

INSPECTION REPORT

WOODLEY C of E PRIMARY SCHOOL

Woodley, Reading

LEA area: Wokingham

Unique reference number: 109988

Headteacher: Mr Roger Theobald

Reporting inspector: Miss Cheryl Thompson

22822

Dates of inspection: 9th – 12th June, 2003

Inspection number: 246957

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 to 11
Gender of pupils:	Mixed
School address:	Hurricane Way Woodley Reading
Postcode:	RG5 4UX
Telephone number:	0118 9693246
Fax number:	0118 9696375
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Lines
Date of previous inspection:	June, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22822	C Thompson	Registered inspector	Science Music Physical education Religious education Educational inclusion	Information about the school The school's results and achievements How well are pupils taught? How well the school is led and managed? What should the school do to improve further?
13828	R Ibbitson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
32592	J Chambers	Team inspector	English Geography History	
20951	P Littlejohn	Team inspector	Mathematics Information and communication technology Design and technology	
23056	T Manzi	Team inspector	Areas of learning for children in the Foundation Stage Art and design Provision for pupils with special educational needs Provision for pupils with English as an additional language	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Power House Inspections

'Grasshoppers'
1 Anglesey Close
Chasetown
Burntwood
Staffordshire
WS7 4XA

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodley Church of England Primary school is larger than average with 309 pupils on roll including 11 part time 'rising five' children in a reception class. Nearly all children have had some form of pre-school education; attainment on entry varies from year to year but is generally above average. The school serves its immediate neighbourhood, which is predominantly owner occupied homes. The great majority of pupils are white with their origins in the United Kingdom; a small proportion of pupils has diverse ethnic backgrounds. Ten pupils have English as an additional language but none are at the early stages of acquiring the language. The proportion of pupils eligible for free school meals and with special educational needs is below average although the proportion of pupils with statements of special need is around average. Pupils' main difficulties are identified as moderate learning and emotional and behavioural. The school roll is dropping as a result of less families moving to the area. During the inspection there were two temporary job-share teachers covering a maternity leave and one supply teacher covering staff illness. There are two classes with mixed year groups.

HOW GOOD THE SCHOOL IS

Woodley is a good school. It provides an effective education for its pupils and good value for money. Standards vary from year to year depending on the group of pupils but in four out of the last six years, standards have been above average. Standards of behaviour are very good. Teaching is good overall but could be better for more able pupils. Leadership and management by the headteacher, governors and senior staff are good. All pupils are valued and fully included in school life.

What the school does well

- Years 2 and 6 attain average and often above average standards in English, mathematics and science.
- Children get a good start to school in the reception classes.
- Teaching is good for the great majority of pupils.
- Pupils have very positive attitudes to learning and behave very well.
- The school makes very good provision for pupils with special educational needs.

What could be improved

- Provision for more able pupils.
- Checking on pupils' learning and using the results to improve planning.
- Delegating more responsibilities for checking on the work of the school to the deputy, Infant, Junior and subject leaders.
- Ensuring enough time for teaching and learning in art and design and design and technology.
- Making sure the amount of homework for Year 6 prepares them effectively for the next stage of their schooling.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 when it was found to 'provide a sound education for its pupils'. Since then improvement has been good. Teaching and school development planning have improved considerably and other key issues raised by the last inspection have been dealt with satisfactorily. The capacity to improve further is good.

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	D	B	C	E
mathematics	D	C	B	C
science	D	C	C	D

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

Over the past six years standards attained by Year 2 and Year 6 have generally been above average. The trend for improvement is in line with the national trend. Standards have varied from year to year, as seen in 2000 when there was a high proportion of pupils with special educational needs in that Year 6. Compared to similar schools, in both Year 2 and Year 6, results do not compare favourably. The main reason for this is there are not enough pupils attaining the higher levels in national tests. Inspection evidence bears this out. Examination of pupils' work shows that not enough is planned for and expected of more able pupils. Children in the reception classes are attaining above average standards and achieving well. In Year 2, standards are above average in reading, information and communication technology (ICT), music and science; in other subjects, standards are average. In Year 6, standards are above average in reading and music and below average in art and design and design and technology. Not enough time is allocated to teaching these two subjects so pupils do not have the chance to learn and experience all that is required for the age group. In other subjects, standards are average.

In the main, pupils achieve satisfactorily as they move through the school but more able pupils could do better. Pupils with special educational needs do well because they have very good support. The school sets reasonable targets for attainment in national tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are very keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils' very good behaviour in and around the school is a strength. In lessons, pupils work very well together in small groups.
Personal development and relationships	Very good. Pupils are responsible and helpful young people. When they work and play together they demonstrate mutual respect and good humour.
Attendance	Very good. Punctuality is good.

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.

A significant strength in teaching at Woodley is the very good relationships between pupils and teachers. As a result, behaviour is managed very well so that pupils apply themselves wholeheartedly to their tasks and work willingly together at a good rate. In the reception classes, teaching and learning are good and give children a good and happy start to school. Teaching and learning for the great majority of pupils, including those with special educational needs, are good and considerably improved since the last inspection. Literacy and numeracy skills are taught well. Teachers have good subject knowledge, teach confidently and at a good pace. They question their pupils effectively, helping them to remember what they have learned and to focus their thinking.

Teaching and learning for more able pupils are satisfactory because the work they are expected to do, generally, does not challenge them enough to make them think hard and achieve well. Inspection evidence shows that it is in planning where there are shortcomings for these pupils and that the checks made on their work are not sharply focused to pinpoint what pupils need to learn next. Teachers always mark pupils' work but some teachers make more helpful comments than others so that pupils know what to do to improve. Homework in terms of reading for the Infants is beneficial and has a significant impact on the good progress made. In the Juniors the setting of homework is inconsistent and the amount expected of Year 6 is not preparing them well for their next school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. There is not enough time allocated in the Juniors for art and design and design and technology.
Provision for pupils with special educational needs	Very good. Pupils receive very good support in lessons. Individual education plans are clear and helpful to staff and parents.
Provision for pupils with English as an additional language	Good. There are no pupils who are just starting to learn English, they all speak English fluently. However, staff are alert to the need to explain any unfamiliar subject specific vocabulary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' moral and social development is very good. Provision for pupils' spiritual and cultural development is satisfactory. There are insufficient opportunities for pupils to gain a good understanding of a diversity of faiths and how beliefs influence the way individuals choose to lead their lives.
How well the school cares for its pupils	Satisfactory overall. Pupils are known well and pastoral support is good. There are reasonable checks on pupils' progress but these need to be more rigorous to ensure optimum progress, especially for more able pupils.
How well the school work in partnership with parents	Good. Parents have good views of the school and are pleased with their children's progress. Information for parents is good. The help given at

	home in hearing reading contributes significantly to children's good progress.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, governors and senior staff provide good leadership and commitment to the Christian ethos of the school. Management is good but, because of staff changes, most has been undertaken by the headteacher. Subject leaders are well organised.
How well the governors fulfil their responsibilities	Good. Governors contribute a great deal to the school and have a good understanding of its strengths and areas for improvement. The school seeks to get best value for all its spending. A suitable racial equality policy is in place and monitored appropriately.
The school's evaluation of its performance	Good. The headteacher checks on teaching across the school. Data supplied about the school is analysed very well by governors and senior staff. Currently there are no rigorous procedures for checking on how well pupils are learning.
The strategic use of resources	Satisfactory. The school has a good idea of what it needs to do to improve and uses its funding to pupils' advantage. The school's resources for learning are satisfactory and used efficiently except for computers and the library. There is a satisfactory number of teachers supported by an adequate number of proficient teaching assistants. Accommodation is satisfactory but classrooms for older pupils are cramped. There is no covered outdoor area for reception children.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • The standards the school achieves. • Behaviour is good. • Teachers are helpful and approachable. 	<ul style="list-style-type: none"> • More information about how their child is getting on. • The amount of homework set – especially for Year 6. • Parents would like more opportunities to come in to school to such things as assemblies. • More activities outside lessons, especially competitive sports.

Inspectors agree with parents' positive comments and some of the negative ones. Pupils' behaviour is a strength of the school. Information provided for parents is good. Not enough homework is set on a consistent basis and the amount set for Year 6 does not prepare them for what will be expected of them in Year 7. When the whole school are in the hall, space is at a premium but the school could consider inviting parents to Infant or Junior assemblies. In some years there have been football and netball teams but it appears that this is inconsistent and may depend on staff being willing to take on the responsibility. Currently, the school does not ask for parental help in running teams and this may be an area to explore.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Results over the past six years show

- Standards attained by Year 2 and Year 6 are usually above average
- Compared to similar schools, neither age group does well.
- Value added information for Year 6 indicates pupils make satisfactory progress
- Initial testing (baseline) shows year groups vary but, generally, attainment is above average.
- The most improvement has been in mathematics for Year 6

Inspection evidence shows

- Standards are above average in the reception classes, children achieve well
- In the Infants, standards are around average except in reading, science, ICT and music where they are above
- In the Juniors, standards are around average except in reading and music where they are above and art and design and design and technology where they are below
- Overall, pupils achieve satisfactorily as they move through the school but more able pupils could do better

1. Since the last inspection, standards attained by Years 2 and 6 in national tests have fluctuated from year to year but overall have remained similar to those attained in 1998. The trend for improvement is in line with the national trend. In 2000 there was a decline in Year 6 to below average standards but in the particular cohort there was a high number of pupils with special educational needs who achieved well from their starting point. Boys and girls do equally well in all subjects. During the inspection, no noticeable differences were seen in boys' and girls' achievement.

2. Outcomes of initial testing when children start school shows attainment varies from group to group but overall is above that expected. This academic year, the school has not undertaken baseline testing but inspection evidence shows standards are above those expected for the age group. The youngest children (11 in number this year) have only one term of part-time education before they make a start full time in Year 1, others who start in September, have the benefit of one half term and two full terms of education. The school's current organisation is not as beneficial to the youngest pupils as it could be. In Year 2, the youngest pupils are with Year 1 therefore the more able amongst them do not benefit from the maturity and stimulus of the oldest Year 2, who are in another class.

3. Pupils are above average on entry and on leaving the school which shows that, over time, they generally make sound progress. Lower attaining pupils and those with special educational needs make good progress because they are very well supported but more able pupils are not making enough. Other factors are staff changes and a tracking system that has not been used as rigorously as possible to ensure pupils' optimum progress. Examination of the school's records of optional test results over time for the current Year 6 shows that many pupils, particularly the more able, did not make the expected progress in English and mathematics between Years 3 and 4. There had been staff changes in those years but it has meant pupils have had to make up lost ground in Years 5 and 6. The assessment co-ordinator has left the school, therefore improvements to the tracking system have been slowed but training in the focussed use of a new software package will have been undertaken before this inspection report is published.

4. It is when the school's results are compared to similar schools that standards are below average; the main reason being that not enough pupils are attaining the higher National Curriculum Level 3 for Year 2 and Level 5 for Year 6. Inspection evidence indicates that the central reason for this is that weekly planning does not always clearly identify what it is teachers expect more able pupils to learn. Examination of a range of pupils' work shows few examples of more able pupils being stretched; these pupils make satisfactory progress in their learning rather than good. In contrast, during inspection, teachers had prepared a lesson plan for each lesson which in nearly all cases identified what it was they expected pupils of differing capabilities to learn. As a result, all pupils' learning was good or better in around two thirds of all lessons seen.

5. Across the school, standards in reading and music are above expectations. In reading, children make a good start on developing early reading skills and these are developed well through the school. Parents contribute significantly to the good progress their children make. In music, the subject leader's very good subject knowledge and promotion of the subject, coupled with the significant number of pupils learning to play a range of instruments with visiting teachers, fosters pupils' interest and enthusiasm. As a result, pupils make good progress.

6. In the Infants, in science and ICT standards are above average because in science there is good coverage of the curriculum and teachers make lessons interesting and relevant. In ICT, teachers make good use of all the resources and plan their lessons to make good links with areas such as literacy.

7. In the Juniors, standards in art and design and design and technology are below those expected. The reason for this is lack of time allocated to the subjects. Teachers are skilled and competent to teach the subjects but not enough time is given for pupils to complete all the work they are expected to cover in the National Curriculum.

Pupils' attitudes, values and personal development

Strengths

- Relationships are very good between teachers and pupils and between pupils themselves
- Pupils' very good attitudes to learning
- Very good behaviour in and out of the classroom
- Pupils' personal development is very good

Area for improvement

- There is currently no school council

8. The attitudes of pupils to learning, the values shown by pupils and their personal development are very good and show an improvement since the last inspection.

9. Pupils like coming to school and have very good attitudes to learning. They enjoy their lessons and engage in the activities provided by the school. In lessons pupils listen to their teachers and concentrate well on their work, even when not under close supervision, as occurred, for example when Year 3/4 pupils in a science lesson were working in small groups, looking at habitats in the hedges surrounding the school field. Pupils settle quickly to independent work and show perseverance and enthusiasm. In a Year 1 physical education lesson children put great effort into mastering the skills of throwing, striking and catching balls and at the same time had great fun.

10. The overall behaviour of pupils in lessons and around the school is very good. During the inspection there were no signs of aggression, bullying or racial intolerance. In discussions, pupils said that bullying was rare but when it occurred it was quickly and satisfactorily dealt with. In the past year there were no exclusions for inappropriate behaviour, or for any other reason. At lunchtimes pupils queue patiently for their food and then sit in small groups with their friends. They eat sensibly as they chat and obviously see lunchtimes as pleasant social occasions. Afterwards in the playground they play happily together with the equipment provided, enjoy card games at picnic tables or just talk to friends. Pupils are polite to visitors and keen to hold conversations with them. They speak with confidence about the school and how they feel about their work.

11. Pupils are proud of their school and treat property with respect. They value the playground equipment provided and use it sensibly. Various plants and flowers in containers grown by the gardening club are appreciated and treated with care. During the inspection there were no signs of litter, graffiti or vandalism.

12. An important contribution to pupils' learning is the very good relationships they have with their teachers and support staff. They cite the relationships with teachers and also classmates as two of the main reasons for liking school. Some Year 6 pupils said they were looking forward to going to their new secondary school in September but would feel sad at leaving Woodley. Teachers often ask children to work in pairs or small groups and pupils' success in working well together aids their learning and social development. All pupils spoken to say they feel safe in school and could readily talk to teachers should they have any personal problems.

13. Pupils' personal development is very good. They are confident, have a sense of maturity and a realistic sense of their own worth. When being congratulated on her work a Year 1 girl quietly asserted that 'My work is usually good'. All children are encouraged to help in the school and tasks are allotted according to age and ability, from reception children tidying up after lessons to the extensive list of duties for Year 6 pupils. Some Year 5 pupils are to be trained as 'playground friends', which will enable them to support younger children at breaks and lunchtimes. Pupils take on these responsibilities enthusiastically and their positive attitudes set high standards for other pupils. Currently there is no school council for pupils to develop their sense of responsibilities further but the school has identified this as an area to pursue.

14. Through their personal, social and health lessons, pupils gain an understanding of moral and social perspectives. In keeping with the ethos of the school children have a good sense of moral behaviour, they know right from wrong and are confident enough to say so. Through religious education lessons and assemblies they understand different religious beliefs and are learning to respect views other than their own. They understand and are able to talk about matters such as racial discrimination and feel strongly about its unfairness. A Year 6 girl was firmly of the opinion that people should not be judged on personal appearance. In discussions, pupils showed an understanding of the school's discipline system that they themselves had contributed to, and agreed it was fair.

15. The attendance rate is above the national average for primary schools and in the past year there were no unauthorised absences. Pupils come to school regularly and on time and after registration no time is wasted in starting lessons. The majority of authorised absences are caused through sickness but some are due to parents taking holidays in term time. This causes little disruption to learning.

HOW WELL ARE PUPILS TAUGHT?

Strengths

- Teachers' very good relationships with their pupils
- Very high expectations for behaviour and work rate
- Good teaching for reception children

Areas for improvement

- Planning, especially for more able pupils
- Marking
- Assessments against National Curriculum levels and making good use of the knowledge gained to plan future work
- Setting of homework

16. Teaching and learning are good for the great majority of pupils and considerably improved since the last inspection when only around four fifths of teaching was satisfactory or better. This inspection shows nearly all teaching to be satisfactory or better with only one unsatisfactory lesson. One fifth of teaching observed was very good or excellent and just over two fifths was good.

17. Examination of a wide range of pupils' work shows that teaching and learning for more able pupils is satisfactory rather than good. In the samples of work there were few examples of more able pupils being stretched. During inspection, planning for lessons was good. Teachers used a lesson plan for each lesson with a section to itemise work for pupils of differing abilities and, therefore, in most lessons it was apparent that teachers were, indeed, catering for more able pupils. However, this planning is not the norm and the usual weekly plans, though satisfactory overall, do not specify what it is teachers expect the more able to learn, except in literacy and mathematics where planning follows national frameworks. Teaching and learning for pupils with special educational needs are good because the special educational needs co-ordinator helps teachers with very good individual education plans. As a result, the support and work for these pupils is appropriate, they succeed and have good self-esteem. Pupils with English as an additional language are fluent English speakers, however, teachers are aware that pupils may encounter difficulties when new, subject specific vocabulary is introduced and unobtrusively check understanding.

18. Teaching and learning for children in the reception classes are at least good and sometimes very good with teaching assistants playing an important role in the good progress children make. A rich environment and curriculum are provided, where learning is made fun. Children are enticed to learn. They are given the confidence to experiment, develop independence and find out for themselves.

19. In the main, teachers have a good understanding of the subjects they teach and as a result teach confidently and make good use of subject specific vocabulary. Relationships between teachers and their pupils are very good. These very good relationships are a key strength of the school and significant in promoting pupils' very good personal development. Behaviour is managed very well, demonstrating a high level of mutual respect and good humour in nearly all classes. Consequently, pupils do not waste time, apply themselves and work at a good rate. Throughout, the quality of relationships and work rate in group work observed was nearly always very good; all pupils contributed confidently and were valued by their peers. These features were noted in many lessons across the school; from the Year 1/2 class where pupils concentrated exceptionally well on composing their music to a Year 6 lesson where very keen pupils waited their turn to contribute their responses to a well-read poem. In a class where there are temporary teachers, behaviour of a few pupils is not managed well and this is an area where the school does not have procedures in place to

support non-permanent staff to make sure they know and use the sanctions and rewards system applied in the school. Unsatisfactory teaching was noted in only one lesson and this was because behaviour was not managed well and as a consequence few pupils made the progress they should.

20. Proficient teaching assistants are a valued and valuable asset to the school. They contribute significantly to pupils' progress and classroom organisation. Teachers deploy their assistants to pupils' best advantage.

21. In all classes, teachers use questioning effectively to help pupils recall what they have learned and to help them think. For example, in a good 'circle time' session for Year 5 where the class were discussing problems arising in groups, the teacher asked leading questions such as – 'What could you do or say to combat peer pressure?'. Teaching of literacy and numeracy skills is good overall although planning for the 'set' groups for mathematics in the Juniors does not always cater for all pupils.

22. Teachers always mark pupils' work but the quality of this is inconsistent. In the best examples, teachers make comments to help a pupil know how to improve but more frequently, there is a tick or cross. A good start has been made on collecting samples of work each half term to check if pupils have learned the work they have covered. Currently, few of these pieces of work are given a National Curriculum level and therefore, teachers are not focused on what a pupil actually knows and understands and needs to learn next and this has an impact on future planning.

23. Homework in terms of pupils reading at home is used well to help them make good progress in the Infants. In the Juniors, the use of homework is unsatisfactory. There is inconsistency in the amount provided and Year 6 pupils are not helped to be prepared for the amount and type of homework they will encounter when they start in Year 7.

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

Strengths

- Overall, sound improvement since the last inspection
- Provision for pupils with special educational needs is very good

Areas for improvement

- Insufficient time is allocated to art and design and design and technology
- There is insufficient use made of cross-curriculum links so that time is not used effectively and that skills learned in one subject are transferred to others
- Subject leaders are given insufficient time and do not yet have the appropriate expertise to monitor and improve the quality of teaching and learning in their subjects

24. The quality and range of curricular opportunities offered to pupils are satisfactory except in design and technology and art and design where there is too little time allocated to the subjects. The younger pupils benefit from a long school day. The curriculum has improved since the last inspection in that a computer suite has been provided and this aspect of the curriculum has been enhanced. However, design and technology and art and design are not sufficiently developed for the oldest pupils. The curriculum is broad and meets statutory requirements of the National Curriculum except in design and technology. Religious education meets the requirements of the locally agreed syllabus. The curriculum is enriched by a satisfactory range of extra-curricular activities that support the learning of pupils in range of subjects such as physical education and science. The provision the school makes for pupils' personal, social and health education, including sex education and drugs misuse

awareness, is good and promoted well through specially planned lessons for these areas of learning and through religious education, science and assemblies. The school has successfully implemented the National Literacy and Numeracy Strategies. Long term curriculum planning in other subjects ensures that most aspects of the National Curriculum are covered. Suitable schemes of work are completed for all subjects with opportunities for assessment. However, the timetable is not sufficiently monitored to ensure that all aspects are covered in sufficient depth. Thus progress is uneven throughout the school and the curriculum is unbalanced.

25. Links between subjects are not planned to make the best use of the time devoted to each subject. For instance, a good personal, social and health education lesson on a healthy diet for Year 5 pupils appeared to link very well with science. However, food is not studied this year in science due to the two year curriculum programme devised to meet the needs of mixed age classes. The school is successfully ensuring that pupils do not repeat topics but more work needs to be done to refine this process. The curriculum for children in the two reception classes is good.

26. The provision the school makes for the assessment and support of pupils with special educational needs is very good. The school fully complies with new legal recommendations. Individual education plans are appropriate and these are shared with pupils and parents. The well-trained and skilled teaching assistants make a significant contribution to the progress made by pupils who have particular learning difficulties.

27. The school has good links with the community, especially local churches, in order to enhance pupils' learning across the curriculum. Visits from the local clergy are welcomed. Pupils collect for various local charities and for charities abroad. They perform in local festivals. The school choir sings in the local community centre and is to perform at a nearby theatre. Youth workers and students work in the school. Parents are invited into school for talks about helping their children learn to read. Satisfactory links have been established with partner institutions. Effective links with the local secondary schools ensure that pupils in Year 6 have a smooth transition to the next stage of their education. Links have been established with a local Nursery school and their assessments are used to help teachers plan for when children start school. The school effectively participates with a strong local group of partner schools which enables the headteacher and teachers to share and develop good practice in the teaching and implementation of subjects

28. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. This is an improvement since the last inspection when provision was satisfactory. Pupils with special educational needs are very successfully integrated into groups within the class and are appropriately included in any additional activities provided by the school. The small proportion of pupils with English as an additional language is respected by all. They leave the school with confidence and are pleased to speak about their heritage.

Strengths

- A strong sense of respect for each pupil and their values and beliefs
- Pupils, particularly the younger ones, are given opportunities where they are amazed at the wonder of the world
- Teachers set very good examples for care and concern. Pupils are consulted when developing class rules and develop a strong sense of right and wrong.
- The 'gardening club' pupils are given a delight and interest in growing plants and enhancing the outside environment

Areas for improvement

- Planning of assembly themes does not ensure that all those contributing convey the same message and give sufficient time for pupils to think and reflect. Assembly themes are not linked to class personal and social lessons and circle time sessions.
- Insufficient opportunities for pupils to learn about the wide range of different cultures represented in this country and particularly in the local vicinity.
- Improving the qualities of displays to show that pupils' talents are valued and inspire all pupils to do well.

29. Provision for pupils' spiritual development is satisfactory overall. Daily assemblies give pupils an opportunity for prayer and reflection. This is an improvement since the last inspection when the school was asked to ensure collective worship every day. Assembly themes encourage pupils to think carefully about other peoples' feelings and how each pupil is special. However, opportunities are missed to give pupils sufficient time to reflect and to think about the message given. For instance, after a good assembly when pupils gave good responses about loving their father, they were sent out of the hall before having sufficient time to think and reflect as calming music was played. Pupils left as the music was playing. Generally, photographs used to interest pupils are too small for all to see. Also in the large main school hall, pupils' voices are difficult to hear but the teachers do not retell their contributions so that all can benefit from their thoughts. Sometimes, during year group assemblies, noise from nearby classes disrupts the sense of peace. Although not always planned, there are very special moments in some lessons that often result from the quality of teaching. For example, in the reception class, the teacher seized the opportunity to encourage the children to closely observe and marvel at the snails. Stories are told so well that these young children looked 'open mouthed' at the story about a rabbit who did not listen to dad's guidance. Throughout the school, religious education and personal, health and social education lessons give pupils regular opportunities to consider the importance of respect, differences and relationships. However, opportunities are missed to reinforce assembly themes in these lessons as few links are made and learning is not as good as it could be.

30. Very good provision is made for pupils' moral development. Opportunities are provided in assemblies and personal, health and social education lessons to hear about and discuss moral issues. Teachers are very good role models and encourage pupils in their relationships with one another and with adults. Very good behaviour in the school is promoted through a system of school rules and mutually agreed classroom rules. The pupils explain these rules and the system of sanctions clearly. They have a clear understanding of right and wrong. Thus, the tempting strawberries in the playground have not been touched and pupils care for the container plants. The school plans to introduce a School Council soon. Most pupils are confident in their teachers and will go to them if they have any difficulties.

31. Provision for pupils' social development is very good. Pupils are generally friendly, confident and courteous individuals who work together well in lessons and share ideas and tasks when working. At lunch and play time pupils play well together. Pupils take delight in their friend's achievements, especially when they act as 'reading partners'. Pupils are given a range of responsibilities both in classrooms and around the school. From the start of school, children's self-esteem is nurtured and they are encouraged to be independent learners. Further provision is made to develop pupils' social skills by visits from school, a residential visit for the oldest pupils, extra-curricular activities and a few competitive sports.

32. Satisfactory provision is made for pupils' cultural development. They are given opportunities to appreciate their own cultural heritage, for example, through the texts used in literacy and religious education lessons. Visits are occasionally made to various places of worship and visitors come into school such as local clergymen who regularly take Assembly. However, these visits are not organised to link with overall assembly themes. The richness of

other cultures is underdeveloped as the varied local area is not maximised, for instance no saris are used to enhance pupils' art and design work even though there are several Indian stores close by. However, other faiths such as Sikhism are studied within religious education lessons. Generally, the few pupils who have English as an additional language feel part of the school and know that their cultural heritage is valued. The school has a good variety of musical instruments from around the world but does not make a point of exploiting the variety of cultures nearby or of the local culture. For instance no visits are made to London art galleries or those nearby. Opportunities for cultural development in art and design are underdeveloped. Generally, pupils study the work of famous artists from different countries and appreciate the music of various composers as their music is played in assembly. However, the name of the composer is not stated, thus opportunities are missed for pupils to pursue an interest in a particular composer or compare the works of various composers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths

- Teachers know their pupils well and provide good role models
- Good child protection procedures are in place
- Very good procedures for promoting good behaviour

Areas for improvement

- Ensure that the health and safety policy is put into practice and records are kept and easily accessible
- Consider an Internet use policy and agreement with parents regarding its use
- Make full use of the system for assessment to ensure all pupils and especially the more able achieve their best
- Use National Curriculum Levels to assess pupils' work in order to gain a clear understanding of what they know, understand and need to know next and use this knowledge in planning future lessons or units of work

33. The school's standard of care for its pupils is generally good and broadly in line with that of the last inspection.

34. The school has good arrangements for dealing with child protection matters. The headteacher is the named person dealing with child protection and he has received appropriate training. The school maintains a close liaison with the appropriate external agencies handling child protection issues. Child protection policy and procedures are good and are an improvement since the last inspection. Records of child protection cases are held securely.

35. The school's health and safety policy is satisfactory but records to show that this is being fully implemented are not readily available. The weekly testing of fire alarms mentioned in the policy does not take place. Records show that good risk assessments of the school have been carried out but the reviewing of these are overdue. Contractors' invoices and governors' minutes show that health and safety procedures are being observed but the school lacks a formal recording system. The school has an appropriate number of first aid boxes and there are smaller kits for use on educational visits. There are two qualified first aiders in the school and most staff are trained in the use of asthma puffers and epipens. There is a list of allergic and diabetic children whose diets are closely monitored. There is at present no internet safety policy but it is understood that local authority safeguards are effective in not allowing access to unsuitable material.

36. Procedures for maintaining the good attendance of pupils are very good and attendance and punctuality are carefully monitored. An electronic system is used to record attendance and unexplained absences are quickly investigated. A register is maintained of all latecomers.

37. Based on its strong Christian ethos of showing consideration to others the school has very good procedures for promoting good behaviour and for discouraging inappropriate behaviour. The school's behaviour policy sets out a rewards and sanctions system for good or inappropriate behaviour and all permanent staff implement this. Class teachers and their pupils discuss discipline at the start of the school year and establish a set of rules for each class, appropriate to the children's age. Staff, children and governors agreed the playtime code of behaviour. Teachers exercise a caring control of their pupils and expect a good standard of behaviour from them at all times. As a result, pupils rise to these expectations and, in the main, behaviour is very good in and around the school.

38. The school provides good opportunities for pupils to develop their personal and social skills. Through its personal, social and health education programme children are exposed to a wide range of knowledge and skills necessary for young people growing up in today's world, such as sex knowledge and knowledge about drugs. The school provides many opportunities for children to develop a sense of responsibility, as when older pupils are reading partners for the younger pupils. They learn that others rely on them and they also learn to praise effort.

39. The school makes satisfactory use of assessment to check on pupils' progress and their personal development. However, it acknowledges that this is an area for improvement and a key area to improve in order for it to have a better impact on raising standards. Much work has already been done such as reviewing the policy, a staff training day and developing assessment and target setting. The progress has been slowed somewhat as the previous deputy headteacher who was responsible for assessment has left the school. The headteacher is to attend training in the use of a software package for tracking progress and setting targets for pupils' attainment.

40. Currently, the school tracks pupils' progress as they move through the school by recording results of National Curriculum tests and tasks, optional tests and reading tests. Results are used to predict attainment at the end of Year 6 and are reviewed as pupils move through the Juniors. Results are not yet carefully analysed by teachers and used to set targets for attainment from one year to the next; for example, the teacher of Year 2 does not predict what they think a pupil will attain at the end of Year 3. As a result, there is not a very clear picture of pupils' progress, and if it is enough, over time. However, this is the next step in the school's planned development and will be facilitated by the introduction of a new software package.

41. Apart from English, teachers check on whether pupils have learned all that has been covered during the term. The school recognises the need to do these assessments against the levels expected in the National Curriculum in order for the assessment to be used more profitably to move pupils on to the next stage in their learning. Currently, teachers do not have a very clear picture of what each pupil knows, understands and needs to learn next therefore planning lacks a clear focus for pupils of differing attainment. In English, the school makes good records of pupils' development of reading and writing skills but currently, is not making the best use of them to raise standards. However, the school has plans in hand to make more effective use of their procedures.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Strengths

- Parents have good views of the school
- Information for parents is good
- The parent and teacher association make substantial contributions to the school

Area for improvement

- Currently, there are insufficient opportunities for parents to attend school assemblies or productions

42. The school has maintained the good partnership with parents mentioned at the time of the last inspection and this is an important contribution to pupil learning. Parents mostly have good views of the school and are pleased with their children's progress. Through parent surveys the school is aware of their views and tries to ensure that any concerns they may have receive attention.

43. The quality of information provided to parents is good. On most days, at the beginning or end of the school day, teachers can be available for brief meetings but appointments can be made for longer discussions. Parents are invited to consultation evenings in spring and autumn and there is an open meeting held in late summer. Pupils' annual reports are sent out towards the end of the summer term. The reports meet statutory requirements. Although compiled on the computer the reports have distinctive comments on each child and contain sufficient information for parents to judge their children's academic and personal development. At meetings with inspectors and by their notes on the back of questionnaires, several parents stated that they would like to come in to school assemblies and/or school productions. Inspectors judged this to a reasonable request.

44. The school's prospectus and the governors' annual report to parents are well presented and informative and fully meet statutory requirements. In addition to the prospectus there is a comprehensive handbook for parents giving extra information about the school. Newsletters, which are sent out about every two weeks, enable parents to keep up with all aspects of school life. Letters at the beginning of term contain information on what work children will be doing during the term. Governors prepare very helpful information sheets for parents to help them know what they can do to help their child at home, or places to visit related to the work covered in class. At meetings with inspectors, parents said they found these very helpful.

45. There is a very active parent and teacher association that organises several fund raising events over the school year and makes substantial donations to the school. The events are well supported by parents and although primarily for raising money the events serve a useful social function in bringing parents, staff and pupils together. The school has benefited in many ways from the generosity of the association, for example by the recent purchase of computer equipment and the provision of playground equipment such as the Junior fitness trail. They have made a good start on an ambitious and exciting long-term project for improving the school's environment.

46. The contribution of parents to their children's learning at school and at home is good. Parents help the school to run effectively by ensuring that their children attend school regularly and promptly and are smartly dressed in their school uniforms. They encourage children to do their homework and take an interest in their children's work. Some parents use reading diaries effectively as a means of communication with the class teacher. Several parents and other friends in the community come into school to help for example by listening to children read, generally assisting in the classroom and accompanying children on

educational visits. Four parents helped to compile the parents' handbook. The attendance is good at parent evenings and also at the governors' annual meeting for parents. Events run by the parent and teacher association are very well supported and money raised is put to good use for the benefit of pupils' learning. In the home/school agreement parents have indicated their acceptance of the responsibilities shown.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths

- The headteacher's clear sense of direction for the school and commitment to its Christian ethos
- Governors' understanding of the school's strengths and areas for improvement
- Management of provision for pupils with special educational needs
- Well organised subject leaders

Areas for improvement

- Delegation of responsibilities to phase and subject leaders and, if appropriate, governors
- Rigorous monitoring of learning especially that of more able pupils
- Reference to National Curriculum Levels in relevant success criteria in school development planning

47. Leadership and management are good. At the time of the last inspection, leadership and management were seen as at least satisfactory. Since then, there has been a change of headteacher, two deputy-head teachers and several subject leaders are new to their roles.

48. Leadership by the headteacher and governors is good and provides a clear sense of direction for the school within a strong commitment to a Christian ethos. The school is particularly successful in achieving the aim 'To develop pupils' responsibility for their actions and behaviour and to foster attitudes of consideration and thoughtfulness towards others'. Pupils behaviour and sense of responsibility and consideration are strengths of the school and a crucial factor in the progress they make and the purposeful atmosphere of the school. Currently, the deputy-headteacher has not had the opportunities to develop her role to the full. She is relatively new to the school and her role, therefore the headteacher has not yet delegated all areas she will ultimately be responsible for. For example, she has not had opportunities to gain an overview of standards in the school from checking on pupils' work and on teaching by observing lessons. Phase leaders for the Infants, lower and upper Juniors provide sound leadership for their teams and, as in the case of subject leaders, are in a position ready to develop their monitoring role although the literacy leader has had opportunities to observe lessons. Subject leaders have been given clear and helpful guidance by the headteacher in understanding and developing their roles. Leaders for the core subjects of English, mathematics and science are very well organised and provide good leadership for colleagues in terms of subject knowledge, planning and use of resources.

49. Management is good. A key issue raised by the last report was to increase governors' involvement in strategic planning and setting the direction for the school. Since then, governors have applied themselves diligently to resolving this issue and have been most successful. They are shrewd and proactive in their roles, for example, in checking on how well pupils with special educational needs are progressing, and contribute their individual expertise to the benefit of the school. They remain committed to developing their roles further. Governors have a good understanding of what goes on in the school; for example, they analyse data provided by the government and other sources, visit regularly, liaise with subject leaders, and help in classes. They consult with parents via a questionnaire and also informally seek parents' views from day to day contact as parents. From this good overview they are well-equipped to contribute to the good strategic planning for the future development

of the school. Governors keep a good eye on finances and all monies allocated to the school for specific purposes are used as specified, for example for supporting pupils with special educational needs. They seek to get best value for its spending although there is a need to ensure that resources such as extra teaching staff for booster groups, computers, the library and even the school field are used to best advantage. The school is in a 'falling roll' situation, as are many schools locally; the school plans to use its budget surplus to manage the situation.

50. School development planning is good, comprehensive and with a clear focus on raising standards. However, in relevant sections, success criteria do not contain enough detail about expectations in terms of National Curriculum or other test results, especially at the higher levels. The lack of these criteria means that success is not so easily measured. There is a good pattern of evaluating the school development plan before setting the new one. There has been, quite understandably, some slippage this year in moving areas on as well as the school has planned, particularly in developing the subject leaders' roles in monitoring teaching and learning. Subject leaders contribute their plans and priorities for their subjects but, as yet, these are not backed up by a thorough knowledge of what actually goes on in classes and a good picture of pupils' learning.

51. Performance management is embedded effectively in the management of the school and has been particularly successful in helping subject leaders develop their roles. All staff have performance management reviews annually. Teachers have suitable targets which are closely related to school development planning and their own continued professional development. Teachers are keen to develop their expertise and take advantage of any suitable training on offer and share the information gained with colleagues.

52. Evaluation of the school's performance is good. In the current academic year because of the staffing situation, the headteacher has completed nearly all the monitoring of teaching. The quality of this monitoring is good; he has a good picture of strengths and areas for improvement and, given the improvement in teaching noted in this inspection, has been successful. The outcomes of his monitoring are discussed with staff and they receive a written evaluation. There is little checking on pupils' learning by such means as examination of pupils' work in a chosen year group or pupil interviews; this is an acknowledged area for improvement. Currently, the deputy, phase leaders and nearly all subject leaders are not involved in checking on teaching and learning and this slows the rate of improvement. Data supplied about the school is analysed in detail by governors and the headteacher and some subject leaders. Areas for improvement are noted and these feed in to school development planning.

53. Management of the school's provision for pupils with special educational needs retains the same high standards as noted in the last inspection and remains a strength of the school. The leader is very well organised, knowledgeable and committed to the needs of these pupils. The school makes every effort to ensure that all pupils are included in all activities. Test results are analysed as to gender, boys and girls, and age. However, insufficient use is made of this analysis. For instance, it is unclear what is done to help the youngest pupils who have only part time in the reception class. Often they are placed in the mixed age class where they do not receive the stimulus and challenge from the more able and older pupils in their year group.

54. The accommodation is attractive, used effectively and imaginatively to meet the demands of the curriculum and is satisfactory overall. The school is well maintained and kept clean by a dedicated site manager and cleaners.

55. Originally built in 1988 to an open plan design, the classrooms are small for today's focus on whole class teaching especially in literacy and numeracy lessons. The school has adapted well to meet the changes in teaching practice, for example by the partitioning of classrooms, but the rooms remain small, especially so for the older Juniors. Art and practical science activities pose organisational challenges for teachers who make the best use of the large corridors and deploy teaching assistants most effectively. The staff room is also cramped because of the increases in staff that have occurred since the 1980's. Part of the original changing area for older pupils has been taken for storage, leaving a very small changing room. Classes are short of storage areas where, for example, pupils' incomplete design and technology projects could be housed safely until required. The school does not have a medical room. There is no covered area for outside play for the reception classes which restricts the opportunities for learning in many areas.

56. Outside areas, including separate playgrounds for reception, Infants and Juniors are good. There is a large field used for physical education, sports and games, as well as science activities. Parents at the pre-inspection meeting were concerned that the field is stony but the area is well grassed and appropriate for the school's activities.

57. The governors have investigated the possibility of greater accessibility for wheelchairs and a report on this is being considered. There is at present a ramp giving access to part of the school and there is a toilet for the disabled.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. Woodley is a good school. In order to improve further the school should:

- (1) Raise standards further, especially for more able pupils, by:
 - Making full and effective use of the school's tracking system
 - Improving teachers' expertise in levelling work against National Curriculum Levels
 - Using teachers' increased expertise to pinpoint what a pupil, or group of pupils, knows and understands and needs to learn next and using this knowledge when planning lessons
 - Ensuring all teachers set high expectations and appropriate work for more able pupils
 - Improving the quality and consistency of marking across the school
 - In school development planning, setting realistic targets (related to National Curriculum Levels if appropriate) for improvement and governors checking progress against these.

(Paragraphs: 3, 4, 17, 22, 39, 40, 41, 50, 101, 102, 113, 115, 135, 143, 159, 161, 168)
- (2) Delegate responsibilities to senior staff for checking on the work of the school by:
 - Setting realistic timescales for resolving this key issue
 - Providing training for phase and subject leaders in how to check on teaching and learning effectively
 - Putting in place a rigorous system for checking on pupils' learning regularly through, for example, scrutiny of pupils' work in one particular year group and pupil interviews
 - Making full use of the information gained from monitoring learning to set targets for improvement
 - Putting in place a system whereby governors are kept up-to-date with progress and act as a critical friend to ensure timescales are met

(Paragraphs: 48, 52, 64, 91, 102, 106, 112, 115, 122, 125, 130, 135, 136, 143, 144, 158, 169)
- (3) Review the amount of time allocated to subjects and ensure that enough time is provided for pupils to be able to cover statutory requirements in art and design and design and technology.

(Paragraphs: 7, 24, 94, 117, 120, 123, 125, 127)
- (4) Subject and phase leaders should monitor the amount and quality of homework provided most especially for Year 6, to ensure that it prepares them thoroughly for the next stage in their education.

(Paragraphs: 23, 92, 103, 162)

In addition to the key issues above, the following should be considered for improvement:

- Provide an outside covered area for the reception class children.

(Paragraphs: 55, 76)
- Give parents opportunities to attend assemblies.

(Paragraph: 43)
- Provide more opportunities for pupils to develop a better awareness of other cultures and the influence this has on the way people choose to lead their lives.

(Paragraphs: 32, 167)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	26	19	1	0	0
Percentage	3	17	45	33	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	296
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	35

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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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	26	18	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	21	22
	Girls	18	18	16
	Total	41	39	38
Percentage of pupils at NC level 2 or above	School	93 (98)	89 (100)	86 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	24
	Girls	18	17	18
	Total	42	41	42
Percentage of pupils at NC level 2 or above	School	95 (100)	93 (100)	95 (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	29	26	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	20	27
	Girls	23	24	25
	Total	45	44	52
Percentage of pupils at NC level 4 or above	School	82 (87)	80 (72)	95 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	25
	Girls	24	24	24
	Total	46	47	49
Percentage of pupils at NC level 4 or above	School	84 (80)	85 (81)	89 (81)
	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 No information?	Number of fixed period exclusions	Number of permanent exclusions
White – British	289	0	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	4	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	8	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	7	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)	12.6
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	155

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	627 648
Total expenditure	571 336
Expenditure per pupil	1 780
Balance brought forward from previous year	51 363
Balance carried forward to next year	56 312

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8
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)	1.9

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	309
Number of questionnaires returned	157

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	47	7	0	1
My child is making good progress in school.	43	44	7	3	3
Behaviour in the school is good.	30	59	4	2	5
My child gets the right amount of work to do at home.	19	44	25	5	7
The teaching is good.	36	52	6	1	5
I am kept well informed about how my child is getting on.	18	55	18	9	0
I would feel comfortable about approaching the school with questions or a problem.	36	49	8	6	1
The school expects my child to work hard and achieve his or her best.	31	56	8	0	5
The school works closely with parents.	16	50	24	7	3
The school is well led and managed.	23	55	10	6	6
The school is helping my child become mature and responsible.	32	55	6	2	5
The school provides an interesting range of activities outside lessons.	14	36	27	8	15

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

59. Overall the provision for the children in the reception classes is good. All children are included; teachers and their assistants take an obvious delight in their children's learning and progress. Children are given a good start to school.

Strengths

- The good rate of children's progress and standards achieved
- A rich environment and curriculum where learning is fun
- The quality of teaching both by teachers and their assistants is good and sometimes very good
- Children with special educational needs are particularly well catered for
- During inspection the ratio of adults to children was very good

Areas for improvement

- When children first start school they are not able to take a variety of books home for parents to share and read to them
- Insufficient opportunities for children to use wheeled toy vehicles
- Developing the outside by providing a covered area
- The reception class leader has no opportunity to check on the quality of teaching and learning

60. Children start school in the term in which they will be five. They start in the part-time reception class where they attend in the morning. After a term they move to the full time reception class. Thus the youngest children (who start after Easter) receive one term of part-time education before they start the National Curriculum in Year 1. Currently there are 11 children in the part-time class and 25 in the full time class. They are taught by two teachers and two trained teacher assistants plus one special educational needs assistant.

61. Generally when children start school their prior knowledge, skills and experience is above that expected for their age especially in language and literacy but this varies from year to year. The percentage of children who have English as an additional language is low and these children speak English competently. For instance, one child clearly stated that he could count to one hundred in Thai and was sufficiently confident to demonstrate his counting skills. Generally children make good progress in the reception classes and most of the children currently in school are likely to achieve the national standards. This year many children are expected to exceed these standards and are beginning to work at National Curriculum levels especially in language and literacy, mathematics and knowledge and understanding of the world. They are socially skilled, independent learners and are very well prepared for the main school.

62. Overall, the school is effective in establishing good links with parents. Staff relationships with these young children are very good. Parents are welcomed into the classrooms in the morning until their children settle. This does not take long as the children are so happy in school and keen to learn. Staff know their children well as they keep detailed, useful records. Assessments of children's achievements and needs are kept regularly and are used to plan work to help children progress with confidence and enjoyment. These assessments are used to set specific targets which are shared with the children. Home/school reading record books show communication between staff and parents but give little guidance for parents as to how to help their children enjoy books. When children first

start school parents are soon offered a talk to guide them about helping their children read but parents are frustrated because books are not sent home. The school is prepared to address this issue.

63. The quality of teaching in the reception classes is good overall. The teachers and their assistants have a very good understanding of children's needs and how best they can help them. Their relationship with them and their management of children is also very good. There is a shared delight in finding out. The teachers and support staff set very good role models. They respect the children and thank them for their contributions, especially when they have been kind to each other. Curriculum planning is good and all areas of the appropriate curriculum are included. The use of the new well resourced outside area is planned to enhance the children's learning. The inspection took place during fine weather when the outside area was used every day. However, there is no covered area and so the use of the outside is restricted during the winter months. During the inspection the children enjoyed learning outside as it was fun, especially when singing songs and planting their flowers but wheeled vehicles were not used to enhance physical and social skills. Too few opportunities for using bikes and trikes are planned. At times the children are not sufficiently challenged mathematically. A third of these young children have a very short time to experience this curriculum before they start Year 1.

64. The management of this stage of learning is good. A strong team has been built and substantial funds invested to improve curriculum provision, especially for the outside. Joint planning has helped a relatively new member of the team to teach well. Ideas and new initiatives are shared. The use of the school hall for physical education and taking part in Assembly helps the children move to the main school without fears. However, management of this stage could be improved further if the teacher in charge was given some time to visit and observe the other class. The provision and relationships with children with special educational needs are very good.

Personal, social and emotional development

65. By the time they enter Year 1, children exceed the standards expected in their personal, social and emotional development. They are confident, polite and courteous, for instance they say 'Excuse me, can you help me?' to a visitor. Children make good gains in learning about how to get on with others. They co-operate and play very well together, even when undertaking activities that are unsupervised. For example, two children organised their own cutting and sticking activity when they were given free choice. Another child encouraged a friend who has special educational needs. Teachers plan well for this area of development during the times when both classes work together on a variety of activities 'roundabout' and especially in 'circle time.' In these lessons particularly, children listen to each other, wait their turn and learn to understand why they are special. One child stated that the teacher was special 'because she has us.' Teaching staff set good role models by listening to their children and reacting to their responses and needs.

66. Children dress themselves for physical education lessons and are, when given the opportunity, prepared to show others what they can do. They are given good opportunities to develop their imagination and independence and are encouraged to take on responsibilities. Children tidy the play area and put toys away. In both classes, children show good awareness of the needs of others and they behave very well. Children with English as an additional language are sufficiently confident to demonstrate their language skills. Children with special educational needs, particularly behavioural, are slowly coming towards working within the whole class group for more and more time. They are enticed to join in. Their individual plans are specific and well thought out.

67. Older junior pupils act as 'reading partners' for these young children. Relationships between partners are very good with the older pupils giving encouragement and help appropriately. For instance, one pupil applauded her young partner for reading her first word book well and said 'That's excellent'.

Communication, language and literacy

68. Children's attainment and progress in communication, language and literacy is good. They start school with good speaking and listening skills and due to good teaching their vocabulary is improved. For instance, when the children say 'That is a cocoon.', they are encouraged to describe it as a 'pupa.' By the time that they enter Year 1, the children attain standards that exceed those expected for children of this age in reading and writing. Most children read and write their own name. Several are working within the National Curriculum as handwriting is neat, letters correctly formed and many sentences begin with capital letters and end with a full stop. Spelling is often nearly correct. The children's reading skills are good. They enjoy stories, which are read very well by their teachers. Children retell them in the correct sequence. They know a good range of words and use sounds in words and pictures to help them tackle new or difficult words. They recognise the first sounds in words, 'That's what my name starts with' said one child and most know that the letter g is between f and h. However, the school library is underused and the children who are in the part-time class take too few books home to help their parents encourage them to enjoy stories and reading.

Mathematical development

69. Children's progress in mathematical development is good. When they enter the full time class, many children have good skills in counting. However, the good provision and range of interesting activities and games lead to good improvements so that, by the time they enter Year 1, the majority achieve standards that are above those expected in this area of learning.

70. Children practise counting daily and undertake many interesting activities and games to develop their skills in number, shape, space and measures. They learn to sort things by colour, shape and size. They know and sing nursery rhymes which include numbers. Most children recognise and write numbers to ten and understand more and less. They also add one and several children are developing an understanding of subtraction. They observe numbers closely and note missing numbers, 'Where is number two?' Children name a variety of shapes such as circle and oblong. Outside, the children chalk on the playground to write and order well formed numbers to make their hopscotch game. Also outside, the children discuss accurately which plant pots are bigger or smaller, thus developing their mathematical vocabulary. As the teacher assistant says 'They are learning without realising it.'

Knowledge and understanding of the world

71. Children's progress in their knowledge and understanding of the world is good, and they achieve standards above those expected by the time they enter Year 1. The standard of their work with computers is good.

72. Children have good opportunities to develop their awareness of the world around them. Reception children regularly visit the computer suite where they learn to 'log on' and create and print their own pictures. They use the class computer for number and sound recognition games. However, in the suite, the chairs are too high and consequently the

children do not use this when they first start school and are very small because they cannot manage to get on the chairs.

73. The teachers plan for this area of the curriculum well and provide many interesting resources. They make good use of questioning to prompt children's discussion and link several areas of the curriculum well. For example, outside, the children had a lively discussion about their snails and how long it took for one snail to move to the top of the tank. 'It took seven minutes to get to the top' as they waited and measured the time. Children were excited to follow the development of frog spawn. One child came into class announcing 'We've got a frog swimming around!'.

74. Children compare different geographical areas, drawing large pictures of the town and country. They also illustrate stories by drawing, the route of the story of, 'Rosie's Walk.' Symbols for the haystack are very clear.

Physical development

75. Children make satisfactory progress in their physical development and achieve the expected standards by the time that they enter Year 1.

76. Every fine day in the summer, children play in their own outside area. Once a week they use the few wheeled vehicles available. This was not seen during the inspection. In class most children use scissors, glue, pencils and crayons satisfactorily. During a physical education lesson in the school hall, children showed satisfactory levels of skill in co-operation and awareness of space. They moved safely around the hall, changing directions and stopping quickly on request. Good demonstrations by the teacher and assistant helped them to improve during the lesson. Thus most children know that their body works hard during physical activity, 'I'm all puffed out.' They describe their feelings of tiredness and thirst. Children move in a variety of ways, jogging, walking and moving their arms in time with other movements. All children and staff are appropriately dressed for physical activity and the children work vigorously. There is no covered outside area for the children to use, therefore activities outside are restricted in inclement weather.

Creative development

77. Children make good progress in creative development and, by the time they enter Year 1, have achieved the expected standard.

78. The quality of teaching and learning is good. From their earliest days in school, children are successfully encouraged to explore paints and three-dimensional materials through making models out of boxes. They know and mix their colours and choose appropriately as they paint flowers as part of observational painting. They use chalk and crayons well to create their own pictures. Children have many opportunities to develop their own ideas and creative style and decide how they will make a display to represent their current story, 'Noah's Ark'. To do this they sponge paint the sun and use tissue to make a collage of the rainbow. In both classes the children use the computer to create pictures. They enjoy singing and making music. Role play areas are created, such as 'the Giant's Castle,' to encourage writing, speaking and listening but at times the teachers over direct their children, such as by giving them bags of dressing up clothes. This does not encourage the children's imagination fully. However, once the children have been shown how to play percussion instruments, these are placed outside and they enjoy making their own accompaniments to nursery rhymes. They keep a beat well.

ENGLISH

79. Inspection evidence shows that standards in Years 2 and 6 are above average in reading and average for writing. No significant differences were seen in the attainment of boys and girls in writing and reading. Pupils with special educational needs make good progress. Overall, pupils achieve satisfactorily but more able pupils could do better as too few reach the higher levels of attainment in reading and writing.

Strengths

- Good teaching
- Standards are above average in reading
- Use of questioning to promote deeper thinking
- Pupils' positive attitudes towards the subject enhancing learning
- Use of ICT to support the teaching of English

Areas for improvement

- Assessment to guide planning and challenge more able pupils
- Insufficient opportunities for pupils to be involved in collaborative writing and to see the writing process being modelled
- Inconsistency in marking
- Pupils lack independence in spelling

80. For Year 2 pupils, results of National Curriculum tests from 1999 to 2002 show they attained standards in reading which were above national average. Standards in writing were in line with national average. Compared to similar schools however, standards in reading for 2002 were below average and those for writing were well below. This is because not enough pupils attained the higher levels in reading and writing.

81. From 1999 to 2002, in National Curriculum tests the performance of Year 6 pupils slightly exceeded the national average in English. Against similar schools however, in 2002 results were well below average with fewer pupils reaching the higher levels in English.

82. Pupils have very positive attitudes towards the subject and respond with enthusiasm, concentration and effort to good teaching. They are keen to talk about their work with their peers and adults in the classroom. Throughout the school, pupils listen attentively. A lack of consistency regarding expectations of presentation from some teachers, results in some pupils presenting untidy work, which does not follow policy guidelines regarding handwriting.

83. Standards in speaking and listening are well above average for both Infants and Juniors. Teachers set high expectations for pupils as to behaviour. These expectations, along with very good teacher/pupil relationships, provide a good working atmosphere for speaking and listening activities to take place. In some lessons, however, insufficient use is made of these. Pupils are keen to share ideas before writing but lessons were observed where pupils were given insufficient opportunity for discussion. This adversely affected the quality of their writing and the enthusiasm with which they approached the writing task. Pupils respond positively to work in lessons relating to role-play. In one lesson, for example, a teacher assumed the role of a character in a book and pupils were given the opportunity to ask questions of this character. This gave them an enhanced understanding of the motivations and views of the character. Good questioning techniques are used by teachers, which promote the development of pupils' speaking and listening skills. Teachers ensure that pupils are taught to use the correct terminology as in, for example a lesson for Year 2, where the pupils used correctly terms such as 'character', 'narrator' and 'traditional story'.

84. Throughout the school, all pupils enjoy reading, make good progress and value the opportunities they are given to extend and develop their reading skills. Pupils talk confidently about the content of the books they read and express their opinions. The recently introduced record keeping for small group reading sessions (guided reading) is proving to be a useful means for teachers to assess pupils' progress towards reading targets. The focus for some of these sessions does, however, show a lack of awareness by some teachers of what pupils, especially the more able pupils, need to do to make progress in their reading skills. Comments from parents in reading record books, especially for younger pupils, show parents are fully involved in the reading partnership and support their children well. The younger pupils are well supported by a group of approximately 10 volunteers who regularly assist with hearing pupils read. The weekly, paired reading sessions between younger and older pupils are very useful in promoting an interest in books for all.

85. The school has rightly identified the need to develop pupils' writing skills. The majority of pupils in the school make satisfactory progress in their writing but an insufficient number attain the higher Levels 3 and 5. Where pupils are making very good progress in writing, it is because the teacher has ensured, through their half termly and weekly plans, that pupils have sufficient opportunities to explore the features of particular types of writing. Pupils listen to and watch teachers constructing various text types and then engage in both discussion and collaborative writing. These elements were observed in a Year 4 class where pupils used the features of persuasive writing to devise adverts for imaginary products such as Robo-tidiers. Pupils' writing skills are extended further when they are given opportunities to transfer what they have learned about different types of writing to other subjects and situations. This was seen with a Year 6 class where pupils spoke enthusiastically of applying their knowledge of discursive writing to geography when they presented the various points of view as to whether a hotel should be built on a particular stretch of coastline.

86. Pupils' progress in writing is, at times, limited by a lack of confidence and knowledge related to spelling. Some pupils do not use the sounds they know to help them spell and many lack the confidence and strategies to tackle unfamiliar words. As a consequence, too much time is lost and thought is interrupted when pupils stop their writing because they do not know how to spell a particular word.

87. Teachers have been supported in their teaching of writing through the availability of good resources. These are used well by teachers as in Year 1 when the teacher used a collection of photos, recordings of water and a selection of poems to support pupils in writing descriptive sentences about water.

88. There is a lack of consistency relating to the amount of writing some classes have the opportunity to develop, for example, in two parallel classes one class does more comprehension exercises as opposed to types of writing. This lack of consistency is also seen in the expectations from teachers as to the quality of writing pupils produce.

89. Across the school, marking is inconsistent. The best provides useful information to pupils as to their successes against set criteria and what they need to do to improve. The use of WALT (We are learning to....), that is objectives at the top of pieces of writing, in the books of one class, has helped pupils understand their progress for the teacher refers to this in the marking.

90. Overall, teaching and learning are good. Teachers know exactly what they want their pupils to learn and explain this carefully to them. They use a variety of methods skilfully to interest and engage all pupils, differentiating for and supporting the lower attaining pupils well. Teachers have good subject knowledge. They have used the National Literacy Strategy advice and adapt the Strategy well for their pupils. In the best lessons, teachers plan carefully

to ensure more able pupils are appropriately challenged. During the inspection, lessons were seen in which teachers made good use of ICT to enhance pupils' knowledge, skills and understanding in English. A Year 6 class reconstructed a jumbled version of the poem 'Timothy Winters', using their knowledge of the poem's structure and rhyming scheme and the facility of cut and paste in word processing.

91. There are now good procedures in place for assessing pupils' attainment in English by using a set of grids provided by the local education authority. A school portfolio of assessed pieces of writing, which have been levelled using National Curriculum level descriptors, is starting to prove a useful means of helping teachers assess pieces of work and decide appropriate pupil learning targets for writing. The impact of these procedures is not yet being felt, especially for the more able, because the targets are not yet the focus for specific teaching. However, the school has planned to use group writing targets to ensure that assessment information is used more effectively to inform teaching and this should have more impact on standards. The current individual writing targets have come from teachers' assessments of half-termly unaided writing from pupils. Teachers' assessments of these pieces of work include comments on what the pupil has done well and what they should do next to improve that particular type of writing. These targets are recorded in each pupil's reading record book for parents and pupils to see but there is a lack of consistency across the school as to how often these are updated. As a result, their value in raising standards is unsatisfactory in some cases.

92. A variety of homework is set to consolidate and extend pupils' learning which is related mainly to reading and spelling. Little evidence was seen during the inspection of older pupils having enough opportunities to develop their writing at home, especially pupils about to transfer to high school.

93. Both the subject leader and acting subject leader provide good leadership. There has been good progress since the last inspection in improving the quality of teaching in English and in establishing clear criteria against which pupil attainment and progress may be assessed. The subject leader monitors half termly planning and has done some monitoring of learning and teaching. She has undertaken valuable work in analysing data related to pupils' attainment and what the implications are for teaching and learning. The subject leader has a clear idea of the developments required in the subject and keeps careful records of what has already been achieved. Resources are good.

94. The library is appropriately stocked although some information books require updating. The library is an under-used resource. Its use is not yet timetabled and the development of library skills for pupils is not consistent across the school.

MATHEMATICS

95. Standards in the last inspection were above average at the end of Year 2 and Year 6. Standards, including those in numeracy, in Year 2 are now average. Standards in Year 6 are average, but this represents good achievement for this group of pupils' from their start in the Juniors. Boys and girls are reaching similar standards. Results over time have improved in line with national trends.

Strengths

- Good teaching
- Teachers' subject knowledge
- Good management of the subject
- Pupils' very good attitudes to the subject

Areas for improvement

- Insufficient use of ICT to support learning
- Insufficient opportunities for the subject leader to check on pupils' learning

96. By the end of Year 2 achievement is satisfactory. Year 1 pupils showed that they could satisfactorily add to numbers to make a total of 10. More able pupils could use the same strategies to find pairs of numbers that totalled 20. Mental maths is used well and pupils could apply this knowledge in a variety of ways. For example, they could find the overall total of three different numbers by mentally adding on from their previous total. Year 2 pupils recognised that multiplication can be done in any order and showed understanding of the term multiple. They were also able to explain the strategies they used to solve the problems.

97. In the Juniors, achievement is sound but for the present Year 6, it is good. Pupils have built on the below average standards they reached at the end of Year 2 and are now attaining average standards. Year 3 pupils showed a good understanding of identifying lines of symmetry in a variety of shapes and letters. More able pupils were able to create a "mirror image" of a shape by plotting the co-ordinates of its vertices. Years 4 pupils, in a top set, showed a good understanding of the patterns formed by multiples of 2,3,4,5 and in a 100's square. More able pupils showed understanding of the terms multiple and factor and were able to establish which numbers were prime.

98. In Year 5 most pupils could calculate that half is equivalent to 50 per cent and one quarter is equivalent to 25 per cent, using this knowledge to calculate sale prices after a discount was made. More able pupils could undertake more complicated examples, such as working out what prices are when VAT at 17.5 per cent is added. By Year 6 most pupils undertake mental calculations at a rapid rate. Pupils confidently use calculators. In a lesson with a top set, pupils showed good strategies and use appropriate operations to solve word problems. Pupils also showed good understanding of ratio and proportion, which they used effectively. In a lower set, pupils showed uncertainty when working with units of time and difficulty when calculating factors of given numbers. Scrutiny of work in Year 6 shows that standards are highest in the use of number, and lowest in using and applying of mathematics to solve problems.

99. In the Infants, teaching and learning are good overall and ranged from satisfactory to good. Teachers show good subject knowledge and implementation of the National Numeracy Strategy is good. Good lessons start at a brisk pace; the teachers continually challenged pupils throughout the lesson and kept them focused on the lesson objectives. Tasks were made clear and effective questioning was used to probe and extend pupils' understanding. Work was planned for the needs of different pupils in each class and resulted in pupils of differing abilities all learning at a brisk rate. Teaching assistants had a clearly defined role, checked pupils' work and helped reinforce the lesson objective. Pupils were encouraged to explain their methods and thinking and this helped deepen the pupils' understanding of their own learning. The management of behaviour was very good. Boys and girls work well independently or in pairs.

100. In the Juniors, teaching and learning are also good overall and ranged from unsatisfactory to very good. In the very good lessons teachers continually challenge pupils through well planned activities that are matched to pupils' ability. They include all pupils in their questioning, assessing pupil understanding from the answers they write on their personal whiteboards. They encourage pupils to explore a range of strategies and use the most effective for the purpose. Teachers generally have a good knowledge of the subject. Correct mathematical vocabulary is stressed.

101. Planning, while satisfactory, does not always clearly target the needs of differing abilities as well as in Years 1 and 2, particularly in some set groups, where planning is for a class lesson. The one unsatisfactory lesson seen was due to pupils being asked to use a strategy for subtraction that they found confusing. The lesson lacked pace and behaviour management was unsatisfactory. Learning did not build on an assessment pupils' previous knowledge. This resulted in the learning for the majority of the pupils being unsatisfactory.

102. Examination of pupils' work and lesson observations showed that tasks in some classes are usually worksheet or textbook-based. Often the same task is given to all pupils, including pupils of differing abilities, with the expectation that the more able pupils will complete more of the same work. Procedures are in place to assess pupils, using optional end-of-year tests, together with the National Curriculum tests at the end of Years 2 and Year 6. However, this information has not been used to set individual targets for pupils to achieve in all year groups or to identify the weaknesses of individuals or groups of pupils. The tracking of pupil progress is not yet fully in place with the result that teachers are unaware of the progress that pupils are making in some year groups.

103. The school's behaviour policy is applied in nearly all classes. As a result, pupils are well motivated and well behaved. Pupils have very positive attitudes to mathematics; two out of three pupils questioned gave it as their favourite subject. The teacher very often directs learning and consequently there are insufficient opportunities for independent learning. Pupils with special educational needs make good progress as a result of the good support they receive from teaching assistants. Pupils with English as an additional language make satisfactory progress. Satisfactory homework is set up to the end of Year 2, however the quantity of homework set by the end of Year 6 is insufficient and does not help to prepare pupils for the next stage of their education.

104. The National Numeracy Strategy has been soundly implemented and is having a positive impact on pupils' learning. Scrutiny of work over time shows that marking of work has been inconsistently completed and, although satisfactory overall, seldom gives pupils clear indications of what they have to do to improve their work. The presentation of work is satisfactory. However, there is inconsistency in the style and format of presentation between year groups. Scrutiny of pupils' work also revealed inconsistencies in the quality and quantity of pupils' work between year groups.

105. There is currently insufficient use being made of ICT to enhance learning. Although good examples were seen in Years 5 and 6, insufficient use is made of the computer suite and other computers in classrooms and corridors.

106. Leadership and management are good. The subject is co-ordinated by an enthusiastic leader. A reasonable start has been made on monitoring the teaching and learning of mathematics throughout the school; however, it is acknowledged that more needs to be done especially in gaining a good overview of standards across the school. She has identified many of the key areas such as the need for work to match the ability of pupils and planning to reflect assessment. In order to develop the subject she has attended courses on the National Numeracy Strategy, taken demonstration lessons for staff and feels all staff are now confident in its implementation. These factors have helped standards improve. Satisfactory progress has been made since the last inspection. The school is satisfactorily equipped with learning resources in mathematics.

SCIENCE

107. Standards attained by current Year 2 pupils are above those expected and for Year 6, they are in line, which is an improvement in standards for Year 2 since the last inspection. The quality of teaching has also improved; no unsatisfactory lessons were observed, although the provision for more able pupils, though satisfactory, remains an area for improvement. In the main, pupils achieve well in the infants and satisfactorily in the Juniors but more able pupils could do better.

Strengths

- Standards are above average in Year 2
- Pupils' very good attitude towards the subject and their very good behaviour in lessons
- The subject leader provides knowledgeable support for colleagues

Areas for improvement

- Raising standards further by setting challenging work for more able pupils
- The subject leader does not have time to check weekly planning, pupils' learning and observe lessons
- Insufficient checks to see if the use of worksheets is appropriate
- Currently there is limited use of ICT

108. Over time results of national tests for Year 6 show standards in science to be in line with the national average but below the average for similar schools. The main reason for this is that not enough pupils are attaining the higher Level 5. Standards attained in Year 2 National Curriculum teacher assessments shows standards range from very high to average, depending on the group of pupils. Compared to similar schools, standards vary from very high in 2001 to below average in 2002.

109. Pupils display very positive attitudes towards science and behaviour in lessons observed was mostly excellent or very good. To accommodate the mixed age classes, the school works to a two year rolling programme, which means that Years 1 and 2 complete similar work as do Years 3 and 4 and Years 5 and 6.

110. Examination of Year 1 and 2 pupils' work shows they cover an appropriate range of work and make good progress. Year 2 pupils learn about their five senses, living things and magnets. Their work indicates standards are above those expected. Year 1 pupils can group materials according to their properties. In a good Year 2 lesson, all pupils made good, reasoned guesses as to the suitability of a range of materials for keeping their story character Mr Grinling warm and making him a raincoat. Pupils' very good attitudes and behaviour contributed significantly to the good progress made in the lesson. No time was wasted; they worked happily together testing out materials or using chosen materials to make a bag. All pupils were fully involved in the lesson through very good deployment of the proficient classroom assistant. In discussions with pupils making a bag for Mr Grinling's lunch, they were quite confident that paper would not be suitable as it 'would go soggy if he got splashed by the sea'.

111. Year 5 and 6 pupils cover an appropriate range of work which has included the sun, earth and moon, micro-organisms, sound and light. The great majority make sound progress over time. In a good Year 6 lesson, nearly all pupils demonstrated an understanding of the basic principles of the force of gravity. In discussions, pupils explain well how to set up a fair test. They use a force-meter competently to measure the gravitational pull of various objects and by the end of the lesson, most had a beginning understanding of the effect in water of up-thrust on gravity. In an excellent lesson for Year 5, pupils rose to the challenge of devising an experiment to answer the question 'Does air weigh anything?' Pupils demonstrated a good

understanding that experiments need to be carefully thought out and set up. They discussed their hypotheses avidly with their friends – ‘I think the balloon with air in is heavier than the one without, therefore air weighs something’. Pupils showed a good understanding of the need for fair testing when they measured exactly the same lengths of twine to tie on their two balloons.

112. The last report noted ‘Excessive use of worksheets, particularly in Years 1 and 2 leads to an over emphasis on routine recording ...’. From work seen, it appears that less worksheets are now used for Years 1 and 2. However, in Years 3 and 4, there remains a high number of worksheets which restricts pupils’ opportunities to think about what they have been doing, order their thoughts and develop recording skills. From examination of pupils work, standards were judged to be average; however, discussions with a group of Year 4 pupils indicates standards for this group are above those expected and shows how the use of worksheets can curtail opportunities to predict and hypothesise. Pupils show enthusiasm for the subject and have retained a great deal of knowledge about such areas as good materials to use for insulation, how to construct a circuit with and without a switch. They have a good understanding of a ‘fair test’ and know that only one element has to change for it to be unfair or unreliable. They give detailed examples of conducting fair tests when finding out what plants need to grow.

113. Throughout, teaching and learning are good for the great majority of pupils. A strength in the best teaching is teachers’ management of pupils which leads to lessons where very good behaviour is a significant factor in the good progress made in lessons. Teachers set very high expectations for pupils to listen very attentively, work together co-operatively and work at a very good rate and pupils rise to these expectations. Very good deployment of teaching assistants ensures pupils with special needs are fully included and make good progress. Examination of pupils’ work indicates learning to be good for most pupils in the Infants and satisfactory for Juniors where work samples showed little difference in the work provided for more able pupils, therefore these pupils may not have made the progress they could. During inspection, all teachers used a lesson plan for each lesson taught and in these, most identified specific tasks for more able pupils and learning for these pupils in lessons observed was mainly good. However, this is not always the case; the usual planning is less well defined and is the reason why work seen shows satisfactory progress over time rather than the good progress seen in lessons. Marking is inconsistent; teachers always acknowledge pupils’ work by at least a tick. However, few make relevant comments to help a pupil further their learning or correct a misconception.

114. Good use of ICT was noted in a Year 5 class where pupils had made bar graphs and pie charts to show the pulse rate at resting rate and after various exercises. Little other evidence was found to show use of ICT elsewhere.

115. Leadership and management are good. The subject leader has very good subject knowledge and supports her colleagues very well. A good start has been made on a portfolio of pupils’ work with the aim of showing National Curriculum levels although not all staff are confident in judging pupils’ work and some pieces in the portfolio have not yet been given a level. Pupils’ work is assessed at the end of each unit or topic of work to check what they have learned but this is not then related to National Curriculum levels. The results of this assessment are not yet being used to make sure that more able pupils are moved on at the best rate. The subject leader checks on teachers’ half-termly plans but currently has no opportunity to check on learning to see how planning is put into practice. This is the next step in the development of her monitoring role.

ART AND DESIGN

116. The standard of pupils' work meets expectations at the end of Year 2 but are below expectations for Year 6. Standards of work remain at the same level noted during the last inspection, Junior pupils are underachieving.

117. Overall, satisfactory progress has been made since the last inspection because reasonable planning is in place and teaching has improved for the Juniors. The reason that standards in the Juniors are below expectations is because not enough time is allocated to the subject, not because of the teaching.

Strengths

- The good links made with ICT

Areas for improvement

- Raise standards for Juniors by revising the use of the planning and timetable
- The subject leader does not have opportunities to check on standards and teaching
- Teachers are not confident in their skills in pottery and display

118. By Year 2, pupils have made satisfactory progress and their art and design work is in line with expectations. They plan their work and choose suitable colours and shapes to make their patchwork. They understand that some materials are more difficult to cut than others. They use the computer to plan and create their own 'prayer mats' and create pictures in the style of famous artists. All pupils, including those with special educational needs are really involved and make sound progress. Many pupils examine their work and try several ways to improve it. The teacher explains why it is good to experiment yet gives pupils scope to develop their own ideas. Talented pupils are given sufficient challenge. However, most teachers do not display their pupils' work to best effect to show that it is valued in order to encourage them to take more pride in their efforts.

119. By Year 6, standards are below national expectations. Older pupils are keen to experiment and work well together but too often lesson time is cut short which does not enable them to finish their work or to produce a good quantity of work to help them start the next lesson. For instance, even after a good input by the teacher to help pupils make a collage of 'the rainbow snake' the lesson was too short to enable the pupils to really produce good work. This feature was noted again when pupils had too little time to paint their backgrounds on fabric for their collage of the creation story. These backgrounds show gradation of colour and are well planned. Working in groups, pupils show a good understanding of the effects they wish to create but it takes a long time to complete them. It is difficult to maintain pupils' interest and motivation, especially when the classroom area is small and some pupils are working in class and others in the 'pottery area' outside. This is a difficult situation in which to ensure that all pupils are working purposely. In Years 3 and 4 pupils work in the style of Kandinsky and some produce good detailed pictures. Pupils experiment with different shading techniques in their sketch books but use of these is inconsistent.

120. The overall quality of teaching is satisfactory. However, the quality of learning is unsatisfactory and this is because of the time allocated to the subject. Only four lessons were observed. Judgements as to the quality of teaching have been made as a result of observing these few lessons, looking at displays in school and the local library and at pupils' sketch books. The school enhances the quality of teaching by employing an 'artist in residence' regularly. This teacher has very good subject expertise and displays pupils' work well but she has too little influence upon standards of work throughout the school. Best teaching was seen when the teacher has very good subject knowledge, is well organised and

has sufficient time to complete the project undertaken. Pupils are given challenges and encouraged to think for themselves. However, the time allocated by the timetable does not give sufficient scope to develop pupils' artistic skill or for pupils to benefit from the teachers' expertise.

121. Pupils' behaviour in most classes is very good; they concentrate for good lengths of time. Generally teachers' subject knowledge is sufficient as the subject leader gives them guidance but some areas, such as 3 dimensional work are a challenge which results in the pottery area being underused. Some curriculum links have been devised with English, history, geography, science and multi-cultural education by teachers. However, these links depend upon an individual teacher's creativity. They are not planned and do not link closely with the other subjects being studied at the same time. This does not enhance the whole curriculum. By examining the work of famous artists, pupils' drawing and printing skills are improved.

122. The subject leader provides sound leadership; she is enthusiastic and has good subject knowledge to support colleagues. She has received recent training but has insufficient influence upon raising standards.

DESIGN AND TECHNOLOGY

123. Standards at the previous inspection were judged to be satisfactory at the end of Year 2 and unsatisfactory at the end of Year 6; this remains the situation. Standards are now average in Year 2 and below average in Year 6.

Strengths

- The work being produced in the making process
- Very good attitudes and behaviour of pupils

Areas for improvement

- Meeting statutory requirements by providing sufficient curriculum time
- Raise standards for Junior pupils
- Making effective use of ICT

124. In the Infants, pupils of all capabilities make sound progress. This is a result of the good teaching, well-planned lessons and support from teaching assistants. In a Year 1/2 lesson, pupils used their joining skills to fit axles and wheels to a toy skateboard they had designed. They modified their design until they found the most successful arrangement. The finished product was attractive due to the care they took in its preparation and the good support they received. Pupils showed delight at the finished product. Pupils have also made puppets following a puppet show in school.

125. By the end of Year 6, attainment is below average and pupils have not made enough progress in developing their skills and understanding. Standards could be higher for this able group of pupils. These below average standards and lack of progress are the result of insufficient curriculum time being devoted to the subject and the lack of a system to assess pupil standards. Statutory requirements are not met.

126. Year 3 pupils have constructed models that move, using pneumatics. In Year 4, pupils have made models of chairs. They adapted their ideas during planning and recognised that the frames of the chairs should be strong and that triangular joints were needed for making a three-dimensional model. Pupils in Year 5 and 6 have made designs for shelters, however Year 6 pupils have not had chance to actually make their shelters due to a lack of curriculum time. Pupils in Year 6 have also designed and made their own slippers.

127. Teaching and learning are good in Years 1 and 2. Teachers have a well-developed knowledge and enthusiasm for the subject, which helps motivate the pupils. Relationships are very good and pupils are keen to do well. However, in Years 3 to 6, although teaching and learning seen during the inspection was good, learning over time is unsatisfactory - not because teachers cannot teach design and technology but because the subject is inconsistently planned for and has less time on the curriculum than it should.

128. Lessons seen in both Years 3 and 4 were good, as pupils were encouraged to experiment with pneumatics to make part of their model move. Although both classes covered the same topic pupils in Year 4 were seen to have higher skills in designing and making.

129. Across the school, pupils learn to plan and design before making models. In doing so they base their ideas on information they collect from different sources, consider the properties of the materials to be used and select appropriate materials and tools. Pupils use paper and colour well, and there were very good displays in some classrooms, linked to the topics in other subjects.

130. The leadership and management of the subject are satisfactory; however, the subject leader has had insufficient time for all her recommendations to take effect. No time has been made available for her to monitor standards and teaching. Suitable planning based on national guidance is in place. Resources are satisfactory, however more are needed to promote effective learning. All staff recognise that provision for storage of pupils' work is unsatisfactory, as there is insufficient space in classrooms. The use of ICT is unsatisfactory. The co-ordinator is aware of the need for effective assessment procedure to chart pupils' progress. Insufficient progress has been made since the last inspection.

GEOGRAPHY

131. Standards for Year 2 and Year 6 are in line with national expectations. Pupils make satisfactory progress.

Strengths

- Pupils' positive attitudes to geography
- Good planning
- Quality of resources
- Increasing use of ICT

Areas for improvement

- Monitor learning and teaching
- Assessment and recording pupils' progress in order to ensure a consistent development of skills

132. The quality of teaching and learning is satisfactory overall. During the inspection, two lessons were seen. Judgements are based therefore on these lessons, scrutiny of pupils' work, discussions with pupils and scrutiny of teachers' planning.

133. Teachers have sound subject knowledge and provide a suitable range of planning. Geographical terminology is also emphasised well to help develop pupils' knowledge. The school is making increasing use of ICT to support the work in the subject. Examples of this were seen with pupils accessing a variety of websites to research weather in different parts of the world, locating where Woodley is in relation to Birmingham and the route pupils would take to travel there. The "Where in the World is Barnaby Bear?" project is enhancing younger

pupils' understanding of different places in this and other countries and is one in which parents and children are participating enthusiastically. There are clear links with other subjects such as history, science and religious education, which do much to develop pupils' understanding. High quality resources such as aerial photos and maps enhance the teaching and learning in geography.

134. Pupils find the subject interesting and they concentrate well on the tasks set and most take considerable care with their work. Teachers provide pupils with a variety of learning opportunities, including a number of visits to undertake fieldwork such as the visit to Dorset and visits in the immediate locality. This enables all pupils, including those with special educational needs, to make satisfactory gains in their knowledge and skills.

135. The school has planned its curriculum well which is part of a two year rolling programme. The time allocated to the subject is less than the national average. Assessment is in its early stages and, as yet, there is insufficient information available for teachers to judge pupils' current attainment and to help provide appropriate challenge for the more able pupils. The school has a portfolio of work for geography, consisting of pieces of work, which exemplify assessment criteria. The school plans to use national curriculum levels to describe pupils' attainment in geography and this will do much to support the school in extending pupils' geographical knowledge and skills and ensuring continuity in learning. Teachers' marking does not provide guidance to pupils as to the geographical knowledge and skills they have acquired and what it is they need to develop.

136. The subject leader provides sound leadership and is aware of the work being covered and supports her colleagues well. She does not yet have the opportunity to observe lessons, although plans are in hand for this to happen. The subject leader monitors geography plans termly but does not have the opportunity to check on weekly plans or look at a good range of work samples to check on pupils' learning and standards.

HISTORY

137. Standards are in line with those expected for Year 2 and Year 6.

Strengths

- Pupils' attitudes to history and their enjoyment of it
- Quality of resources
- Good curriculum planning

Areas for improvement

- Assessing and recording pupils' progress in order to ensure a consistent build up of skills
- Monitoring learning and teaching against teachers' plans.

138. During the inspection, only two history lessons were seen. Evidence from these, together with that from teachers' planning, pupils' previous work and discussions with pupils, provide sufficient evidence to judge that at the end of Year 2 and Year 6, standards are in line with national expectations. Pupils' progress is satisfactory.

139. In Year 2, pupils know suitable details about the past. Through looking at pictures and photographs, pupils are able to identify some of the changes that have taken place in the way people live. Most pupils are confident in using appropriate terminology such as 'old', 'long ago' and are also able to use the term 'Edwardian' correctly. Pupils have a sound knowledge of a number of historical figures such as Florence Nightingale and Mary Seacole. The study of the latter had made a great impression on the pupils as they felt the colour of her skin had adversely influenced her role in history.

140. In Year 6, pupils know relevant knowledge about a range of historical periods and have a sound chronological understanding as shown when they constructed a time line in class to locate where, in time, the Tudor period occurred. Pupils have a clear understanding of the Ancient Egyptians as well as the Tudor, Victorian and World War II periods of history. Many pupils through Years 3-6 are confident in identifying some of the changes that have taken place throughout history.

141. The quality of teaching and learning is satisfactory overall. The time allocated for the subject is below the national average, leading to too much information being provided within one lesson and the pupils having insufficient opportunity to generate their own questions for historical research. Lesson planning is detailed, with clear learning objectives. Teachers provide an appropriate and stimulating range of information for pupils. They successfully use photographs and visits to foster the pupils' interest. Teachers make good use of question and answer techniques to extend pupils' thinking and understanding. In one lesson observed with older pupils, the teacher emphasised that the question was a "What do you think?" question and that there was no right or wrong answer. This approach encourages all pupils, especially the less confident, to volunteer responses to questions. The relationships between teachers and pupils are good and pupils respond positively to the praise given them by the teachers.

142. Pupils enjoy history, settle well to the variety of tasks provided and respond to the enthusiasm and good subject knowledge of the teachers. Pupils speak enthusiastically of visits such as that of the younger pupils to an organisation which aims to bring history alive and gave them the opportunity to, for example, sit in a Victorian bath. The older pupils speak of their visit to a Victorian school. Staff from Reading Museum have also visited the school with artefacts relating to Ancient Egyptians. In discussion, the older pupils speak of how much they enjoy independent research, especially where they are given opportunity to use the Internet. Most pupils present their work well, taking care with presentation both in writing and drawing. Scrutiny of pupils' folders show that works has been suitably differentiated to ensure that pupils with special educational needs are able to record their views and historical knowledge appropriately. Pupils are starting to use ICT to increase their historical knowledge such as searching CD-ROMS and the Internet for historical facts and using software to write postcards home as if they were an Edwardian on holiday.

143. There is good curriculum planning and all areas are suitably covered through a two-year rolling programme. Curriculum planning shows links with other subjects such as geography and science and these links bring significance and breadth to pupils' studies. There is a good range of resources to ensure that the units of history can be effectively delivered. Assessment procedures are at an early stage. The portfolio of work collected by the subject leader does however, show clear criteria against which pupils' attainment may be assessed and, in this, the school has made good progress since the last inspection. The school is moving towards use of the national description levels to help teachers in their assessment of pupils' historical knowledge, understanding and skills and this will help teachers plan continuity in learning and sufficiently challenging work for the more able pupils. Marking seen in topic folders does not provide indication to pupils of how well they are acquiring new skills and knowledge in history.

144. The subject leader is well informed and provides sound leadership. Currently, the subject leader has no opportunity to observe learning and teaching in history. She does however, see the plans for the topics to be taught in history and has provided useful advice to teachers.

INFORMATION AND COMMUNICATION TECHNOLOGY

145. Standards in the last inspection were average in Year 2 and Year 6. By the end of Year 2 standards are now above average and by the end of Year 6 they are average. This shows a good improvement since the previous inspection and is due to the greater emphasis now being given to the subject.

Strengths

- Standards are above average in Year 2
- Teaching is good
- Highly motivated pupils
- Good subject management

Areas for improvement

- Increased use of the ICT suite in order to support other subjects
- Providing technical support so that teachers do not have to spend teaching time 'trouble shooting' non-functioning computers

146. By the end of Year 2, pupils show good achievement because of the well-planned curriculum, teachers' good subject knowledge and good ICT resources. In a very good Year 2 lesson, pupils showed the ability to follow the teacher's very clear instructions. They worked very well in pairs, handling the mouse with confidence. Pupils showed confidence in editing text to improve it, using the shift key to create capitals. More able pupils were able to apply their skills in literacy by correctly inserting speech marks where required.

147. Pupils show satisfactory achievement by the end of Year 6 as teaching builds on previous subject knowledge. For example, Year 4 pupils created adverts building on their work in literacy lessons and used "PowerPoint" to make their own presentations. Good quality presentations were produced and progress was good, as pupils had only one previous lesson on the use of this program. Pupils were encouraged to find solutions to the problems they encountered and those with good ICT skills were encouraged to demonstrate the possibilities of the program to others. Discussion with Year 6 pupils showed that they understood how information and ideas could be shared with others in a variety of ways, including using e-mail. However, not all pupils have the opportunity to send messages over distance electronically. Opportunities to use control technology, an issue raised by the previous inspection, has been addressed satisfactorily.

148. Teaching is good in Years 1 and 2 as pupils are making good gains in their subject knowledge and the curriculum covers all the required aspects of their learning. Teachers' subject knowledge is secure and so learning activities are appropriately challenging and suitably organised and paced. Teachers have good expectations of pupils that are conveyed through clear learning objectives.

149. In Years 3 to 6 teaching is good. Teaching seen during the inspection ranged from satisfactory to very good. In the very good lesson the teacher showed very good subject knowledge and awareness of pupil abilities. Pupils were challenged consistently and learning was very good. Planning of work, which is based on nationally recognised guidelines, is satisfactory. However, weekly planning does not always identify what it is teachers expect pupils of differing capabilities to learn. A programme of training and support has increased

teachers' confidence. The subject leader has introduced an assessment booklet that is helping teachers to plan the next stage of learning. Pupils' learning is helped because they are highly motivated and show a willingness and enthusiasm to succeed.

150. The school has had an ICT suite installed. However, space is restricted and some pupils use the computers in the corridor. This is made possible due to the high level of ICT subject expertise that the teaching assistants possess. All pupils use the suite regularly and this has resulted in them becoming familiar with computers and their uses. Use of the suite has also enabled teachers to demonstrate computing skills and the uses to which computers can be put to.

151. The teaching of literacy is being satisfactorily supported by the use of ICT but not enough use is made of ICT in mathematics. However, apart from geography, where pupils have made use of the Internet, science, where pupils have produced data in a study of the heart, and art and design, where pupils studied the works of Mondrian and Kadinsky, there was insufficient evidence of ICT supporting learning in other subjects on the timetable and in teachers' planning. The subject makes a sound contribution to pupils' social development in situations when they collaborate in their use of computers.

152. The leadership and management of the subject are good. The subject leader is enthusiastic and has correctly identified the strengths of the subject and the areas for development. He recognises that staff knowledge, skills and confidence, although satisfactory at present, are areas on which to focus. The overall quality and quantity of computers has improved greatly since the last inspection. There are many computers in the classrooms and corridors and the use of these to support learning in other areas of the curriculum is an area for development. During the time the subject leader has been in post, he has used his expertise to give advice and guidance to other staff. He has a very clear idea of what now needs to be done. Staff share a commitment for further improvement. Good progress has been made since the last inspection.

MUSIC

153. Standards attained by Year 2 and Year 6 pupils are above expectations which is an improvement since the last the last inspection.

Strengths

- Standards are above average and pupils achieve well
- Pupils' keen attitudes and very good behaviour in lessons
- Good subject leadership
- A good range of instrumental tuition available

Area for improvement

- The subject leader does not have formal opportunities for checking on standards across the school

154. All pupils achieve well regardless of their starting point. Pupils who attend sessions to learn to play a specific instrument contribute very well to class lessons as in a very good Year 6 lesson when clarinet and flute players shared their expertise.

155. Teaching and learning are good with some very good and excellent teaching and learning observed. The main feature in music lessons is pupils' very good or excellent behaviour. Even the youngest pupils in Year 1 and 2 resist the temptation to touch and play the interesting range of instruments when they are not supposed to. This very good behaviour allows pupils to learn at a very good rate because no time is wasted. For example in an

excellent lesson, Year 1 and 2 pupils built very well on their understanding of how famous composers interpret weather effects. They worked very well together in groups to portray a weather effect, for example rumbling thunder or splashing rain. Pupils selected an instrument and thoughtfully tried out the effect to see if it made the required sound and if it did not, repeated the process. Towards the end of the lesson, groups performed their compositions. The 'audience' clapped spontaneously and made perceptive comments about their likes and dislikes about the piece played, demonstrating a good understanding of dynamics, pitch and timbre for their age. Year 1 and 2 pupils complete interesting art work in response to Sinfonia Antarctica using a computer art program.

156. In Year 6, pupils easily recognise and repeat patterns they hear in Latin Carnival music. They note that when 'more instruments are brought in the rhythm gets faster' and that having a conductor is a good idea. Pupils had great fun composing their own pieces, performing them and appraising those of others showing a good understanding of duration and structure in their work. Very good teaching provided a high level of challenge for all, together with very good support for those with special educational needs to enable them to succeed.

157. In Year 5, pupils enjoy keeping 'listening diaries' where they record interesting sounds they hear. In a good lesson, these pupils listened to two pieces of contrasting music and in their response demonstrated a good understanding of how timbre and texture influence the mood created. From this point, they worked in groups to compose music to demonstrate a mood. Pupils' very good behaviour and very positive attitudes contributed considerably to the good progress they made in a relatively short time to choose instruments, compose, record and perform their pieces.

158. The subject leader provides good leadership for her colleagues and has a good overview of the standards in the school through her involvement in whole-school singing sessions and choir practice. The next step is to observe teaching and learning.

PHYSICAL EDUCATION

159. Standards in physical education are in line with those expected for Year 2 and Year 6 pupils. These standards are similar to those attained at the time of the last inspection. Pupils make satisfactory progress as they move through the school, although more able pupils could do better.

Strengths

- Pupils' keen attitudes and very good behaviour
- Indoor and outdoor facilities
- Some very good teaching and skills development

Areas for improvement

- Raise standards further by providing the subject leader with time to check on weekly plans and observe lessons
- Consistency in the amount/availability of opportunities to be in school teams involved in competitive, inter-school competitions
- Challenge for more able pupils

160. Pupils' very good behaviour and keenness contribute significantly to their enjoyment and skill-development in the subject. For example, in a good lesson for Year 4, pupils listened carefully to their teacher, practised throwing and catching very sensibly with their partners and improved their skills and performance well. In a good Year 6 dance lesson, pupils' excellent behaviour throughout the session meant that they listened to the music and thought

about the mood it portrayed. They matched their movements accordingly, making good gains in their knowledge of how to interpret music and feelings into movement, demonstrating a reasonable understanding of different levels and starting points. In a very good lesson for Year 1 and 2, pupils made very good progress in developing their throwing and catching skills and had great fun at the end reinforcing these skills in a team game situation; standards noted in this lesson were above those expected.

161. Teaching and learning for the great majority of pupils are good overall. Teachers have a good understanding of how to teach basic skills, such as throwing and catching. They plan their lessons well to have a suitable variety of activities but the weakness is the lack of specific planning for pupils who are more able. This lack of planning means that a few pupils, whilst reinforcing skills, are not given the opportunity to develop their skills just one step further. Pupils with special educational needs are very well supported, encouraged and helped to be fully involved in all lessons and, importantly, succeed.

162. The subject leader provides sound leadership for the subject and supports her colleagues well in terms of checking planning and resources. Currently there are no opportunities for her to check on how planning is put into practice. The school has a spacious hall, two good sized playgrounds and very good field which enables teachers to teach all aspects of the curriculum. The school has maintained the good standards in swimming noted in the last inspection.

163. In their meetings with inspectors and in their notes on the back of questionnaires, parents observed that they would like to see more opportunities for competitive sports and school teams. In their discussions with pupils, inspectors found that there are, currently, school teams for football and netball but that this is not always the case which limits opportunities.

RELIGIOUS EDUCATION

164. Standards attained by Year 2 and Year 6 are in line with those of the locally agreed syllabus; they achieve satisfactorily.

Strengths

- Pupils' very good attitudes and interest in the subject
- Pupils' very good behaviour in lessons
- Good teaching and learning

Areas for improvement

- The subject leader does not have opportunities to check on pupils' learning
- Insufficient opportunities for first hand experiences to help pupils develop a good understanding of the diversity of faiths in Britain today and, how beliefs influence the way individuals choose to lead their lives.
- Current planning does not make teaching as meaningful as possible, for example, by ensuring that festivals are learned about at the right time of the year i.e. when the festivals are actually celebrated

165. Improvement since the last inspection is satisfactory. The school has improved its range of resources. At the time of the last inspection, standards for Year 2 were seen as above those expected which could indicate that standards have declined. However, Year 2 pupils spoken with and observed are a different group and demonstrate a lively interest in the subject and sound understanding of the fundamentals of the Christian faith. They know that baptism helps you belong to the family of God. They have a sound understanding of the events leading up to the celebration of Easter and the Christian account of the creation. Their

knowledge of other faiths is developing satisfactorily but the planning for this does not appear to be cohesive and as helpful to learning as it could be. For example, at one point in the year pupils learn about mosques and worshippers wearing a prayer cap and, at another point, learn about Muslim prayer mats.

166. Due to timetabling, it was not possible to observe religious education lessons in Years 3 and 4. However, examination of their work shows that they cover a great deal, for example, the ten commandments, and some parables which raise the question of the 'right action' to take. Pupils respond very thoughtfully to these questions, demonstrating a maturity of thought.

167. Examination of Year 6 pupils' work shows they cover appropriate areas of the syllabus. In discussions, pupils show an enjoyment in learning and can discuss similarities and differences in the creation narratives of Jewish, Christian, Islamic and Hindu faiths. Pupils demonstrate a very mature approach to their comparisons. They talk about people being 'different' but not necessarily any better or worse. Year 5 pupils say 'It's really good learning about what others believe'. However, older pupils' understanding of how an individual's faith influences everyday and family life is unsatisfactory and an acknowledged area for development by the school.

168. The quality of teaching and learning ranges from very good to satisfactory and is good overall. Strengths are teachers' management of and very good relationships with their pupils which provide a very good atmosphere for discussions and learning. Pupils are very well behaved in lessons. Marking of pupils' work is not consistent across the school. All work is marked, or acknowledge but there are notable differences in the comments made to help pupils improve their understanding or help them improve the quality of their work. Satisfactory opportunities are provided for pupils to develop their literacy skills although in a very good lesson for Year 5, more able pupils were challenged very well to write a poem using powerful verbs and adjectives for 'The wonders of the Muslim creation story'. Little use of ICT was noted in pupils' work. A sound start has been made on assessment. At the end of each unit of work, a check is kept of how much pupils have learned, however, this type of check is not focussed enough to get a clear picture of what it is pupils need to learn next to move them on at a good rate. The school recognises this as an area for development.

169. Leadership is sound. The subject leader provides good support for her colleagues in terms of subject knowledge. Currently, the subject leader checks on half-termly planning and apart from informal discussions with colleagues and the samples of work for the portfolio, these are the only ways she gains an understanding of what is going on in classes. There are no opportunities for checking on weekly plans and pupils' work books to gain a better picture of standards across the school.