

INSPECTION REPORT

WOOLHAMPTON C of E PRIMARY SCHOOL

Woolhampton, Reading

LEA area: West Berkshire

Unique reference number: 110025

Headteacher: Mr Q Aulton

Reporting inspector: RWG Thelwell

20977

Dates of inspection: 3rd – 5th February 2003

Inspection number: 246963

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Woolhampton Hill
Woolhampton
Reading

Postcode: RG7 5TB

Telephone number: 01189 712270

Fax number: 01189 714424

Appropriate authority: Governing Body

Name of chair of governors: Mrs J Dutton

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
20977	Mr RWG Thelwell Registered inspector	Areas of learning for children in the Foundation Stage; Mathematics; Information and communication technology; History; Physical education.	The school's results and achievements; How well are pupils taught? How well is the school led and managed?
9487	Mrs Frances Hurd 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?
22578	Mr Gavin Jones Team inspector	English; Geography; Music; Educational inclusion.	How good are curricular and other opportunities offered to pupils?
20865	Mr Michael Burghart Team inspector	Science; Art and design; Design and technology; Special educational needs.	

The inspection contractor was: MSB Education Ltd.
Broomhill
Wimborne
Dorset
BH21 7AR

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

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woolhampton Church of England Primary School is set at the edge of the village of Woolhampton, six miles west of Reading, and draws pupils from a wide range of socio-economic backgrounds. Currently, 92 pupils attend, including 12 children in reception. Less than half the pupils on roll live in the school's designated catchment area. There are four classes with an average size of 23. Depending on their birthday, children start school in either September or January of the school year in which they become five. Assessment on entry shows overall attainment to be as expected for this age. No pupils are at the early stages of English language acquisition. The proportion of pupils with special educational needs is broadly average, but the proportion of pupils known to be eligible for free school meals is below average. One pupil has a statement of special educational needs allocated under the terms of the DfES Code of Practice¹; proportionally, this is average.

HOW GOOD THE SCHOOL IS

Woolhampton Church of England Primary is a happy and caring school with many strengths and good features. The headteacher gives sound leadership and manages the school well. Although there are areas still in need of improvement, the headteacher, staff and governors work well as a team. They have established a positive and caring ethos that supports and promotes pupils' learning. Very good relationships and good behaviour are the norm. The quality of teaching results in pupils' very good attitudes and good personal development. Standards for pupils now in Year 6 are above nationally expected levels in English and mathematics; they meet expected levels for the majority of other subjects. This represents positive achievement when considering pupils' average attainment on entry to the school. Efficient use is made of resources available. Although the unit cost is much above average, in providing its pupils with a sound education, the school gives satisfactory value for money.

What the school does well

- Achieves standards for pupils currently in Year 6 that are above nationally expected levels in English and mathematics. Pupils in Year 2 attain good standards in writing.
- Provides a caring community where pupils are known well and valued as individuals, and creates an orderly climate for learning.
- Good teaching was noted, particularly for children in reception and in classes catering for pupils in Years 1 and 2, and in Years 5 and 6.
- The school promotes and achieves very good attitudes and relationships. Behaviour is good.
- Good provision is made for pupils with special educational needs, and for children in reception.

¹ The Department for Education and Skills' Code of Practice gives practical advice to schools about their responsibilities to ensure that all pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

What could be improved

- Statutory compliance with National Curriculum requirements for information and communication technology (ICT) for pupils between Years 3 and 6.
- Attainment in art and design and in geography for pupils in Years 3 to 6.
- Opportunities for pupils to use and develop writing skills across the curriculum.
- The provision of a whole school approach to assessing subjects other than English, mathematics and science.
- Accommodation to enable pupils to perform freely all aspects of physical education, and to allow pupils, staff and parents to gather for whole school events.
- Pupils' understanding of the diversity and richness of cultures other than their own.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the issues arising from the last inspection in February 1998. Provision for children in reception has improved considerably. Children now benefit from a new teaching area together with facilities and resources for outdoor structured play, and their curriculum is now based on the requirements of the Early Learning Goals². With the exception of art and design and geography, teachers' planning is now underpinned by programmes for each subject. There has been an improvement in the quality of teaching, which is now monitored by the headteacher. Standards for pupils currently in Year 6 are above average in English and mathematics, and as such, are above those at the time of the last inspection. The quality of the school development plan has improved, and governors are more closely involved in evaluating school performance and the cost effectiveness of spending decisions. The school has successfully implemented National Strategies for Literacy and Numeracy together with that for the performance management of teachers. Whilst provision for ICT has improved, the application of pupils' ICT skills in other subjects, an issue noted in the previous inspection report, remains an area for development. The school is well placed for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores³ in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools ⁴
	2000	2001	2002	2002
English	B	A	C	C
Mathematics	B	A	D	D

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

² QCA (Qualifications and Curriculum Authority) has produced a set of Early Learning Goals for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

³ Average points scores refers to the average of pupils' scores weighted by Ofsted for each level attained in each subject.

⁴ Those schools with more than 8 per cent and up to 20 per cent free school meals eligibility.

Science	B	A	B	A	well below average	E
---------	---	---	---	---	--------------------	---

The number of pupils in each year group is small. As such, care should be taken when making comparisons with national or similar school results, as the performance of each pupil has a significant impact on overall results. Results of pupils in Year 6 assessed in 2002 were noteworthy in that the year group had an above average proportion of pupils with special educational needs. Assessment results for pupils at the end of Year 2 were impressive in that when compared with either national or similar schools results, they were well above average in mathematics, above average in writing, and average for reading and science. Performance of pupils now in Year 2 is in line with nationally expected levels⁵ in reading, mathematics and science. Attainment in writing is above that expected for their age. Pupils currently in Year 6 attain standards in English and mathematics above the norm; work in science is at the expected level. Children currently in the reception year of the Foundation Stage⁶ make good progress overall. Whilst nearly all are on course to reach what is expected for each area of learning by the end of reception, around a quarter will gain them earlier. Pupils with special educational needs make good progress in terms of their prior attainment and the targets set in individual education plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' very good attitudes are reflected in the interest and enthusiasm they show towards their work. This has a positive effect on the progress pupils make.
Behaviour, in and out of classrooms	Pupils' good behaviour allows maximum time to be spent on teaching and learning.
Personal development and relationships	Pupils' personal development is good. The very good relationships between pupils and amongst pupils and staff make a significant contribution to pupils' learning.
Attendance	Overall attendance is well above the national average. Pupils are punctual and keen to attend.

TEACHING AND LEARNING

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

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.

Across the school, two-thirds of lessons observed were judged to be good, including five that were very good. With the exception of one lesson, the remainder was satisfactory. Consistently good teaching for children in reception is based on the officially recommended learning goals for this age, and provides a good range of interesting and relevant activities to

⁵ The national expectation is that, when assessed at the end of Year 2, pupils would achieve Level 2, with the higher level being Level 3. At Year 6, the expected level is Level 4, with the higher level set at Level 5.

⁶ The term 'Foundation Stage' refers to children's education from the age of three, until the end of reception.

support learning. English and mathematics for pupils in Years 1 to 6 are taught well. Teachers make effective use of the structures of the National Strategies for Literacy and Numeracy to support planning. Clear explanations, effective questioning and enjoyable tasks are underpinned by teachers' enthusiasm and good knowledge in both subjects. Good support for pupils with special educational needs results in these pupils achieving well. Whilst in English and mathematics, higher attaining pupils are given tasks that are well matched to their stages of learning, this is not always the case in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for children in reception is good. With the exception of some elements of art and design, the curriculum for pupils between Years 1 and 6 is broad, relevant and supported by a good range of out of class activities. However, it lacks balance between Years 3 and 6, in that insufficient time is given to geography. The full requirements of the National Curriculum for ICT are not met for pupils in Years 3 to 6.
Provision for pupils with special educational needs	Pupils receive good support, particularly when withdrawn for specific tuition. The good provision, very well managed by the special needs co-ordinator, enables pupils to achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is satisfactory. Good provision is made for pupils' moral and social development; that for spiritual development is satisfactory. In terms of cultural development, good provision is made for pupils' awareness of the heritage of the United Kingdom. However, unsatisfactory provision is made to support pupils' understanding of cultures other than their own.
How well the school cares for its pupils	Provision for the health, safety and general welfare of pupils is good overall. Effective provision is made for assessing the academic development of children in reception and for the identification and monitoring of pupils with special educational needs. Good provision is used well to assess pupils' development in English and mathematics. More needs to be done in other subjects.

The school's very good partnership with parents contributes well to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides sound leadership and manages the school well. The good support he receives from staff and governors results in the school having a positive and caring ethos that supports and promotes pupils' learning.
How well the governors fulfil their responsibilities	Governors are closely involved in strategic and financial planning, monitoring and evaluation. However, they have not ensured all curriculum requirements for ICT are met between Years 3 and 6. All other responsibilities are met well.
The school's evaluation of its performance	The school makes appropriate use of a range of procedures to evaluate performance. Effective use is made of data from assessments to improve curriculum provision. Satisfactory procedures are in place to monitor the quality of teaching.
The strategic use of resources	Apart from timetabling a minority of overlong lessons, which has led to an inefficient use of time, the school makes good use of resources available. Governors apply the principles of 'best value' well at every stage of planning and evaluation.

The school is sufficiently staffed to meet the needs of children in reception, for pupils in Years 1 to 6, together with those who have special educational needs. Accommodation, which is satisfactory, has been improved by creating a new class area and facilities for outdoor play for reception children, and through setting up a small computer suite. As at the time of the last inspection, the small and narrow hall impedes pupils' performance in physical education. Resources for teaching and learning are satisfactory, with a strength in science.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils enjoy coming to school, they are taught well and make good progress. • The school expects pupils to work hard and achieve their best. • The school helps pupils become mature and responsible, and behaviour is good. • The school is well led and managed; it works closely with parents. • Parents feel comfortable about approaching the school with a question or a problem. • The school provides an interesting range 	<ul style="list-style-type: none"> • The amount of homework given to pupils.

Thirty-seven parents returned the Ofsted pre-inspection questionnaire, and eleven parents attended the meeting with the Registered Inspector. Inspection evidence confirms the positive views expressed by parents, and finds the school gives pupils an appropriate amount of homework, relative to their age and understanding.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Assessment of children on entry to reception shows attainment to be as expected for their age. Those now in reception make good progress in their personal, social and emotional development, in communication, language and literacy, mathematical development, and in their knowledge and understanding of the world. Satisfactory progress is made in physical, and in creative, development. Whilst nearly all children are on course to reach the officially recommended learning goals for each area of learning by the time they leave reception, inspection evidence indicates around a quarter will reach the expected levels earlier.

2. Over the last four years, the school's overall performance as indicated by National Curriculum assessments at the end of Year 2 in reading, writing and mathematics varied considerably. Such changes in attainment from year to year should be viewed in the context of the small numbers in each year group assessed, where the performance of each pupil has a significant impact on statistics. When compared with either national results or those of similar schools, the school's performance in statutory assessments for pupils aged seven in 2002 was well above average in mathematics, above average in writing, and average in reading. Further analysis showed all pupils gained the expected level in writing and mathematics, whilst an above average proportion gained the expected level in reading. In mathematics, the proportion reaching the higher level was twice the national average. Such results are noteworthy when considering average attainment on entry to the school. Teacher assessment for science showed overall attainment to be in line with national averages for the proportion of pupils reaching either the expected or higher levels.

3. Between 1998 and 2001, assessment results for pupils at the end of Year 6 have been consistently above, or well above, average in English, mathematics and science. In 2002, the small year group assessed (eleven pupils) had an above average percentage of pupils with special educational needs. As noted earlier, in such a group, the adverse performance of one pupil, who may have special educational needs, has a disproportionate effect on results. As such, results were creditable in that when compared with all schools, overall standards in science were above average, average in English, but below average in mathematics. Whilst comparisons made with similar schools remained the same as for those made against all schools in English and mathematics, for science, the school's results were well above average. In order to raise further the school's levels of performance, an analysis of assessment resulted in the school focusing on the further development of pupils' writing and spelling skills in English. In mathematics, an emphasis was placed on mental arithmetic and problem solving, whilst in science, more time was allocated to the subject.

4. Inspection evidence based on a review of previous and present work, together with lesson observations, shows attainment for pupils currently in Year 2 is consistent with that expected for their age in English, mathematics and science. The performance of pupils now in Year 6 is above average in English and mathematics, and meets expected levels in science. There is no marked difference between the performance of boys and girls. The current group of Year 6 pupils are on course to reach the targets set by the local education

authority relating to the proportion of pupils gaining the expected levels in English and mathematics when assessed at the end of the summer term in 2003. However, with such a small group of pupils, the introduction of one pupil who may have special educational needs, would alter overall results significantly.

5. In lessons observed, pupils in Years 1 and 2 made sound progress in terms of the development of their speaking and listening skills. At age seven, at the end of Year 2, attainment is satisfactory; pupils talk sensibly about their work and gain in confidence when asking and answering questions. Good progress is made between Years 3 and 6. By the time pupils leave at the end of Year 6, standards are above average. Pupils listen attentively, make thoughtful contributions to discussions, and use a breadth of vocabulary well.

6. In reading, sound learning results in standards for pupils now in Year 2 meeting nationally expected levels for their age. Pupils read confidently and clearly, observing punctuation. Overall standards of those now in Year 6 are above average. Pupils read texts with fluency and accuracy, and have a good understanding of how punctuation determines how text is to be read. Higher attaining pupils discuss authors and favourite books, giving considered reasons for their preferences.

7. Standards in writing are above average for pupils now in Years 2 and 6. Pupils write for a range of purposes and audiences. They acquire good strategies for correct spellings, and make effective use of dictionaries and thesauruses to support writing. By age eleven, at the end of Year 6, most pupils write in a fluent and clear style. However, pupils do not have enough opportunities to use and develop their writing skills across the curriculum.

8. Whilst levels of performance in mathematics meet nationally expected levels at Year 2, standards are above average for pupils now in Year 6. Throughout the school, mental arithmetic is developed well through 'mental agility' activities. Pupils are challenged regularly to explain the strategies they use to arrive at their answers.

9. For pupils now in Year 2 and Year 6, standards in science are average. Across the school, an appropriate emphasis is given to scientific enquiry. By age eleven, pupils have a broad knowledge of science. Inspection evidence confirms pupils have a satisfactory understanding of what makes a test 'fair', and why this is important in scientific investigations.

10. Across Years 1 and 2, sound progress in developing skills of information and communication technology (ICT) results in pupils reaching nationally expected levels by the end of Year 2. However, by the end Year 6, pupils have not yet covered the full requirements of the National Curriculum. As a consequence, by omission, attainment is below that expected for their age.

11. Pupils currently in Years 2 and 6 attain nationally expected levels in design and technology, history and physical education. Attainment is satisfactory in art and design and in geography at Year 2. However, attainment in art and design is below expected levels at Year 6, and a lack of subject evidence prevented a judgement on standards being made in geography at Year 6. However, the insufficient time allocated to the subject would indicate a lack of depth to topics studied. Although discussions and a review of documents for music indicate the full requirements of the National Curriculum are planned for, a lack of evidence relating to the subject, or the opportunity to observe lessons or hear singing, other than three hymns during worship, prevents a judgement being made for attainment at either Year 2 or Year 6. Pupils with special educational needs make good progress in relation to prior attainment and to targets in their individual education plans. In contrast to the findings of the last inspection report, in most instances, but particularly in English and mathematics, higher attaining pupils are provided with suitably challenging work and make sound progress.

Pupils' attitudes, values and personal development

12. Pupils have very good attitudes towards school. When they arrive at school each morning, children in reception are keen and eager to start work. They gain in confidence quickly, and work together well in pairs and small groups, talking about what they are doing. They share equipment well, and are willing to take turns. Pupils in Years 1 to 6 show a good level of enthusiasm and interest in their activities. This is a similar finding to that at the time of the last inspection. Pupils respond well to special educational needs teaching and support. They work well together and are considerate of each other's needs. Children are fully included in all activities. For most of the time pupils are keen to learn and enjoy extra attention.

13. Pupils show considerable respect for their environment and treat equipment carefully. Toys provided for pupils' use during playtime have been well looked after and are carefully put away after use. Pupils make very good use of any opportunities to take responsibility around the school and help in the management of community life. For instance, they volunteer to act as 'play a game' monitors for younger children, or to carry out litter patrols in the playground. They help to set out the hall for assemblies, and to clear up after lunchtimes. Older pupils have organised 'Blue Peter' sales for charity as well as fundraising events for the Tanzanian schools which the school has links with. Pupils sometimes contribute reports to the school newsletter on events and activities. However, they have only limited opportunities in lessons to display initiative and have little awareness of their own learning apart from their targets in literacy and numeracy.

14. Attendance is very good, an improvement on the good standards at the last inspection. In 2001 - 2, the overall rate of attendance was well above the national average. Both authorised and unauthorised absence figures were better than national norms. Pupils enter school punctually and settle quickly to tasks prepared for them. These high standards of attendance and punctuality are a positive aid to learning.

15. Pupils' behaviour is good both in class and around the school. Pupils move quietly and sensibly around the school: they hold doors open and are always keen to see if they can help visitors in any way. A sizeable minority wears large badges declaring them to hold various responsibilities such as 'playhouse supervisor' or 'reception supervisor' with great pride. Pupils are polite, friendly, and eager to talk about what they are doing. Lunchtimes are happy well ordered occasions; pupils know and observe the routines expected of them. In assemblies, pupils enter quietly, listen attentively and join in any singing with enthusiasm. There have been no exclusions in the last year. No unsatisfactory behaviour was observed during the inspection, nor any sign of bullying or inconsiderate behaviour.

16. Overall, pupils' personal development is good. As at the time of the last inspection, relationships amongst pupils, and between pupils and staff, are very good and are a real strength of the school. Older pupils are very caring towards younger ones, and greatly enjoy helping to look after them in the playground and at lunchtimes. Pupils are very friendly towards visitors, and do everything possible to make them feel welcome. The youngest children quickly learn to become independent and confident, moving around their large classroom with assurance and carrying out errands to other parts of the school with confidence. Pupils know right from wrong and have a well developed sense of what is 'fair' and 'unfair'. They have a clear view of themselves as members of the school community, but only a limited understanding of themselves as citizens of any larger unit.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. When the school was last inspected five years ago, one in every six lessons observed was judged to be unsatisfactory, and the overall quality of teaching of children in reception

was unsatisfactory. The report highlighted teachers' inadequate understanding of subject content and National Curriculum programmes of study. In addition, higher attaining pupils were not provided with sufficiently challenging work, and the use of assessment was weak.

18. Notwithstanding a number of changes to the teaching staff, the school has worked successfully to raise the standard of teaching. In lessons observed, the overall quality of teaching was judged to be satisfactory or better in all except one art lesson. Two-thirds of lessons seen were good; of these, one out of every five was very good. In the lesson considered unsatisfactory, learning objectives were not sufficiently clear, the pace of work was too slow, and, as a consequence, pupils' progress was insufficient in relation to the time available. However, during the inspection, some good teaching was observed from all teachers. Teachers and learning support staff work well as a team, sharing knowledge and expertise. The quality of teaching has a positive effect on pupils' learning and the progress pupils make.

19. Teaching of children in reception was consistently good in lessons observed. In contrast to the last inspection, planning is thorough and is now based on the Early Learning Goals. Children are provided with a good range of relevant and interesting activities that cover all required areas of learning for this age. Effective teaching enables children to gain in confidence quickly, and prepares them well for work in the National Curriculum in Year 1. There is strong teamwork between the teacher and learning support assistant. Their good knowledge and understanding of the needs of this age group are reflected in the preparation and delivery of lessons, and in the careful monitoring of children's performance. Many opportunities are created to develop and extend children's language, and they are marked features of the good practice observed.

20. The quality of teaching in Years 1 and 2 was judged to be satisfactory or better in all lessons observed. Nearly three-quarters of lessons were good, including two judged very good. For pupils in Years 3 to 6, teaching was good in a little over half the lessons observed, including three that were very good. With the exception of one lesson, the remainder was satisfactory.

21. Since the last inspection, planning has been improved through the school implementing programmes of work for all subjects, apart from art and design, to help provide for the systematic development of pupils' knowledge, skills and understanding. This, together with a programme of staff development that includes recently completed nationally funded training for ICT, results in teachers having a sound knowledge of subjects taught; an improvement on the last inspection. However, teachers have good levels of expertise with regard to English and mathematics. This is due to the school successfully adapting the structures of the National Strategies for Literacy and Numeracy for planning and delivery of lessons in both subjects. The outcome being, that across the school, good teaching in both subjects results in pupils learning well.

22. In nearly all lessons, teachers explain objectives clearly at the start to ensure pupils fully understand what they are expected to achieve. Teachers regularly recap on what pupils have learnt previously. On many occasions, pupils' understanding is enhanced significantly by teachers' clear explanations and their effective demonstrations. For instance, in an ICT lesson, the teacher gave pupils in Year 2 clear, step-by-step guidance on how to access the Internet and use a 'search engine' to research information. During a games lesson, the teacher gave a helpful demonstration on how to hold a hockey stick to push the ball to another player.

23. Although teachers have suitably high expectations of pupils, there are some occasions when they do not always provide the necessary work to ensure their high expectations are realised. In nearly all English and mathematics lessons, teachers provide pupils with

challenging tasks that are well matched to their stages of learning, and results in pupils making good progress in relation to prior attainment. This is in contrast to the last inspection which considered that in both of these subjects, with more challenging work, many pupils could have achieved more.

24. A further improvement on the last inspection is that teachers now make sound use of day-to-day assessment to help plan what is to be taught next. The quality of marking, previously considered inconsistent, is now good overall. In addition to giving pupils good oral feedback during lessons, written marking gives pupils clear guidance on how to improve their work. A noteworthy feature of all lessons is the good level of ongoing support and reassurance pupils receive, and the attention staff pay to good effort.

25. Across the school, classrooms are organised well to promote learning. Teachers were observed using a range of strategies, including individual, group and whole class teaching to good advantage. Direct teaching in withdrawal situations for pupils with special educational needs is good with very good features. Very good tracking and assessment leads to target setting which, when backed up by planning, leads to good learning and progress. As a result, pupils achieve well and are fully included.

26. The skills of literacy and numeracy are taught well. Nine of the ten literacy lessons observed were judged to be good, including one very good. The remainder was satisfactory. Lessons are well planned with clear objectives. Interesting activities are provided, and good use is made of 'end of lesson' time to discuss what pupils have learnt and achieved. Lessons are characterised by the enthusiasm of teachers and effective questioning to ensure pupils understand the content and structure of texts. Although writing skills are taught well, pupils would benefit from more opportunities to use these skills in other subjects enabling them to write down their own thoughts and relying less on restrictive work sheets. Six of the seven mathematics lessons observed were good, including one that was very good; one was satisfactory. Carefully planned lessons provide pupils with interesting and relevant activities to reinforce their understanding of concepts taught. An effective element of mathematics lessons is the emphasis placed on the development of pupils' mental arithmetic skills, and on pupils having to explain how they arrived at their answers.

27. Although a small number of Ofsted pre-inspection questionnaires recorded parental concerns over homework, inspection evidence confirms teachers make satisfactory use of homework to support learning. The amount and challenge of work set is well matched to the age and capability of the pupils concerned.

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

28. In response to the issue raised at the last inspection, the school has made significant improvements to the provision and curriculum for reception children in the Foundation Stage of learning. A good curriculum is now planned to the recommended Early Learning Goals, and, as a result, children make good progress in their learning. Children now benefit from improved provision for outdoor structured play that includes their own play area and access to an exciting landscaped area.

29. Although programmes of work are in place for nearly all subjects to plan for the systematic development of pupils' learning, and to ensure the planned curriculum meets statutory requirements, work in ICT, art and design, and geography does not yet meet the required standards. In ICT the problem is one of not having had specific resources or training to complete the programme; in art and design, the major problem is that work does not build skills, knowledge and understanding systematically, whilst in geography the time allowed for

the work in Years 3 to 6 is not sufficient to complete the programme of work to the required standard.

30. Whilst the curriculum for pupils in Years 1 to 6 is broad and relevant, it lacks overall balance; particularly regarding the time allocated to geography and some elements of art and design. This has happened as a result of the emphasis placed on English and mathematics. Although standards in both of these subjects are above national expectations by the time pupils reach eleven, it is now an appropriate time to look again at how to reorganise the school's teaching time. For example, in two classes science is timetabled for two hours per session, whilst time for history and geography is very compressed and fails to allow for sufficient time for geography to be taught to the appropriate standard. Once again the school struggles to find time for extended writing across the curriculum. In order to accomplish this there is a need to look again at time spent on English and the use of writing in other subjects.

31. Planning is now consistent across the school and as a result, the school offers its pupils a satisfactory range and quality of learning opportunities. Subject leaders for English and mathematics have had training in order to manage their subjects appropriately.

32. The school makes good provision for pupils with special educational needs. Planning for pupils with such needs features a combination of individual education plans which detail how targets will be achieved; and work in class pitched in the best lessons at a variety of levels. As a result of good support, pupils make good progress. The school has recently begun setting specific targets in plans for 'more able' (higher attaining) pupils. Currently this is satisfactory and still improving. An improvement on the last inspection is that higher attaining pupils are given good levels of support through well structured planning in literacy and numeracy. However, there are instances in other subjects where this is not the case.

33. The school makes effective use of the National Literacy and Numeracy Strategies, and, as a consequence, pupils' progress in these subjects is frequently good, especially in the class for pupils in Years 5 and 6. The school is now well placed to review its planning in these subjects in order to develop writing skills across the curriculum. The school provides a wide range of good quality extracurricular activities, which include clubs for craft, drama, chess, cricket, football and French.

34. The school extends and enriches the curriculum by offering all pupils the opportunity to experience, through visits and visitors, first hand knowledge of a Tudor House, a Roman archaeological site, a busy hospital and a Victorian school experience. In its efforts to provide a fully inclusive approach to its work, the school often gives financial support to pupils so that they can all benefit from these experiences. Further activities including extended residential visits to such places as the Isle of Wight, the New Forest and Osmington Bay provide further extension to the geography, history and science curriculum.

35. The school is gradually producing a programme for personal, social, health and citizenship education. Although some teachers have had training in 'circle time'⁷, not all classes have adopted this idea. The school has a sound programme for sex education, which has been agreed by governors and explained to parents. It has yet to develop fully its programme for issues surrounding drugs and medicines.

36. Good liaison with the local federation of schools provides staff with opportunities for joint staff development, curriculum and management meetings. For pupils, it provides good opportunities for inter-school curriculum and sporting activities.

⁷ In 'circle time', pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues that concern all of them.

37. The overall profile of provision for pupils' spiritual, moral, social and cultural development is satisfactory and this results in pupils making sound progress. However, this judgement represents a combination of strengths and weaknesses.

38. Provision for spiritual development, which features strongly in the school's aims, is satisfactory overall. Pupils have opportunities to reflect on what people believe, and consider the beauty of nature, as well as marvelling at what modern technology can do. For example, pupils from some years benefit from environmental studies of the grounds and visits to a local farm to observe milking procedures and lambing. However, some aspects of provision, notably those which could be promoted through assemblies, are underemphasised and opportunities are missed to encourage pupils' spirituality.

39. Pupils have good appreciation of right and wrong and respond very well to the school's rules and routines. Pupils enjoy playing a part in identifying appropriate classroom behaviour codes and make good use of their literacy skills to do so. The school makes good provision for pupils' moral development and this makes a significant contribution to its ethos.

40. Opportunities to encourage pupils' social development are good. There are many examples of pupils working well together: for example sharing weighing apparatus in a Year 1 mathematics lesson exploring comparisons; and Year 6 gymnastics activities evaluating each other's work. A very good aspect of provision is in the introduction of a 'Friendship Bench' in the playground where children are encouraged to befriend those who feel sad.

41. The school makes good provision for pupils to become aware of local and United Kingdom customs and heritage. Many visits and visitors enrich the curriculum and introduce pupils to cultural experiences: for example visiting places of interest in Oxford and Reading. However, the school is aware that provision to raise pupils' awareness of multicultural issues is, as yet, unsatisfactory. Although pupils gain some experience of different faiths through religious education they have too few opportunities to find out about customs and lifestyles of various ethnic groups. Resources to support this kind of work have yet to be created. Plans are in hand to improve the situation with links with a school that has a high proportion of pupils from such groups, and with additional events planned for as part of a federation of local schools. However, these are in the very early stages and are in need of more obvious management.

42. Opportunities to promote pupils' personal development are created through the very good range of residential trips on offer. Particularly successful was the Years 5 and 6 Isle of Wight five day visit where all pupils in these year groups were involved. Staff, parents and governors support such trips very well and this has a very positive effect on relationships and the school's ethos.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Procedures for ensuring the health and safety of pupils are very good. A helpful policy outlines everybody's responsibilities clearly. Further policies cover Internet safety and use of the school's minibus. Risk assessments, undertaken on a regular basis to check for possible hazards, and to ensure matters identified previously, have been dealt with. Electrical, physical education and fire equipment are tested annually by specialist contractors. Lunchtime supervisors have appropriate first-aid qualifications. All accidents are recorded. As there is no dedicated medical room, sick children sit in the office or lie down in the staff room.

44. Procedures for monitoring and promoting good behaviour, and for eliminating oppressive behaviour are good. Consequently, teachers need to spend relatively little time on maintaining discipline in lessons. The school's sanctions and rewards system is clear and used consistently. There is a well supervised and well planned system for lunchtimes. The

school's provision for playtimes is outstandingly good with a good ratio of supervising adults to children. Two wooden playhouses and a wide selection of playtime toys are available to all. The semi-terraced and spacious nature of the site enables different play activities to be zoned to different areas. All pupils are encouraged to think of something they would like to take responsibility for (for instance, 'playhouse monitor') and are then given a special badge to wear. There is a 'I need a friend' post where children can sit to indicate they want someone to play with.

45. Procedures for monitoring and improving attendance are good. The school collects many pupils by minibus, thus helping to ensure a prompt start to the day. Registers fulfil statutory requirements and registration is carried out quickly and efficiently in all classes. Pupils' unexplained absences are followed up by class teachers who sends parents letters requesting a reason for absence. Attendance figures are monitored regularly and the education welfare officer visits when requested. The school has no significant problem with pupils taking excessive amounts of holiday in term time.

46. Formal procedures for monitoring and supporting personal development are satisfactory. Pupils are given a clear understanding of right and wrong by their teachers, and are treated with courtesy and consideration. At present, however, the school has no consistent system which would allow pupils to talk about their personal development and their feelings to teachers, although in two classes there are arrangements whereby pupils can indicate discretely that they would like to talk to a teacher. Occasional use is made of 'circle time' sessions. The school has begun to use a programme of work for personal, social, health and citizenship education. Recently a member of staff became responsible for co-ordinating this area of provision. No evidence was seen during the inspection of opportunities for pupils to debate moral issues, such as bullying. The school has been working towards the 'Healthy Schools' award, and this has helped in the development of teaching on topics such as healthy eating, physical education, and sex education. Pupils are strongly encouraged to become involved in the daily running of the school, by volunteering for tasks which interest them such as helping to set up the hall for assembly, and inventing playtime games for younger children. Pupils are encouraged to organise their own fundraising events. Those in Years 3 to 6 were consulted on the redecoration of the junior toilets through their design and technology lessons.

47. Procedures for child protection are satisfactory. The head and senior teacher have had appropriate training, and all staff are given a briefing on child protection procedures when they join the school. Any concern raised is logged on forms supplied by the local authority for this purpose. The school has appropriate links with the relevant external agencies.

48. The school makes satisfactory use of a range of assessment procedures to monitor and support pupils' learning as they move through the school. Assessment of children in reception, which begins with an informal assessment on entry to reception, is good. Subsequent ongoing monitoring of children's performance results in children's activities being matched closely to their stages of learning. A similar picture is seen in English and mathematics across the school. In addition to statutory assessments, the school carries out optional end of year tests in English and mathematics, together with termly tests across the school in writing and mathematics. Information from assessments, particularly from statutory assessments that includes data for science, is used to good advantage to evaluate and modify curriculum provision, and to set pupils individual targets in literacy and numeracy. These are shared with parents and are written in the front of pupils' exercise books; pupils refer to them regularly. Overall, teachers make satisfactory use of daily assessment to amend planning in order to help determine what is to be taught next and provide pupils with work at the correct level of challenge; an improvement since the last report.

49. Procedures for assessing pupils' attainment and progress in subjects other than English, mathematics and science vary considerably, as does the use of resulting assessment information. However, examples of good practice are found at the top and bottom end of the school, where pupils' progress is assessed against the expectations of the National Curriculum, and are monitored through simple but effective recording systems. The school has acknowledged that there is a need to develop a whole school approach to assessing and monitoring pupil performance in the 'non core'⁸ subjects. Marking of pupils' work has improved since the last inspection and now informs pupils of what they need to do to improve. The school takes very good care of pupils with special educational needs. This is the case both in the physical sense, ensuring that pupils are safe, and in the academic sense, where assessment, tracking and target setting are managed very well by the special needs co-ordinator. Staff now identify 'more able' pupils using a criteria checklist, and this is monitored termly against individual targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has very effective links with parents. It is extremely welcoming and encourages parents to contact it immediately with any problems. Class teachers are available for informal contact at the end of the day, and the headteacher can be seen at short notice. There are good links with parents over special educational needs issues. All requirements of the Code of Practice for special educational needs are met, and parents are informed of individual education plans and the reviews of statements as appropriate. Parents report they are pleased with the quality of support and that the school is approachable about special educational needs. There are three parent consultation evenings a year. Although parents are invited to attend assemblies when pupils display their work, the limited space in the hall makes this difficult. Home and school reading record books are used well to enable parents and teachers to put brief comments on pupils' progress. Before and after school care is provided on the site by the non teaching staff, and is much valued by parents. The headteacher regularly uses questionnaires to gauge parent opinion on various topics, the most recent being on pupils' annual reports. He has sent out others on homework and the school's equal opportunities policy. Pupils gave presentations of their work at the governors' annual meeting, which was a positive incentive for parents to attend.

51. The quality of information for parents is good overall. The governors report to parents fulfils statutory requirements and is both interesting and presented clearly. The prospectus is attractively designed and informative, but does not include attendance data, a statutory requirement. Regular newsletters give a clear picture of events to come as well as of those which have taken place. They can be sent by e-mail if parents prefer. At the start of each term, parents are told about the topics to be covered, and how they can support their child's learning. Whilst pupils' annual reports are satisfactory overall, comments on subjects other than English, mathematics and science often refer more to the curriculum covered than to the individual pupil. For instance, 'she has studied aspects of the Jewish faith'. Targets are given for literacy, numeracy and often for personal development, but vary in quality. Some are attainable and helpful ('to try to keep her letters on the line'), whilst others are too vague ('to improve her concentration'). Comments on pupils' personal development often show teachers' good knowledge of their pupils. However, there is no facility for pupils to say how they think they have achieved, or what they need to do to improve.

52. Parents' views of the school are good. They feel the school has high expectations of its pupils, and is approachable. They are pleased with the standards of teaching, behaviour and with the school's partnership with parents. No major issue of parental concern emerged from the Ofsted questionnaires. At the meeting for parents, those present were similarly satisfied and were particularly pleased at the school's caring, family approach to their children.

⁸ The term 'core subjects' refers to English, mathematics and science.

53. Parents have a good impact on the work of the school. The 'Friends of Woolhampton' organise a number of events a year, not all for fundraising. During the last year the 'Friends' have helped the school to buy a new mower, sandwich box trolleys, playground table parasols, playhouse furnishings, playtime equipment and materials for playground seating. Parents help regularly in class, and others helped clear a rough area of weeds and undergrowth. Parents with specialist knowledge have helped on occasion: an architect parent helped with the redesign of the early years area, whilst several parents have visited to talk to pupils about their work where it was relevant to the curriculum; they included a fireman and a nurse.

54. Parents make a good contribution to children's learning. Nearly all attend parent consultation evenings, and a good proportion attends other school information events. They give good support to other school related fundraising and social events. The overwhelming majority of parents help their children by providing them with appropriate facilities and support for their homework. Virtually all homework set is completed and returned. When asked, parents willingly provide resources to support learning, to help their children with craft activities, or provide materials. The majority of parents, particularly in the lower age groups, hear their children read regularly.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The headteacher gives sound leadership and sets a clear direction for the school's development, based on a good understanding of the needs of pupils. The headteacher, staff and governors have a clear commitment towards improvement and providing quality education. This has led to the school receiving two National Curriculum Achievement Awards for improvement in standards, and the addressing of nearly all issues arising from the last inspection. Together, staff and governors have created a caring and supportive ethos that reflects elements of the mission statement relating to pupils' intellectual, social and physical development. However, aims concerning pupils' aesthetic development are not yet reflected sufficiently in the day-to-day life of the school.

56. Together with the governing body, the headteacher manages the school well. Day-to-day management and organisation are good. Roles and responsibilities are clearly defined and staff have specific management responsibilities. Written communication, regarding all aspects of school life is regular and informative. This aspect of management is undertaken well, has a positive effect on pupils' learning, and is appreciated by parents.

57. Management of the curriculum is delegated to teaching staff, all of whom take responsibility for managing subjects or aspects of school life. However, the impact made by subject leaders regarding the quality of teaching and learning in the subject for which they are responsible, varies considerably. Whilst in response to the recommendations of the last inspection, the school developed the role of subject leaders, staff changes within the last eighteen months resulted in the appointment of teachers new to their roles. The school is now in the process of re-establishing its curriculum management structure, and recognises that all subject leaders require appropriate training to fulfil effectively their responsibilities. In keeping with the recommendations of the last inspection, the headteacher now monitors regularly the quality of teaching in all classes; this activity is to be extended to include all leaders once they have received appropriate training.

58. There is regular and productive communication between headteacher and chair of governors. The governing body is supportive and committed to raising standards, including their own. As part of their quest for the school to achieve 'Investors In People' status, governors have prepared a job description for themselves and undertake self-evaluation activities to determine how they too can improve performance. Committees covering a range

- Providing a scheme of work to ensure the systematic development of pupils' skills, knowledge and understanding as they move through the school;
- Ensuring all elements of the required curriculum are covered in sufficient depth;
- Developing the role of the subject leader in terms of monitoring the quality of teaching and learning.

(Paragraphs: 11,21,29,57,61,62,111,113,114,115,116.)

- **Raise** standards in geography for pupils between Years 3 and 6, and improve the balance of the curriculum by:
 - Allocating more time to the subject to enable teaching and learning of all aspects of the curriculum to be carried out in sufficient depth;
 - Developing the role of the subject leader regarding the quality of provision and standards achieved.

(Paragraphs: 11,29,57,61,62,124,126,128.)

- **Improve** still further the quality of teaching and learning by:
 - Providing a whole school approach to assessment in subjects other than English, mathematics and science;
 - Within lessons, ensuring the best possible use is made of time available.

(Paragraphs: 18,48,49,108,109,114.)

- **Pursue** with the Local Education Authority and Diocesan Board of Education, improvements in accommodation that will:
 - Provide sufficient space for all pupils, particularly those in Years 5 and 6, to perform freely all aspects of physical education to the standard of which they are capable;
 - Enable pupils, staff and parents to gather together for whole school activities.

(Paragraphs: 50,63,146,149.)

The following minor issue should be considered for inclusion in the governors' action plan:

- **Improving** provision for pupils' multicultural development; enabling them to gain a greater knowledge, understanding and appreciation of the richness and diversity of cultures other than their own.

(Paragraphs: 37,41,113,146.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	18	11	1	0	0
Percentage	0	14	52	31	3	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	92
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	16

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	2.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Total
	2002	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	13	14	14
Percentage of pupils at NC level 2 or above	School	93 (75)	100 (92)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	14	14	13
Percentage of pupils at NC level 2 or above	School	100 (67)	100 (75)	93 (83)
	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	Total
	2002	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	7	8	9
Percentage of pupils at NC level 4 or above	School	64 (84)	73 (84)	82 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	9	10	11
Percentage of pupils at NC level 4 or above	School	82 (100)	91 (95)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

Due to numbers of boys and girls being less than ten only overall totals are shown.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	78	0	0
White – Irish	0	0	0
White – any other White background	1	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	0	0	0
Asian or Asian British - Pakistani	0	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	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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)	5
Number of pupils per qualified teacher	18.4
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	79

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	234,065
Total expenditure	224,535
Expenditure per pupil	2,325
Balance brought forward from previous year	23,500
Balance carried forward to next year	9,530

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.8
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)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	92
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	32	8	3	0
My child is making good progress in school.	62	32	5	0	0
Behaviour in the school is good.	65	30	5	0	0
My child gets the right amount of work to do at home.	36	50	14	0	0
The teaching is good.	59	38	3	0	0
I am kept well informed about how my child is getting on.	57	32	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	84	14	3	0	0
The school expects my child to work hard and achieve his or her best.	65	32	3	0	0
The school works closely with parents.	56	39	6	0	0
The school is well led and managed.	50	44	6	0	0
The school is helping my child become mature and responsible.	67	28	6	0	0
The school provides an interesting range of activities outside lessons.	49	46	5	0	0

Figures may not total 100 per cent due to rounding.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. At present, 12 children are in reception. They share a class with pupils in Year 1. Depending on their birthday, children enter reception in the September or January of the school year in which they become five. The majority attend pre-school groups before joining the school. Informal assessment on entry shows overall attainment to be as expected for children of their age.

69. The school has responded well to the recommendations of the last inspection. As a result, the school now makes good provision for its young children. The curriculum has been developed further and is now guided and planned according to the requirements of the Early Learning Goals for children in the Foundation Stage. Children benefit from a new teaching area and a secure outdoor play area, together with appropriate resources including ride-on, wheeled toys. Links with pre-school groups and other agencies have been strengthened further. In contrast with the findings of the last inspection, when the overall quality of teaching of children in reception was judged to be unsatisfactory, teaching is now consistently good. The teacher and learning support assistant work well together as a team, and have a good understanding of the needs of this age group. Children with special educational needs are fully included and benefit from early identification and the expertise of the class teacher. Adults provide children with a wide range of stimulating and challenging activities across the six areas of learning. This enables children to gain in confidence and prepares them well for work in the National Curriculum in Year 1.

70. For children currently in reception, inspection evidence indicates they make good progress overall. Whilst nearly all are on course to reach the recommended levels in each area of learning by the end of reception, around a quarter are in line to reach what is expected for personal, social and emotional development, communication, language and literacy, earlier.

Personal, social and emotional development

71. Children make good progress in this area of learning. Adults working with children are very sensitive to the needs of children in their early years of schooling. They successfully create a happy and purposeful atmosphere where children settle quickly and enthusiastically into the routines of school. Children work together in a friendly manner, and show respect for each other. Appropriate talk and guidance from adults help children understand the difference between right and wrong, and reinforce their understanding of what is acceptable and unacceptable behaviour. This strategy results in children being well behaved, able to show growing independence in making sensible choices from a range of activities, and sustain concentration when working. Where adults set up activities that require children to share or take turns, children do so willingly. Adults give clear, well paced instructions. As a result, children listen to what they are told, follow instructions well, and begin work eagerly.

72. Staff provide many opportunities for the development of children's self esteem, confidence and independence. Children carry out a number of 'class helper' activities with pride. An important feature of the good practice observed during inspection was that in all activities, staff gave children good encouragement and praise for noteworthy effort. Children line up and move around school, and walk to a nearby sports hall in a very sensible manner. They undress and dress themselves with increasing speed and ability, and show initiative when getting out and putting away different activities in the classroom. A variety of food

technology activities reinforces children's awareness of the importance of washing hands before handling food.

Communication, language and literacy

73. Good progress is made in this area of learning. Children have many planned opportunities to talk and listen to adults and to each other, in groups or as a whole class. For example, during the inspection, children listened attentively, and when required, answered questions about the story of Jack and the Beanstalk. With the use of large pictures they correctly sequenced events before then retelling the story. Communication skills were developed further when children used stick puppets to retell the tale, and when they enthusiastically re-enacted the story in their home corner, which had been transformed into Jack's Cottage at the foot of the beanstalk. The use of talk and questioning by adults is very effective, and the many opportunities created to develop and extend children's language are a positive feature of the good practice observed, and result in children's growing confidence when answering questions.

74. Carefully chosen stories are used well to help children recognise an increasing number of words in familiar contexts. Through a structured and well taught programme of phonics⁹, children recognise the letters of the alphabet, and associate sounds with them. During the week of the inspection, an interesting display highlighted words and artefacts starting with 'S'. Whilst a small number of higher attaining children already read texts from the reading scheme, others use picture clues and their developing phonic ability to interpret and enjoy books. Children undertake 'pretend' writing as part of their daily activities when they make lists, write cards and take down messages. Whilst with assistance, several older children wrote simple sentences about 'Our Special Friend', a review of work from children now in Year 1, confirms that by the end of reception, most children write sentences unaided. Children are taught the correct way to shape letters, and copy examples of writing with increasing control.

Mathematical development

75. Mathematical development is good. Children count and recognise numbers to ten, some to 20 and beyond. They sing and play a range of number rhymes and finger games, and put together number puzzles and jigsaws to reinforce learning. Through a variety of carefully directed activities, children develop understanding of addition and subtraction. They sort objects in a variety of ways, for instance, by colour, shape or size; by threading objects and repeating patterns. Children learn to write numbers, and record information, such as that relating to the eye or hair colour of their friends on simple class pictograms. Children use correct mathematical language for simple shapes. They compare measurements of length and height, and, during the inspection, children compared the weight of different objects using the terms 'lighter than' and 'heavier than'. They began to understand that large items do not always weigh more than small ones. Children develop an awareness of capacity and volume through play tasks with sand and water. In so doing, they use quantitative words such as 'full' and 'empty'. Children have good attitudes to learning in numeracy and benefit from good teaching.

Knowledge and understanding of the world

76. Children are provided with a wide range of purposeful activities that enable them to make good progress in all elements of this stage of learning. Children observe and discuss weather, and understand why we wear different clothes for each season. They develop an awareness of space when studying the layout of the school and learn about their local

⁹ Phonic refer to a strategy which enables children to sound out letters and blends.

environment. Children carry out a range of interesting investigations related to their senses, and, with the help of their pet goldfish, 'Fish' and 'Chips', understand the differences between living and non-living things. During the inspection, children showed much interest in learning about why animals need food and drink, and in talking about what types of food they had eaten during the day. After tasting a range of unusual breads, children talked about which ones they preferred. Children receive a sound introduction to design and make activities, as for example, when they designed and made a robot to carry out set tasks. Good provision relating to food technology gives children many opportunities for observation, language development and preparation skills. They handle computers with growing confidence to use interactive programs such as 'Dress Teddy', and to use the mouse to control, colour and move items on screen.

Physical development

77. Children make satisfactory progress in this area of learning. They handle tools, scissors, paint brushes, construction kits and malleable materials safely and with increasing control. During the inspection, children used their fine manipulative skills well as they cut and stuck card and papers to make a meal for the giant. In the warm-up session of an indoor activity, children showed appropriate control of movement as they moved at different speeds and directions. In the main part of the lesson, they worked with enthusiasm to improve their skills of rolling, throwing and catching a ball with a partner. In such lessons, adults have suitably high expectations of children's performance, and praise was used well to encourage and acknowledge good effort. In outdoor structured play, children enjoy an appropriate range of wheeled toys, which they use with increasing control of speed and direction. In all activities, children show growing confidence, together with a willingness to share and take turns.

Creative development

78. Progress in this area of learning is satisfactory. Children use a range of media to draw, paint and print. A good example of the application of their skills is to be seen in the collaborative display depicting a range of traditional tales children have had read to them, together with the decoration of the 'Whizz Kid' hats undertaken during the inspection. Children were observed using malleable materials to good advantage when making models of the giant who lives at the top of the beanstalk. Children create small imaginary environments and act out scenes in them, exploring ideas and feelings. They have good opportunities for structured play, with adults often supporting activities. Children were heard to sing songs from memory; they do so enthusiastically and with a developing sense of rhythm.

79. Provision for children in reception is well managed. A helpful policy and programme of planning support planning for the six areas of learning. An initial assessment of children's skills and understanding is carried out shortly after entry and provides information that is then used well to inform subsequent teaching. Children's development in learning is aided by careful observations, record keeping and ongoing assessment.

ENGLISH

80. Whilst overall standards in English are average for pupils currently in Year 2, they are above average for those now in Year 6. This reflects pupils' satisfactory learning up to the age of seven, then good learning between Years 3 and 6. At neither year group, there is no significant difference in the performance of boys and girls. Because of good support, especially when withdrawn for specific tuition, pupils with special educational needs make good progress in relation to prior attainment and the targets in their individual education plans, and achieve well.

81. At the last inspection, standards in writing throughout the school, and of reading in Years 1 and 2, were noted as needing improvement. Since then, the school has been successful in raising standards and has received two National Curriculum achievement awards for its improvements.

82. In 2002 the proportion of pupils aged eleven at the end of Year 6 reaching the expected level or higher in the National Curriculum assessments, was in line with the national average and similar to standards in schools where pupils are from similar backgrounds. The proportion of pupils reaching the higher level was above average. As this group of pupils contained an above average percentage of pupils with special educational needs the school achieved very well. As a result of an analysis of test results, the school noted spelling and writing as issues for further development.

83. Because the number in each year group is small (eleven in Year 6 in 2002) comparing school results with those of all or similar schools cannot be relied on to give an accurate indication of performance. An absence, or underperformance, of even one pupil can have a major effect on results for the whole group.

84. Results of assessments for pupils aged seven at the end of Year 2 have varied considerably since the last inspection. They were well below national averages in 2001 for reading but above expectations in 1999. The most recent results (2002) place the group as broadly in line with national averages in reading and slightly above average in writing. All pupils reached the expected level in writing, whilst in spelling the proportion achieving this was well below average.

85. In speaking and listening, the majority of pupils in Years 1 and 2 make satisfactory progress because of regular opportunities for discussions during the literacy hour. Pupils in Year 1 discussed the story of Jack and the Beanstalk and offered their own accounts and views of the story. By the age of seven, standards meet nationally expected levels. Most pupils speak clearly when discussing their ideas in front of the class. In Year 2, in story time, when the teacher was reading 'The zoo at night', many pupils wanted to talk about the various constellations and spoke with growing confidence. Good progress made between Years 3 and 6 results in performance at age eleven being above nationally expected levels. In a lesson for Years 3 and 4, pupils tried hard to explain what they knew about different parts of the body, whilst in a lesson for pupils in Years 5 and 6, pupils read aloud the poem 'Flannan Isle', with clarity of speech and a good degree of expression.

86. Standards in reading are satisfactory at Year 2 and good by the time pupils leave at the end of Year 6. Several pupils now in Year 6 already read at a level above national expectation. The school teaches reading through a mixture of children's fiction with the support of reading schemes. Pupils in Year 1 show some competence in using a phonic approach to word building, although the below average readers find this skill difficult. By Year 2 most pupils use phonic and contextual signs to help them read unknown words. Pupils read with more confidence and enjoy a range of books. All have had experience of group reading within the literacy hour. By Year 6, in the cross section of pupils who read to the inspector, both the average and above average readers were already reading at the expected level and were likely to be reading at above the expected level by the end of the year. They are confident, independent readers who can talk about characters, plot and link their reading to other books and authors they know. However, across the school, the use pupils make of the library is disappointing. Most only go to the library to use the computers and very few can remember when they last used the reference material there.

87. Pupils' handwriting develops satisfactorily through the school. In reviewing pupils' exercise books, it is clear to see that where pupils have regular handwriting practice and their

work is marked well, they begin to make significant progress. From time to time, however, a number of pupils save their best handwriting for handwriting practice and forget all that they have learned when they write other pieces of work. Although there is still some way to go before all pupils write in a consistently good style, overall attainment at the end of Year 6 is satisfactory and meets with expectations for this age.

88. Standards in spelling are satisfactory and are improving. This is due to the emphasis placed on spelling in the way teachers mark work. They set spellings to be learned at home and often group these into spelling 'families' or into groups, which exemplify spelling rules. Not all pupils routinely use a dictionary or thesaurus, but when they do, as in a poetry lesson in Year 6, they are able to use a much wider and colourful vocabulary, which enlivens their work. Too little evidence was seen of pupils drafting and re-drafting their work. No evidence was noted of pupils having writing partners who would look over their friends' work, suggest different vocabulary, and check spellings.

89. In the literacy hours, pupils have a satisfactory range of writing opportunities. For example, in Year 2 they write instructions about how to make a paper chain, while later they use a story plan to help them write a story about 'The Wolf Child'. In the Year 3 and 4 class, pupils write a factual account of their holidays, noting when, who and where they took place. In their writing pupils make effective use of clauses relating to time and place. In Year 6 successfully pupils wrote an extended poem in the style of 'Matilda' by Roald Dahl. During other writing activities pupils have opportunities to put into practice their knowledge of punctuation. In their writing about the 'Fox and the Old Lion', pupils made good use of direct speech, whilst using expressive language in their writing about 'The Highwayman' by Alfred Noyes.

90. What is missing from the more general work in English is a wide range of opportunities for writing across the breadth of the school curriculum. Not enough opportunities are given for pupils to write at length. This is often due to the way work is presented to pupils on work sheets. Many of these do not require pupils to respond in any more than brief phrases or sentences, thus pupils do not have enough opportunities to gain fluency in sentence writing, extending their work into complex sentences and paragraphs and then editing their work. Once this work has been completed there is a need to use it to enliven class displays. At the present time there are not enough examples of written work in classrooms, making the overall environment less literate than it should be.

91. Overall the quality of literacy teaching is good. Of the ten lessons observed, three were very good and the rest, apart from one satisfactory lesson, were good. In the most successful lessons, planning was of a high quality and the pace of teaching and learning was brisk. Relationships were very good and made class management easier and of a light touch. The direct teaching of skills was of a high quality and each ability group was challenged appropriately. Positive features noted in most lessons included effective questioning and good use of end of lesson discussion time to sum up learning. Procedures for assessment and tracking pupils' progress are good overall and help teachers plan work for individuals and groups of pupils.

92. The recently appointed subject leader is already beginning to manage the subject well. She has had recent training and should shortly embark on monitoring the teaching of the subject across the school. She is aware of some of the strengths and weaknesses in the subject and has a clear understanding of what needs to be done to raise pupils' attainment further.

MATHEMATICS

93. Results of the end of Year 2 National Curriculum assessments for 2002 showed all pupils reached the expected level. The proportion gaining the higher level was double that of the national average. Overall performance was well above average when compared with similar schools. Results reflect a steady, ongoing improvement over the last five years. Assessment of pupils at the end of Year 6 showed a year on year improvement from 1998 to 2001. However, in 2002, when the year group had an above average proportion of pupils with special educational needs, attainment was below average when compared with either national results, or those of similar schools. Results for pupils at the end of Year 6 did not meet the targets set by the local education authority.

94. In view of the small number of pupils involved at either year, but more particularly at Year 6, assessment results cannot be relied on to give an exact picture of the school's performance when matched against those of national or similar schools. The performance of each child, who may have special educational needs, has a disproportionate impact on overall results.

95. The school's continued drive to raise standards and make improvements, based on a review of assessment data, resulted in:

- A continued emphasis on mental arithmetic;
- A greater focus on problem solving.

96. Inspection evidence confirms satisfactory progress results in pupils now in Year 2 performing at levels in keeping with national expectations; a judgement consistent with that of the last inspection. Pupils currently in Year 6 learn well and attain levels above those expected for their age. This represents an improvement on the last inspection. With half the school year left, there is every indication that standards will be maintained, resulting in the targets set by the local authority for the proportion of pupils reaching the nationally expected level for Year 6 being met. No significant difference is noted regarding the performance of boys and girls either in Year 2 or Year 6. The difference in attainment between the current Year 6 and that of last year's eleven year olds is attributable not only to the school's strategies to raise standards, but in the smaller proportion of pupils with special educational needs within a small year group.

97. Across the school, pupils with special educational needs are fully included and make good progress because teachers set them suitable tasks, and, through good encouragement, help them gain in confidence. In contrast with the last inspection, higher attaining pupils are given challenging work to match their stage of learning. Scrutiny of pupils' work, together with a review of planning, shows provision meets the requirements of the National Curriculum. Through providing many opportunities for pupils to work collaboratively, the subject makes a positive contribution to pupils' moral and social development.

98. Across the school, the continued emphasis on mental arithmetic results in pupils achieving well in this element of the curriculum. In addition to mental and oral challenges at the start of most lessons, mental tasks are given pupils throughout lessons. Nearly all pupils are eager to respond to the tasks set them and are keen to explain how they arrive at answers. Teachers constantly challenge pupils' understanding, as when a Year 4 pupil was asked, "How did you do that?" after correctly calculating an addition problem. In return, pupils are given good encouragement, as when a Year 5 group was told, "Come on, you *can* work it out, you're almost there." Having converted a fraction to a decimal fraction, a Year 6 pupil was delighted when told, "That's brilliant. Well done!"

99. By the end of Year 2, pupils have a sound understanding of place value. They read, write and order numbers to 100 and beyond; they explain clearly the value of each digit. Pupils are competent with addition and subtraction, and apply their understanding to

problems involving money. Pupils collect a range of information and use this data to produce class graphs that they then interpret through questions and answers. They understand that multiplication is repeated addition, and have appropriate use of 2, 3, 5 and 10 times tables to solve tasks. In keeping with age-related expectations, pupils work with simple fractions; halves and quarters, calculating fractions of shapes and number. Most read time on analogue clocks to the hour, half past, and a quarter to and past the hour. Pupils have a satisfactory understanding of reflective symmetry, and use correct mathematical vocabulary to describe two-dimensional and three-dimensional shapes.

100. By the end of Year 6, pupils are confident and competent when adding and subtracting using thousands, hundreds, tens and units. For tasks involving multiplication and division, they work with two and three digit numbers. They choose appropriate number operations, together with suitable methods of calculation to solve problems. Pupils have a good understanding of the relationship between fractions, percentages and decimals, which they correct to two places. They understand negative numbers, and undertake an appropriate range of calculations involving them. A review of work confirms activities relating to probability and data handling gives pupils a clear understanding of the terms average, mode and range, and of the 'impossible – certain' probability continuum. Pupils have a good understanding of co-ordinates and translation of shapes around the four quadrants of the x and y axes. Pupils measure and construct a range of angles and triangles with accuracy, and have a clear understanding of how to calculate area and perimeter of given shapes.

101. Although pupils use computers for basic numeracy activities, the overall use of ICT to support learning, particularly between Years 3 and 6, is insufficient. In most instances, rather than applying their developing skills of ICT, pupils record procedures and outcomes, and draw tables and graphs by hand. The school has already acknowledged this as an area for development within the current development plan.

102. The quality of teaching and learning in lessons observed was good overall. Teachers are secure in their knowledge and understanding of mathematics, and make good use of the structure of the National Numeracy Strategy. Lessons are well planned, with a range of interesting activities, with pupils' different stages of learning well provided for in questioning, practical and written elements. Teachers have suitably high expectations of pupils' performance, and, as a result, pupils are attentive and well behaved. Lessons build well on pupils' earlier learning, and explanations are clear and well paced. Teachers' very good relationships with pupils, sensitive correction of marking, along with praise and ongoing reassurance, results in pupils gaining in confidence and responding without fear of failure.

103. Whilst the quality of teaching in mathematics is monitored by the headteacher, the subject leader has yet to participate in this aspect of management. The need for monitoring time for the subject leader to undertake lesson observation has been identified in the school development plan. Pupils are assessed at the end of each unit of study to evaluate what they know and can do, to track progress and provide individual targets for learning. Data from end of year assessments is analysed and used well to monitor and modify curriculum provision.

SCIENCE

104. The last inspection judged science for pupils aged seven and eleven (at the end of Year 2 and the end of Year 6) as satisfactory, being 'in line' with national averages. Since then the national standard has risen slightly and the school has put more emphasis on experimental and investigative science. Evidence from this inspection in lessons and from a scrutiny of pupils' work over the past year shows standards have been maintained and are still consistent with what is expected nationally at the end of Year 2 and Year 6.

105. Results of National Curriculum average point scores from assessments for eleven year olds show that the school's performance has been above average in science over a four year period and that the school did well against similar schools. However, with only eleven pupils tested in 2002, statistics can be unreliable. With each pupil worth almost ten per cent, comparisons can be misleading. It is evident that the performance of girls was consistent with boys and this is better than the national profile. The school's predictions for the slightly larger year group, currently in Year 6, for tests in 2003 are that about three quarters are likely to reach at least the national average with about a third achieving the higher level, Level 5. If this is the case the school's overall performance will be about average.

106. Pupils, including those with special educational needs, respond well to science, most showing interest and enthusiasm. Pupils make satisfactory progress in their learning in science throughout the school. In Years 1 and 2 pupils build on the good work started in Year R where children begin to find out about the world by using their observational skills. Years 1 and 2 study living and non-living things and reach satisfactory standards. Their learning is often good: for example Year 1 pupils have a good knowledge of the parts of the human body and of plants; and Year 2 pupils are beginning to speculate effectively about what might happen if plants are not watered. Pupils recognise that living things grow and reproduce, and are able to classify living and non-living things into groups based on characteristics. Higher attaining pupils are challenged effectively: for example studying aspects of diet and teeth.

107. In Years 3 to 6, pupils continue work on 'Ourselves' and are introduced to nutrition and healthy lifestyles. This complements Woolhampton's bid to be considered for the 'Healthy Schools Award' and makes a good contribution to pupils' personal development. Years 5 and 6 study forces such as air resistance and look at changes of state as a result of temperature. There is evidence that the understanding of most pupils is sound, with higher attainers confidently drawing conclusions and beginning to speculate. For example in a good Years 5 and 6 lesson on evaporation, whilst all pupils appreciated that water would 'dry up' in the sun, more able pupils showed good learning with regard to humidity and reversible processes. Average and higher attainers have a sound understanding of what makes a test fair, and more able pupils are basing their predictions on their scientific knowledge.

108. In the four science lessons observed teaching was good in two and satisfactory in the others. Evidence from pupils' work over time indicates that teaching is satisfactory overall with strengths in Year 1 and Years 5 and 6, where expectations are high and the quality of questioning and marking (recently improved) is good. In a good Years 5 and 6 lesson looking at a new style of assessment task the teacher managed the class very well as two distinct age groups and gave very effective close support to pupils with special educational needs and the most able. The best teaching challenges pupils of all abilities to use what they know to form hypotheses and answer on the basis of reasoning. Weaknesses in science teaching feature sessions which are overlong where the task is often simply extended to fill the time, and pace which is too slow. For example Years 3 and 4 science lessons are regularly scheduled to last all afternoon which can prove too long especially for younger and less able pupils. Slow pace and overlong sessions are examples of expectations being too low. Greater efficiency could be achieved by shortening timetabled sessions whilst maintaining the same level of learning objectives.

109. The subject is well managed. The subject leader has devised a programme of work which combines a variety of national guidance and commercial programmes, and has made good use of the budget to provide suitable resources. She is responsible for good progress in assessment since the last report, but partly because of a lack of time available has not monitored actual teaching of the subject. Negative effects of this are evident in the aspects of time management, mentioned above, and in gaps in marking in previous years.

110. Science makes a satisfactory contribution to pupils' personal development (all pupils are fully included) providing good opportunities for pupils to work together, and sound opportunities for consideration of health and hygiene issues. However, because a high proportion of activities are worksheet-based some activities continue to be too teacher directed and pupils' ability to decide how they might best record results and extend their literacy skills are restricted. In common with a variety of other subjects there is insufficient use of ICT to support science. For example there are few instances of pupils entering results electronically or of handling subsequent data; and older pupils have had little experience of the use of sensors as part of experiments.

ART AND DESIGN

111. The last inspection reported that standards in art were satisfactory, being consistent with national expectations for seven and eleven year olds. This is still the case for seven year olds but standards are now below expectations for eleven year olds. This is partly due to the pressures of time created by the school's emphasis on literacy and numeracy, but mainly through lack of rigorous monitoring of the subject and the absence of planning which shows how skills will be built upon year on year.

112. Pupils in Years 1 and 2 have suitable opportunities to mix paint, explore texture and gain experience of proportion. There are good examples of pupils' self portraits and observational drawings which show learning and progress to be sound. Collages of 'aliens' give an indication of work in other than two dimensions being satisfactory.

113. In Years 3 to 6 pupils extend some of the skills learnt in Years 1 and 2: for example linking colour and pattern in good quilting in Years 3 and 4; and making and decorating kites in Years 5 and 6. There is satisfactory use of sketchbooks to explore line and tone and to experiment with drawing from memory as well as from life. However, insufficient attention to planning to clarify learning objectives, and monitoring to ensure that all required elements of art are covered, have left gaps in pupils' knowledge and experience. These particularly affect work in three-dimensions and the appreciation and evaluation of other artists' styles and work. This has negative effects not only on pupils' attainment in art and design, but in terms of the spiritual and cultural aspects of pupils' personal development. More should be done to enhance pupils' awareness of beauty in art and their knowledge and understanding of works of art from different cultures especially examples of non-Western art. The school lacks resources to support this.

114. During the inspection only one art lesson could be observed. On this basis it is not possible to make a formal judgement on the quality of teaching throughout. However, it is clear that relationships are a strength and pupils' response to art is good. Weaknesses were observed in the lack of specific learning objectives as opposed to general aims, and in the management of time, with expectations being too low. As a result the lesson seen was unsatisfactory with insufficient learning and progress.

115. The subject leader was appointed at the start of the term prior to the inspection. She has completed an audit and re-organisation of resources, but has yet to establish an adequate programme of work which will guarantee all elements are covered. There is a need to support other staff in assessing pupils' performance and to monitor the success or failure of planning.

116. Currently the management of art as a subject is unsatisfactory and the priorities of the subject's action plan need to be reviewed in the light of this report. There are good examples of art being used to support other subjects: for example in recording work in science, and plans for design and technology. However, there are too few examples of pupils' art work (especially three-dimensional) on display around the school. As in a variety of other

curriculum areas the use of information and communication technology in art and design is underemphasised.

DESIGN AND TECHNOLOGY

117. Pupils attain standards in design and technology consistent with what is expected of them at both ages seven and eleven. This judgement is the same as at the time of the last inspection, and represents a satisfactory situation.

118. In Years 1 and 2 pupils build on the good practical experiences they receive in reception. Pupils are introduced to the process of designing before making and make appropriate use of literacy, numeracy and art skills to explain and record their own designs. For example in Year 1 there was very good work to create and decorate pupils' own hats which involved research, descriptive writing and drawing plans before measuring, joining and painting.

119. Continued work on designs in Years 3 and 4 and Years 5 and 6 leads to increased levels of evaluation and modification. Pupils' learning is sound and their progress is satisfactory across the school. Years 3 and 4 designs for improvements to the boys' toilets were tested as part of dioramas¹⁰ made by the pupils to experiment with the use of space. Years 5 and 6 work in evaluating what makes a successful slipper, linked with work on materials in science, mathematics and art, with consideration of scale. This resulted in life size models which were tastefully decorated.

120. It is clear that pupils, including those with special educational needs, enjoy design and technology, particularly the making process, and gain valuable experience of working together to negotiate who will do what. This makes a good contribution to pupils' social development. Pupils show consideration for each other and treat tools and materials with care.

121. It is not possible to make judgements about the overall quality of teaching of design and technology from the one lesson it was possible to observe. However, scrutiny of planning, teachers' records and examples of pupils' work indicate teaching has been at least satisfactory, with strengths in Years 1 and 2, and in Years 5 and 6.

122. Currently, design and technology is not one of the priorities of the school development plan and the subject leader has only a 'watching brief'. The school has adopted national guidelines for the subject produced by the Qualifications and Curriculum Authority and these are proving satisfactory. Areas to develop in terms of the management of the subject are in improving assessment techniques to gauge pupils' progress, and in monitoring and evaluating the success of planning.

123. There are sufficient resources of appropriate quality to teach design and technology, and health and safety are suitably considered as part of planning.

GEOGRAPHY

124. As only one geography lesson was observable during the inspection, and little evidence of previously completed work could be reviewed from pupils in Year 6, it is only possible to judge standards by the end of Year 2. Standards at this stage are in line with national expectations and pupils including those with special educational needs make satisfactory progress.

¹⁰ Dioramas are three-dimensional models of pupils' designs.

125. Year 1 pupils study weather, make and complete weather charts, and are aware of the dangers caused by exposure to the sun. In Year 2, pupils created a booklet entitled 'Around our school' that included descriptions of their journeys to school and a graph based on a traffic survey conducted at the school. A computer was used to help in drawing the graph.

126. In Year 5, pupils completed a comparative study of their own area and that of St Lucia. This was a well structured topic, which touched on the similarities and differences between the two locations in terms of family life, school and transport. Whilst the work relates to mapping, human and physical geography, it gives poor support to pupils' literacy skills. Printed work sheets and printed maps dominate the presentation, giving few opportunities for pupils to write at any length or draw maps freehand. The same is equally true of topics in other year groups. However, pupils undertake several useful visits to places of interest in connection with their work in geography including Thatcham, Osmington Bay and the Isle of Wight.

127. In the single lesson seen, through watching holiday videos and reading holiday brochures, pupils gained an awareness of the location of holiday resorts and their response was satisfactory. However, too much information was given to the pupils and learning did not build readily on what pupils knew or understood.

128. Although a review of planning indicates coverage in terms of topics is in keeping with the requirements of the National Curriculum, the recently appointed subject leader has yet to monitor completed work to ensure work is covered in sufficient depth. Inspection evidence indicates insufficient time is allocated to the subject between Years 3 and 6. As such, this has a negative impact on pupils' levels of attainment.

HISTORY

129. Only one history lesson was observable during the inspection. However, evidence gained from a scrutiny of pupils' work, review of teachers' planning, and discussions with pupils and staff, confirms the planned programme of studies meets the requirements of the National Curriculum. At the end of Years 2 and 6, attainment is in line with national expectations, a similar picture to that at the time of the last inspection. All pupils, including those with special educational needs, make satisfactory progress in the development of historical knowledge and skills.

130. By the end of Year 2, pupils have a sound understanding of chronology and change. Their learning is supported through activities to compare and contrast toys from long ago with those of today, and finding out about how pupils' homes differ with those of days gone by. Work on comparing seaside holidays past and present, enables pupils to identify what has changed, as well as noting aspects that have changed little, if at all. Pupils learn about the lives of famous people and events, such as Florence Nightingale and the Great Fire of London.

131. From Years 3 to 6, pupils learn in detail about their own heritage, together with the cultures of those living in Ancient Greece and Ancient Egypt. Pupils in Years 3 and 4 have a sound understanding of life in Tudor England; their visit to Upton Court provides further knowledge and appreciation of lifestyles of the period. In Years 5 and 6, pupils' work on Ancient Greece helps provide them with an understanding of the work of archaeologists, together with the differences between 'primary' (first hand) and 'secondary' (second hand) sources of evidence in interpreting history. History really comes alive for the same year group when, as part of their work on the life and times of Victorian England, pupils visit a Victorian schoolroom where, along with their teacher, they dress in clothing of that era and experience a Victorian school day.

132. Whilst a review of work confirmed the use of computers to word process and present work such as studies on Tudors and Victorians, the school acknowledges that not enough use is yet made of the Internet or of CD-Rom based programs to research and access historical information. In the lesson observed, which related to the characteristic features of Victorian buildings, pupils responded well to good teaching and showed good attitudes towards the subject. Pupils were attentive and eager to respond to questions, and listened carefully not only to their teacher, but to the comments and information their friends had to offer. The lesson was well planned and built on the teacher's knowledge and enthusiasm for history.

133. The subject is soundly managed and plays an important part in the provision of pupils' cultural development. Teachers' planning is supported by appropriate documentation that complies with National Curriculum guidance. Pupils' knowledge and understanding are developed further by visits to places of historical interest.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. Although the previous inspection found attainment in information and communication technology (ICT) to meet national expectations at the end of Years 2 and 6, pupils' ICT skills were not used sufficiently in other subjects. Since then, the school has improved significantly its provision for the subject, and staff have completed nationally funded training for ICT. In addition to computers in each class, the school has recently set up a small, well-equipped computer suite that enables pupils to be taught ICT skills half a class at a time.

135. During the current inspection, limited direct teaching of ICT was observable. However, further evidence gained from observing pupils at work, together with a review of planning, and scrutiny of work, confirms that all pupils in Years 1 and 2, including those with special educational needs, make satisfactory progress. By age seven, attainment meets nationally expected levels. In work covered, pupils in Years 3 to 6 work at levels consistent with those expected for their age. However, the school does not yet address all requirements of the National Curriculum; so by omission, pupils' attainment is below expectation. Whilst this would suggest performance by age eleven has not progressed since the last inspection, it should be remembered that National Curriculum requirements have changed considerably, and the school is working towards meeting them. Nevertheless, as at the time of the last inspection, there is not enough use of ICT to support learning in other subjects, particularly mathematics and science.

136. Across the school, pupils experience keyboard and mouse operated systems. Pupils operate tape recorders to listen to pre-recorded stories and music, and to record items themselves. By the end of Year 2, pupils understand the importance of switches, buttons and keys in operating functions of basic household items. Older pupils appreciate the importance of computer technology, and our increasing reliance on it for many aspects of everyday life.

137. In classrooms and the small ICT suite, computers provide pupils with opportunities to develop their ICT skills. In Year 1, pupils use interactive programs, allowing them to enjoy stories and use the 'click and drag' procedure to move and draw items on screen. A review of pupils' work shows that by the end of Year 2, pupils write sentences direct to screen, and use the shift key to obtain upper case letters, together with the space bar, backspace and delete keys. By Year 6, pupils 'spell check', change size, style and colour of font, save and print their work. Examples of work related to 'Family Stories and Memories', together with topics undertaken on 'Tudor England', show pupils' ability to incorporate photographs imported from a digital camera, or scanned in from pictures. However, the application of these skills to enhance the presentation of extended writing is underdeveloped. Pupils in Year 2 were observed being taught how to access an approved Internet site to research information on puppets. However, such activities, together with the use of electronic mail for sending and

receiving information, or the use of CD-Rom encyclopaedic programs, are at an early stage of development and have yet to be established in the day-to-day acquisition and use of information. The school has identified these aspects as areas for development.

138. Pupils in Years 1 and 2 have satisfactory opportunities to investigate control technology. They use a programmable toy to enter directions for it to follow. Such activities reinforce understanding of direction, angles and distance, as well as developing skills associated with writing sequenced commands for the toy to follow. Inspection evidence shows that by the end of Year 6, pupils have appropriate opportunities to operate logo style programs, and, as in an observed lesson, use control software to a level expected for their age, to alter the sequence and timing of traffic lights. They have yet to apply control techniques to structures they have made in design and technology lessons. Pupils currently in Year 6 have not had sufficient experience in using sensors to monitor, record and display data from scientific investigations. They have insufficient experience in carrying out 'modelling' activities in which they learn how changing one variable can have an impact on overall performance or outcome.

139. Pupils make appropriate use of computers for basic numeracy activities. However, in Years 3 to 6, evidence of ICT to support data handling or spreadsheet activities is too limited. In mathematics and science, pupils' developing computer skills have yet to be used sufficiently to support learning. In both subjects, pupils write accounts and findings of investigations, and draw graphs and tables of results by hand. Pupils clearly enjoy ICT activities. When using computers, they show an eagerness to learn and to use their developing skills. When working either by themselves or with a partner, pupils behave well, work sensibly, and treat resources with respect. Teaching in lessons observed was good overall. Teachers gave clear step-by-step demonstrations and explanations, and praise was used well to encourage and reinforce learning.

140. The recently appointed subject co-ordinator has a clear understanding of what must be done in order to develop further pupils' attainment, including further staff training, including that relating to multimedia presentations; a required element of the curriculum yet to be delivered to pupils currently in Year 6. Appropriate documentation is in place to support teachers' planning. Under the current leader, the school is well placed to make further gains.

MUSIC

141. No music lessons were available to inspectors during the inspection. As a result, no clear picture of pupils' attainment at either age seven or eleven could be noted. At the last inspection, standards were below nationally expected levels for pupils in Year 6.

142. In order to give support to teachers who were not confident about teaching music, the school has employed, since November, a specialist music teacher to teach music in most classes. Plans for a number of these lessons were available and were confirmed as being appropriate for the age of pupils involved. However, they did not show the full coverage of all aspects of the requirements of the National Curriculum.

143. Singing was heard in assemblies on three occasions. Pupils enjoyed their singing and were in tune and had clear diction. Unfortunately, although music was played at each assembly, as pupils entered and left, hardly any mention was made of it. As a consequence, opportunities were missed to discuss famous composers, instruments played and imagery produced.

144. In discussion with a group from Year 6, pupils explained that recent lessons revolved around the Chinese New Year, with pupils composing short pieces of music, so that they

might be joined together into a longer composition. Traditional notation was used and pupils enjoyed their various activities.

145. Pupils have the opportunity to pay for tuition in a range of instruments, including French horn, tenor horn, violin, cello and recorder. This leads to them talking part, from time to time, in assemblies, with some pupils having extended performance opportunities with a local youth band.

146. The school has satisfactory resources for music, stored mainly in the small music room in the school house. There is a lack of multicultural instruments. This inhibits pupils' appreciation of music from the wider world community. The small size of the school hall reduces opportunities for pupils to perform to large audiences and often prohibits parents, carers and friends from seeing their children perform.

147. The recently appointed subject leader has carried out an audit of the school's music resources, but has yet to ascertain whether the school meets its obligations of completing the requirements of the National Curriculum, or whether each year group is following a course of study based on the build up of skills, knowledge and understanding.

PHYSICAL EDUCATION

148. Evidence from lessons observed, together with discussions with teachers, confirm physical education has maintained its position since the last inspection in that pupils make satisfactory progress through the school. At the end of Years 2 and 6, pupils' performance is consistent with national expectations. Pupils with special educational needs play a full part in all activities and make sound progress. All pupils understand the importance of warming up at the start of lessons and cooling down at the end. They recognise the need for exercise to maintain healthy bodies. A review of planning confirms the planned curriculum meets the requirements of the National Curriculum.

149. Although the school makes effective use of a nearby sports hall, made available by an independent school, when considering the school's own provision, inspection evidence confirms the situation noted in the last inspection report that 'the narrowness and size of the hall severely restricts the quality of physical education', is still valid and this continues to have a negative impact on pupils' learning. Lesson observations confirmed that even when teaching half class groups, and planning the layout and use of equipment with care, the quality of pupils' performance was restricted by their over-concern with the nearness of others around them. However, plans are now at an early stage of development to enlarge the school hall, thus improving the provision for physical education.

150. Pupils in Year 1 showed satisfactory awareness of space, and of those around them as they moved with control of speed and direction around the sports hall. They worked with enthusiasm in pairs to improve their skills of rolling a ball to a target, and in throwing and catching. In their games lesson, pupils in Year 2 worked hard to develop their hockey skills of passing and receiving, and of moving whilst keeping the ball under control. Good attention was paid to the correct positioning of hands on hockey sticks. In both lessons, pupils responded well to good demonstrations given by teachers. Year 6 pupils concentrated well as they devised and performed a sequence of movements on the apparatus to include twists, turns, changes of direction and speed. Whilst overall performance is satisfactory, collaborative work, together with that of investigating ways of mounting and dismounting equipment is constrained by lack of space.

151. The school makes suitable provision for swimming. Pupils in Years 3 to 6 have swimming sessions each year at a pool in Tadley. It is reported that by the end of Year 6, nearly all are able to swim the required 25 metres. Good arrangements are made for pupils'

outdoor adventurous activities; a variety of field trips together with residential visits to outdoor activity centres, provide orienteering, climbing and a range of teambuilding activities.

152. Pupils have positive attitudes to physical education. They enjoy physical activities and co-operate well individually, in groups and pairs. Pupils listen carefully to instructions, concentrate well, respond quickly and work sensibly. Pupils take pride in performing for the rest of the class, and appreciate the effort of others. They sensibly evaluate the performance of others, stating aspects they considered successful, and where improvements could be made.

153. Teaching was judged to be satisfactory overall. Lessons are soundly planned and show a clear development of skills and activities. A common strength is the importance placed on drawing attention to good or praiseworthy efforts. In all lessons observed, teachers had suitably high expectations of performance and behaviour. Good attention was paid to matters of safety, particularly when setting out equipment in the school hall, and when walking pupils to the nearby sports hall. Appropriate documentation supports teachers' planning for the development of skills across each element of the curriculum. The subject contributes well to pupils' social and moral development through them working in groups and teams, and by complying with the various rules and requirements of the games and activities in which they participate.