

INSPECTION REPORT

Beechwood Primary School

Woodley, Reading

LEA area: Wokingham

Unique reference number: 109936

Headteacher: Mr Gordon Davies

Lead inspector: Mrs June Punnett

Dates of inspection: 20th – 22nd October 2003

Inspection number: 255473

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	181
School address:	Ambleside Close Woodley Reading
Postcode:	RG5 4JJ
Telephone number:	0118 9695976
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Patrick Hurley
Date of previous inspection:	10 th November 1997

CHARACTERISTICS OF THE SCHOOL

Beechwood Primary School caters for pupils from a variety of social backgrounds, aged between four and eleven. It shares a site with an early years' centre of excellence. The school is situated on the outskirts of Reading, in an area of both rented and private housing. The majority of pupils who attend the school come from outside the local area. During the past two years, there have been many staff changes, including a new headteacher. Altogether there are 181 pupils on roll, organised into seven classes. The roll has fallen substantially since the last inspection in 1999. The school is smaller than other primary schools, and the percentage of pupils known to be eligible for free school meals is similar to the national average. The percentage of pupils speaking English as an additional language is higher than in most schools. The percentage of pupils identified as having special educational needs, is above the national average. The percentage of pupils with statements of special educational needs is also above the national average. Pupils' attainment on entry to the school is below average, although it does vary from year to year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17826	June Punnett	Registered inspector	Foundation Stage, science, music, religious education, English as an additional language
13849	Liz Bowes	Lay inspector	
32737	David Jones	Team inspector	English, art and design, physical education, design and technology
20948	John Linstead	Team inspector	Mathematics, information and communication technology, history, geography, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides a satisfactory education for its pupils. When children join the Reception class, standards are below those expected for their ages and well below for many children's language skills. They make sound progress and achieve satisfactorily by the end of the Reception year. Many pupils do not make the expected progress in Years 1 and 2, yet by the end of Year 6 standards in English, mathematics and science are average. Higher attaining pupils' achievement is unsatisfactory in Years 1 and 2, but good in Years 3 to 6. The leadership and management of the school are satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are

- Pupils' achievements are unsatisfactory in Years 1 and 2 because the higher attaining pupils are insufficiently challenged.
- Pupils' interest in school life and the quality of relationships within the school promote a positive atmosphere in which to learn.
- The leadership of the headteacher is good.
- The school works effectively with parents, who value the school and provide good support for their children's work.
- Not enough information is kept on pupils' progress in subjects other than English and mathematics and this is unhelpful to teachers when planning lessons.
- In some subjects, pupils have little understanding of how they can improve their work.

The school has made satisfactory improvements since the last inspection in November 1997. Most key issues have been dealt with satisfactorily. Outstanding issues are already identified in the school's development plan for action. Aspects of the leadership in Years 1 and 2 are less effective than at the time of the last inspection and this is having a detrimental effect on standards in those years. Standards in Year 6 have improved compared to the last inspection but in Year 2 they are similar to those reported in 1997.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	D	D	B	A
Mathematics	D	C	C	C
Science	E	D	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, pupils' achievements are satisfactory. By the end of Year 6, pupils achieve satisfactorily. Children in the Foundation Stage (Reception class) also achieve satisfactorily from a below average starting point. However, achievement by the end of Year 2 is unsatisfactory. Standards in the Year 6 national tests for English and science have improved since 2002. The standards in mathematics are better than at the time of the last inspection. By the end of Year 2, pupils' attainment is worse than it was at the time of the previous inspection. There has been little improvement since 1999. Weak leadership of Years 1 and 2 (Key Stage 1) is not driving up standards. Literacy and numeracy skills are satisfactorily used across the curriculum. Pupils occasionally use computers to support their learning, but skills are below average by the end of Year 6. By the end of Year 6, pupils' overall attainment in art and design is below average. Children in Reception make sound progress, although it is unlikely that they will achieve the expected standards in all aspects of communication, language and literacy or in their knowledge and understanding of the world by the time they join Year 1. Pupils with special educational needs and those who speak English as an additional language make

satisfactory progress and achieve satisfactorily. More able pupils achieve appropriate standards in subjects such as English, mathematics, science and physical education in Key Stage 2.

Pupils' personal qualities, including their spiritual, moral, social and cultural developed are promoted satisfactorily. Pupils enjoy school. In some classes their attitudes to work and each other are good. Satisfactory attendance and punctuality ensures that pupils' learning is not disrupted.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory.

The quality of teaching and learning are satisfactory overall. When Reception children join the infant classes, pupils' progress slows, as teachers' expectations are too low. Good teaching was seen in some junior classes, especially when lively teaching used drama to develop a religious education theme. Systems for assessing pupils' attainment and monitoring their progress are unsatisfactory overall, but satisfactory in English and mathematics. In most subjects they do not provide enough information about what pupils should learn next. Curriculum provision is satisfactory and meets all statutory requirements. There is a good selection of extra-curricular activities which contribute to pupils' successes in sport. The school cares for its pupils well. There are satisfactory procedures for promoting good behaviour and ensuring pupils' welfare. The school's partnership with parents is good, and satisfactory with the local community.

LEADERSHIP AND MANAGEMENT

Leadership is satisfactory. The leadership of the headteacher is good. Governors have a satisfactory grasp of their responsibilities. All statutory requirements are met. The monitoring of the school's performance is well planned and pupils' progress is analysed by the senior management team. Realistic targets are set for improvement. The leadership of Key Stage 1 is unsatisfactory as measures have not yet been taken to raise standards in Years 1 and 2.

The management of the school is satisfactory. The members of the senior management team support the smooth running of the school. Finances are well managed and the school considers the principles of best value when making purchases and management decisions. The school improvement plan has clearly identified actions needed to raise the quality of leadership and management of Key Stage 1. Measures to ensure that staff continue to improve their skills are satisfactory, as are procedures for the induction of new staff.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views about the school. The relationships between the school, parents and pupils are good. Parents made no significant criticisms of the school, although they would like an indoor swimming pool. Pupils enjoy coming to school and spoke positively about teachers helping them with their work; they were all aware of adults to go to if they were worried.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Raise standards by the end of Year 2 so they at least meet those expected nationally.
- Improve the way work is assessed and marked in some subjects, so it is more helpful in raising pupils' achievements.
- Raise standards in art and design.
- Raise standards in information and communication technology (ICT) by the end of Year 6 and develop more quickly its use across the curriculum.
- Enable subject co-ordinators to take a greater part in monitoring teaching and learning so they can take more effective action to raise standards.
- To place a greater emphasis on art and design and ICT when planning the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievements by the end of Year 2 are **unsatisfactory** because the higher attaining pupils do not make enough progress in Years 1 and 2. Achievement is satisfactory both in the Foundation Stage and by the end of Year 6. Children join the school with below average attainment and, despite making sound progress in some areas of learning in the Reception year, by the end of Year 2, standards remain below expectations in reading, writing, mathematics and science. In other subjects, apart from religious education where they are below average, pupils attain what is expected nationally. Pupils attain above the expectations in physical education. Standards by Year 6 are average overall. They are above average in English and average in mathematics and science. In physical education pupils' attain high standards, but in information and communication technology (ICT) and art and design standards are lower than expected.

Main strengths and weaknesses

- Achievement in reading, writing, mathematics and science are below average by the end of Year 2 because the higher attaining pupils do not so well enough.
- By the end of Year 2, there are no pupils achieving at Level 3 in writing and this has an effect on standards in other subjects.
- Standards in ICT and art and design are below national expectations in Key Stage 2 and there are too few opportunities for pupils to use their ICT skills to enhance learning in other subjects.
- Pupils attain above average standards in English because of the school's focus on literacy teaching in Key Stage 2.
- In physical education, pupils achieve above average standards in both key stages as a result of the wide range of extra-curricular sporting activities available.

Commentary

1. The last inspection in 1997 reported that standards for Year 2 and Year 6 pupils were broadly in line with national averages in all subjects of the National Curriculum. Since then the whole school has been through a period of considerable upheaval, many members of staff have only been in post for a year.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	14.4 (13.9)	15.9 (15.8)
Writing	13.32(11.9)	14.8 (14.4)
Mathematics	15.32(14.7)	16.4 (16.5)

There were 31 pupils in the year group. Figures in brackets are for the previous year

2. Overall, standards in Key Stage 1 have fallen since 1997 and standards seen during the inspection were below average. In 2003, national test results for pupils in Year 2 showed that standards, as measured by the average points score, were below average in reading, writing and mathematics. The findings of the inspection are that standards in science are also below average. In writing, the proportion of pupils attaining at the higher Level 3 was well below average and this affects standards in other subjects, for example religious education. The governors and senior management team have identified the weakness in this key stage and have adopted strategies to improve standards. For the last few years the trend in the school's national test results has not altered, but the 2003 results, whilst still below average, show an improvement on previous years, particularly in mathematics. The achievement of the higher attaining pupils at Key Stage 1 is unsatisfactory, especially in writing.

3. Children are admitted into the Reception class in the term before they are 5. Their attainment on entry is below average. Most of the children have had some form of nursery or pre-school experience. Children have a satisfactory start to school life and with the exception of writing and some aspects of their knowledge and understanding of the world, they are likely to achieve the expected levels at the end of the Reception year. In relation to their prior attainment their achievement is satisfactory in most areas.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.09(26.4)	27.0 (27.0)
Mathematics	27.27(27.5)	27.0 (26.7)
Science	28.77(27.6)	28.8 (28.3)

There were 41 pupils in the year group. Figures in brackets are for the previous year

4. Pupils' achievement in Key Stage 2 is satisfactory and they generally achieve as well as pupils in similar schools. Over time, results have shown an improvement and, in the 2003 national tests, results for pupils in Year 6 showed that standards, as measured by the average points score, were above average in English and average in mathematics and science. Compared with schools where there is a similar proportion of pupils who receive free school meals, results were well above average in English and were average in mathematics and science. In physical education standards are above average, which is due in part to an enhanced extra curricular provision. In other foundation subjects, standards are average with the exception of art and design and ICT where standards are below average. Overall standards at Key Stage 2 are average.

5. Standards in ICT are in line with national expectations in Key Stage 1 and below national expectations at Key Stage 2. This is mainly because there are too few planned opportunities to use and develop these skills in learning across the curriculum.

6. The school ensures that pupils from different backgrounds are included in all aspects of school life. During the inspection there was no significant variation in the attainment of boys or girls or pupils from differing backgrounds or ethnicity.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes, values and personal development are **satisfactory**.

Main strengths and weaknesses

- Attitudes and behaviour in the Foundation Stage are good.
- Pupils are very interested in school life and the range of activities provided and this develops their self esteem.
- Pupils have good relationships with others in school.
- The school stimulates in pupils a respect for the values and beliefs of others.
- In Key Stage 1 and 2, a few pupils show negative attitudes in lessons.

Commentary

7. Attendance at the school is satisfactory. In general most pupils are punctual and are keen to attend lessons. There are good mechanisms in place to monitor pupils' attendance and these are fully supported by parents.

8. Pupils have sound attitudes to learning. They are interested in school life and the wide range of activities provided both during and after school. Pupils of all ethnic groups show a pride in their school and greatly enjoy the range of clubs on offer. In the Foundation Stage, pupils have good

attitudes to learning they enjoy activities and listen well to instructions. In the rest of the school attitudes are satisfactory. Pupils respond well to tasks and are keen to contribute ideas. However, the attitudes of a few pupils are less than satisfactory and this has a negative effect on their learning. Where teaching is good, pupils show positive attitudes in lessons.

9. Pupils behave satisfactorily both in lessons and around the school. Results from the children's questionnaire indicate that pupils feel that some children in the school do not behave particularly well. In a very few lessons there was some evidence of inappropriate behaviour. Relationships between pupils and with adults in the school are good and the school promotes a harmonious atmosphere. When asked, pupils say that they like coming to school and they find lessons interesting and fun. They feel confident at school and able to go to an adult if they have any worries. During playtimes, pupils share equipment fairly and play harmoniously. The school effectively deals with all forms of harassment including bullying.

10. Pupils with special educational needs have good attitudes to their work because of the support and encouragement they receive. On some occasions, however, pupils with behavioural difficulties are not sufficiently monitored so that they do not accomplish as much work as they could.

11. Pupils are provided with satisfactory opportunities for spiritual, moral, social and cultural development. They show respect for the feelings and beliefs of others. For example the 'Beechwood Buddies' help younger pupils feel confident in the playground. Pupils are encouraged to distinguish between right and wrong. Pupils are developing a spiritual awareness through opportunities provided by the school, especially in assemblies. Pupils are developing an understanding of living in a community. Younger pupils draw up class rules and take responsibilities in school, whilst older pupils perform in the community and some write about their experiences and those of the local community in the school newspaper. Cultural opportunities are provided both during the school day and in the extra curricular clubs. Pupils have sound opportunities to explore their own and other cultures.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.4
National data	5.4

Unauthorised absence	
School data	0.7
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Black or Black British – Caribbean
Chinese

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
151	1	0
1	0	0
7	0	0
3	0	0
2	0	0
1	0	0
5	0	0
6	0	0
1	0	0
1	0	0

Any other ethnic group	3	0	0
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The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. The curriculum is adequately planned and supported by a wide range of extra-curricular activities. Teaching is satisfactory overall, with some good teaching in the juniors. The assessment of pupils' standards and progress is satisfactory in English and mathematics, and unsatisfactory in other subjects. Accommodation is good overall, and resources are satisfactory. The school provides a good standard of care for its pupils. It has good and productive relations with parents.

Teaching and learning

Teaching and learning are satisfactory overall, with some good teaching in the juniors. The assessment of pupils' work is satisfactory in English and mathematics but under developed in other subjects.

Main strengths and weaknesses

- Teachers generally manage their classrooms well, encouraging and engaging their pupils.
- In Key Stage 1 there is a lack of challenge for the more able pupils.
- Assessment procedures in English and mathematics are satisfactory in Key Stage 2 and help pupils to achieve well.
- Where there is weak behaviour management in lessons, pupils make less progress in their learning.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	7	19	1	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about Lessons.

Commentary

12. The majority of teachers have a sound knowledge of their subjects they teach, although not all are confident ICT users. In Key Stage 1 lessons, there is insufficient challenge for the more able pupils and this results in lower than expected standards of attainment. Pupils do not make the progress of which they are capable because teachers' plans insufficiently provide for the needs of all pupils. Behaviour is generally managed well, although with a proportion of challenging pupils in all classes, some teachers are more successful than others. All staff work hard to build pupils' self-esteem so they grow in confidence. The majority of pupils try hard with their work and this helps them to be successful in their learning.

13. Homework is used satisfactorily to support pupils' learning and improves their work. The use of assessment in English and mathematics helps pupils to reach their potential. Although improvements are planned, assessment is not yet used effectively to help plan learning in other subjects. In the most successful lessons, the pace is brisk, pupils' behaviour is well managed and lesson planning takes full account of the varying needs of pupils. Pupils of most abilities are included well in lessons. In most classes, classroom assistants make a sound contribution to the quality of learning, especially for pupils with special educational needs.

14. The quality of pupils' learning reflects the quality of teaching and is satisfactory overall across the school. Strengths in learning include the enthusiasm with which pupils apply themselves to interesting lessons, such as the drama session that arose from a religious education story. Where teachers manage behaviour well, pupils have the opportunity to listen and learn. The classroom assistants give good support to pupils with special educational needs, and those who speak English

as an additional language. This enables those groups of pupils to make sound progress in their learning.

15. Although the school tracks pupils' progress across the school, pupils have too few opportunities to evaluate their own work. The marking of pupils' work is inconsistent and does not always give pupils indications of how to improve.

16. Teaching in the Foundation Stage is satisfactory overall. There were no judgements made about this stage of education in the last inspection report. The Reception teacher's knowledge and understanding of this phase of education is also satisfactory. In the classroom, there is a satisfactory balance between directed and free choice activities, and between structured and free play. Planning and assessment of children's progress is developing and is satisfactory.

17. Key improvements since the last inspection are evident in the quality of teaching in Key Stage 2, although the quality of teaching in Key Stage 1 is not as good as it was in 1997. The impact of the improvement in Key Stage 2 has been that standards have risen by the end of the key stage. In this year's Year 6 national tests, the standards in English were above the national average and in line with the national average in mathematics and science. The school intends to maintain these standards, even though there is a higher proportion of pupils with special educational needs in the current Year 6. Marking is not as good as that reported in 1997, when it was 'accurate and up-to-date'. The monitoring of teaching by the headteacher has improved. There was none at the time of the last inspection. This is an almost totally different staff since the last inspection, and a new headteacher. There is no whole school approach to involving all co-ordinators in monitoring their subjects, although it is in the school's plans. The English and mathematics co-ordinators have had more opportunities than others.

18. Staff value all pupils equally as individuals, whatever their backgrounds, and work hard to ensure they are fully included in all activities. The majority of staff give consistent messages to pupils about the school's expectations for behaviour and work. Pupils who speak English as an additional language receive well-targeted support in lessons.

The curriculum

The curriculum provision is **satisfactory**. There is a very good range of extra curricular activities which enrich pupils' learning. The school's accommodation is good with a new library and specialist areas for ICT and music. Resources are satisfactory.

Main strengths and weaknesses

- The school's accommodation is good with specialist areas for music, ICT and booster classes. There is a new library. The school also has areas where staff can work and meet.
- Specialist teaching for music in Key Stage 2 ensures that previous omissions in the school's provision have been corrected.
- The extensive range of clubs and activities enrich the school's curriculum.
- Resources are limited for some subjects.

Commentary

19. The curriculum is broad but not well balanced as emphasis is still too focused on the core subjects with insufficient emphasis on art and design and ICT. The provision to develop pupils' personal, social and health education is satisfactory. Policies exist for all subjects but many are out of date. Links with the local nursery and secondary school and the local church continue to be of benefit to the school.

20. The provision for pupils with special educational needs is satisfactory. All pupils on the school's 'register' have an individual education plan. Pupils with statements of special need receive their full entitlement, with teaching assistants providing them with good support.

21. Visits and visitors to the school are used well to support the pupils' learning. For example, the visits of an author and a poet have helped develop greater range in pupils' writing and resulted in poetry and writing competitions with pupils keen to take part and have their work displayed or read for others. Visits by a percussionist and a harpist broadened the pupils' experience of music. The full range of sporting activities has involved many pupils in displays and team events. The display of cups and trophies in the entrance hall is evidence of this.

22. Resources are satisfactory overall. However, there are insufficient resources to support the full range of activities in art and design, design and technology and ICT. Arrangements for training new co-ordinators to monitor their subjects, and raise standards, are partly in place.

23. The school has spacious grounds which are used to support learning across the curriculum. A new computer room has been established and includes a projector and a whiteboard linked to a computer, and is used by all pupils in the school. This has been connected to the internet in the computer suite, and in some classrooms. The school has a specialist room for teaching music and, owing to flexible teaching organisation in Key Stage 2, pupils can be musically creative in a designated room. A new library has been developed and is being well stocked. It was not being used by pupils during the inspection, as a result of refurbishment. The school's swimming pool is a well used asset during the summer term and enables pupils' to achieve well and make good progress. There has been a great deal of refurbishment work carried out at the school with new reception and office areas, meeting rooms and staff and pupil toilet facilities.

Care, guidance and support

There is **good** care provided by the school. Welfare management of pupils at the school is good and there are good health and safety procedures in place. There is satisfactory monitoring of personal and academic development. The school is good at acting on the views of pupils.

Main strengths

- The school is good at ensuring the health and welfare of its pupils.
- There are good child protection procedures in place.
- Trusting relationships are formed between pupils and staff and pupils have good access to support and guidance.
- The school is good at seeking and acting on pupils' views.

Commentary

24. The school has good arrangements ensuring the health of pupils. The wide range of extra curricular sports' clubs enables pupils to participate in numerous healthy activities both during and after the end of the school day. The conscientious site controller is vigilant in monitoring any potential hazards and effectively deals with safety procedures. Appropriate arrangements are in place for the administration of first aid and any accidents are dealt with in the well-equipped sick bay.

25. Child protection arrangements are good and any issues are dealt with promptly and sympathetically. All staff are vigilant and work effectively within the agreed procedures adopted by the local area child protection committee. There are good links with all appropriate outside agencies.

26. Beechwood is a caring school and trusting relationships are formed between pupils and staff. Pupils with special educational needs enjoy good relationships with all staff, including teaching assistants. This makes a positive contribution to their learning. Good relationships also exist between pupils and pupils. For example the 'Beechwood Buddy' system is effective in ensuring that all feel included and have someone to play with at lunchtimes. The school is good at seeking and acting upon pupils' views. For example, the hall has recently been painted in the school colours following a suggestion from the school council. There is a strong emphasis on raising self-esteem and the range of extra curricular clubs contributes to pupils pride in their school and themselves.

27. Personal and academic development is monitored satisfactorily, progress in the core subjects is assessed regularly and pupils receive sound guidance on how to improve. The school

effectively acknowledges pupils' achievements both academic and personal at various times throughout the school year including special assemblies. The induction programme for settling new children into school is satisfactory.

28. The school is good at ensuring that the views of all pupils within the school community are respected regardless of religion, racial origin and cultural and linguistic background. Pupils' views of the school are positive and they are satisfied that their ideas are listened to and acted upon.

Partnership with parents, other schools and the community

The school has **good** links with parents. **Satisfactory** links exist with the local community and these are developing. There are satisfactory links with other schools and other providers.

Main strengths

- There are good links with parents, who have are very supportive of the school.
- Parents feel well informed about how well their child is doing at school.

Commentary

29. Links with parents are good and parents' views of the school are positive. The headteacher and other staff are very approachable and this is much appreciated by parents. A very high proportion of parents assert that their children like school, make good progress and enjoy the range of activities on offer.

30. Good communication keeps parents well informed about their child's progress. A particular feature that is appreciated by both pupils and parents is that pupils have an opportunity to comment at the parents' evenings. Reports are very regular and give parents a clear indication of their child's attainment. The school ensures that parents of pupils with special educational needs are well informed about the progress of their children. Parents are invited to contribute to the setting and reviewing of targets on individual education plans and are given good advice on how they can help their children at home. Many parents are able to support their children's learning in meaningful ways and are committed to monitoring and helping with homework. Parents demonstrate their commitment to the school by their support of the Parent Teacher Association, which raises money for school projects, the latest of these has been the school library.

31. The school has satisfactory relationships with the community and these are being further developed by a dedicated group within the school whose aim is to raise the profile of the school in the local community. The school takes part in the local Woodley Carnival and these events make a valuable contribution to pupils' learning. Pupils also benefit from a few business links and these also contribute to enriching the curriculum.

32. There are satisfactory links with other schools and pre-school providers. The local secondary school sends pupils on community service to Beechwood and this initiative provides a positive role model for pupils. Children from the on site nursery attend the school for productions and this contributes to strengthening links.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The leadership of the headteacher is good and is helping the school to improve. The management of the school is satisfactory. The satisfactory quality of governance is beginning to help the school to raise standards and improve the quality of education it offers.

Main strength and weakness

- The leadership of the headteacher is raising morale and encouraging teamwork.
- The roles of the Key Stage 1 leader and foundation subject co-ordinators are not sufficiently developed.

Commentary

33. The governing body is playing a part in helping the school develop. It is well informed through the visits governors pay to the school and the effective communication with the headteacher and other staff. They understand the strengths and weaknesses of the school which helps them identify areas for improvement, for example in the need to raise standards, improve some aspects of the school building and to halt the decline in pupil numbers. From their knowledge, governors draw up the areas for development and these form the priorities for the school's improvement. The school's senior managers, with contributions from all staff, then draft the ways these improvements are to be made. Governors and staff discuss these ideas together before finalising their plans. Governors carry out satisfactory monitoring of the progress being made towards meeting these priorities through their committees and regular reports from senior members of staff. When monitoring the work of the school, governors include the implementation of the race equality policy, which is satisfactory.

34. The headteacher has led the school well in the comparatively short time he has been in post. He has lifted the morale of school staff and formed a good sense of teamwork following a time of threatened closure and temporary appointments. The school staff has changed radically in the past few years with, for example, staff in the Foundation Stage and Key Stage 1 having been together for just over a year. Despite this standards have begun to improve slowly. The headteacher takes care to include all staff in meetings and training and in school life generally. This has produced a good ethos and all members of staff feel valued and give generously of their time. For example, teachers and assistants are heavily involved in running the many clubs that take place before, during and after school.

35. The headteacher is a sound manager. He has reorganised the management structure in the school and introduced weekly briefings for all staff as well as the regular staff meetings. Performance management is now fully in place which has ensured all staff have targets which focus on whole school curriculum issues as well teachers' personal development. The school manages its finances well and understands the principles of best value. It is fully aware of the effects the falling roll has on the budget and so makes prudent plans for the future.

36. The school and the governing body are fully aware of the need to raise standards, especially in Key Stage 1. Currently, the leadership of the Key Stage 1 co-ordinator is insufficiently effective in helping to raise standards. Many of the key issues over governance from the previous inspection have been addressed, although some are yet to be dealt with. Although the roles of governors, headteacher and senior managers in monitoring progress have now been clarified, other co-ordinators are yet to play a significant part in this monitoring. The roles of the foundation subject co-ordinators are not developed enough to influence achievement or teaching and learning. The special needs co-ordinator manages this area satisfactorily but has no responsibility for the management of teaching assistants. This leads to a lack of understanding, by the co-ordinator, about their roles within the classrooms.

37. The school recognises the need to establish its position in the area and increase its roll. To this end they have established sound links in the community and local press and begun to advertise what it does well. This includes the quality and range of the many extra-curricular activities it provides and its burgeoning sporting and musical prowess. The school is also proud of its accommodation and spacious grounds which it sees as a potential attraction to prospective parents.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	535,274
Total expenditure	503,404
Expenditure per pupil	2270

Balances (£)	
Balance from previous year	12,074
Balance carried forward to the next	31,870

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**. No judgements were made during the previous inspection.

Introduction

The **quality of teaching is satisfactory**. The provision was not reported on during the last inspection. The satisfactory teaching and curricular planning combine to provide children with varied and interesting experiences. These promote satisfactory learning and help children to make sound progress. There is satisfactory provision for those with special educational needs, and those with who speak English as an additional language. The provision for the more able children who need extending is less well developed. Children feel safe and secure in the positive and welcoming atmosphere of the Reception class.

Children enter the Reception class with below average attainments for their age. The majority of full-time children are on course to reach the standards expected at the end of the Reception year in their mathematical development, physical development, personal, social and emotional development and creative development. Part-time children are unlikely to meet all aspects of the expected goals. The majority of children are unlikely to reach the expectations in all aspects of communication, language and literacy or their knowledge and understanding of the world.

Main strengths and weaknesses

- Links with parents are good and enhance the provision.
- Children are happy and secure in school.
- The challenges for reading are insufficiently high and this means that children make slow progress.
- Children find it difficult to control their pencils.

Personal, social and emotional development

Provision in personal, social and emotional development is **satisfactory**.

Main strengths

- Children are happy and secure in school.
- Sound induction procedures mean that children settle quickly into school.
- Children achieve satisfactorily because of the sound quality of teaching and learning.

Commentary

38. The school has sound induction procedures, which help ensure that children settle in quickly and happily. Satisfactory provision and satisfactory teaching and learning capitalise effectively on this structured start to school life. Children quickly form positive relationships with their teacher, and feel safe and secure. Children are given sound opportunities to work and play together in small groups and begin to develop independence when dressing and undressing for physical education lessons. Adults set clear expectations for behaviour, with praise and encouragement to reinforce these. Children are provided with some opportunities to initiate their own activities. The majority of full-time children are likely to meet the expected levels of attainment by the time they join Year 1.

Communication, language and literacy

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- It is unlikely that all children will reach the expected levels by the end of the Reception year in this area of learning.
- Adults promote children's speaking and listening skills well.
- Adult expectations for children's reading are too low and this means children make slower progress than expected.
- The more able children are insufficiently challenged in this area of learning.

Commentary

39. Many children start school with limited language and communication skills, and their attainment on entry in these aspects of their development is below average. It is unlikely that children will reach the expected levels by the time they join Year 1. The teacher works hard to encourage children's speaking and listening skills. Together with the classroom assistant, staff model spoken language well, talk to children constantly, question them and encourage children to develop confidence in speaking. Children are given sound opportunities to develop their writing skills. A designated area is provided, but it is not very temptingly laid out to further encourage children to write. A few children attempt their name, and they enjoy 'writing' letters and making envelopes. The children have very basic book skills, and the practice of ensuring children know all the letter sounds before they are taught words limits the progress they could make. Children like books and quite happily 'tell' the story in picture books. The more able children are insufficiently challenged in reading and writing. Children's achievement is satisfactory compared with their capabilities at this stage of the new term. The quality of teaching and learning in this area is satisfactory.

Mathematical development

Provision in mathematical development is **satisfactory**.

Main strength

- Good opportunities exist for children to develop their mathematical awareness through songs and rhymes.

Commentary

40. The teaching and learning in this area of learning are satisfactory. When they join the school, children's attainment is below expectations. By the time they join Year 1, the majority of full-time children will meet the national expectations for their age. Children have some good opportunities to explore mathematical ideas through song and play. These include using materials such as sand and water. They also use everyday objects for counting. A proportion of children can count numbers to ten. Children have positive attitudes to mathematics and they especially enjoy singing number rhymes.

Knowledge and understanding of the world

No sessions were observed in this area of learning, but teacher's planning, and discussion with the teacher, shows that provision in knowledge and understanding of the world is **satisfactory**. The requirements of the locally Agreed Syllabus for religious education are met. It is unlikely that children will reach expected levels in this area of learning by the age of five.

Physical development

Provision for physical development is **satisfactory**.

Main strength and weakness

- Children are likely to exceed the expectations by the time they join Year 1.
- Children are less confident in using pencils, as they find them difficult to control.

Commentary

41. Both lessons and outdoor activities were observed during the inspection. Children began their Reception year with average levels of attainment, and are likely to meet the expected levels in controlling their large movements, by the time they join Year 1. They use larger apparatus and toys with confidence. Children's larger movements such as running and jumping, balancing and cycling are in line with those expected for age. They are good at spacing themselves out in the hall, at starting and stopping movements, and avoiding others. Children enjoy the freedom of the outdoor area, and also the varied opportunities to use the adequate range of outdoor toys and apparatus. The outdoor play area lacks suitable clambering apparatus. Skills in terms of fine movement, such as drawing, colouring, early writing and construction toys are generally below average on entry and are likely to remain so by the time children reach Year 1. It is, therefore, unlikely that children will reach the expected levels in this part of the requirement. Children make satisfactory progress and achieve satisfactorily as a result of the sound quality of teaching and learning.

Creative development

No sessions were observed in this area of learning, but discussions with the class teacher, scrutiny of planning and children's work samples shows that provision in creative development is **satisfactory**. The majority of children are likely to meet expected levels by the time they join Year 1.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Improvement in national test results particularly at Key Stage 2.
- Teaching in some junior age classes is good.
- The use of national initiatives such as booster classes and further literacy support to raise standards.
- The development of the library, though this is not yet effectively used by the pupils.
- The standard of writing in Key Stage 1 is unsatisfactory.
- Teachers do not always plan a sufficient range of activities to challenge the pupils of all abilities. This is particularly so for higher attaining pupils in Key Stage 1.

Commentary

42. Over the last five years, the results of national tests at the end of both Year 2 and Year 6 were below average compared to pupils in similar schools. At the time of the last inspection, standards were broadly in line with the national average. However, results of national tests for 2003 show an improvement overall, with significant gains for pupils in Year 6 who are now working at standards close to the national average. Overall, girls performed marginally better than boys at both Year 2 and Year 6. The proportion of pupils with special educational needs is high and their achievement is satisfactory. Some achieve well in the juniors because of the good teaching and support they receive. Pupils who have English as an additional language make satisfactory progress.

43. Pupils achieve satisfactorily in developing their speaking and listening skills. Pupils generally listen well in their lessons. In good lessons, teachers make extensive use of paired and group discussion to promote good learning and co-operation. Pupils are encouraged to share their ideas in lessons and to listen to and value what others say. In some lessons, the range of questions used was limited and consequently less progress was made by pupils.

44. Standards in reading are as expected for pupils at the end of Year 2 and Year 6. This is a significant improvement on previous test results in Year 2 and has come about by the school's focus on literacy this year. Pupils read regularly both in school and at home. Younger pupils show an increasing confidence tackling new or unfamiliar words. By Year 6, most pupils read fluently and with expression. Nearly all classrooms have well stocked book areas which include both fiction and reference books. The library has recently been re-sited and is an attractive, well-resourced facility. In discussions with pupils it is clear that many read from a range of materials including the Internet at home.

45. By the end of Year 2, standards in writing remain below average. This is impacting negatively in subjects such as religious education, history and geography. Pupils make good progress in Years 3 to 6 so by the end of Year 6 standards in writing are close to what is expected nationally. This year there is a higher proportion of pupils in the Y6 class having special educational needs. There is evidence of improvement in Key Stage 2 due to the booster programmes used by the school to provide additional support for pupils whose achievement is not at the expected level. Some good examples of drafting and editing were seen in some Key Stage 2 lessons with mini-whiteboards being used effectively to plan and shape pupils' writing. Pupils' use of imagery in writing poetry is developing. Some good examples were seen of expression and description in the work of older pupils. Work in pupils' books is not always presented with sufficient care.

46. Teaching and learning are satisfactory overall. In the best lessons teachers ensure that work is planned to build on previous learning. Teachers use a range of styles to stimulate pupils, and lessons have a brisk pace to ensure pupils achieve well. Pupils clearly understand what they have to do and are well supported by the skilled intervention of teachers and teaching assistants. The activities reinforce the use of reading, writing, speaking and listening to promote good learning. Teachers give instant feedback on pupils' work explaining what they need to do to improve their work. In less successful lessons, pupils are not clear about the tasks they have to do. Overlong introductions lead to lack of concentration and poorer behaviour. Where the pace of the lesson is slow and expectations are insufficiently high, pupils fail to build successfully on previous learning. The needs of the higher attaining pupils in Key Stage 1 are not always met and this leads to lower than expected standards in developing writing skills.

47. There is evidence that pupils are beginning to use ICT to support their learning in literacy, but at the time of the inspection ICT resources were not effectively used by pupils.

48. The management and leadership of the subject are satisfactory. There are good systems in place to monitor, track and set targets for pupils, but these are not yet effective in raising standards of higher attainers in Key Stage 1. There is a clear action plan which explains how the school intends to further improve standards.

Language and literacy across the curriculum

49. In all subjects, pupils are encouraged to use their speaking and listening skills to promote good learning. This was particularly well used in a history lesson seen where discussion helped clarify ideas and deal with misconceptions. Good use of questioning in better lessons encouraged pupils to justify their answers and expand on them. In all classes good use was made of subject displays with key vocabulary and helpful advice for pupils. The quality of handwriting and presentation was variable, but in classes where expectations were high presentation was always to a good standard. The low standards of writing in Key Stage 1 impacts negatively on work in other subjects.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- The contribution of the monitoring of teaching and learning in raising standards.
- The analysis of pupil performance in the identification of strengths and weaknesses.
- The quality of the 'booster' classes in raising attainment.
- The good leadership and management of the subject.
- The improvements in planning.
- Information and communication technology is used insufficiently.
- Work is not always well matched to the needs of the more able pupils.

Commentary

50. In the national tests in 2002, pupils' attainment was well below average by Year 2. Pupils did better in 2003 and currently their attainment is below the national average. By Year 6, pupils are reaching levels of attainment in line with the national average. Most pupils achieve satisfactorily given their level of attainment on entering the school. For example, pupils' in the infant classes solve simple written problems using cubes and other aids. By Year 6, they mentally calculate using a variety of methods including doubling, near doubles and their knowledge of tables.

51. Younger pupils' use of mathematical terms is limited and teachers modify their language so pupils can understand. By Year 6, pupils are confident users of the 'correct' mathematical language. For example, they are familiar with, and use, terms such as 'intersection', 'adjacent angles' and quickly identify three-dimensional shapes from a verbal description.

52. The standard of teaching is satisfactory overall. Teachers' planning is based on national guidance which they adapt well to suit their purposes. At regular intervals, 'special' lessons are held to assess and review pupils' progress, which then informs the planning of subsequent work. Plenary sessions are used well to gauge learning and pupils are confident in saying what they have done and maybe found difficult. In the more successful lessons, teachers provide a range of activities which keeps interest and enthusiasm high so that pupils try hard and make good progress. For example, in one class pupils were excited by using a wide range of three-dimensional shapes, which successfully helped them to learn their properties. Further features of these lessons are the enthusiasm and liveliness of the teachers and their handling of pupils' responses to help others learn. In some lessons, however, pupils' responses are not sufficiently explored in an effort to keep the lesson moving and cover all the planned work. This means that pupils do not always understand before they are required to tackle the next piece of work. In most lessons seen, the same work was provided for all pupils so that more able pupils were not always challenged sufficiently. Lower ability pupils and those with special educational needs are well supported. The school's 'booster' classes are making a significant contribution to the raising of standards. In these lessons pupils are well motivated and gain confidence so that they make good gains in their learning.

53. Mathematics is managed well. The co-ordinator is very knowledgeable and enthusiastic and provides staff with advice and training which has contributed to the raising of standards. Pupils' performance in tests is analysed well and helps identify areas of weakness and in the setting of targets for year groups. This will be refined further with the recent purchase of software to improve the assessment of pupils' work. This will mean the school will be able to set relevant targets for individual pupils. Resources for this subject are good and are generally used well. At the moment though, there is very little use of ICT, for example in the production of graphs and charts.

Mathematics across the curriculum

54. The provision of mathematics across the curriculum is satisfactory, for example in the production of data and graphs in science.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards by the end of Year 6 meet national averages.
- The curriculum at Key Stage 2 is well planned and relevant.
- Resources are well organised.
- Standards in Key Stage 1 are well below expectations.
- The co-ordinator has good subject knowledge.
- Marking does not always show pupils how to improve their work; assessment is under developed.

Commentary

55. Since the last inspection, standards in science have declined in Key Stage 1. In 1997, standards met the national averages by the end of both key stages. This year standards in science at the end of Key Stage 2 met the national average and show a considerable improvement on those of the previous year. The targets set for 2004 are lower than those of 2003, but they reflect the abilities of the current Year 6 group of pupils. From the teaching and learning seen during this inspection, pupils look likely to achieve their targets. Achievement in science is satisfactory in Key Stage 2 and unsatisfactory in Key Stage 1.

56. Standards have risen insufficiently quickly in science and remain well below the national average by the end of Year 2, and average by the end of Year 6. There was an improvement in the 2003 national test results. Pupils in Year 3 have well below average attainment levels and the school is working towards developing skills in scientific enquiry (AT1) as a means of raising attainment for all pupils, especially the more able. This was also an issue at the time of the last inspection. From the lessons observed, pupils' work and teacher planning, it could be seen that science lessons are

planned carefully and teachers have satisfactory subject knowledge. Overall, the quality of teaching and learning in science are satisfactory, and beginning to improve in Key Stage 1. Pupils of all abilities respond well to the subject and are included well in lessons. Successful lessons have good pace and opportunities for group activities. There are good opportunities for discussion and skilled use of support staff. Pupils enjoy science. Both teachers and pupils use technical vocabulary to describe situations. The majority of teachers teach with enthusiasm. Most teachers are aware of pupils' progress and differing needs. They are aware of the need to use more practical work based on pupil ideas and to create opportunities to provide more challenge for the more able. Assessment remains a weakness and has not developed since the last inspection. It is, however, on the co-ordinator's action plan for the second half of this term. Work sampling showed the weaknesses in the consistency of marking pupils' work. Where it helped to pupils to improve, helpful comments were evident in pupils' books. Less useful were the myriad of ticked books without comments. Resources for the subject would benefit from expansion, especially in ICT software.

57. The co-ordination of science is satisfactory. The co-ordinator has good subject knowledge, and has assessed the needs of the school and prepared an action plan. This plan includes the development of assessment across the school, the further development of the use of ICT to support learning and to tackle the low standards in Key Stage 1. The co-ordinator will have an opportunity to monitor the quality of teaching and learning in Years 1 and 2 in the near future.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **unsatisfactory** but improving.

Main strengths and weaknesses

- The school has improved the quality of its planned activities since the last inspection.
- Good training has been provided for the staff.
- The school's ICT suite has been extensively improved.
- The lack of equipment in classes is preventing pupils from practising and extending their skills in other areas of the curriculum.
- Not all strands of the subject are being taught in sufficient depth.
- The assessment of pupils' attainment and progress is unsatisfactory.
- The standards pupils reach by the age of eleven are below national expectations.

Commentary

58. By Year 2, pupils are reaching standards that are in line with national expectations so that they are achieving satisfactorily. However, by the age of eleven pupils' achievements are not good enough and they are reaching standards below those expected nationally.

59. By Year 2, pupils' keyboard skills are appropriate. They can save and retrieve their work, use ICT to create sentences and combine these with pictures. They can program a floor robot to follow a prescribed course and use software to create pictures and patterns. By Year 6, pupils' word processing skills have developed appropriately so that, for example, they produce storybooks for younger audiences. Pupils open and send e-mails, access the Internet and CD-ROMs for information and are beginning to use spreadsheets. Older pupils use a graphics program to present their work that incorporates sound, animation and text to good effect. However, in several areas pupils' understanding, skills and concepts are not sufficiently developed. Pupils have little experience of using simulations to make and test predictions or of using musical software to develop and refine a musical composition. They do not know enough about the use of technology in the world or of the benefits and disadvantages of using different methods of communication.

60. Pupils rarely use computers except in the ICT suite and there are few available in classrooms. This is preventing them from practising the skills they have learned and of using technology in other curriculum areas. For example, they do not routinely use computers to draft their writing. In mathematics, graphs are invariably made on paper and in science they have not yet used sensing equipment or microscopes in their experiments. The school has adequate software available in many curriculum areas but pupils are not using it enough in their work.

61. The standard of teaching is satisfactory. Teachers have received, and continue to receive, training which enables them to make appropriate use of the computer suite and the whiteboard, which is linked to the computer, installed there. Teachers give clear demonstrations of the operations being learned. They have a good subject knowledge that enables them to provide the help pupils often need when practising the new ideas.

62. The leadership and management of the subject are satisfactory. The co-ordinator has been in post just six weeks but has made a good start in planning what needs to be done to improve the school's provision and raise standards. This includes the purchase of a program to help teachers assess and record pupils' progress and attainment. At the moment this is unsatisfactory and is preventing teachers from providing work at the right levels to suit pupils of all abilities. The school plans to increase the number of computers so that all classes and shared areas will eventually have them. The school is about to improve access to the Internet, provide more software in all curriculum areas, develop the use of e-mails and purchase more sensing equipment.

Information and communication technology across the curriculum

63. The provision for ICT across the curriculum is unsatisfactory

HUMANITIES

No lessons were seen in geography, and only one in history, but discussions with the co-ordinators and sampling of work indicates that pupils by the ages of seven and eleven are reaching standards in line with national expectations.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Insufficient artefacts to support learning.
- Pupils are interested in the subject.
- Pupils' achievement is satisfactory by the end of Year 6 but is currently unsatisfactory in Year 2.
- There is insufficient written work in the juniors.
- Key Stage 1 teachers are not closely following the school's current scheme of work.

Commentary

64. Standards are better in Key Stage 2 than they were at the time of the last inspection and meet the expectations of the locally Agreed Syllabus. In Key Stage 1, although the curriculum meets the expectations of the locally Agreed Syllabus standards of work are below average. At the time of the last inspection pupils' attainment was above average. During this inspection no lessons were observed in Key Stage 1, owing to the school's time-tabling of religious education. However, work sampling clearly showed low teacher expectations and a poor sample of written work. Much of the work submitted in Key Stage 1 showed that the key stage leader was not following the school's current scheme of work, although the requirements of the locally Agreed Syllabus for religious education were being met. In the junior sample, written work was limited, although pupils do undertake many discussion activities that help to develop their ideas about different religious practices. Pupils' achievement is unsatisfactory in Key Stage 1 and satisfactory in Key Stage 2.

65. Some junior teachers use their religious education lessons creatively. For example, giving pupils an opportunity to dramatise a Japanese story of the creation. Other teachers promote lively discussion about Hindu beliefs. This topic interested pupils and they were well engaged in the learning. Pupils understand the idea of re-incarnation and recall well that Hindu's believe in non-violence and many Gods. Resources for this lesson were barely adequate, and resources for the subject are unsatisfactory. Learning support assistants give appropriate support to pupils with special educational needs and those who speak English as an additional language.

66. The new co-ordinator is aware of the unsatisfactory resources and hopes to increase the subject budget next year. There is a clear action plan for both one year and for a further three years. The school has a good selection of multi-faith books in the new library, which are helping to support pupils' learning in lessons. There are insufficient artefacts for teachers to use in lessons. The quality of teaching and learning in the subject is unsatisfactory in Key Stage 1, and overall satisfactory in Key Stage 2. Assessment and record keeping in the subject are unsatisfactory but there are plans to develop these aspects in the school's action plan. Assemblies reinforce the moral teaching of other faiths.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The provision in music and physical education is **good** and in art and design is **unsatisfactory**. In design and technology the provision is **satisfactory**.

Commentary

67. No lessons were seen in **art and design** during the inspection. Pupils' work shows an emphasis on drawing and painting, but very little collage, three-dimensional work, printing or fabric work. In discussions with pupils and an analysis of their work it is expected that by the end of Year 2, pupils will be working at standards close to those expected nationally. In Key Stage 2, it is expected that standards will be below expectations by the end of Year 6. The over-emphasis on drawing and painting is a weakness in provision at Key Stage 2.

68. The co-ordinator has identified some areas of the subject needing development. There are insufficient resources available currently to promote improvement in the subject and insufficient subject expertise to implement the desired improvements effectively.

69. No lessons were seen during the inspection in **design and technology**. However, a range of work produced by pupils last year was seen along with work on winding mechanisms done by the current Year 2 class. From analysis of this evidence it is expected that pupils will achieve standards broadly in line with pupils of the same age nationally by the end of Year 2 and Year 6.

70. The subject co-ordinator has a clear vision of what needs to be done to further raise standards in the subject and has identified the key actions needed for this to take place. Pupils are enthusiastic about the subject.

Music

Provision in music is **good**.

Main strengths

- The knowledgeable and skilled co-ordinator has raised standards in Key Stage 2 through her teaching of the subject.
- Curriculum enrichment in music is good.
- The provision for pupils with special educational needs and those who speak English as an additional language is good.
- A specialist music room gives good opportunities for creative development.

Commentary

71. Since the last inspection, standards have improved significantly by the end of Year 6. Previously poor standards were observed, now they are average. The quality of teaching and learning are good, and pupils achieve well. Pupils' overall attainment is as expected for Year 6. No lessons were observed in Key Stage 1 therefore no judgements can be made. The co-ordinator monitors the lesson plans and it is intended that monitoring of teaching and learning will take place during the summer term next year. Although only one lesson was seen, singing was heard during a singing assembly, and discussions were held with the co-ordinator.

72. In the lesson seen, the learning objectives were made clearly to pupils so that they understood the teacher's expectations, both for behaviour and performance. A brisk start to the lesson involved pupils effectively singing a calypso song in four parts. Using praise as an effective means of behaviour management, pupils of all abilities were well included in the lesson. Pupils listened well to a track of Indian music before composing their own versions of the music. Individual needs were well catered for. Those pupils who found it difficult to stay on task were spread around the groups so they had good role models to work with. This worked well and led to good quality learning by all pupils.

73. Curriculum enrichment is good. There are opportunities for pupils to play in local music festivals and take a prominent part within the local community, especially at Christmas. The choir sings at Christmas in the local church and in the town precinct. Pupils have good opportunities to learn the recorder and other instruments. The co-ordinator has promoted music well in the school. Composition was not previously taught, and this is being addressed well in Key Stage 2. The use of ICT to support learning is developing. Assessment is being developed but is not yet effective in checking on pupils' progress or recording pupils' achievements.

Physical education

Provision in physical education is **good**.

Main strengths

- Standards attained by pupils are above those expected by the end of Years 2 and 6.
- High teacher expectations.

Commentary

74. Pupils of all abilities achieve well and by the end of Years 2 and 6 they reach standards above those expected for their age. This is a good improvement since the last inspection. Pupils experience a wide range of activities including gymnastics, dance, swimming and outdoor games. Outdoor adventurous activities are planned for pupils in Year 6 as part of their residential visit.

75. Lessons are well organised and enable pupils to focus on key skills which they practise under the close supervision of the teacher. Examples of good performance are used well to encourage pupils to improve their own skills. Opportunities for paired and small group work help develop their social skills and co-operation. In a good lesson seen, the good pace set by the teacher enabled pupils to experience a wide range of skills activities in hockey. Pupils worked on weaker skills and knew exactly what was expected of them. Expectations were high and so pupils' achievement was good. The short but sharply focused teacher input kept the pace of the lesson brisk so that pupils spent most of their time practising and consolidating skills.

76. Pupils' achievements are further extended by the varied and interesting range of extra curricular clubs run by the school. Many of these involve sporting activities and are very well supported with many pupils taking part. There are good arrangements for swimming which takes place in the school's on-site pool during the summer term. All pupils take advantage of this facility and most pupils are able to swim 25m by the time they leave school in Year 6. The school also takes part in sporting activities with other schools and these events are enthusiastically supported.

77. The leadership and management of the subject are good. The co-ordinator is ably supported by two other members of staff with expertise in physical education. The school has good resources to promote good teaching and learning in this subject. Assessment is part of the planned activities and is carried out by pupils and their teachers in lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION

No lessons were seen in this subject and no pupils' work was available for scrutiny, so it is not possible to make judgements about standards, pupils' achievements or the quality of teaching and learning. The curriculum section of this report judges provision to be **satisfactory** overall.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).