

INSPECTION REPORT

LITTLEDOWN SCHOOL

Slough

LEA area: Slough

Unique reference number: 110188

Headteacher: Ms. L Redfern

Reporting inspector: Graham Pirt
14563

Dates of inspection: 20th – 22nd January 2003

Inspection number: 249341

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community Special
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
School address:	Queen's Road Slough
Postcode:	SL1 3QW
Telephone number:	01753 521734
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. T. Freshwater
Date of previous inspection:	1 st June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14563	G. Pirt	Registered inspector	Science Art and design Music	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
11437	T. Anderson	Lay inspector		How well does the school work in partnership with parents?
18461	V. Wilkinson	Team inspector	Mathematics Information and communication technology Design technology Physical education	How good are the curricular and other opportunities offered to pupils? Special Educational Needs Equal opportunities
20024	P Wright	Team inspector	English Geography History Religious education Equal opportunities	Pupils' attitudes, values and personal development How well does the school care for pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Littledown is a day school for boys and girls with emotional and behavioural difficulties aged from 5 to 11. The school is small for its type and at present there are no girls on roll. It can take up to 30 pupils but currently there are only 17 on roll. There are no pupils in Years 1 to 3. Pupils' attainment on entry is below that expected for pupils of similar age. Fourteen pupils have a statement of special educational need for emotional and behavioural difficulties and a small number have additional special needs such as dyslexia and autism. Three pupils are undergoing assessment. Only one pupil comes from an ethnic minority background and there are no pupils for whom English is a second language. Pupils come from the borough of Slough and from East Berkshire. Sixty percent of pupils are eligible for free school meals, which is a very high proportion. The school has had considerable problems in both recruiting and retaining teachers over a number of years. At the time of the inspection the school had one teacher vacancy and a class was being taught by the deputy headteacher. The remaining two teachers are unqualified.

HOW GOOD THE SCHOOL IS

Littledown is a satisfactory school. Teaching is satisfactory and pupils make satisfactory progress. Given the staffing difficulties the headteacher has led the school well and as a result it provides satisfactory value for money.

What the school does well

- Good leadership by the headteacher has enabled the school to continue to meet its aims despite very difficult circumstances.
- Supports pupils well to develop good attitudes to school.
- Provides good opportunities to promote the development of pupils' social and moral awareness.
- Develops good relationships with partner schools, particularly the schools that pupils transfer to when they are eleven.
- Establishes good links with parents.

What could be improved

- The overall quality of teaching to enable pupils to make better progress.
- Assessment of what pupils learn in lessons to help teachers plan work for lower and higher ability pupils.
- The amount of time allocated to subjects and the organisation of the timetable.
- The arrangements for monitoring and improving pupils' attendance.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Progress since the last inspection in June 1998 has been satisfactory. However much of the work is now on hold because of the present problems with staffing. As a result there remains the need for further improvement in the following areas

- The role of the subject co-ordinators
- Individual education plans and assessment procedures
- The promotion of pupils' literacy skills
- Monitoring the work of the school
- The quality of school development planning
- Statutory requirements for registration.

The curriculum is now satisfactory although the development of subject co-ordinators' roles has come to a halt because of changes to the teaching staff. The role of the governing body has improved. Although work has been done on improving assessment it remains unsatisfactory.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by age 11	Key	
speaking and listening	C	very good	A
reading	C	Good	B
writing	C	Satisfactory	C
mathematics	C	Unsatisfactory	D
personal, social and health education	C	Poor	E
other personal targets set at annual reviews or in IEPs*	C		

*IEPs are individual education plans for pupils with special educational needs

The majority of pupils make satisfactory progress in English, mathematics and science and in all the other subjects of the curriculum. By Year 6 a small number of pupils achieve standards close to national expectations in Standard Assessment Tests. Pupils do not have enough opportunities to use their literacy and numeracy skills in other subjects and this limits the amount of progress they can make. Pupils with additional special needs make the same progress as other pupils in the school because the small number in each class allows them to have high levels of support. There is no significant variation in the progress made by different groups of pupils. Pupils make satisfactory progress in relation to the targets in their individual education plans and the literacy and numeracy plans set for them. Appropriate whole school targets for raising standards in subjects are set by the school and are being met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and they get on well with their work.
Behaviour, in and out of classrooms	Satisfactory. The majority of pupils behave appropriately in the classroom, although a few find difficulty in maintaining this all day.
Personal development and relationships	Satisfactory. Pupils' relationships with adults are good and they have satisfactory relationships with each other. Pupils' personal development is satisfactory although there are limited opportunities for them to take responsibility.
Attendance	Unsatisfactory. Although over the last three years attendance has improved it is still low.

There have only been three fixed term exclusions in the last year. This is low for a school of this type and is a significant reduction from the last inspection. Pupils relate appropriately to each other during lunch and playtimes as well as in the classroom. Relationships with adults are good and pupils often return to the school to see staff after they have left. There are few opportunities for pupils to take responsibility or be independent. However, when asked to take on responsibilities pupils respond well, they carry out tasks sensibly and are able to organise resources for themselves. A small number of pupils find it difficult to

maintain good behaviour all day because teachers, through inexperience, do not always use agreed strategies consistently enough to help them.

TEACHING AND LEARNING

Teaching of pupils:	Years 3 – 6
Quality of teaching	Satisfactory

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

Teaching and learning are satisfactory in all subjects. During the inspection good teaching was seen in all the mathematics lessons observed and examples of good teaching were also seen in English and science. No judgements have been made about the quality of teaching in design and technology, physical education, personal and social development and art because not enough evidence was available. The most effective lessons are in literacy and numeracy because the teachers use the guidance in the National Strategies to plan work that is well matched to pupils' needs. In these lessons teachers make sure that pupils understand what is expected of them and they have good expectations of pupils' participation. Pupils become involved in their work and concentrate well because they know what they are learning. Teachers use the National Literacy and Numeracy Strategies effectively when teaching English and mathematics. Teachers are beginning to use technology such as interactive white-boards appropriately and they provide enough opportunities for pupils to use computers in all subjects. However, these opportunities are not always planned well enough to contribute significantly to the progress pupils make. Teachers do not have a system to help them check what pupils have learned in lessons. This means that they do not have enough information about learning to help them plan what pupils need to learn next. As a result pupils are making satisfactory rather than good progress because work does not always reflect their different abilities well enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All National Curriculum subjects are taught and the National Literacy and Numeracy Strategies have been implemented appropriately. Suitable curriculum plans are in place but not enough time has been allocated to each subject and this is unsatisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Provision for pupils' spiritual and cultural development is satisfactory and for moral and social development it is good. There are appropriate opportunities for quiet reflection and weekly assembly celebrate pupils' achievements. Pupils are taught right from wrong and teachers promote the development of their social skills appropriately throughout the day.
How well the school cares for its pupils	Satisfactory overall. The school cares for pupils well and effectively promotes their welfare and safety through good procedures. However, systems for assessing pupils' achievement and for monitoring their progress are unsatisfactory.

Parents have positive views of the school. The small number of parents who attended the meeting, and the good number who returned the questionnaire are supportive of the school and its aims and objectives. Statutory requirements for the curriculum are met but the amount of taught time available during the day is still short of the recommended amount for pupils in Years 3 to 6. The school has a satisfactory plan for teaching sex and drugs education and a good programme of learning for personal, social and health education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher provides good leadership. In the past tasks essential for the management of the school have been delegated effectively. However, the recent appointment of unqualified teachers and the teacher vacancy mean that the headteacher is unable to delegate subject co-ordination and other management responsibilities. Management of the school is satisfactory.
How well the appropriate authority fulfils its responsibilities	Satisfactory. The governing body carries out its statutory duties appropriately and is supportive of the school. However, governors are not sufficiently aware of the schools' strengths or areas for improvement so they are not able to contribute effectively enough to planning for school development.
The school's evaluation of its performance	Satisfactory. The headteacher is appropriately monitoring the performance of the school. The deputy headteacher makes a satisfactory contribution to this process but her involvement is restricted by her temporary, full time, teaching commitment.
The strategic use of resources	Satisfactory. Grants are appropriately used and resources for information and communication technology, literacy and numeracy are being used effectively to support pupils' learning.

The headteacher has been faced with great difficulties in recruiting and retaining teachers over the past four years. Despite this situation improvements have been made to the school. Subject co-ordination, the monitoring of teaching and learning and the performance of the school now rely largely on the headteacher with some assistance from the deputy headteacher. There are insufficient teachers to meet the needs of the pupils but support staff make an effective contribution to teaching and learning. Systems for promoting the professional development of support staff are good. The accommodation is inadequate for the nature of the pupils attending and would be totally inappropriate if girls were once more admitted. The quality and range of educational resources are satisfactory. The school ensures that it gets best value from its purchases but it does not compare the service it provides with that of other similar schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children like school • the school works closely with them and keep them well informed • staff make good use of the telephone to discuss any school/parental issues. 	<ul style="list-style-type: none"> • the amount of homework children are given

Inspectors agree with parents' positive views. The school has satisfactory systems to provide parents with regular information. Homework could be provided more consistently to support pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils make satisfactory progress in all subjects because the school has appropriate procedures to help teachers plan lessons and it provides the unqualified teachers with good support. Pupils with additional special needs, such as dyslexia or autism, make satisfactory progress because the small size of the classes allows them to have good individual support at all times. There is no significant variation in the progress made by different groups of pupils. Pupils make satisfactory rather than good progress because teachers do not always adapt work enough for pupils of different abilities and in a small number of lessons higher attaining pupils are not always challenged and lower attaining pupils cannot always do the work they are given. This leads to pupils making satisfactory rather than good progress overtime.
2. Pupils achieve satisfactory standards and make satisfactory progress in English. The school has implemented the National Literacy Strategy appropriately and this provides teachers with good guidance. As new teachers become more familiar with the Strategy they are planning pupils' learning more effectively. In speaking and listening, pupils make good progress because they are given plenty of opportunities to describe what they are doing and talk about familiar events. For example, pupils in Year 5 were able to talk about the story 'The Sword in the Stone' and through discussion find words to describe the characters. Pupils make satisfactory progress developing their writing. They write in a range of styles and for different purposes. For example, pupils write letters, descriptions of events and poems. Older pupils use dictionaries to help them spell independently when they write their stories and they use punctuation effectively. The standard of handwriting, for pupils of all ages, is variable with a few pupils using joined writing which is legible and well presented and others whose writing is still at an early stage of development. Pupils' achievement in reading is variable at all age groups with a few lower attaining pupils who are still emergent readers. Others read independently and by the end of Year 6 many are able to read age appropriate books fluently and with expression. Younger pupils try hard to make use of the pictures and other clues within the story while older, more able, pupils can read with expression responding well to punctuation. A small number of pupils achieved Level 3 in English Standard Assessment Tests, with a similar number achieving Level 4 in the reading component of the tests. These results are similar to those recorded in mainstream schools
3. Pupils achieve satisfactory standards in mathematics. The National Numeracy Strategy has been implemented effectively and because teachers work through the materials systematically pupils make satisfactory progress. By Year 6 the achievement of higher attaining pupils is broadly in line with that expected for pupils of similar age in mainstream schools and in 2001 - 2002 a small number of pupils achieved Level 4 in the national Standard Assessment Tests. Pupils in Years 3 and 4 can recognise and handle money competently finding different ways of making a sum of money up to 10 pence and by Year

5 pupils understand simple fractions with higher attaining pupils able to see the relationship between fractions of different values such as halves and quarters. By the time pupils are in Year 6 they use mental mathematics skills well to calculate the cost of given items.

4. In science pupils achieve satisfactory standards. Their knowledge and understanding increases steadily during their time in the school and by the time they are in Year 6 they are confident to make predictions and test the outcomes of experiments.
5. Standards in English, judged to be satisfactory at the time of the last inspection, have been maintained. However standards have not been maintained in mathematics, science and information and communication technology. This is as a result of the significant disruption there has been to teaching and learning because of difficulties appointing and retaining suitable teachers. This situation has had an impact on the standards achieved by pupils. In all other subjects, except music, standards are satisfactory and this is similar to the findings of the last inspection. In music standards have improved since the last inspection because the school now provides better opportunities for learning. Pupils' achievement is satisfactory in the taught element of the personal, social and health education programme. During the day teachers provide additional opportunities to support pupils' personal development. For example, circle time when pupils are taught to listen to each other and respect each others contributions. These opportunities also promote good social and moral development.
6. In subjects such as computers and religious education, lessons are occasionally too short. During the inspection lessons of 15 – 20 minutes were timetabled, this restricts teachers in the range of activities they can plan and this also contributes to the satisfactory rather than good progress that pupils make because they do not have long enough to acquire new learning.
7. There are no identifiable trends in pupils' achievement over recent years because pupils' abilities vary and it is not possible to compare the progress of one year group with another. The information the school collects about pupils' achievement from one year to the next is not sufficiently accurate and it is difficult for teachers to check if pupils have made sufficient progress. The school sets individual targets for pupils at the annual review of their statement of special educational need and all pupils have targets for learning in literacy and numeracy. Pupils make satisfactory progress and achieve the targets that have been set for them. Satisfactory whole school targets are set for the improvement of standards in English, mathematics and science and these are being met.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to school are good overall. Those who attend regularly have good attitudes and want to do well. Pupils respond well and try their best when given clear guidelines on what is expected of them. This ensures that they make satisfactory progress. They celebrate the success of other pupils, for example they applauded spontaneously when the youngest class sang in assembly. Due to high staff levels in the classroom, disruption by certain pupils is kept to a minimum and most pupils are able to concentrate and stay on task well.
9. Behaviour is satisfactory overall. However, in a few lessons, particularly those in the afternoon, pupils' behaviour deteriorates rapidly, with a few pupils leaving classrooms without permission. Lunchtime is generally a sociable occasion with staff and pupils sitting together and talking in small groups. Pupils are friendly and courteous to visitors and treat resources and the accommodation with respect. The school has good displays of work which pupils take care of and are proud to show visitors. They play together co-operatively in the playground and expect each other to observe the school rules, although they are not always so keen to observe them themselves. There are occasions when, because of their special needs, they lose concentration and become disruptive. If incidents of behaviour

become unacceptable, pupils go or are asked to go to a quiet room to become calm, reflect upon their actions, agree future behaviour and then return, ready to work. Although there have been a small number of fixed term exclusions during the last year, the figure is low given the proportion of pupils who can display very challenging behaviour. These figures compare well with the average for similar schools nationally.

10. Pupils' personal development is satisfactory. Pupils value the encouragement they receive from staff. Pupils have a satisfactory understanding of what is expected of them in terms of their relationships with others. They fully understand the impact of inappropriate behaviour towards others. Pupils respond well to the use of circle time when they are required to reflect on their behaviour and its impact on others. For example, pupils in Year 6 pay good attention to each other when they take it in turns to mime a job and an inappropriate comment from one of them is clearly disapproved of by most of the group. However, pupils' personal development is limited in other ways because they are given few opportunities to use their initiative or take responsibility. Overall, pupils' good attitudes and satisfactory behaviour have been maintained since the last inspection.
11. Pupils' attendance is unsatisfactory. However, registers are inaccurately completed making true judgements about absence rates impossible. Registers for the last six years were analysed by the inspection team and even with correction, attendance is unsatisfactory although there appears to be some improvement over time. The attendance figures for the last academic year are well below the national average for all schools and also below those of similar schools.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching and learning, which was judged to be satisfactory at the time of the last inspection, has been maintained. No unsatisfactory teaching was seen during the inspection and this is an improvement as there were a small number of lessons judged to be unsatisfactory during the last inspection.
13. The recent introduction of the National Literacy and Numeracy Strategies is leading to improvements in the organisation of lessons because teachers use the recommended lesson format for most subjects. This provides a consistent approach to lesson planning and helps teachers to structure lessons appropriately. In English the National Literacy strategy is helping teachers to identify what pupils need to learn over a period of time because objectives for each year group are clearly identified in the materials. In the best English lessons teachers prepare an interesting range of activities which enable pupils to develop understanding. They use the different elements of the lessons to concentrate on teaching pupils new skills and to give them opportunities to rehearse what they have learned. Speaking and listening are promoted well during group tasks at the beginning of a lesson because teachers use question and answer techniques well. However, teachers do not provide enough opportunities for pupils to develop their literacy skills in other subjects of the curriculum. For example when recording their work in history.
14. Teaching and learning in mathematics is satisfactory because the learning objectives recommended by the National Numeracy Strategy are used appropriately. Because teachers are clear what they need to teach they are able to plan activities that maintain pupils' interest and enthusiasm. For example, a quick-fire session to add up a series of prices holds the attention of pupils in Year 6 and they all try hard to contribute the right answer. However, numeracy is not promoted as well as it could be in other subjects. For example, by providing opportunities for pupils to use measurement in design and technology.
15. During the inspection teaching was good in all the mathematics lessons observed and good teaching was also seen in English. However, teachers do not check what pupils have learned in lesson so they do not know what they have achieved or what they need to learn

next. Although teachers plan for three broad ability groups they do not adapt work sufficiently to ensure that pupils are always challenged appropriately. This is reflected in the satisfactory rather than good progress made by pupils. Teachers enable pupils with additional special needs to make the same progress as others because the small number in each class allows them to provide pupils with high levels of support.

16. Teaching and learning in science are satisfactory. Teachers plan an appropriate range of activities. For example when investigating if objects sink or float pupils are encouraged to look at what difference the shape makes to an object's buoyancy. Pupils in a Year 6 science lesson participate well because the teacher has organised and clearly labelled the materials. This reduces the opportunities for pupils to disrupt the lesson and helps to promote their learning and progress.
17. Teachers' own understanding of the subjects they teach is satisfactory but at times, the unqualified teachers in particular, do not have enough experiences to plan learning in a way that helps pupils to achieve as well as they could. They make great efforts to prepare well for lessons, producing appropriate plans and this is helping them to achieve satisfactory teaching.
18. Teaching is satisfactory in art and design. Lessons provide appropriate opportunities for pupils to develop their knowledge and skills but teachers need to develop their subject knowledge further so that they can plan a broader range of activities. No judgement is made about the quality of teaching in design and technology but teachers plan a suitable range work and they use design and technology appropriately to support pupils' learning in other subjects. For example, pupils make a knight's shield for the story 'The Sword in the Stone'. Teachers' planning indicates that there needs to be more emphasis on the design process to improve pupils' achievement. In history, geography and music teaching is satisfactory. Good use of the local environment, the school and the community, supports pupils' learning well. The subjects, particularly history, are not used as well as they could be to support the development of pupils' literacy skills because teachers do not provide enough, varied opportunities for pupils to record their work. Worksheets are used too often.
19. Teachers provide satisfactory opportunities for pupils to use computers in subjects such as English and mathematics. For example, pupils enter information onto a spread sheet to make a graph about different coloured sweets in a mathematics / computer lesson. There are also appropriate opportunities for pupils to use computers for research in subjects such as science and English. For example, pupils find the story of 'The Sword in the Stone' on the internet and compare different versions. Teachers provide satisfactory opportunities for pupils to use computer in all subjects but these need to be planned better as opportunities are not consistent enough. Teachers are beginning to use technology such as interactive whiteboards appropriately in subjects such as literacy, numeracy and music to support pupils' learning.
20. No judgement has been made about teaching in physical education. However, teachers' plans indicate that all areas of the curriculum, such as dance and gymnastics, are adequately covered and this enables pupils to develop satisfactory skills. On occasions lessons are too short and this limits how effective teaching can be because pupils do not have enough time to acquire new skills or improve what they can already do. For example in a gymnastics lesson pupils are slow to settle and there is not enough time for the teacher to help pupils improve the landings and rolls they have been demonstrating. In religious education teachers' subject knowledge is satisfactory but they need to become more familiar with the non Christian religions they teach about. Teachers use the subject plans for personal, social and health development and citizenship appropriately to prepare lessons but these plans do not contain enough detail to help inexperienced teachers plan to improve pupils' achievement.

21. In most lessons teachers manage pupils' behaviour effectively. However, there are a few lessons when inexperienced teachers do not have enough strategies to help them manage behaviour effectively and pupils disrupt learning for themselves and others. This results in pupils leaving or being removed from the classroom preventing them from making progress.
22. In most lessons classroom support assistants are well prepared and they work effectively with teachers to support pupils' learning because they know what they are expected to do and what pupils should achieve. Support staff often use their initiative and contribute effectively to teaching by leading small groups and working individually with pupils. The stability of the non-teaching staff has contributed to the continuity in the school and the maintenance of standards.

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

23. The curriculum is satisfactory. Statutory requirements are met in all subjects. This is an improvement since the last inspection when the learning opportunities provided in history were unsatisfactory. The local education authority's curriculum guidance for religious education has been implemented. The school is considering developing this so that it better meets the needs of the pupils. Curriculum plans have been improved since the last inspection when they were judged to be unsatisfactory. The school has implemented and appropriately adapted the Qualifications and Curriculum Authority's modules of work in almost all subjects. Subject policies clearly outline the school's aims for each subject and the learning opportunities it plans to provide but these intentions are not fully reflected in what is happening in school and there are appropriate plans to review these policies. The National Literacy and Numeracy Strategies have been implemented appropriately.
24. A suitable amount of time has been allocated to teaching literacy and numeracy but the amount of time allocated to other subjects and the way the timetable is organised does not support pupils to make good progress. This was judged to be an area of weakness at the time of the last inspection and it remains unsatisfactory. For example, the allocation of 15 minutes for either a religious education or a physical education lesson does not give teachers enough opportunities to cover the curriculum in sufficient depth and this limits pupils' progress. At times teachers are unable to use these short lessons to promote any useful learning because pupils take too long to settle.
25. The amount of taught time available during the day, which was judged to be insufficient at the time of the last inspection has been improved, but is still short of the recommended amount. Time is not always used as well as it could be and a long morning break although timetabled as an opportunity to promote pupils' personal development and their reading is not used well enough .
26. The range of topics planned for personal, social and health education are good and reflect pupils' needs well. However, because they lack experience, teachers are not using them as effectively as they could to promote good progress. The school has established a good plan of what pupils will learn throughout their time at school. This identifies the topics they will cover each year but the plan needs to provide more information about the work to be covered, the learning outcomes expected of pupils and activities. This will support less experienced teachers more effectively when they plan learning.
27. The range of opportunities provided for pupils outside lessons are satisfactory although opportunities for after school activities are limited because of transport arrangements. The contribution of the community to pupils' learning is satisfactory. Teachers use the local environment appropriately. For example, pupils carry out surveys in mathematics and learn about the history of the area. The school has good links with the Thames Business

Partnership, which enables pupils in Year 6 to visit places of work, such as the local vets. The school has good relationships with other institutions and there are very effective links with the schools that most pupils transfer to when they are 11. The school provides good work experience opportunities for mainstream secondary age pupils and students and it also provides very good support for schools that are experiencing difficulties managing the behaviour of individual pupils. In the past there have also been good opportunities for pupils to return to mainstream school for some of their learning. However, this is not happening at the moment.

28. Opportunities to promote pupils' spiritual, moral, social and cultural development are satisfactory and have been maintained since the last inspection.
29. The opportunities provided to promote pupils' spiritual development are satisfactory. There are appropriate opportunities in assemblies for pupils to spend time in quiet reflection. Candles and music, for example, 'Heal the World' by Michael Jackson, are used to produce an appropriate atmosphere. Pupils respond well particularly in assemblies where they are encouraged to sing and these opportunities help them to develop an awareness of the school as a community. Religious education although identified by the school as an area for development, places an appropriate emphasis on values and beliefs and as such makes a satisfactory contribution to this aspect of pupils' personal development. There are spiritual aspects to learning within subjects such as art, music and literacy. However, although these are recognised by teachers they are not sufficiently well planned for.
30. Pupils' moral and social development are good. Pupils' social development is supported appropriately through the class and school systems that have been implemented to reward good behaviour and recognise achievement. There are also specific activities such as a visit by a man who works in a circus, which enable pupils to learn how to work together and activities such as the Halloween party to help pupils learn how to have fun together. Throughout the school day teachers also provide appropriate opportunities for pupils to work together in the classroom either as part of a group or in pairs. These opportunities make a good contribution to pupils' personal and social development.
31. Staff encourage pupils to reflect on the consequences of their actions and there is a clear moral code at work in the daily life of the school. However, there are not enough opportunities for pupils to take on responsibility for their own learning and more importantly to take responsibility for their own behaviour. Teachers use assemblies appropriately to introduce different topics. For example, during the inspection the headteacher read the story 'The Eighteenth Emergency' by B. Byers to help pupils develop an understanding of bullying. These activities are well linked to the personal, social and health education programme and the themes are explored further during lessons. Adults work hard to establish good relationships with pupils and they provide good role models which enable pupils to develop satisfactory relationships with each other.
32. The opportunities provided to promote pupils' cultural development are satisfactory. They include visitors to talk about festivals such as Divali and there are also appropriate opportunities for pupils to visit various historical and religious sites in the community. For example, pupils have been to a number of museums in London. In assemblies and lessons teachers plan other activities to celebrate the festivals of different religions such as the Chinese New Year. However, more could be done to enrich the range of opportunities that pupils are given. Teachers recognise and refer to the cultural aspects of subjects such as art and music in their plans but there is not enough emphasis on them during activities to promote pupils understanding effectively.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school takes satisfactory care of its pupils. This reflects the findings of the last inspection. The staff is caring and committed to meeting pupils' needs, they get to know

pupils and their families well and try hard to ensure pupils' health, safety and well-being. Pupils themselves are confident they will be well looked after and they say there is always someone to talk to if they have a problem. Appropriate procedures are in place for dealing with child protection issues, with the headteacher being the person trained to deal with any concerns. Staff are reminded of the necessary steps to take, should a situation arise, through staff meetings and in their handbook.

34. The school's arrangements for ensuring the health and safety of pupils are sound, although during the inspection a number of health and safety issues were drawn to the attention of the school. First aid is satisfactory with a number of staff trained and records kept of any accidents that occur.
35. The present system of recording and monitoring the individual levels of pupil attendance is unsatisfactory. The school is not always clear in its interpretation of authorised and unauthorised absence and the method of copying attendance information from one document to another is unsatisfactory. Although the school use the services of the local Education Welfare Officer, it is not sufficiently proactive in promoting improved attendance at the school.
36. Procedures for assessing pupils' achievement and for monitoring their progress, identified as an area of weakness at the time of the last inspection, remain unsatisfactory. The school has improved the systems used to check pupils' achievement against National Curriculum levels but the accuracy of the information and its use to plan what pupils will learn remains unsatisfactory. A suitable commercial booklet is used to check and record pupils' achievement in relation to the National Curriculum but teachers do not use this system well enough. Records are not completed consistently or accurately and they do not provide at a glance information about what a pupil can or cannot do or clearly demonstrate how much progress pupils have made over a period of time.
37. Arrangements for monitoring and supporting pupils' personal development are satisfactory. Staff know the pupils well and any areas for development are identified by staff and addressed. Personal targets are set and shared with pupils and parents. The school works closely with a wide range of special education and health support staff. This includes professionals employed by the school itself, and other agencies, including speech and language therapists. The school has regular visits from the educational psychologist and has support from a clinical psychiatrist. There is good co-operation between the different organisations involved in the care and education of pupils. The school's work with pupils is highly regarded by other professionals.
38. The statutory procedures for pupils who have statements of special educational need are met satisfactorily. The annual review procedures have been improved since the last inspection and the school now reviews pupils' statements of special educational need more thoroughly. However, the targets in individual education plans and learning programmes in literacy and numeracy that form part of this process are too broad. This remains similar to the findings of the last inspection. There a small number of statements that are not completed accurately. They are undated or do not identify the school as the appropriate placement.
39. Procedures for monitoring and promoting good behaviour and for eliminating oppressive conduct, including racism, are satisfactory. There is a clear behaviour policy that is regularly reviewed. Thorough records are kept of serious incidents, absconding and class absence. As was the case at the time of the previous inspection pupils are encouraged to understand the effect their behaviour has on others. However, the strategies agreed to deal with pupils' behaviour are not consistently applied by all staff and this limits their effectiveness. All pupils have behaviour targets although not all of these are detailed enough to help address specific behaviours. Teachers regularly reward good behaviour.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents' views of the school and the school's links with parents are good. The impact of parents' involvement with the school and the information provided for parents about their children's progress and the life and work of the school is satisfactory.
41. Parents are always welcome, at anytime, to talk to staff. Parents say that the school is supportive of them and they feel comfortable to ask questions and make suggestions because the staff respond positively. There was a good return to the parent questionnaire, which indicated that parents are supportive of the school and of its aims and objectives. Parents appear to be satisfied with their child's achievement and with the progress they make. The parent questionnaire and the pre-inspection meeting indicate that parents would like more opportunities for their children to do homework. The inspection team agree with parents that the use of homework is inconsistent and this could be improved. Parents feel that the school is effective in supporting children to improve their behaviour.
42. The school works closely with parents to keep them informed and there is good contact through regular telephone calls to discuss any school/parental issues. The school makes sure that parents are kept well informed about the good work and behaviour of their children as well as any problems. From the pre-inspection meeting it is clear that this contact and the positive information they receive is appreciated by parents.
43. The statutory review process for children who have a statement of special educational need is well organised by the school. School reports and annual review reports are satisfactory. They provide an appropriate range of information about children's achievement and about the learning opportunities they have had in each subject. Parents are particularly pleased with the information they receive about improvements in their child's behaviour. The reports do not include pupil attendance figures so they do not fully meet statutory requirements. The school also sends out regular newsletters to keep parents informed and these are satisfactory.
44. The level of support parents provide for their child at school is satisfactory. Pupils are admitted from a wide area and parents do not always find it easy to get into school. Although parents offer support to their own child when they attend meetings, the support they are able to give to the school, for example, helping in the classroom, is generally limited. Parents do however make a good effort to attend any special events. The school uses the local environment and the community to enhance learning opportunities and some parents are able to help out on school trips.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Leadership of the school is good. The lack of a stable staff over the last two years has meant that many of the improvements the school had begun to undertake have had to be halted and the headteacher has had to take on more and more responsibilities for the day to day management of the school.
46. The headteacher is appropriately supported by her deputy but as she now has a full time teaching commitment, this is limited. There are currently no other staff with management responsibilities. The headteacher's leadership of the school has enabled it to continue meeting its aims in difficult circumstances and this deserves praise. The school has made progress on most of the key issues from the previous inspection. However much of this work is now on hold, for example, developing the role of subject co-ordinators. Progress since the last inspection is satisfactory because most of the standards reported at that time have been maintained and a few small improvements have been made. Systems for monitoring the work of the school and for monitoring and improving teaching and learning are satisfactory, due largely to the work being undertaken by the headteacher. These

systems provide enough information about what the school does well and what needs to be improved.

47. In the past the headteacher had effectively delegated responsibilities to other members of staff. For example, the roles of subject co-ordinators were well developed. However, there are currently no subject co-ordinators and this area of school management is unsatisfactory. The unsettled situation with staff over the past few years has meant that the deputy headteacher has not been able to fully develop her role.
48. The school's procedures to improve the quality of teaching have been good in the past with clear records of the work done. At present the monitoring of teaching by the headteacher is satisfactory and results in unqualified teachers achieving satisfactory and sometimes good lessons. The governing body has appropriately introduced the statutory national scheme to improve the performance of teachers. Teachers, apart from the deputy headteacher, have not been in post long enough to judge its effectiveness. The school also has a system of "personal talk-time" for other staff, led by the headteacher and deputy headteacher, and this is a good feature that helps to reinforce the strong team ethos evident amongst staff.
49. The governing body is supportive of the headteacher and carries out its statutory duties appropriately. This is an improvement from the previous inspection. They are provided with satisfactory information about the school's performance by the headteacher's annual reports and from their visits. Through the school improvement committee, governors now contribute appropriately to discussions about the school development plan and contribute to debate about the school's future.
50. The contribution of governors to the development of the school is satisfactory because they are provided with certain information about the school's performance but they do not monitor the work of the school independently to provide them with information to help to make judgments about school development. Because of difficulties in delegating management roles they are not fully aware of strengths and weaknesses in the performance of the school. They had started a good model of school self review which had been intended to be yearly but fell behind schedule. Governors need to be more proactive in seeking information by alternative means. The action taken to meet the school's targets is satisfactory.
51. The school's development planning process, though satisfactory, is not as successful as it could be in bringing about school improvement. Although there is a well described model of how the process should work, this is not reflected in practice. Currently the school does not have enough information about its strengths and weaknesses upon which to base appropriate targets for improvement. Although many of the areas for development identified by the inspection are recognised in the current school development plan the school does not have a clear idea of how improvements will occur or what it wants to achieve from the developments it has already started. For example, the recent decision to introduce interactive whiteboards in all classes has not been developed to ensure that they are used effectively.
52. The day to day management of the school's delegated budget is carried out efficiently. Information and communication technology is used appropriately for purchasing and paying for goods, keeping financial records and communicating financial and pupil data to the local authority and government departments. Grants provided by the government for specific projects, particularly those for literacy and numeracy have been used appropriately.
53. Accurate financial information is provided to help the governing body and senior managers make their decisions. This is prepared by the school's secretary/bursar. The administrative support in the school is efficient in handling all ordering and payments of goods as well as the numerous other administrative tasks. The school makes satisfactory efforts to ensure that purchases represent good value. However, it does not compare its performance with similar establishments, challenge itself to do better or consult about how

it might do this. The school does not, therefore, apply the principles of best value effectively. The school is very well funded by the local education authority. It has taken the unusual step of returning unused funds in previous years.

54. There are not sufficient teachers. This is a change to the situation at the time of the previous inspection when there were sufficient well-qualified teachers. Induction procedures for new, supply or temporary staff are satisfactory. There is a recently updated staff handbook and a formal system to ensure that all incoming staff are briefed about important aspects of the school and any support systems that are available. All staff have job descriptions and are able to attend courses they are interested in but there is no clear link between the priorities in the school's development plan and staff development. There is a real demand for a full training programme for new staff and for the deputy headteacher to provide her with greater management involvement.
55. Accommodation is unsatisfactory. The benefit of the large classroom size is outweighed by the quality of the surroundings for pupils with such needs. Although the school tries to make the best of the situation the learning environment is outdated. The use of individual tuition rooms is not appropriate. The use of an adjacent hall is satisfactory for physical education and a small computer suite has been set up which is adequate for its purpose. The proposed new music room although small will be an improvement on the current position when it comes into use. The library accommodation is unsatisfactory. The quality and range of educational resources are satisfactory and appropriately used by staff to support the curriculum.
56. Good use has been made of bright colours in most of the teaching areas to provide a stimulating learning environment. The school is well decorated with examples of pupils' work and photographs of their achievements. These provide attractive and informative displays in which pupils take pride. The school grounds provide pupils with satisfactory outside playgrounds although there are no large grassed areas. There is a good quality adventure play area, full of large wooden apparatus. The school is kept tidy and clean although a few areas need maintenance.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. In order to raise standards and improve the quality of education the headteacher, staff and governors need to
 - I. Improve teaching by:-
 - Improving teachers subject knowledge (paragraphs 13, 14, 15,17, 18, 20)*
 - Using assessment to plan work for higher and lower attaining pupils (paragraph 18)
 - Increasing opportunities for pupils to use their literacy and numeracy skills in other subjects (paragraphs 13, 14)
 - Increasing the use of computers in all subjects (paragraph 19)*
 - Improving teachers' skills in managing pupils' behaviour. (paragraphs. 21, 39)*
 - II. Improve assessment by
 - Ensuring that what pupils need to learn is described in teachers' plans (paragraphs. 17, 36)*
 - Developing a system that enables teachers to check what pupils have learnt in lessons (paragraph 36)*
 - Using assessment information to plan the next steps in learning (paragraph. 36, 38)*

III. Improve the allocation of time to all subjects and use the time available more effectively by

- Reviewing the allocation of time to all subjects (paragraph 24)
- Organising the teaching day more effectively so there are not so many short lessons (paragraphs 24, 25)

IV. Improve the procedures for monitoring and improving attendance (paragraph 35)

* These items, marked with an asterisk, have already been identified by the school and feature in their school improvement plan.

In addition to the key issues identified the school may wish to consider including the following areas for development in their action plan.

Increase training opportunities for the deputy headteacher.

Improve the accommodation, particularly the use of unsuitable areas of the school and the library.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	6	12	0	0	0
Percentage	0	0	30	70	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	17
Number of full-time pupils known to be eligible for free school meals	10

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

%

Unauthorised absence

%

School data	17
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School data	0*
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

* The school does not accurately record unauthorised absence.

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

The numbers of pupils taking Standard Assessment Tests are too small to report percentages. Teacher assessments indicate that all pupils were working below Level 4.

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	16	3	
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean	1		
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British – Indian			
Asian or Asian British – Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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

Financial information

Qualified teachers and classes: Y1 – Y6

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	8.5
Average class size	6

Financial year	2002 / 03
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£

Education support staff: Y 1– Y 6

Total number of education support staff	7
Total aggregate hours worked per week	210

FTE means full-time equivalent.

Total income	373785
Total expenditure	408829
Expenditure per pupil	19468
Balance brought forward from previous year	59881
Balance carried forward to next year	24837

The school has, over a number of years, received funding from the local education authority for 30 pupils when it has had less than this number on roll. This has led to the very high funding per pupil indicated in the table. The school has repaid a significant amount of money to the local education authority during the last financial year. It has an appropriate contingency fund and has satisfactory plans for the use of any surplus.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	1
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	17
Number of questionnaires returned	13

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	77	15	0	0	8
Behaviour in the school is good.	54	31	0	0	15
My child gets the right amount of work to do at home.	46	23	8	8	15
The teaching is good.	77	15	0	0	8
I am kept well informed about how my child is getting on.	77	15	0	8	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	77	15	0	0	8
The school works closely with parents.	77	15	0	0	8
The school is well led and managed.	77	15	0	0	8
The school is helping my child become mature and responsible.	85	15	0	0	0
The school provides an interesting range of activities outside lessons.	92	8	0	0	0

Parents are very positive about the school. They feel that their children like school and indicate that their attendance so far this year is good. Parents feel that the school works closely with them, keeping them well informed and they report that good use is made of the telephone to discuss any school/parental issues.

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

ENGLISH

55. Pupils' achievements in English are satisfactory and they make satisfactory progress. This reflects the findings of the last inspection. The school has successfully introduced the National Literacy Strategy and teachers use an appropriately structured approach to the teaching of reading, writing, and speaking and listening. The majority of pupils achieve levels below national expectations but a small number of pupils, by the end of Year 6, are achieving national expectations. The good quality of relationships between adults and pupils in lessons is an important factor in the progress that pupils make.
56. They make good progress in speaking and listening. Staff throughout the school listen well to pupils and value their comments and contributions. In all classes, pupils respond confidently to questions because teachers encourage and praise their contributions. For example, pupils in Year 3 and 4 look at pictures of a 'hero' provided by the class teacher and suggest words to describe them – 'big', 'fast', 'strong'. Daily circle time sessions provide pupils with the opportunity to develop their speaking and listening skills. Pupils are happy to discuss the events of the previous day and actively join in with role play games. They give simple reasons and explanations for their likes and dislikes.
57. Opportunities to develop writing are satisfactory. Pupils write in a variety of styles and older pupils make independent use of dictionaries to support their own writing and understanding. They are given good guidance on how to structure stories, for example, a 'suspense' story. They construct sentences, and in a few cases quite complex ones, with appropriate punctuation, although they are not always sequenced into paragraphs. A few pupils' work is well presented with handwriting that has a personal style and is easily legible. Other pupils have poor handwriting in which a mixture of capital and lower case letters is used, words are printed and not positioned on the line, and there is little understanding of punctuation. The range and opportunity to develop creative writing skills for younger pupils is limited. Writing samples are not regularly collected and marking by teachers in pupils' books lack constructive comments.
58. A few pupils in all year groups are still emergent readers, but when reading unfamiliar words and trying to establish meaning they use more than one strategy. Other pupils are independent readers and by the end of Year 6 are able to read age appropriate books fluently and with expression. These pupils use different strategies to tackle information words and are able to discuss texts and comment on characters and events. All pupils are given the opportunity to read to an adult everyday and each class has identified a 'book of the week' as a class reader. When they read aloud, the younger pupils try hard to make

use of the pictures and the repetition within the story to help them. Older, more able pupils can read with good expression and make use of punctuation, including speech and question marks. There is a suitable selection of books and other resources both in the classrooms and in the school library. However, the position of the library is unsuitable as it does not allow for pupils to undertake private individual study.

59. There are not enough planned opportunities for pupils to develop their literacy skills in other subjects. Although teachers use a range of resources in lessons and pupils are encouraged to use information from different sources, there is no clear understanding of the range of ability in classes and work is not adapted to enable all pupils to fully participate in lessons. Opportunities are missed for higher attaining pupils to find information or become independent learners. Pupils are tested on a regular basis and their records show gains in reading and spelling. Each pupil has a target in English; however, these are often unspecific and more related to behaviour. Although teachers provide appropriate opportunities for pupils to use computers these are not planned systematically enough and this means that there are not enough chances for pupils to practice their skills.
60. The teaching of English is satisfactory overall. This represents a good improvement on the findings of the previous inspection when unsatisfactory teaching was observed. In the best lessons teachers plan well. They vary the activities to make them interesting and suitable to the needs of the pupils. For example, at the start of the lesson there is a range of oral activities such as using rhyming words and developing strategies for spelling. Question and answer techniques are used well. Behaviour is managed effectively and unsatisfactory behaviour is dealt with quickly. Pupils are spoken to quietly and warned about the loss of their points. Relationships between pupils and teacher are positive with respect being shown both by pupils to each other and by pupils to the teacher. In less effective lessons, pupils' interest is lost; for example, if too long is spent discussing the same topic with them. Constant interruptions by pupils, initially because they seek clarification, disturb the flow and the aim of the lesson is lost. Inconsistency in using the behaviour management system leads to unsatisfactory behaviour. The effective use of support staff is not planned. They are often inactive for long periods, only being asked to remove pupils from the room for poor behaviour.
61. The headteacher is managing English on a temporary basis. Since the implementation of the National Literacy Strategy the school's monitoring procedures have appropriately identified the need to increase opportunities for pupils to take part in activities focused on drama and role play as well as the need to address the balance of time allocated to the teaching of handwriting skills.

MATHEMATICS

62. Pupils achieve satisfactory standards and make satisfactory progress because teaching is satisfactory. This does not reflect the finding of the last inspection when standards were judged to be good. However, there have been significant staff changes since this time and standards reflect the lack of experience teachers have in assessing pupils' achievement and using this information to plan work that enables them to make progress.
63. By Year 6 the achievement of higher attaining pupils is broadly in line with expectations for pupils of similar age in mainstream schools. In 2001 - 2002 a small number of pupils achieved Level 4 in the national Standard Assessment Tests. The school has implemented satisfactory curriculum plans based on the National Curriculum and the National Numeracy Strategy. The National Numeracy Strategy is supporting teachers to plan effective lessons and it ensures that pupils make steady progress because teachers work through the materials systematically. During the inspection teaching and learning were good in all lessons but pupils' progress overtime is only satisfactory because assessment procedures are unsatisfactory.

64. Teachers do not have an effective system that enables them to record if pupils have learned what they set out to teach them. Assessment is not being used effectively to improve pupils' performance. Teachers identify appropriate learning objectives for the class and for groups of higher and lower attaining pupils but these objectives are not developed even further to reflect the needs of individual pupils and learning is not informed by ongoing assessment of what pupils have achieved or what they have not understood properly. Teachers appropriately use the learning objectives from the numeracy strategy as the focus for their lessons. However, because assessment is inaccurate they often plan activities at an inappropriate level. It is clear from looking at samples of pupils' work and lesson observations that a significant number of pupils are capable of learning at a much higher level than teachers' assessment indicates.
65. The school has appropriately set whole school targets for improving standards in mathematics. However, in 2001 – 2002 the forecasts made by the school were inaccurate and exceeded by pupils, particularly the forecasts for pupils to achieve Level 3 of the National Curriculum. Forecasts for higher attaining pupils were more accurate. Different admission times of pupils to the school make for difficulties in setting these targets.
66. Samples of pupils' work and teachers' plans indicate that pupils' achievement, although satisfactory, is most secure in using mathematics and in understanding number. This is because teachers provide more learning opportunities in these areas. In lessons pupils are encouraged to participate in activities that are fun and this helps them to achieve. For instance, when pupils in Year 6 solve simple problems based on money they show that they are confident to either add up sums of money accurately or estimate how much they will need. Pupils are generally able to recall and apply past learning effectively in new situations.
67. Teachers use the National Numeracy Strategy lesson format effectively. This ensures that they provide appropriate opportunities for pupils to take part in mental mathematics activities, group, paired and individual work and have the opportunity during the lesson plenary to talk about the things they have learned. Pupils in Years 3 and 4 recognise coins up to £1 and during a mental mathematics sessions they say how they can make four pence using 1 pence and 2 pence coins. Their learning is extended well when they are asked to find as many ways as they can to make 10 pence. Pupils achieve well because the lesson is well structured and the teacher's expectations are informed by pupils' success earlier in the session and in a previous lesson. In Year 5 pupils are successful during a clearly organised lesson to find fractions with a higher attaining pupil dividing each of ten fractions into four and calculating in 40ths. Pupils in Year 6 use mental mathematics skills and pencil and paper techniques confidently to add money sums but they become restless when the same task is presented as a problem in text form. The teacher and support staff provide good individual support for pupils and this helps them to complete the work they have been given. The school uses a number of appropriate published schemes to support pupils' learning but pupils' work indicates that there is an over reliance on worksheets which are not always well matched to pupils' abilities.
68. Teachers place a good emphasis on sharing the learning objectives with pupils at the beginning of the lesson so that pupils know what they are going to learn about. At the end of the lesson teachers provide appropriate opportunities for pupils to talk about what they have learned. However, teachers do not always question pupils skilfully enough to help them clarify their thinking or to enable them to test pupils' understanding.
69. There are not enough opportunities for pupils to develop an understanding of their own learning, although teachers provide suitable opportunities for pupils to talk about the work they have done. In a few lessons teachers will refer these discussions back to the lesson objective so that pupils can identify what they have achieved but there are currently no systems that enable pupils to take responsibility for their learning by having individual targets against which they can measure their own success.

70. There is currently no subject co-ordinator and teachers' plans, assessment and pupils work has not been monitored recently. This is unsatisfactory, despite the work of the headteacher and her deputy to support developments. Resources are satisfactory but the range of computer software needs to be improved.

SCIENCE

71. The learning opportunities provided for science are satisfactory. They were good at the time of the last inspection. There have been significant staff changes since then and the current teaching staff lack experience in assessing pupils' work and using this information to plan work that enables them to make progress. At times some of the work completed is at too low a level for a small number of pupils.

72. Pupils achieve satisfactory standards in science and make satisfactory progress. Their written work, although limited in quantity, along with records of work completed, shows that they have covered an adequate range of topics from the National Curriculum. Pupils' knowledge and understanding of these topics increase steadily during their time in the school. In their work about physical processes, for example, pupils in Years 3 and 4 are able to define that sinking is when the object touches the bottom of the tank. They are able to predict the outcomes of which objects will float and which will sink based on known factors of the objects. Pupils in Year 5 are able to use their knowledge of a simple electrical circuit to test whether a material is conductive or not. By Year 6 pupils are clear about conductivity and insulation qualities of different materials. They are starting to use a clearer experimental method, recording predictions and testing the predictions against the outcomes involving the pupils in constructing an electrical circuit to light a bulb. Good progress is made by a significant number of pupils in developing scientific vocabulary with the teacher picking out key words for them.

73. The science curriculum is satisfactory and this is an improvement since the previous inspection. There is a two year plan for what is to be taught in science. It is based on the curriculum guidance provided by the Qualification and Curriculum Authority and provides appropriate content. However, most of the work is only planned to Level 4 of the National Curriculum. This means that opportunities for more able pupils are restricted.

74. Teaching and learning in science are satisfactory, although examples of good teaching and learning were seen during the inspection. Pupils like to get involved in experiments. For example, in Year 5 pupils concentrate well in a lesson about the making a circuit to use to test prediction. They were excited when their circuit works the first time. This practical approach, together with a lively pace and the use of challenging question helps pupils to grasp ideas about classifying objects. Pupils understand because they have 'found out for themselves'. In effective lessons such as this pupils make good progress. A lesson for pupils in Years 3 and 4 was less successful because pupils are not as interested or involved. The work on floating and sinking was not managed well enough during the investigation stage and pupils' behaviour deteriorated. In a good lesson for pupils in Year 6 the teacher organises the lesson well with materials clearly labelled and a clear structure for pupils to follow. This reduced opportunities for pupils to create disruption and improved progress.

75. Pupils, of all ages, respond well in lessons, particularly when teachers engage them in interesting activities. For example, pupils in Year 6 are keen to make predictions about how the various items they are presented with will respond in the experiment. They discuss with each other the likelihood of some items being conductive. The activity interests pupils and they pay good attention. The teacher is able to reinforce past learning about electrical circuits.

76. Teachers do not always provide higher attaining pupils with enough opportunities to undertake more demanding work, particularly in scientific enquiry. This is reflected in their written work, where pupils record the results of their observations using tick boxes and in the limited opportunities they have to work more independently on investigations. There is little evidence of pupils using computers to support their work and this needs further development.
77. The assessment of pupils' progress is unsatisfactory. There are no clear links between the learning identified in teachers' plans and the results of assessments of pupils' abilities. Teachers are unable to monitor or demonstrate that pupils have learned what the teacher intended them to learn. This means that there is too little information for teachers to plan what pupils need to learn next. This restricts the challenge for more able pupils and means that some lower achieving pupils have difficulty completing the work.
78. The leadership and management of the subject has been at least satisfactory in order to make the improvements in the science curriculum since the previous inspection. However at present there is no co-ordinator for the subject and it is being managed by the headteacher. The subject is supported satisfactorily by her but monitoring of what is happening in lessons is unsatisfactory. Science is carried out in the classrooms and although this can be a little restrictive it is satisfactory for the work being done. Resources for the subject are satisfactory.

ART AND DESIGN

79. Although only one lesson was seen during the inspection, it is clear from teachers' plans and pupils' work that they make satisfactory progress. This reflects the findings of the last inspection. There has been an improvement since the last inspection in the coverage of work, particularly in relation the work of other artists. Examples of pupils' work are used well in displays in the school.
80. Teachers' subject knowledge is generally limited and this restricts the range of learning opportunities they provide for pupils. Teachers plan lessons appropriately identifying activities and resources clearly and the work they prepare for pupils is well linked to the overall plan of what they want pupils to learn. This means that pupils are given a broad and balanced range of art experience. This is similar to the findings of the last inspection. Teachers when they plan lessons ensure that small group work enables pupils to create art using a good range of different techniques such as collage, printing, drawing and painting. There are very few examples of three dimensional work and use of computers is developing.
81. Pupils develop basic art skills. Pupils make satisfactory progress and learn more about colour, tone and line. They understand the link between craft and art as they produce mosaics, linked to a theme of Romans that they are studying. Teachers provide opportunities for pupils to study the work of known artists. For example, paintings based on the work of L. S. Lowry and Monet are on display around the school. However, these experiences need to be included in the pupils' work more frequently. Work is undertaken in classrooms, although there is a wet area in a separate part of the school. This is satisfactory for the work being undertaken. Resources are satisfactory and teachers provide a simple range suitable for the activities pupils are asked to undertake.
82. Leadership and management of the subject are unsatisfactory at present as there is no co-ordinator responsible for the subject. This limits the advice and support available for teachers although their planning is being monitored by the headteacher and deputy headteacher.

DESIGN AND TECHNOLOGY

83. During the inspection, because of timetable arrangements, no design and technology lessons were observed. Teachers' plans and photographic evidence of pupils' work indicates that pupils have enough suitable opportunities to make satisfactory progress. These findings are similar to those of the last inspection. Although curriculum plans are satisfactory because they reflect the guidance provided within the Qualifications and Curriculum Authority's modules of work lessons are not long enough and the subject lacks leadership. Teachers' plans indicate that work is being appropriately linked to other subjects. For example, pupils in Year 5 pupils use construction kits to design and make a shield to support the work they are doing in English about the story of 'The Sword in the Stone'. However, teachers' plans also indicate that there needs to be more emphasis on the design process.
84. There is a system that enables teachers to record the levels pupils have achieved in relation to the National Curriculum but these assessments are not accurate enough to help teachers identify what pupils need to learn next.
85. The school has been without a co-ordinator for design and technology for some time and the subject has not been a priority for school development. Because of this there has not been enough monitoring of either the quality of teaching or of the assessment of pupils' work. The school has not considered how the limited amount of time allocated to the subject is restricting pupils' progress neither does it have an informed idea of how to develop the subject in the future.

HUMANITIES (History and Geography)

86. Over time pupils' achievement and progress are satisfactory. It was possible to observe only a small number of lessons but pupils' work, teachers' plans and displays indicate that pupils' progress is satisfactory. This is similar to the findings of the last inspection.
87. Curriculum plans ensure that the appropriate statutory curriculum is in place for both subjects and teachers provide pupils with a suitable range of tasks, which enable them to develop satisfactory understanding and skill. However, subject plans need more detail to support inexperienced teachers when they prepare work and they do not identify how the subjects can be used to promote pupils' literacy and numeracy skills so opportunities are being missed. Samples of past work are limited and consist mainly of worksheets, these indicate that pupils are not always given enough opportunities to record what they know and some of the tasks are repetitious or inappropriate.
88. By the end of Year 4, pupils are able to show understanding of their local environment. They have a developing sense of chronology and can place events in order. Pupils are able to make distinctions between the past and present and compare how people lived in the past to how people live today. They recognise that their own lives are different from the lives of people in the past. For example, pupils in Year 4 lesson are able to list the differences between how people lived in Roman Britain with how people live today. Older pupils are beginning to understand the basic principles of the water cycle. They understand and use specific vocabulary to describe the processes involved. Pupils develop a basic understanding of world geography as they shade and name the continents and major rivers of the world on an outline map. They study maps of Britain and look at geographical features that determined the route of Hadrian's Wall. Through other history topics they become familiar with the importance of the River Nile to the people of Egypt. Pupils in Year 6 study how Slough has changed over the last century. They compare photographs of the town taken in 1900 and visit those areas on field trips to see how the locality has developed.
89. Overall, teaching and learning are satisfactory and pupils' attitudes to work are positive. They are prepared to undertake the tasks they are given but there is some reluctance when tasks are unchallenging and work is based around completing work sheets. Sometimes

pupils, especially younger pupils, start to lose interest when whole group sessions are too long and the teacher does not use resources to help pupils understand.

INFORMATION AND COMMUNICATION TECHNOLOGY

90. Pupils of all ages make satisfactory progress in information and communication technology. Standards have not been maintained since the last inspection when pupils' progress was judged to be good. This is because teachers currently at the school are not sufficiently experienced in developing pupils' understanding or skills in this subject. Teachers are beginning to plan appropriate use of computers to support pupils learning across the curriculum. They are also developing their own skills in using new technology such as the interactive whiteboard. During the inspection these boards were used with varying degrees of success in a Year 6 music lesson and a Year 5 science lesson. However, teachers' skills in using this resource need further development.
91. Although curriculum plans are satisfactory the subject has not been allocated enough time and it lacks leadership. There is a system that enables teachers to record the levels that pupils have achieved in relation to the National Curriculum. However, these assessments are not accurate enough. Teachers' plans indicate that pupils have appropriate access to computers and this means that they have enough opportunities to follow up and apply the skills they have been taught. As a result, their mouse control, keyboard skills and their knowledge and understanding of different programs are satisfactory. Pupils' work indicates that computers are generally used to support learning in English, for word processing and reinforce learning in mathematics, for example, when they make a bar graph showing the number of different sweets of each colour in a packet.
92. Due to timetable arrangements only one lesson was observed during the inspection. In this lesson the teacher uses the interactive whiteboard appropriately to demonstrate different skills to the class. Pupils in Years 3 and 4 show how to open 'Excel' and they understand and use terminology such as 'highlight' appropriately. They remember the 'function' needed to convert information into graph form and they follow simple 'on screen' instructions. They concentrate well when it is their turn but find it difficult to sustain their concentration when they are not directly involved.
93. There is currently no co-ordinator for the subject and the use of computers and the effectiveness of teachers' plans and pupils' learning have not been monitored recently. This is unsatisfactory. Although computers are being used across the curriculum the use of them to support learning is not always planned as effectively as it could be and not enough time allocated to the subject. The fifteen minute session observed during the inspection did not give pupils enough time to put into practice the teacher's instructions or demonstration. This has an impact on pupils' learning and the teacher's use of time. For example, because pupils are unable to practice what they are shown they do not learn as well and the teacher has to spend time during the next lesson going over the same learning. Teachers' plans indicate that they are unfamiliar with areas of the curriculum such as monitoring, control and modelling. They are beginning to identify opportunities for pupils to use computers for research in subjects such as science, history, geography, design and technology and religious education but these need further development. The range of hardware and software available in the school is satisfactory.

MUSIC

94. Due to timetable arrangements only one lesson was observed. However, teachers' plans and evidence from the lesson indicate that pupils make satisfactory progress. This is an improvement on the findings of the last inspection when learning opportunities for the subject and the progress made by pupils were considered unsatisfactory.

95. Pupils in Year 6 explore their knowledge of pitch, particularly related to their own voice. The teacher has just enough knowledge to help most pupils develop their own understanding. Pupils behave appropriately in the lesson and enjoy themselves, co-operating well with the teacher and each other. The teacher used the internet imaginatively during this lesson, accessing a music program that the pupils use through the interactive whiteboard.
96. There is no music specialist in the school, although the deputy headteacher, who is an enthusiast, often leads singing assemblies using her guitar as accompaniment. There is a satisfactory plan of work for the subject and teachers plan a suitable range of activities that enable pupils to achieve and make satisfactory progress. However, without a subject co-ordinator teachers do not always receive sufficient guidance and pupils' learning is not always planned systematically enough to ensure that they are able build on past learning. Pupils use sounds and rhythms and compose simple phrases. There are also appropriate opportunities for pupils to appreciate different types and styles of music but teachers do not place enough emphasis on developing pupils' awareness of the spiritual aspects or cultural background of the music they hear. Resources are satisfactory for the work being done in the subject although resources such as compact discs to allow pupils to listen to, and appreciate, music are not as good. Considerable emphasis has been placed on creating a music room with a good range of resources and equipment. This is a very positive move; however, until staff have received training, it remains unused.

PHYSICAL EDUCATION

97. Due to timetable arrangement only one lesson was observed. However, teachers' plans for physical education, which cover all the required elements, and evidence from the one lesson seen indicate that pupils' progress in all area of the curriculum is satisfactory. This reflects the findings of the last inspection.
98. Pupils in Year 5 understand simple safety rules when working in the hall and they put out and put away equipment such as mats sensibly. During the warm up pupils participate well. They clearly enjoy the fast pace and by the end of the session they are out of breath. Pupils do not concentrate as well when they are being given instructions about other activities and the teacher has to waste time gaining their attention and dealing with inappropriate behaviour. Pupils move about the hall in different ways, running, hopping, moving backwards, forwards and sideways. They listen well to instructions when they are asked to change direction because the teacher uses a 'traffic light' game to encourage them. Pupils demonstrate a good range of rolls such as a forward, backward and log roll but they are unable to behave appropriately throughout the lesson. The teacher stops them when they get silly and uses the time well to reinforce safety and appropriate behaviour but this restricts the amount of time pupils have to improve their skills. Pupils' inappropriate behaviour has a significant impact on the amount of progress they make because it limits their opportunities. Teachers do not always provide clear enough or consistent enough messages about what is and is not acceptable so pupils are not able to make decisions about how they behave based on an understanding of the consequences.
99. Curriculum plans are satisfactory but there is currently no co-ordinator for the subject and the effectiveness of teachers' plans and pupils' learning have not been monitored recently. This is unsatisfactory. Because of the weakness in the school's assessment procedures teachers do not have enough information to help them improve pupils' performance and this is reflected in the satisfactory standards achieved.

RELIGIOUS EDUCATION

100. Pupils' progress is satisfactory. However, there has been little improvement to the subject since the last inspection. This is reflected in the time allocated to the subject for most classes each week. Currently, classes have lessons ranging from ten to 30 minutes.

Pupils' work shows many started, but unfinished, pieces of work, a reflection on the limited amount of time given to the subject on the timetable. Most teachers have limited subject knowledge. It was only possible to observe a few short lessons.

101. Pupils' work in religious education effectively supports the aims of the school by providing a growing awareness about how different people live and work together. During Years 3 to 6, pupils are encouraged to develop a sense of sharing and caring for others. They learn to appreciate how their actions affect others and develop an understanding of sharing. Speaking and listening is a strong feature of pupils' learning in their exploration of the subject. For example, pupils in a Year 6 lesson joined in enthusiastically discussing 'What is a God?'
102. There are appropriate plans to guide teachers when they prepare work and these appropriately include aspects of Christianity and other religions, focusing on stories, special people, symbols and festivals. Festivals of the major world religions are celebrated - for example, Ramadan and Divali. Circle time also reinforces spiritual and moral values by discussion of topics such as 'sharing' and 'our differences'. However teachers do not make full use of the locally agreed syllabus for religious education. Teachers do not always have sufficient knowledge about the non-Christian religions which they are teaching.
103. Assessment is in the early stages of development. Currently, this consists of a simple checklist of coverage of topics and tasks, with an overall teacher allocated grade, and some informal assessment in class. As yet, the system of assessment does not inform curriculum planning or allow the teacher to plan differentiated work for individual pupils or groups.
104. The co-ordination of religious education is unsatisfactory because there is no clear indication of the developments needed to raise standards. However, teachers' good management of pupils' behaviour and the positive relationships in classroom result in pupils making satisfactory progress. There is a small collection of resources, artefacts, books and videos, to support the religious education curriculum. This collection needs to be expanded and teachers need to make greater use of all resources available to them.

PERSONAL SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

105. Learning opportunities for personal, social and health education and citizenship are satisfactory overall. The plans for personal, social and health education are good and the school has recently begun to incorporate appropriate learning opportunities for citizenship. The curriculum has been developed by the headteacher and it reflects the needs of pupils well. A good plan of what pupils will learn throughout their time at school has been established, which covers all the required areas of learning in both subjects. Teachers, however, because they lack experience, are not using the plans as effectively as they could to promote pupils' achievement and progress. Although the topics are identified clearly the plans need to provide more information about the work to be covered, the learning outcomes expected of pupils and activities. This will support less experienced teachers more effectively when they plan learning. No lessons were seen during the inspection but subject and teachers' plans and pupils' work indicate that pupils have enough suitable opportunities to learn and records indicate that pupils' achievement and progress is satisfactory.