There are good links with local secondary schools; teachers visit to work with pupils, for example, in dance. This makes a very positive contribution to the efficient transition to secondary school. Very good use is made of regular and frequent homework to support the work in the curriculum and also to involve parents and grand parents, for example, in tasks to find out what school was like in the past.

25. Sound provision is made for pupils' spiritual development. The pleasant family atmosphere of assemblies promotes very caring attitudes. Stories to illustrate themes such as 'friends' are told in such a way as to hold the attention of all of the pupils. When pupils are involved, for example, by taking the part of characters and explaining the moral of stories, this maintains their interest and concentration well. Pupils are encouraged to show respect and thoughtfulness during stories and prayers although they are not always given a sufficient time for their own quiet reflection. Unfortunately, the entry phone for the school rings in the room where assemblies are held. Although the pupils do not lose concentration, this does spoil the reflective atmosphere that teachers work so hard to create. Religious education lessons develop an awareness of people's beliefs, but planned opportunities in other subjects to help make pupils aware of the spiritual aspects of life are under-developed.
26. Very strong moral values, implicit within the school's Christian ethos and shared by pupils and adults alike, ensure that provision for pupils' moral development is very good. All quickly learn what is right and wrong. Class rules are discussed and drawn up, and a strong sense of natural justice soon develops. 'Bullying? – I don't think we've seen any of that recently' was the considered response from one Year 6 pupil, immediately seconded by those around him. Collective worship, citizenship, religious education and history lessons promote tolerance and understanding. The school community is united, happy and 'a wonderful, safe place to be' in the eyes of the pupils.
27. Provision for and pupils' social development is very good. The family atmosphere, evident throughout the whole school community, results in very good social skills and a good understanding of how pupils can take responsibility for themselves and help those around them. Within this small school, caring for, and looking after, others is the natural thing to do. Well planned personal, social and health education lessons and Circle Time sessions, plus information from visiting speakers ensure that pupils understand how they can contribute to their own community and what they might do as citizens in today's multi-ethnic society.
28. Provision for pupils' cultural development is good. Pupils study Christianity and other religions within a rich religious education curriculum. The school makes the best of opportunities jointly with other schools to provide an awareness of other cultures, for example, by listening to Hindu storytellers, watching African dance and listening to South American music during a shared multicultural week. Unfortunately, the geographical location of the school limits opportunities to meet and speak to people of other religious or cultural backgrounds. Visiting artists come to work with the pupils, but there are insufficient opportunities to visit museums and art galleries. Good use is made of local theatre when pupils are taken to performances of pantomimes and also have the opportunity to participate in performances alongside pupils in other local

school. Resources for cultural development are satisfactory. However, there are insufficient multicultural books or dual-language books and posters to demonstrate and reflect modern multicultural Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school places very high priority on pupils' health, safety and welfare. Risk assessments take place regularly, trained first aid personnel are on site at all times and security is regularly reviewed. Governors have adopted the local authority guidelines for child protection in compiling the school's policy and the designated teacher has received recent training. Staff know what to do in the event of concerns. Within this small, close-knit community all staff know children and pupils very well, and are aware of their personal circumstances. Pastoral care is one of the school's many strengths.
30. Very effective procedures to promote good behaviour and to monitor this are in place. The rewards for, and celebration of, good behaviour, achievement and punctuality are valued and provide very good incentives. Teachers' disappointment or disapproval is usually sufficient to ensure that any inappropriate behaviour is not repeated and that further effort results. Other sanctions are rarely needed or used.
31. The school has very good systems for recording and monitoring attendance. Parents understand the need to contact the school if their child has a medical appointment or is ill and the finance/administration officer rarely needs to make a telephone call to find out why a child is away. Few parents take their children away on holidays during term time. The education welfare officer visits the school once a term to check on the registers and/or to identify any, rare, patterns of absence.
32. Pupils' very good personal development is assured through the school's good procedures, although this is not always formally recorded. Children are encouraged to act responsibly from the time they arrive in reception where, for example, they are delighted to be elected class leader. Once they reach the infant and junior classes, many act as monitors for a variety of tasks. Through assembly themes, such as the one seen on 'Friends', and the carefully planned personal, social and health education lessons, pupils recognise the value of friendship and learn how best to resolve disagreements. Representatives from the police, fire, medical and other agencies alert pupils to the difficulties and problems they may face outside the school environment.
33. The school identifies pupils with special educational needs at a very early age. Teachers then monitor their progress at all stages thoroughly, and individual education plans are updated as required. Any concerns about pupils' development are quickly communicated and dealt with appropriately. Learning support assistants help to implement specific learning programmes, which have a positive impact on pupils' learning. The school works closely with local education authority support services and uses their advice and support effectively. When travellers' children arrive, the school, in conjunction with the local education authority travellers' support service, has very good procedures to integrate them and plan for their education and support within their classes.
34. The school has good procedures for monitoring the attainment and progress of pupils in the infants and juniors. From the time they enter the school, attainment in all subjects of the curriculum is regularly and carefully recorded. Pupils are tested in mathematics, English and science at regular intervals as they progress through the school. The results of national tests at the age of seven are very carefully analysed to set targets for the tests at the age of eleven. This enables the school to pinpoint areas of weakness in the curriculum and to identify any differences in performance between boys and girls. Individual targets are set for pupils in English and mathematics, and there is exemplary

identification and negotiation of targets between pupils and teachers on a weekly basis. As a result, pupils are highly aware of what they need to do in order to improve their work, and have a very good knowledge and understanding of what they have learnt. Procedures to build on these very good practices in order to record, track and target pupils' progress year-by-year are now being developed.

35. Assessment is used well to plan work for pupils of different ages in the same class and for those who learn at different rates. Teachers use their knowledge of their pupils well to question, assess and guide them during lessons. The information gained is then used to plan the next stage of learning. As a result, pupils are confident and keen to learn, and they make good progress in lessons. Teachers regularly collect samples of work from pupils, which they annotate carefully and accurately. This builds a bank of material to show progress over time. They meet their colleagues in other local schools frequently and from time to time evaluate pieces of work together to ensure that they are graded accurately.
36. Assessment for children in reception is satisfactory, but does not match the thoroughness found in the infants and juniors. Children are assessed carefully to establish their level of attainment within their first half term. Their attainment and progress against the Early Learning Goals are then recorded termly in retrospect, and the co-ordinator agrees this could usefully be done more frequently, to monitor each individual more closely. The school is preparing well to take on the new Foundation Stage profile, but is clear that its initial assessment remains a high priority, to ensure the value added is measured effectively, in light of the very small numbers in each year group.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents and school enjoy a true partnership, each valuing the other's contribution. Parents are very supportive of this small, popular church school and many travel some distance to bring their children. They appreciate the Christian values and positive attitudes the school promotes and fully support its aims and ambitions for their children. Almost all have signed the home school contract and their attendance at conferencing meetings is excellent. Many help in the classroom and with the garden, and one has decorated parts of the entrance hall. Others enjoyed making story sacks, and all who can do so, come to the sharing assemblies.
38. The enthusiastic 'Friends' association raises considerable amounts of money to swell school funds. Their events include family bingo, a skittles evening, a Valentine disco and an auction, to which not only relations but ex-parents are invited. Because of the lack of a school hall, the church is the venue for the two performances of the Christmas productions every other year, when parents, siblings and friends crowd in to see what 'their' child can do.
39. The school provides parents with good quality information through the prospectus, governors' annual report and numbered letters. Parents like their children's annual report and are pleased to see the targets for improvement. New parents are invited to a strategy evening in the autumn. Should they have any queries, parents know they can approach staff or the finance/administration officer at any time for explanation or help. The home-school link book is used very well as a means of dialogue between teacher and parent, not only about homework and reading but for other messages as well. Communication is very good.
40. Parents speak highly of the school's provision for pupils with special educational needs and are pleased with the progress their children make and the development of their self-esteem. They are informed at an early stage if there are any concerns about their

children's learning. The school regularly seeks the views of parents and pupils when setting targets for pupils' individual education plans, and invites parents to the meetings where plans are reviewed, although not all attend.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The school is led very well by the headteacher. She has the full confidence and support of governors, staff, pupils and parents, and the very good relationships throughout contribute very effectively to the warm, family ethos, which pervades the school. The school's aims are clearly evident and met, and underpin the values by which the school lives. All who work in the school feel that their contribution is valued and appreciated, they are fully included in its life, and work hard for the benefit of the pupils.
42. Management is good. The small size of the school means that all teachers take responsibility for several aspects of its work. They fulfil these roles well, having provision of a high quality education at the heart of all they do. In addition to her management responsibilities, the headteacher has a significant teaching commitment, but the effective, close-knit teamwork ensures that management overall is effective. The headteacher has a sound understanding of the quality of teaching and learning through her personal involvement and through formal observations, and both planning and the outcomes of pupils' work are monitored appropriately.
43. The special educational needs co-ordinator provides good leadership and is well supported by a knowledgeable governor, with whom she meets regularly. She has put effective systems into place and works hard to ensure that all pupils receive the appropriate provision to support their learning and that the school has the appropriate resources to support individual requirements, such as phonic programmes. The school has conducted a disability access audit and noted that access would be difficult under the present circumstances, for example, doorways are too narrow and there is no space for a disabled toilet.
44. The governing body provides good support. Governors have a clear understanding of the work of the school through regular personal visits and detailed reports from the headteacher and other co-ordinators. They bring a very good degree of expertise to their roles, and fulfil these conscientiously and well, supporting both committee and full governing body meetings enthusiastically. Those allocated to particular subjects and aspects, for example ICT, take a close personal interest in their development. Governors have a good understanding of the background to the school's results and achievements, and monitor decisions closely, such one as to employ additional classroom support, to ensure these are cost effective and add value to the school.
45. Priorities for development are established through shared discussion by all teachers, and the school improvement plan is a useful tool to help the school move forward. Previous priorities are evaluated closely to establish their effective implementation and success. Individual co-ordinators have detailed action plans for their areas of responsibility, although these are not included in the overall improvement plan, and could usefully be added to it, in order to provide a complete picture. Through the close working relationships and the strong, shared sense of commitment by all who work there, the school is in a very good position to continue to improve on its high quality provision.
46. The school has sufficient well-qualified and dedicated teachers, ably supported by two well-trained and committed learning support assistants. Performance management and appraisal procedures identify and support good staff development. Newly qualified teachers are well supported by the school's procedures, which include local education authority provision. Graduate teachers and students on work experience benefit from

their time in school. The very competent finance/administration officer runs the office very smoothly, and the willing and effective cleaner in charge completes the staff list.

47. Although the original Victorian building has been extended and, with the addition of the mobile classroom, is large enough for the numbers on roll, it is barely satisfactory for teaching the National Curriculum. The buildings are well maintained, and very well cleaned. Lively displays enhance classroom and corridor walls. Dining facilities are provided by clearing the largest classroom, which is also used as an indoor physical education area and assembly hall, and this does cause disruption and loss of lesson time at least twice a day for pupils, although they manage the alterations efficiently and cheerfully!
48. The small library contains a satisfactory number and range of fiction and non-fiction books suitable for all ages, although some show signs of being too well-loved and used. Most resources for teaching the National Curriculum are satisfactory and those for English and information communication technology are good. Materials to assist pupils who have special educational or other needs, and those with a travelling background, are satisfactory, although there are very few dual-language text books in the school.
49. Outside, the tarmac-ed area is in just satisfactory repair although the markings for playground games are very faded. The 'Oak Activity' adventure playground is enjoyed by all in rotation, but the grass, now covered in molehills, is only available for pupils' use when the weather allows. The attractive millennium garden is planted and maintained by both parents and pupils.
50. The school manages its finances well. The headteacher and the finance/administration officer prepare the budget carefully taking full account of the priorities in the school improvement plan. The finance committee discuss this in detail before submitting it to the governing body for approval. As at the last inspection, the budget is monitored meticulously and very prudently on a day-to-day basis by the finance/administration officer, who submits clear and regular reports to the finance committee and attends all their meetings. The high under-spend is earmarked to maintain staffing at the present level because of an anticipated fall in pupil numbers at the end of this school year. The school confidently believes that this will help to maintain the current provision and reduce any negative impact on standards. All specific grants are spent effectively and appropriately, such as those for special educational needs to which the school adds additional funds from its main budget. The few minor recommendations made in the most recent audit have been taken into account.
51. The headteacher is constantly comparing pupils' individual achievements through well developed tracking and assessment procedures to ensure that they are always being challenged to achieve higher standards. Comparisons with similar schools are of limited value because of the small numbers of pupils in each year group. The finance/administration officer ensures that all resources are purchased at the most competitive rates. Parents speak very highly of the school and are consulted regularly, for example through newsletters and homework diaries. However, whilst the governors take account of the principles of best value, they do not yet formally evaluate the impact of their spending decisions on standards in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) The governors, headteacher and staff should now continue efforts to raise standards by:
 - maximising opportunities for pupils to use information and communication; technology to support their work, and thus raise standards in the subject;

- reducing the amount of work completed on worksheets and encourage pupils' independent writing;
- improving the standard of presentation in pupils' written work, particularly in English and mathematics, so that it reflects more closely the standards of their oral work.

(Paragraphs 18, 22, subject sections)

(2) Further enhance provision for children in reception by:

- ensuring effective adult intervention with children in reception whilst they are working;
- increasing opportunities for imaginative, role-play situations;
- improving assessment procedures to match the very good practice for older pupils, in order to begin establishing at the earliest opportunity the value added by the school.

(Paragraphs 13, 19, 36, subject sections)

In addition to the issues above, the following points should be considered by governors for possible inclusion in their action plan:

(1) Extend opportunities to promote pupils' spiritual development.

(Paragraph 25)

(2) Provide more dual-language books to enhance pupils' multi-cultural understanding.

(Paragraphs 28, 48)

(3) Ensure governors formally evaluate the impact of their spending decisions.

(Paragraph 51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

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

27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		4	8	3			
Percentage		27	53	20			

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 six percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	49
Number of full-time pupils known to be eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	9

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	7
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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
	2002	?	?	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	63 (89)	75 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	63 (100)	75 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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
	2002	?	?	7

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	43 (78)	43 (78)	86 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	57 (78)	43 (78)	43 (78)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	40	1	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded	4	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	19
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	30

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	152,195
Total expenditure	129,561
Expenditure per pupil	2,756
Balance brought forward from previous year	7,145
Balance carried forward to next year	29,779

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	35
Number of questionnaires returned	20
Percentage returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	15	5	0	0
My child is making good progress in school.	85	15	0	0	0
Behaviour in the school is good.	75	25	0	0	0
My child gets the right amount of work to do at home.	45	50	0	0	5
The teaching is good.	90	10	0	0	0
I am kept well informed about how my child is getting on.	55	30	10	0	5
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	80	10	5	0	5
The school works closely with parents.	60	35	5	0	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	80	15	0	0	5
The school provides an interesting range of activities outside lessons.	35	40	25	0	0

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

Personal, social and emotional development

52. Children's personal, social and emotional development is above expectations. They are confident, eager learners who take a full part in the life of the class and the school. As a result of good teaching, they are excited and interested in all activities, and have very good relationships with their teachers and peers. Children concentrate well for reasonable periods of time, although those attending school full-time become quite tired in the afternoons, as a result of the full and rich range of experiences they enjoy. They have a good degree of independence, competently managing the tape recorder, for example, to listen to stories, whilst waiting for the teacher to join their group.

Communication, language and literacy

53. Standards in communication, language and literacy meet expectations. Teaching is good, and children are fully included in shared reading sessions, enabling them to make good progress in developing their speaking and listening skills. They thoroughly enjoy sharing books, identifying detail in the pictures, and offering their opinions confidently, using a good vocabulary. During the shared session reading 'The Flying Turtle', for example, children shared the class excitement as the story progressed, as a result of the teacher's talented story telling. They handle books with equal care and interest when 'reading' quietly in the attractive class book corner.
54. Children recognise letter sounds and shapes, and identify these carefully in text. They develop good pencil control, as a result of careful adult intervention, and make good progress from mark making, to copy and trace writing and attempting independent writing. In writing about 'What am I scared of', children carefully copy sentences scribed by the teacher. When writing about the pigeon in the flying turtle story, more able children make good attempts at independent writing with recognisable, phonetically spelt words.

Mathematical development

55. Standards in children's mathematical development meet expectations. Children recognise numbers to ten and beyond, and most count and calculate confidently. They benefit from working alongside older peers, and respond to mathematical challenges well. In a shared mental arithmetic session recognising number patterns, for example, children were as adept as the older pupils at spotting patterns and identifying which numbers had been rubbed out. They add numbers successfully, as when calculating the total number of beanbags thrown into two hoops, using both correct numerals and marks to complete their calculations. Teaching is good, with a wide range of opportunities provided for children to practise their mathematical skills throughout the day, such as recognising shapes and using mathematical vocabulary when planning and building model playgrounds.

Knowledge and understanding of the world

56. Children's knowledge and understanding of the world meets expectations. Work is planned alongside the National Curriculum requirements for the older pupils in the class, but carefully matched to the needs of the younger children. In scientific activities, for example, children recognise the difference between natural and made objects, and

investigate the plants and animals in the school environment with great care. In technology, children use construction kits and card to build model playgrounds competently, and use their powers of observation well to investigate the 'Oak Activity' adventure playground, as shown in comments such as, 'What a lot of bolts you've seen'. Children manage the computer mouse and keyboard with appropriate skill, and manipulate the controls of the tape recorder well. Working alongside the class in history, geography and religious education, children understand, for example, what they could do at certain ages, and know the main elements of Bible stories, such as The Good Samaritan. Good teaching provides this rich range of experiences, and adults work carefully with children to encourage them to think and talk about what they are doing effectively.

Physical development

57. Children's physical development meets expectations. They are well co-ordinated as they move round the classroom, building and playground. They manage small equipment, such as pencils and scissors, with appropriate skill. No physical activity sessions were seen, but planning shows that children have sufficient opportunities to develop their co-ordination and control on large apparatus and in dance and physical education sessions.

Creative development

58. Children's creative development meets expectations. Although no art activities were seen, children obviously enjoy exploring colour mixing, contributing well to the attractive class display of warm and cold colour patterns. They have good imaginations, creating effective role-play situations and developing story lines happily with their peers. In the session seen, however, this was too closely controlled by the teacher, limiting imaginative development. Children sing confidently and reasonably tunefully, and play instruments with age-appropriate skill. In the music session seen, teaching was satisfactory. Children kept a beat confidently, and fitted actions to their singing enthusiastically, as they worked happily alongside older pupils.

ENGLISH

59. Standards in English were well below average in the 2002 national tests for pupils at the ages of seven and eleven. However, such statistics are misleading. Standards vary considerably from year to year and trends do not reflect differences in year groups, largely because of the small number of pupils in each year group. For example, when there is a relatively high proportion of pupils with special educational needs in a year group, or when there is a significant number of pupils entering or leaving the school, the overall profile of attainment can vary markedly. Both of these factors distort the overall picture significantly, together with an in-balance of boys and girls in each group. The school keeps detailed records of pupils' progress and these tracking procedures indicate pupils overall make satisfactory progress in relation to their prior attainment.
60. From the work seen, the present Year 6 pupils are on course to attain average standards by the time they leave school, with a small number achieving the higher Level 5. Targets set by the school are challenging but achievable with hard work, and reflect its high expectations. Current pupils in the infants are likely to struggle to achieve average attainment by the end of Year 2, but again the targets set by the school are achievable. Throughout the school, pupils make satisfactory progress, as reported in the last inspection report. Those with special educational needs make good progress although their attainment often remains well below average. The school is constantly striving to improve standards for all pupils, and through careful analysis of its results, has identified writing as being an area for development. The results of the steps it is

taking to improve pupils' writing skills are apparent in some work, for example, the way they use words more effectively to have impact in their stories.

61. Standards in speaking and listening are good overall. Teachers use questioning effectively, so that pupils have to consider their answers carefully. Younger pupils share opinions about the Caribbean, and on the area as a place for a holiday, enthusiastically. Those in the lower juniors discuss sensibly the differences between modern and traditional stories. Pupils are constantly encouraged to express their ideas and to listen to others, and by Year 6 they are very articulate and express their thoughts confidently. In an upper junior lesson, for example, pupils drew inferences from a text and related these to the class very successfully. When talking about their work in small groups, pupils share their ideas confidently. Good, additional opportunities to develop pupils' speaking skills are provided through the annual whole school Christmas production, in assemblies and through drama, often in conjunction with other small schools.
62. Reading standards are satisfactory overall, when pupils' prior attainment is taken into account. More able pupils in Year 2 read confidently and fluently, and are beginning to use expression effectively to bring a story to life. They use their word-building strategies confidently to read words that they don't recognise, and then use the context of these words sensibly to try to understand their meaning. Less able pupils, however, read hesitantly, recognising fewer words, and often mispronounce words that they try to read, struggling with words such as 'else'. Overall, pupils make satisfactory progress and more able readers in the upper juniors read confidently, with good expression. Those who are less able have made good progress and read well, though more hesitantly. Older pupils have very firm ideas about the books they read, and express their opinions about different authors confidently. Texts for lessons are chosen carefully to support pupils' reading and to challenge them. All pupils in the juniors know the difference between fiction and non-fiction texts and confidently locate books in the library using the Dewey number system. The school places strong and appropriate emphasis on reading, and all pupils are expected to read to their parents for half an hour at least once a week. Those in the early stages of reading or who need more support are, of course, expected to read at home more often. In turn parents are expected to indicate that their children have read to them. All the pupils are very enthusiastic about this and accept this homework as normal.
63. Writing is a focus in the school improvement plan. This has been a weaker aspect, but teachers are now using their assessments more effectively to improve pupils' standards in writing. Marking is generally good and the comments made are specific and helpful to pupils so that they can improve their work.
64. All these factors are contributing to an improvement in standards. By the end of the infants, pupils sequence stories satisfactorily, and the more able are beginning to use full stops and capital letters correctly. Spellings are generally phonically plausible. Pupils are starting to write independently and in different styles such as poetry, for example poems entitled 'Snow, snow, snow'. There is a strong emphasis on developing skills such as spelling and the use of appropriate word endings. Most pupils are printing at this stage and there is little evidence of a cursive style developing. As they move into the juniors, pupils' skills continue to develop, but work sheets are used widely and pupils' independent writing is consequently limited.
65. By the time pupils reach the end of the juniors, their spelling has improved, largely because of the emphasis placed on this, for example, through the use of spelling journals, although some common polysyllabic words are spelt wrongly. Writing is generally punctuated satisfactorily, for example, pupils use speech marks accurately, although in some work capital letters do not always follow full stops. Pupils write successfully in a range of forms and styles, such as in their imaginative writing 'If

pictures could speak' and when writing in the style of Rudyard Kipling. The school makes good use of literacy skills across the curriculum, such as in geography and history, with a strong and appropriate emphasis placed on developing skills such as comprehension and drawing inferences from texts. Older pupils generally use cursive script but their work is not always tidily presented. Pupils use ICT appropriately, both to reinforce spelling and grammar and to publish their work.

66. The quality of teaching is good. Teachers use a wide range of strategies effectively, such as questioning skills, to extend pupils' knowledge and understanding and to assess learning. Pupils' work is assessed regularly and teachers use this information effectively to set individual targets for improvement. These are reviewed very regularly by pupils and teachers, with pupils commenting on how they are progressing towards their target. In the infants reading and writing targets are clearly displayed for each ability group. Pupils respond well to the structure of the literacy hour and they are enthusiastic when analysing texts both for content and structure, although this is an area the school is aware of being in need of further development. Pupils use computers well as a tool both to word process their work and to access the Internet to find information about authors such as Charles Dickens for their Victorian topic.
67. The co-ordinator manages the subject well. Test results are carefully analysed to identify any weaknesses, such as writing, and then procedures are put in place to improve standards in these areas. As a result the formative assessments now being made by teachers are having a positive impact on standards in writing. The provision for pupils with special educational needs is managed well, through clearly identified targets followed by good levels of support both within class and through individual support. This enables these pupils to be fully included in all lessons.

MATHEMATICS

68. Attainment in mathematics is average by the end of Year 2 and Year 6, which maintains the position found by the last inspection. There is no difference in the attainment of boys and girls. Pupils with special educational needs attain good standards in line with their abilities. However, the small number of pupils in each year group makes year-on-year comparisons unreliable, as the proportion of boys and girls, and those with special educational needs, varies and each pupil represents a large percentage of the year group. In lessons, pupils demonstrate an above average understanding of mathematics in their clear oral contributions, responses and questions. This is not always reflected in the work in their books, which is frequently untidy and gives few indications of what pupils have learnt and understood in class, for example, by showing clearly how they have worked out problems. Too many worksheets give insufficient opportunities for pupils to demonstrate and explain their mathematical understanding and thought processes by recording them clearly and systematically.
69. Teaching in mathematics is good. Work is introduced to the whole class, but teachers know their pupils very well and plan activities very carefully to meet the needs of the wide range of ages and abilities within each class. Teachers use their knowledge of their pupils very well during lessons to question and ensure understanding. The very good relationships between teachers and pupils are demonstrated by the confidence in which pupils also question teachers, to make sure that their thoughts are correct. All pupils are given mathematical targets to meet, and pupils in the juniors also engage in exemplary dialogue with teachers each week to set their own targets. As a result they are deeply involved in their learning, they know what they need to do to improve and talk fluently about what they have achieved, 'We're really learning a lot quickly!' They are very keen to learn and make progress, describing work in mathematics as 'Cool!'

70. Throughout both key stages work covers a full range of mathematical activities. By the end of the infants, pupils have a secure knowledge of number bonds and recognise the place value of tens and units to a 100. They use place value to add three numbers together with confidence and explain their strategies with logic. They use symbols such as $<$ and $>$ accurately. Pupils identify three-dimensional shapes clearly and begin to measure time and distance accurately. However, there is an inconsistency between the quantity of recorded and oral work in mathematics, with the former not accurately reflecting what pupils know, understand and can do.
71. By the end of the juniors, pupils have a good knowledge and understanding of angles. They use terminology correctly, rapidly identifying angles as obtuse or acute. Pupils measure angles accurately and use their knowledge and calculations to calculate missing angles on a straight line and in a circle with confidence. Pupils have a wide experience of mathematical topics such as ratios, factors, identification of complex shapes, accurate measurements, assessing probability and drawing and interpreting graphs. However, as in the infant class, the number of worksheets and the presentation of their written work obscures what pupils actually know, understand and can do in mathematics.
72. Boys and girls and those with special educational needs make sound progress over time and good progress in lessons. ICT is used appropriately to reinforce mathematical concepts in lessons, but there are few examples of its use on display or in pupils' books. The subject makes sound a contribution to literacy, by developing pupils speaking and listening skills. The subject is well managed by a knowledgeable and enthusiastic co-ordinator.

SCIENCE

73. Standards in science are average by the end of both the infants and juniors, which maintains the position found at the last inspection. Although attainment in science was well below average in the 2002 national tests, such comparisons need to be treated with extreme caution, as the small number of pupils in the year groups means that each individual represents a high percentage of the whole. The group taking the tests in 2002 contained a high proportion of pupils with special educational needs, and their performance affected the overall picture. Evidence shows that all aspects of the subject are covered fully, and boys and girls make good progress in relation to their abilities in developing their scientific knowledge and understanding during their time in school.
74. Infant pupils are currently investigating materials. No lesson was seen, but pupils were very keen to explain the lively, interactive display of objects and posters that they have worked hard to create. They clearly understand the difference between natural and made materials, and the problem caused in classifying objects, which have been made from natural materials! Their work shows a wide range of topics covered, with a good level of investigation and experiment. Mathematical skills are used well in recording results, but an over-dependence on worksheets limits development of literacy skills in relation to the subject.
75. Junior pupils cover an equally wide range of topics, in a carefully planned curriculum cycle. Discussion with pupils reveals that they are very interested in the subject, and particularly enjoy practical lessons. They have a clear understanding of the need to conduct a fair test, and appreciate the opportunity to design their own investigations. Mathematical and ICT skills are used to good effect when recording results, such as those of their investigation on the effect of exercise on the heart. There is evidence, however, that much of the written work is copied, as the same text appears in all of the pupils' books. Teaching in the lesson seen was very good, with teacher and assistant

working as a highly effective 'double act', to maintain lively debate and concentrated pace throughout the session. The younger juniors developed their understanding of teeth very well, and older pupils provided very thoughtful ideas in discussion about drugs, both beneficial and harmful. Research on the Internet by both groups added to their knowledge effectively, and enhanced their ICT skills well.

76. The subject is led and managed well. The co-ordinator is enthusiastic and knowledgeable, and has a useful action plan to maintain and improve provision in the subject.

ART AND DESIGN

77. Standards in art and design reach the expected levels in both the infants and the juniors and are similar to those reported at the last inspection. Progress is satisfactory throughout the school.
78. In the infants pupils learn to mix paints. They experiment scientifically to see what happens when they mix two primary colours such as adding different amounts of red to yellow. They start to do simple but recognisable observational drawings, for example of daffodils using crayons, and begin to look at colour in the world around them such as the autumnal colours in nature. In the juniors, pupils continue to develop their early observational drawings systematically and start to use pencil shading to show some perspective and to develop their colour-matching skills effectively. Pupils use simple patterns effectively to create interesting designs. They begin to learn different techniques such as printing and they use a range of materials with some success, for example paints, crayons and pencils. They use fabrics and other materials including sand successfully to create simple collages such as a beach scene, and do simple weaving.
79. Although no teaching was observed, the quality of pupils' work in folders and on display indicates that it is likely to be at least satisfactory. Pupils use sketch-books effectively to show progression in the development of skills, for example the progress made from early colour mixing to careful colour matching. However, these books do not clearly indicate that pupils learn to draw and paint in the style of famous artists such as Monet. The co-ordinator has implemented a scheme of work that ensures that all the required aspects are covered and that skills are developed step by step, which is clearly exemplified in pupils' sketch books and portfolios. The school is aware that formal assessment is at present in its early stages of development. The curriculum is effectively supplemented by occasional visits from local artists and by the annual workshop visit to the local theatre.

DESIGN AND TECHNOLOGY

80. Only one lesson was seen, in the infants, but photographic evidence, pupils' sketch-books and models on display indicate that standards in design and technology meet the expected levels in the infants. Pupils start school with few skills but make good overall progress throughout the school. By the end of the juniors, clear evidence shows that standards are above those expected, which is an improvement since the last inspection.
81. Pupils learn at an early age the importance of the design, make and evaluate process, and in the infants pupils learn to draw simple designs before making their models. In the infants, for example, pupils design a playground layout before making simple models such as swings and roundabouts. Younger pupils work together and are supported appropriately whilst the older ones make their designs using a computer program. They use a range of materials to make their models, such as construction kits or wood and glue. These good skills continue to be developed in the juniors, and by the time they reach the end of Year 6 pupils are drawing complex designs from different perspectives. These designs include cutting lists and detailed measurements. Evaluations form an important part of pupils' work and these include considered comments on how their work could be improved. Only one lesson was seen but the work in pupils' sketch-books and the finished models indicate that teachers have high expectations and that the quality of teaching is good. Consequently pupils make good progress, for example the younger pupils in the juniors make intricate models using drive belts, whilst those in Year 5 use cranks and make neatly finished models such as two fish swimming in the sea. The oldest pupils make even more complicated models using cam mechanisms. Pupils then take great care in making their models and great pride in finishing them neatly.
82. The co-ordinator provides effective leadership. She has implemented a good scheme of work, which ensures that skills are developed step by step and that pupils are familiar with the 'design and make' process. Work is assessed carefully against national expectations. The scheme covers all the required elements including food technology and control technology using simple electrical circuits and ICT. Strong emphasis is placed on health and safety. The school regularly enters outside competitions and recently won the 'Materials Matter' competition to design an environmentally friendly 'burger box', which is a reflection of the high standards being achieved by the pupils. Not only did this cover design and technology, but linked very effectively with other subjects such as English, mathematics and particularly science.

GEOGRAPHY and HISTORY

83. By the ages of seven and eleven, pupils attain expected standards in history and geography and their progress in both subjects is satisfactory. This represents an improvement on the previous inspection, when standards for geography and history were unsatisfactory in the infants. There is no difference in the attainment of boys and girls. Pupils with special educational needs make satisfactory progress in line with their abilities. Both subjects are taught in topics on a two-year cycle to prevent unnecessary repetition for pupils in mixed-age classes. The topics are based on national guidance, which gives teachers a supportive framework on which to base their planning.
84. Pupils in the infants learn about the Fire of London and how it was started. They make comparisons between fire engines of the past and current day fire engines. They develop a good understanding of time when they make timelines to show major events in their own lives. This helps them when considering the differences between schools in the past and their own school. They are very aware that schools were different in the

past, 'videos weren't invented then,' even if their images at the beginning of the project are a little inaccurate. One pupil commented that her 'Mummy used to write on stones with chalk!' There was also some hilarity at the thought of granny and grandad in school. In geography they learn that people have different viewpoints because their situation and environment are different.

85. By the end of the juniors, pupils have learnt a great deal about the Victorian era by taking part in a fully costumed play about Victorian life. Their work in history contributes well to literacy skills when they conduct interviews with Dr Barnado and Lord Shaftesbury. They also learn a great deal about Victorian novelists such as Charles Dickens and Anthony Trollope. In geography, juniors learn about rivers and the water cycle. They conduct interesting investigations which combine geography, mathematics and science when they enthusiastically map puddles, measuring how they dry; compare how different sites in the grounds absorb water and note the effectiveness of roofs and drains around the school. They make effective comparisons between their locality, and Kenya and the Lake District, examining with interest the land use in the different places, and use ICT appropriately to research topics in both history or geography.
86. Pupils go on a 'school hike' each year, the focus alternating between local history and geography. They clearly thoroughly enjoy the occasion, which provides very effective support for their work in school. They discuss their work well. However, the quality of their written work in both subjects is not as good as it should be. A great deal of work in both the infants and juniors is carried out on a practical and oral basis. Whilst this is effective in promoting attainment and an interest in learning, there is insufficient written or recorded work to support extended writing skills in literacy.
87. During the inspection, teaching in history was good and in geography was very good. Teachers have good subject knowledge, which they use successfully to interest and inspire their pupils. Good questioning techniques promote learning well by focusing on the needs of individuals, and are an effective tool for assessment. Although work is presented to the whole class, activities are well matched to pupils of different ages and abilities in the class. As a result of the good teaching, pupils are well motivated and keen to learn. They concentrate, listen and behave very well. Both subjects are managed well. Resources are satisfactory and good use is made of a museum service and links with home to supplement artefacts in the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

88. Standards in ICT have improved since the last inspection, and are continuing to improve. Pupils are making good progress, as a result of increased awareness of the value of using ICT to support learning across the curriculum, but attainment is currently below expectations for pupils' ages in both infants and juniors. The school has made good progress in addressing the key issue from the last report, to improve provision for ICT. A good range of hardware and software is now available, both in the classrooms and the small suite, to ensure all aspects of the subject are covered appropriately.
89. No direct teaching was observed, but pupils used ICT regularly to support learning in lessons across the curriculum. Mathematical skills were supported well, for example, through using a program about angles in Years 5 and 6 and an addition game in the infant class. In Years 3 and 4, pupils competently used a grammar program to support their literacy work, which provided effective support for those with special educational needs. In a junior class science lesson, pupils researched information on the Internet about healthy teeth and the dangers of smoking. With considerable adult support, pupils in the infant class used a program in their design and technology lesson to plan a playground.

90. Year 6 pupils discussed their ICT work very knowledgeably and enthusiastically. They recalled accurately different projects, such as creating power point presentations incorporating sound and movement, and quickly located these on the computer to demonstrate their work. They particularly appreciate the advantages of research on the very recently connected Internet to support their topic work, especially for those without access to the technology at home. Pupils also value their lessons with a visiting specialist teacher. This advisory teacher provides invaluable support for both teachers and pupils in maximising the use of available hardware and software, raising confidence and expertise, and providing in-service training. The co-ordinator has a very useful action plan detailing how the subject will move forward, and she receives very positive support from the advisory teacher and the governing body. Assessment, the school acknowledges, is an area which needs development.

MODERN FOREIGN LANGUAGES (FRENCH)

91. French is taught fortnightly to junior pupils, although this has been happening for less than a year. Pupils enjoy the subject, and are making good progress in acquiring a useful and relevant vocabulary, such as that related to shopping for food, and a correct accent, as a result of good teaching. The teacher's own confidence and enthusiasm for the language is shared very effectively, and in the lesson seen, the majority of conversation took place in French. All boys and girls tried hard to emulate the teacher's good accent and chanted the 'counting songs' with which the lesson finished with great gusto. Good use of visual aids encouraged pupils effectively to make the connection between the spoken and written language, and pupils clearly understood the pattern of silent consonants at the end of French words.
92. Both school and co-ordinator fully appreciate the value to pupils of learning a foreign language, and the co-ordinator would like to extend the opportunities, feeling that fortnightly lessons are too widely spaced.

MUSIC

93. Standards in music, from the very limited evidence available, appear to be in line with those expected nationally and similar to those reported in the last inspection.
94. The school has implemented a commercial scheme of work, which provides effective support for non-specialist teachers and helps to secure the sequential development of skills. Pupils follow themes to help develop both the composing and playing elements alongside the musical appreciation. In the one lesson observed in the infants, pupils were attentive and were developing a good sense of pitch and were able to recognise when notes moved up and down the scale. Even the youngest pupils in the reception year replicate a simple scale using chime bars. Pupils join in familiar songs and clearly recognise sound patterns and keep the beat successfully through movements.
95. There was no evidence in the juniors except through singing in assembly, which was reasonably tuneful. Recently a choir has been started by a learning support assistant, and this is proving to be very popular with over a third of the pupils attending, including those with special educational needs. They sing well both when accompanied and when unaccompanied and are a credit to their choir leader. All enjoy singing and their pleasure is obvious as they move in time to the rhythm of the tune. Music is further enhanced through recorder groups run by a volunteer parent, and tuition in brass provided by the West Berkshire Music Trust. There are good multicultural links with a focus on South American music and African dance music.

PHYSICAL EDUCATION

96. Because of the nature of the timetable it was possible to see only one lesson, in which pupils were developing small ball skills such as catching and throwing, during the inspection. However, through discussions with pupils, who talk about their activities enthusiastically, examining planning documents and discussions with the co-ordinator and parents, standards, as reported at the last inspection, appear to be in line with those expected for both the infants and the juniors.
97. The school, despite the difficulties of a small building and having no hall, makes good provision for all aspects of physical education. Gymnastics takes place either on the playground or in the classroom and the school makes good use of small equipment such as benches and the floor. Every Friday the large classroom is cleared so that all junior pupils have a morning of physical education, alternating outdoor games with gymnastics or dance in the indoor room. There is a small field, which is used for football and athletics and the playground is used for netball. The small grass area in the school grounds is a delightful area with large fixed equipment, which the teachers use in place of such apparatus as wall bars. Dance is normally catered for by using taped programmes. All pupils go swimming for a term each year and, by the time they leave school, all can swim the required 25 metres.
98. The subject is enhanced through a wealth of extra-curricular activities such as football and netball coaching. The football team has had some moderate success in a recent tournament against some larger schools. The school is also soon to be involved in a new initiative that will extend the subject, for example through dance. There is an in-school athletics achievement programme for all pupils which recognises individuals' success. Adventurous activities are well covered through the annual Year 6 residential week and through the annual walks.
99. The subject is well led and managed by the co-ordinator who has implemented an effectively structured curriculum that ensures the step-by-step development of skills. The school is fully aware that assessment at present is underdeveloped and is too dependent on individual teachers' expertise. This is because the school has been focusing on assessment in other curriculum areas such as English, mathematics and science.

RELIGIOUS EDUCATION

100. Standards in religious education are above the expectations of the locally agreed syllabus at the ages of seven and eleven, and all pupils including those with special educational needs make good progress. This is an improvement on the previous inspection, when attainment was judged to be sound and progress satisfactory. Religious education lessons are well planned using the guidance provided by the locally agreed syllabus.
101. Pupils in the infant classes have a good grasp of some well-known Bible stories such as the birth of Jesus. They relate incidents in the life of Jesus to their own lives well, for example, Jesus' baptism and their own baptism. They begin to appreciate that some stories have a moral, 'a hidden meaning', and discuss with some maturity the meaning behind the story of the Prodigal Son as 'forgiving people'. They develop a clear understanding that places of worship differ for different beliefs, describing a synagogue as 'a big building that Jews worship in'. As well as learning about people, places and different faiths, religious education makes a positive contribution to pupils' growing spiritual awareness, for example, when they contemplate their own special journeys and places, and link them to Saul's journey and different places of worship. Pupils' understanding and interest is clearly reflected in their written work, which is neatly and thoughtfully presented.

102. Junior pupils continue to learn about Christianity and about special events such as the Last Supper. They reflect about food, feasting and fasting in Christianity and how it affects their own lives. They show a very high level of interest in work on Sikhism, keenly reporting back to their teacher about a television documentary. They discuss their work fluently and confidently, using the correct vocabulary from Christianity and other faiths. When asked about their lessons they clearly thoroughly enjoy them, emphasising their enthusiasm with 'Yesss!' They particularly enjoy the 'practical' lessons such as enacting a Passover meal, celebrating Diwali and making a shadow puppet theatre of the story of Rama and Sita. The enjoyment and interest in religious education is also reflected in their written work. Pupils clearly take a pride in their work, books are neat, tidy and work is presented well.
103. The quality of teaching in religious education is never less than satisfactory and sometimes good. Planning is good and takes into account the varying needs and ages of the pupils in the mixed age classes. Teachers have a good subject knowledge, which enables them to explain ideas and information clearly to pupils. Their own interest and enthusiasm for the subject provides a positive stimulus to their pupils. They encourage discussion and debate about religious traditions and values very well. As a result, pupils take a lively interest in what they are learning and are confident to express their thoughts and ask pertinent questions. Through the rich religious education curriculum, boys and girls develop a respect for the beliefs of others. However, they do not have sufficient opportunities to meet and talk with believers of different faiths, in order to learn how beliefs have an impact on people's daily lives.
104. The co-ordinator provides good leadership and management of the subject. The school has an adequate range of artefacts to support the curriculum, although insufficient use is made of ICT to support learning in the subject.