

INSPECTION REPORT

BRADFIELD CE VA PRIMARY SCHOOL

Reading

LEA area: West Berkshire

Unique reference number: 110007

Headteacher: Mr A How

Lead inspector: Mrs P Francis

Dates of inspection: 4-6 November 2003

Inspection number: 255576

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 122

School address: Cock Lane
Southend
Bradfield
Reading
Postcode: RG7 6HR

Telephone number: 0118 9744304
Fax number: 0118 9745119

Appropriate authority: Governing body
Name of chair of governors: Mr John Bishop

Date of previous inspection: June 1998

CHARACTERISTICS OF THE SCHOOL

Bradfield Primary School is a small, rural Church of England primary school that serves an area west of Reading in Berkshire. Pupils are from an above average overall socio-economic background that includes diverse social backgrounds. Most pupils come from the villages of Bradfield, Southend, Stanford Dingley and Tutts Clump with a minority from the outskirts of Reading and Newbury. The proportion of pupils who are eligible for a free school meal is below the national average. Almost all pupils are white with a very small minority from a mixed background of white and Black Caribbean. There are no pupils who speak English as an additional language. Many pupils join or leave the school during the course of the school year because parents move frequently due to changes in employment. Overall, pupils' attainment on entry is average although it varies widely each year. Often in year groups, there is a polarisation of attainment with a greater proportion of pupils of above and below average attainment and few in the middle with average attainment. This term, the proportion of pupils who have special educational needs is above average and those with a Statement of Special Educational Needs below the national average. These pupils have learning, emotional and behavioural, and language difficulties. In 2002 and 2003, the proportion of pupils with special educational needs was well above average. In 2001, the school received a DFES Achievement Award for the improvement in its national test results.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2440	Mrs P Francis	Lead inspector	Science, design and technology, communication, language and literacy, knowledge and understanding of the world, creative development.
14324	Mr M Hudson	Lay inspector	
23300	Mrs L Evans	Team inspector	English, art and design, geography, history, special educational needs.
23055	Mrs W Lucas	Team inspector	Mathematics, information and communication technology, music, physical education, personal, social and emotional development, mathematical development, physical development.

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **sound education** and satisfactory value for money. All groups of pupils achieve at least soundly due to teaching and learning that is overall satisfactory, and often good. The school is competently led and managed and is improving steadily. It has a very good ethos which impacts strongly on pupils' good personal qualities and behaviour.

The school's main strengths and weaknesses are:

- Pupils achieve well in English in Years 1 to 6 and in mathematics in Years 3 to 6 due to the good teaching;
- Pupils with special educational needs achieve well because the school's provision is good and is managed well;
- Pupils' personal qualities are developed well because the school provides many good opportunities to help them to become confident, to lead others and to acquire a sense of responsibility;
- The school includes all pupils equally and treats them fairly;
- Pupils' achievement across the school in information and communication technology is unsatisfactory and standards are below average;
- The school's self-review is not rigorous enough to improve teaching and learning sufficiently.

Overall, improvement since the last inspection has been satisfactory. All the key issues identified five years ago have been addressed, but there are some that require further improvement, for example, standards in mathematics in Years 1 and 2 and science in Years 3 to 6. The improvements in some aspects of the leadership and management of the school, such as the action taken following the analysis of pupils' performance data, the increased influence of co-ordinators and performance management of staff, have had a positive impact on pupils' standards.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	C	C
mathematics	A	C	D	D
science	A	B	D	D

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages eligible for free school meals.*

Caution is needed in interpreting the data above because the number of pupils in the year group is small. Data on pupils eligible for free school meals is used instead of prior attainment grades because a third of the pupils in Year 6 did not attend the school in 1999 as Year 2 pupils.

Achievement is satisfactory overall. Boys and girls achieve similarly. More able pupils' achievement is satisfactory, an improvement since the last inspection. Children's achievement by the end of reception is satisfactory from their average attainment on entry and they attain the goals children are expected to reach by the end of the reception in most areas of learning. Although they exceed the expected goals in personal, social and emotional development, they entered school at a higher level in this area. Since the school's very good results in 2001, the differences in year groups in a small school, the high numbers of pupils who enter and leave the school mid-year and the changes in the school's groups for comparison with similar schools have contributed to the apparent decline in results. Inspection findings are that pupils achieve well in the speaking and listening, reading and writing elements of English across the school and reach above average standards at

the end of Years 2 and 6 due to the good teaching. They also achieve well in Years 3 to 6 in mathematics to reach above average standards at the end of Year 6; achievement is satisfactory and standards are average at the end of Year 2. In science, pupils' achievement is good and standards are above average at the end of Year 2, but at the end of Year 6, standards are average and pupils' achievement is satisfactory due to a more variable quality of teaching across Years 3 to 6.

Pupils' personal qualities are **good** overall. Pupils' **spiritual, moral and social development** is **very good**. Their attitudes, behaviour and **cultural development** are **good**. Attendance is satisfactory.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **satisfactory**.

Teaching, learning and assessment are **satisfactory** overall. There is good teaching in English and in Year 2. There are strengths in teachers' planning to meet the needs of all groups of pupils, in the management of pupils' behaviour that provides a calm, ordered environment for learning and in teachers' good use of their skilful assistants and other adult support. The quality of teaching, learning and assessment is too variable across the school.

The curriculum is satisfactory. It is enhanced through a very good range of clubs and other out-of-school activities. Aspects of accommodation are unsatisfactory, as space is restricted. The provision of support, advice and guidance for pupils and their involvement in the school's work are very good. Links with parents and the community are good and parents play an important part in school life. Links with other schools and colleges are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher provides a strong ethos that permeates the school's work. The work of the governing body is satisfactory with strengths in its knowledge of the school and the challenge it provides. The school's self-review is not rigorous enough.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased and pupils are very pleased with the school. Both groups strongly agree that children like the school and they are treated fairly by staff.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise the standards achieved in information and communication technology;
- improve the rigour of the school's self-review to improve the consistency of teaching, learning and assessment, so that it is good throughout the school;
- as finance allows, provide more space in the building;

and, to meet statutory requirements:

- the governing body should meet the requirements for information for parents in the prospectus and in their annual report.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is satisfactory across the school and standards are generally average except in English, where they are above average. In mathematics, standards are above average at the end of Year 6 and in science, they are above average at the end of Year 2. Those with special educational needs make good progress towards their targets and the more able pupils' achievement is satisfactory.

Main strengths and weaknesses

- Due to the good teaching in English across the school, pupils achieve well and use their literacy skills effectively in other subjects.
- Pupils' achievement in mathematics in Years 3 to 6 and in science in Years 1 and 2 is good.
- In reception, pupils' standards of speaking and listening are above average because they are given frequent opportunities to use spoken language in all their activities.
- Pupils with special educational needs achieve well due to the good support from teachers and their assistants.
- Across the school, pupils' achievement in information and communication technology (ICT) is unsatisfactory and standards are below average at the end of Years 2 and 6.

Commentary

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

Standards in:	School results	National results
reading	16.5 (15.9)	16.5 (16.0)
writing	14.9 (13.8)	15.3 (14.5)
mathematics	15.8 (16.9)	16.9 (16.6)

There were 20 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	27.0 (28.4)	27.0 (27.7)
mathematics	26.1 (27.6)	27.0 (26.7)
science	27.9 (29.5)	28.8 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year

1. Caution is needed in interpreting the data in the tables above because the number of pupils in the year groups is small. The comparison with similar schools in the test results is unreliable because the proportion of pupils eligible for free school meals is around eight per cent, which is the point when the groups of similar schools change. In 2002, the school was compared with the group between eight and twenty per cent of free school meals. In 2003, the school was compared with the group between nought and eight per cent of free school meals. The school has high mobility; in 2003, only 66 per cent of pupils in Year 6 who took the tests had been at the school in 1999 as Year 2 pupils. Also in 2003, three low attaining pupils entered Year 6 during the year, which depressed the school's results and meant that its targets in English and

mathematics were not met. Results at the end of Year 2 were above average for reading, average for writing and below average for mathematics; in Year 6 they were average for English, and below average for mathematics and science. In 2001, the school received a national achievement award for its improvement in standards and is confident, from the information in its systems for tracking pupils' progress, that in 2004 results for Year 6 will be better than in 2003.

2. Children's achievement in the Foundation Stage is satisfactory from their average attainment on entry and they attain the goals children are expected to reach by the end of the reception in communication, language and literacy, mathematical development, physical and creative development and the scientific aspects of knowledge and understanding of the world. The children have good personal and social skills when they start school and settle quickly into the reception class. They exceed the expected goals in personal, social and emotional development and their achievement is satisfactory. Achievement in physical and creative development has improved from unsatisfactory in the previous inspection because children now receive sufficient opportunities to be creative, and the resources and accommodation have been enhanced for physical development.
3. Inspection findings, derived from observations of lessons and much discussion with groups of pupils about their work, show that at the end of Year 2 there has been good improvement since the previous inspection in standards in English and science, which are above average. As pupils enter school with average attainment, their achievement is good in these two subjects due to the good teaching in Year 2. Teachers plan well to meet pupils' needs, including for those pupils who have special educational needs and those who attain more highly. Teachers also strongly encourage pupils to use their literacy skills in a wide range of contexts across many subjects. In mathematics, pupils' achievement is satisfactory and they reach average standards at the end of Year 2, as a result of satisfactory teaching.
4. At the end of Year 6, there has been good improvement since the previous inspection in raising standards in English and mathematics from average. Pupils achieve well because of the good teaching in these subjects, the headteacher's emphasis on improving standards and the good use of his analysis of performance data, and the tracking of each individual's progress. In science, pupils' achievement is satisfactory. This overall judgement masks the good achievement in Years 3 and 4. In Year 5 there is a dip within the progression in pupils' scientific skills of enquiry because there are insufficient opportunities for pupils to decide on an appropriate approach to answering a question independently. The teaching in Year 6 has to catch up ground for pupils to reach the required standards by the end of the year.
5. In the previous inspection, standards in ICT were average, but since the introduction of the revised National Curriculum in 2000, the requirements for ICT have become more exacting. The school's standards at the end of Years 2 and 6 have fallen to below average because pupils do not develop their skills progressively enough; consequently, their achievement is unsatisfactory.
6. There are no significant differences between the achievement of boys and girls. Pupils who attain more highly do not underachieve as they did in the previous inspection, as teachers plan for their needs more effectively, especially in English and mathematics; their achievement is satisfactory. The achievement of pupils with special educational needs has improved from satisfactory to good due to the good provision and support from the local education authority's support teacher and the school's teaching assistants.

Pupils' attitudes, values and other personal qualities

Pupils' spiritual, moral and social development is very good. Their attitudes, behaviour and cultural development are good. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils' good attitudes help them to achieve well.
- Relationships between pupils are very good because of the strong school ethos.
- Pupils' knowledge and understanding of their own culture is particularly good and the school prepares them well for life in a culturally diverse society.
- The school provides many good opportunities to help pupils to develop confidence, leadership qualities and a sense of responsibility.

Commentary

7. The pupils themselves, almost without exception, said on their questionnaires that they liked school. Pupils' good attitudes, behaviour and very good personal development have been maintained since the previous inspection. There have been no exclusions in the past year. The very good relationships and good behaviour are evident throughout the school, including at playtimes and lunchtimes where pupils are actively encouraged to take part in group games and activities, which they enjoy. They take care of the equipment provided and are very clear of the standards of behaviour expected. In almost all lessons, pupils' attitudes are good. They listen to and co-operate well with other pupils and adults. They enjoy the work they do and their attitudes towards their learning are good. When lessons are lively and stimulating, pupils respond with real enthusiasm across all areas of the curriculum. Good examples include a Year 5 mathematics lesson where pupils needed to use quick recall of number facts in order to make difficult calculations, and in a Year 5/6 music lesson where two pupils playing the cello concentrated hard in order to play in unison while adding dynamics to an *Etude*. Children in reception are enthusiastic to learn and take part in planned activities. For example, when playing in the 'hospital' they entered into the spirit of the different characters, and showed genuine consideration towards each other. These children enter school with good skills in personal and social development, achieve satisfactorily and are on course to exceed the Early Learning Goals in personal, social and emotional development by the end of the reception year.
8. Pupils respond very well to the school's provision and there is much evidence that this leads to greater maturity in pupils as they move through the school, becoming familiar with its expectations and the strong community ethos. For example, when given the responsibility to lead the house assemblies attended by pupils from all classes, Year 6 pupils showed their maturity in preparing and running the session and carefully considered the needs of the pupils who attended. Whilst there have been isolated incidents of bullying, parents report the school's handling of these is prompt and effective. Sanctions, when necessary, are applied consistently across the school and most pupils are fully aware of them.
9. Pupils have a very good understanding of right and wrong. Staff are very good role models, showing respect and concern for the individual needs of all groups of pupils. A strong feature of the school is the way pupils are expected to develop leadership skills. To this aim, older pupils attend residential camps where they develop their ability to work as a member of a team, as well as a leader. The school council provides a very good opportunity for pupils to take an active part in how their school develops. Pupils take their responsibilities very seriously. Year 6 carry out regular tasks such as opening and closing the games shed, setting out chairs in the hall and keeping an eye open for younger pupils who may need help. They are proud of the school's sporting successes. Pupils' spiritual awareness is raised in a range of lessons that include individual musical tuition, which is enjoyed by a high proportion of pupils in the school.
10. Pupils are provided with a curriculum that promotes a very good understanding of their local and other cultures, helped by visitors from the pupils' own and different cultures. As part of its links with other countries and people who are not as fortunate as they are, the school has collected shoe boxes filled with toys to send to Bosnian children as Christmas presents.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

11. Since the last inspection the school has worked very hard to improve attendance. This effort has met with some success, resulting in attendance that is broadly in line with the national average for 2002 to 2003 and has improved since the previous year. There is a tendency among some parents to take holidays during term time but the school discusses all requests for this sort of absence with the parents, and does its best to help pupils catch up when they return.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory. Teaching and learning and the school's curriculum are satisfactory. Provision for pupils' care is good while provision for their guidance and support is very good. The school's partnerships with parents and the community are good, and are very good with other schools and colleges.

Teaching and learning

Teaching and learning are satisfactory overall, with consistently good teaching in Year 2. Assessment is satisfactory.

Main strengths and weaknesses

- Teachers and their assistants have good working partnerships, enjoy positive relationships with their classes and manage pupils well.
- Teachers plan effectively to meet the needs of different groups of pupils and all pupils receive a fair deal from the school.
- There is good teaching and learning in English across the school and in mathematics in Years 3 to 6.
- The procedures for assessment are developing, but action on the information it provides is not always taken soon enough to assist individuals and groups to improve their learning and achievement.
- The quality of teaching and assessment is too variable across the school and the good practice is not shared enough to improve its consistency and its impact on pupils' learning and achievement.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	15 (44%)	15 (44%)	3 (9%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. To evaluate the quality of teaching and learning, inspectors spent much of their time in discussions with groups of pupils about their work. This additional evidence on the impact of teaching on the standards achieved contributed to the judgement that teaching is satisfactory overall. These discussions and analysis are not included in the above table; consequently, it is not a completely accurate assessment of the teaching and learning seen. Overall, there is less unsatisfactory teaching, seven per cent, when all evidence is included.
13. Across the school, including reception, there are strengths in teachers' planning. In the Year R/1 class the teacher provides relevant, practical activities to meet the needs of the youngest children in a class with two different curricula. Occasionally for Year 1 pupils, however - in English, for example - the tasks are too easy and do not challenge pupils sufficiently. In the rest of the school, teachers meet the needs of pupils of all capabilities well, especially in English.
14. A criticism of the previous inspection was that teachers did not brief their teaching assistants adequately. Teachers use their teaching assistants effectively to meet the needs of all pupils. Assistants are well briefed and are skilful in working with groups and individuals in the classroom alongside the teacher, and outside in other areas. Assistants withdraw pupils for extra help in literacy and numeracy, and specialist teachers for instrumental tuition. Generally, on their return, teachers are careful to ensure that pupils know what they are to do to catch up with the class. Occasionally the work in the withdrawal group is too easy, for example, in mathematics in Year 5. In these instances the group work does not enhance pupils' learning. Sometimes, the many interruptions from pupils going and returning from extra tuition are disruptive to the class. In Year 3/4, the teacher made good use of a group of parents to support pupils in a practical lesson for design and technology. As in the previous inspection, teachers have good working relationships with pupils and other adults and insist on high standards of behaviour. As a result of the good partnership with other adults, pupils are well behaved, learn well and know where they can ask for help. In the response to the questionnaire before the inspection, pupils agreed that they get help when they are stuck and teachers listen to their ideas. In Years 1 to 6, teachers use homework well to reinforce and extend their learning, especially in English and mathematics. Homework at an easier level is provided for pupils who have learning difficulties.
15. Almost half of the teaching and learning during the inspection was satisfactory. In Year 2 it was always good; in English, it was also good overall and had a positive impact on pupils' achievement and pupils' standards were above average. Unsatisfactory teaching was seen when pupils' tasks were too easy, when teachers did not support pupils sufficiently and when teachers over directed pupils and did not allow them to use their own ideas. At these times, pupils lost concentration and made unsatisfactory progress in their knowledge, skills and understanding. To improve teaching, the headteacher monitors and evaluates the quality of teaching and discusses his findings with staff, but the school does not use the examples of good teaching enough to improve the weaker teaching and improve pupils' achievement in all subjects, as has already happened in English.
16. Assessment across the school is satisfactory. As a priority on its development plan, the school is taking part in an initiative led by the local education authority to improve its assessment procedures and evidence of this work can be seen in the school's new system of marking that

relates to the learning objectives for lessons. As yet, it is not used consistently across the school in all subjects. The headteacher has introduced good tracking procedures of pupils' progress through Years 3 to 6. There is some good practice in assessment; from the reception to Year 2, teachers and their assistants make good observations of pupils at work and note any significant achievements. Information from these observations is used to amend the planning of the next lesson. In Year 3, the teacher has an effective system of recording pupils' progress in English and mathematics against the levels of attainment within the National Curriculum. She uses this information well in identifying pupils' individual targets and at the end of lessons, pupils are encouraged to evaluate their own progress against these targets, as seen in an English lesson. The school does not share the elements of good assessment and recording between classes sufficiently to improve pupils' achievement and standards. Although teachers know the levels at which individual pupils perform, action is not always taken early enough to tackle the pupils' difficulties and pupils do not achieve as well as they should, as seen in mathematics in Year 1.

The curriculum

The curricular provision is satisfactory. It is enhanced very well by a very good range of clubs and other out-of-school activities. Resources are satisfactory but accommodation is unsatisfactory overall.

Main strengths and weaknesses

- The school provides well for pupils with special educational needs.
- The curriculum is enhanced through a very good range of clubs, performing arts, an outdoor education programme, sports, visits and visitors.
- Provision for personal, social and health education is very good.
- Accommodation is cramped for reception and Years 3 to 6.

Commentary

17. The provision for children in the reception year, which had elements that were unsatisfactory at the last inspection, is now satisfactory. National Curriculum requirements are met and the curriculum is broad and balanced. Although Years 3 to 5 are in mixed age groups in the afternoons, they are taught in their single year groups for English, mathematics and science, which is successful in promoting learning as groups are smaller. The programme of study for art and design for Years 3 to 6, recently reviewed, shows clear progression of skills, which is not the case in geography and ICT.
18. Pupils benefit from a very good range of clubs and other enrichment opportunities, especially in Years 3 to 6. These include visitors to and visits away from the school, and residential visits in Years 4 to 6. There are very good sporting opportunities and fixtures with other schools. Twice a year there are dramatic productions. Pupils have good opportunities to learn musical instruments.
19. There is good provision for pupils with special educational needs. Pupils have good support in school in English and mathematics, both in class and in withdrawal groups, when they work on special programmes to meet their needs. A skilled specialist teacher from the local education authority sets up these programmes and monitors pupils' learning carefully on her regular visits. She also manages and supports the teaching assistant who continues the programmes of work with individual pupils at other times. Pupils are well motivated by good teaching. At times, they miss out on parts of lessons other than English and opportunities for 'catch-up' are not given.
20. In the Foundation Stage there are no large wheeled toys and the roofless outside area is less useful than it could be for activities to promote pupils' physical and creative development. The new classroom is small for reception children who need space to work practically on large

equipment. In other classrooms where there are mixed-age classes accommodation is very cramped, which affects movement within class and access to computers to support work in other subjects, for example. In Years 3 to 6 there is a real lack of space to carry out practical lessons such as art and design, science and design and technology and a lack of areas in which to overflow. During the inspection, inspectors found it difficult to talk to pupils and look at their work during lessons because it was difficult to move around the classroom, as space was so limited. The library, situated in the main corridor, is severely limited in books because of its size with accommodation for only two pupils to work at a time. This restricts pupils' ability to use the library regularly for research and to use it for reading for pleasure. People walking through the hall to access the rooms situated at the side, disrupt lessons such as physical education.

Care, guidance and support

Procedures for pupils' care, welfare, health and safety are good. The provision of support, advice and guidance for pupils and their involvement in the school's work are very good.

Main strengths and weaknesses

- Child protection procedures are very good.
- Medical arrangements are good.
- Pastoral care is very good and pupils receive very good support from staff.
- Induction arrangements for pupils are very good.
- Pupils are very closely involved in the school's work and their views are valued.

Commentary

21. The headteacher plays a strong role in leading the pastoral care for pupils. Child protection procedures are very clear and well known to staff. The headteacher, as child protection officer, is diligent and very good links have been established with outside agencies. Health and safety procedures are satisfactory and are being developed. Medical arrangements for illness and accidents are good. Sufficient staff have up-to-date first aid qualifications.
22. Relationships between pupils and staff are strong. Pupils who lack confidence or are socially insecure, benefit from the advice and guidance they are given. Pupils are well supported in English and mathematics by the guidance given in their targets for improvement and the introduction of the new marking system in which teachers relate their comments to pupils' objectives. Staff know pupils very well and pastoral care has a very high priority, as confirmed by parents at the meeting with inspectors before the inspection. Pupils feel nurtured and secure. Pupils trust and have affinity with their teachers and confide in them when they are worried or upset. Older pupils support younger pupils in playground activities. Overall, the school's caring and secure climate for learning is helping pupils of all abilities to achieve.
23. Induction arrangements for new pupils are very well managed. The school keeps in very close touch with the local nursery and parents are very content with the induction programme and advice they receive from the school.
24. Pupils' views are sought through discussions, questionnaires, house meetings and the school council. Pupils' views are valued, and where appropriate, are acted upon; improvement in the standard of school dinners being an example.

Partnership with parents, other schools and the community

Links with parents and the community are good and parents play an important part in school life. Links with other schools and colleges are very good.

Main strengths and weaknesses

- Information given to parents, including that on pupils' progress, is good.
- The school consults parents and values their views.
- Parents make a very good contribution to pupils' learning in school and at home.
- Educational partnerships and pupils' transfer arrangements to secondary schools are very good.

Commentary

25. The quality of information the school provides for parents is good. As well as planned meetings, teachers are always readily available to speak to parents. School reports are good and include clear targets for improvement in core subjects. Newsletters are good. The prospectus and governors' annual report to parents have some omissions.
26. The school seeks parents' views through discussions, questionnaires and parent governors and helpers. Parents are pleased with the school's overall provision for their children. Complaints are dealt with quickly and effectively.
27. The school values the part that parents play in pupils' education and encourages their interest in all aspects of school life. Many parents regularly come into school to assist teachers in the classroom, help their children with homework and use the homework diaries very effectively. The parent/teacher association is very active and its fund raising significantly improves school resources.
28. Community links are good and local people take pride in and are supportive of the school. Links with the parish church are very good. Pupils attend church services and are involved in local events such as the May Fair. Pupils donate to local appeals and national charities. The school competes in various sporting competitions. Educational visits into the community and guest speakers to the school enrich the curriculum.
29. Links with other schools and colleges are very good. Neighbouring schools and colleges support pupils' learning through art, drama and sport. College students and trainee teachers undertake placements at the school. The transfer arrangements for pupils to secondary schools are well established and very good. The school advises parents about their choice of secondary school, and helps pupils to create a portfolio of their work. The transfer arrangements ensure very good continuity in pupils' education.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher provides sound leadership based on a clear vision for the school's direction that is shared by his team leaders, who also provide satisfactory leadership. Management and governance are satisfactory.

Main strengths and weaknesses

- The headteacher provides a good lead to the school's very positive ethos, all pupils are treated equally and he provides a good role model to staff and pupils.
- Performance management of staff, including support staff, has been introduced well and has a positive impact on the improvement of pupils' standards.
- The provision for special educational needs is managed well.
- The governors have a good understanding of the school's strengths and weaknesses and provide good support and challenge for the headteacher.
- The school's self-review is not rigorous enough, especially in the evaluation of teaching and its impact on learning and pupils' achievement.

Commentary

30. Much of the improvement in the school required by the key issues of the previous inspection was linked to the effectiveness of its leadership and management. At the pre-inspection parents' meeting with inspectors, some parents expressed positive views about the changes in the running of the school and they made a comparison between the positive nature of the parents' comments for this inspection compared with the parents' meeting for the previous inspection. There has been satisfactory improvement in the headteacher's leadership, particularly in the clarity of his vision, in his higher aspirations for pupils' achievement and in the quality of strategic planning, especially in the production and use of the school's development plan. In management, there has been good improvement in his analysis of performance data and the way it has been used to raise standards, the increased role of co-ordinators in the school's leadership and management and the positive impact of performance management of staff. There is room for further improvement in the school's development plan, in which criteria for success are too vague because they are not related specifically to targets for pupils' standards in the information gained from the tracking of pupils' progress. The plan is for one year only, consequently, it does not aid long-term planning.
31. Since the previous inspection, the governors have played their part in supporting the school to improve its standards. They are much more involved in the strategic planning. The committee for the curriculum determines the school's annual targets in English and mathematics and holds the school to account when targets are not met. Statutory requirements for information in the school's prospectus and in their annual report to parents are not met.
32. The headteacher, as the co-ordinator for special educational needs, manages the provision well. Pupils' achievement is good because the school provides many extra opportunities for them to be supported effectively. The teaching assistant for special educational needs and the support teacher from the local education authority work together successfully and, as a result many pupils improve their performance and no longer need special support.
33. While the school has moved forward in its development of self-review, there is insufficient rigour in the monitoring and evaluation of aspects such as teaching, learning and assessment. This lack of rigour leads to a more positive evaluation than is warranted. There is a lack of consistency throughout the school in teaching, learning and assessment. The pockets of good practice that exist are not shared sufficiently to benefit all teachers and improve pupils' achievement.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	348,800	Balance from previous year	8,010
Total expenditure	328,250	Balance carried forward to the next	20,550
Expenditure per pupil	2,525		

34. The budget surplus in 2003 was partly due to funds earmarked for spending that were delayed, and partly due to caution in making estimates such as extra National Insurance payments for staff. It is expected that the surplus will be reduced appropriately by the end of the current financial year. Spending on pupils with special educational needs is fully accounted for and used appropriately.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Children are admitted into the school at the beginning of each term. In September, only five boys started in the reception year and are taught in a mixed age class of reception and Year 1 pupils. Due to the timetable, it was not possible to report in full on the provision in all areas of learning, consequently, work in knowledge and understanding of the world was sampled.
36. Children enter the reception with attainment that is average, except for their personal and social skills that are above average. Due to the sound teaching in all areas of learning, pupils' achievement is satisfactory and they are likely to reach the early learning goals in communication, language and literacy, mathematical development, creative and physical development by the end of the reception year. They exceed the goals for personal, social and emotional development. There has been satisfactory improvement in the provision since the last inspection when standards were average except in creative and physical development, which were below average. The unsatisfactory curriculum reported during the last inspection is now satisfactory. It is planned from the areas of learning and not the National Curriculum as previously, and is more practical and relevant with sufficient opportunities for children to be creative and take part in physical activities, consequently, it meets the children's needs adequately. The Key Stage 1 leader is also responsible for the Foundation Stage and teaches the children in the reception year. She gives a sound lead and manages the provision satisfactorily.
37. Teaching and learning are satisfactory in all areas of learning. There are strengths in the teacher's good use of her teaching assistant and other adult support, in their management of children's behaviour and in assessment, as staff regularly collect and record observations of children's experiences and achievements to inform their planning for the next steps in teaching. Although the school has improved the accommodation by building a new classroom for the youngest children and has started to increase the resources outside, space is still needed for large equipment and resources for physical activities, such as wheeled vehicles. The area outside the classroom is used effectively in dry weather but its use is limited in wet weather because there is no canopy over the paved area. The learning environment is satisfactory but could be much more stimulating, for example, by improving the indoor role play area, the display of children's work and more incidental use of stories, songs and rhymes to motivate children further.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The school fosters very good relationships that enable the very youngest children to settle quickly and happily into school life.
- Children feel secure and have high esteem because they are well supported and encouraged by adults and older pupils in the school.

Commentary

38. Children enjoy coming to school and are beginning to form good relationships with their peers and adults. The teacher and her assistant ensure that the environment provided and the positive ethos of the class help children to learn quickly the correct way to behave. Children are gradually given more responsibility. They tidy away the equipment with which they have been playing, walk sensibly to the hall for physical activities, to the cloakroom to collect their coats and to the outside area to be involved in appropriate activities during teaching time. They show

consideration towards others when, for example, they leave or enter the classroom quietly when Year 1 pupils are working.

39. Children show good levels of self-control. They know there are times to be quiet, such as assemblies, and that resources have to be shared. Children dress and undress independently for physical education lessons, and manage their own personal hygiene. Role play activities, such as when children play in the 'hospital', give them the opportunity to express their feelings, to use language and to make sense of their world. They develop a good sense of right and wrong. They are encouraged to sustain concentration by the nature of the activities offered and to consider the needs of others.
40. All children receive good support from adults. Children are well behaved around the school and they are clear about what they need to do in order to get help when they need it at playtimes. A number of children use the normal conventions of politeness such as *sorry*, *excuse me* and *thank you* without prompting. Attendance at the House Assembly, which is led by Year 6 pupils and attended by children from all age groups, extends their experiences and gives them the opportunity to see themselves as part of a community and to make a contribution when they are invited to share their news with everyone. This approach ensures that the children learn to work with different people in a variety of situations, maintain attention, sit quietly when necessary and have a positive approach to new experiences.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's skills in speaking and listening are above average due to the frequent opportunities that they are given by the teacher and her assistant to develop their spoken language in all their activities.

Commentary

41. By the end of the reception year, all children's achievement is satisfactory and they are likely to reach the early learning goals in their literacy, and exceed these in their spoken language for communication with others. The teacher, teaching assistant and any parent helpers provide good opportunities for children to hold conversations in the role play areas, and to discuss ideas during introductions to lessons and while they are undertaking activities. In this mixed age class, the teacher includes the reception children in the introduction to the literacy hour for Year 1 and meets their needs by directing questions to them at their level. For example, when she modelled writing on the white board she asked reception children if they could write the initial letter of *went*. They then left the Year 1 pupils and worked as a group on appropriate activities in their reading and writing supported by an adult. This adult develops the skills of any higher attaining children adequately. This was seen when a child 'wrote' his news in flowing marks resembling writing and read it back to the teacher, showing that he understood that writing records communication and can be read.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- A variety of interesting practical activities are provided which stimulate the children and support their learning.
- The teacher deploys the teaching assistant well.
- The teacher gives children limited opportunities to develop their thinking by explaining what they have been doing to adults and other children.

Commentary

42. Adults take every opportunity to develop children's mathematical skills, and particularly to develop their language. They question the children whilst they are engaged in a variety of activities, always trying to draw out and encourage mathematical understanding. For example, when children were involved in matching number cards to a line of numbers hanging on the fence in their outside area, the teaching assistant asked, "Is 7 bigger than 6? Where does it come in the line?"
43. The children were encouraged to count the number of cubes they took out of a bag, and when they worked with a teaching assistant, they indicated one more and one less than a given number. They make good attempts to write the numbers using felt tipped pens on a whiteboard. The teaching assistant made good use of the situation to assess what the children could do. Most children count accurately to ten and higher attainers beyond ten, they recognise different coins from a penny to £2, but opportunities to use the coins in a practical situation were limited. During the final part of the lesson, the teacher often pays more attention to Year 1 pupils when they explain their work to the class; the reception children are merely spectators and do not receive enough experience in explaining their mathematical thinking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

This area of learning is reported as a sample because only one part of a lesson on the scientific element of knowledge and understanding of the world was seen. This limited evidence showed that children's learning and achievement were satisfactory due to sound teaching.

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory.

Main strengths and weaknesses

- Resources for the playground and area outside the classroom have been improved.
- Children particularly enjoy the physical activities on large equipment.

Commentary

44. During playtimes children ran and dodged around each other, changing direction to avoid collisions as necessary. While in the area outside their classroom, they experimented with different ways of moving across the bridge structure, balancing, running and jumping off and astride the structure appropriately and safely. These actions were carried out confidently, with good balance and real enjoyment. During a good dance lesson in the hall, they exercised good control and moved with some agility within their own space as they made star shapes with their bodies. They demonstrated the control and respect needed for children's personal space when taking part in role play in the 'hospital' and during physical education lessons in the hall. They thoroughly enjoy being active and they are well co-ordinated. Few needed help if they fell over, as they quickly picked themselves up and carried on without a fuss.

45. All children develop their manipulative skills by handling play dough and clay, small mathematical equipment, scissors, pencils and felt tipped pens. Teachers are well aware of the need for children to practise these skills and provide a variety of experiences where they are required to manipulate small objects and use malleable materials in order to improve their control.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Since the last inspection, there has been good improvement in the opportunities for children to be creative.

Commentary

46. Children's standards have improved to average since the previous inspection because the teacher provides more frequent opportunities for children to discover, explore and express their creativity and to use their imagination in art and role play. Children explored with play dough and made faces in clay using simple tools to convey features. They used their imagination effectively in their role play in the 'hospital', because the teaching assistant interacted well with them by asking questions to support the development of their language. They took turns to be the doctor and the patient and responded positively to the needs of their playmates when they were ill.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in speaking and listening, reading and writing are above average in Years 2 and 6.
- The quality of teaching and learning is good overall.
- The emphasis on literacy skills in other subjects is good.
- The library area is unsatisfactory.
- The presentation of older pupils' work is sometimes untidy.

Commentary

47. Standards in English are above average because of the school's focus on improvement in this subject. This is evident in national tests for the last few years. There have been some variations year by year because of the changing groups of pupils and one third of Year 6 pupils who took the national tests in 2003 were not in school as Year 2 pupils.
48. The inspection found that there has been good improvement and pupils, including higher attainers and those with special educational needs, achieve well throughout the school. Good efforts are made to raise their attainment by well-planned work, good support and confidence boosting. There is no difference between the achievement of girls and boys and pupils' attitudes to learning are good.

49. Standards in speaking and listening are above average by the end of Year 2 and Year 6. Most pupils speak confidently and the school works hard to support those who are less skilled. They have many good opportunities within school to confer, report back, respond to others' comments and, in the older age groups, to address and conduct meetings. Staff work hard to extend pupils' vocabulary by:
- the use of dictionaries and thesauri;
 - teaching key technical vocabulary across the curriculum;
 - regular drama activities by all year groups.
50. Pupils achieve well and enjoyment of reading is fostered as they develop skills and knowledge. There is a structured reading programme with pupils working through the published scheme. There are good opportunities through the day to engage in silent reading, reading to adults and group reading. In group reading in Year 1, a group of pupils who were not yet independent readers were unsuccessful in their designated task because they did not receive sufficient support or challenge from the teacher who was working with another group. Pupils with specific difficulties and those identified for additional and further literacy support make good progress in withdrawal groups and when supported by well-briefed teaching assistants. Volunteers make a valuable contribution by listening to individuals read regularly and in the best practice observed, both they and parents have pupils' individual reading targets to hand with reading books. This helps pupils to make progress at a faster rate.
51. Staff have been working hard to drive up standards in writing since the last inspection. These are now above average by the end of Year 2 and Year 6. Pupils achieve well because of the good teaching of punctuation, grammar, language usage and spelling that was weak at the time of the last inspection. Work is often planned well, linking across curricular areas and strands. Year 5 use their knowledge of a character from the novel *Kensuke's Kingdom* to empathise and plan writing about his life from his perspective. There is room for improvement in the consistency of good quality in handwriting, presentation of work and redrafting to improve and correct errors. Pupils' work is celebrated in displays throughout the school. In order to develop pupils' skills further, teachers would benefit from developing their own skills in techniques of teaching writing in the different genres, especially in imaginative writing and in modelling writing for pupils. There are clear marking guidelines and procedures but they are inconsistently followed. A few teachers give helpful guidance to pupils when they mark pupils' work.
52. Teaching seen was good overall and ranged from very good to unsatisfactory. The best teaching stimulated pupils to a high level of interest and performance so that they were eager to attempt the work and improve it. In Year 3, for example, pupils worked hard using a thesaurus to turn text into poems about their chosen fruit. Describing oranges, a pupil used expressions such as *scrumptious*, *glorious* and *as orange as the sun about to rise*. Planning for lessons is good and systems for using assessment to plan learning are strengths in Years 1 and 3. Less successful features of lessons are overlong lesson introductions that lead to pupils' attention wandering. In the unsatisfactory session in Year 1, a group of pupils were given a reading task that they were unable to do independently and a writing task that was too easy.
53. The subject leader's leadership and management are sound. She has a clear view of what needs to be done and is working hard to improve the use of assessment, and monitor standards by training and support and guidance from the local education authority. Further improvement in English could be gained from dissemination of good practice existing within the school. The library is unsatisfactory because it is very narrow and situated in a busy corridor. It is very difficult to view the titles of books on the lowest shelves and those facing onto the corridor. There is space for one small table and insufficient space to browse and this affects adversely pupils' independent research skills.

Language and literacy across the curriculum

54. Pupils use their language and literacy skills well in other subjects such as science, design and technology, geography and history.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards have risen at the end of Year 6 and are above average.
- Pupils in Years 2 to 6 achieve well because teaching is good.
- Teaching assistants are used well to support learning.
- Pupils are not skilful enough in explaining their thinking processes.
- Assessment is not used fully or early enough to inform planning and raise the attainment of some groups of pupils.

Commentary

54. Since the last inspection the school has been committed to improving the pupils' standards across the school and improvement in standards is good, although better at the end of Year 6 than Year 2. As each year has produced varying results for the small year groups, the long-term trend is difficult to measure. However, it shows that the school's overall scores in national tests for 2003 have declined and for the past two years the school's performance fell below the national average and those of similar schools. The proportion of pupils achieving the higher levels in the national tests for Year 6 was above the national average, which is an improvement on the last inspection when there was some underachievement by pupils with higher prior attainment in Years 3 to 6. In the work seen in the current Year 6, standards are above average but pupils' skills in explaining their thinking are not highly developed because teachers give them too few opportunities to explain the process they have gone through to solve a problem and how they have arrived at an answer.
55. Teaching overall in Years 1 and 2 is satisfactory, while in Years 3 to 6 it is good and pupils achieve well. Where teaching is good, it is characterised by a quick pace, good knowledge of the National Numeracy Strategy, very good knowledge of what pupils can do and what they need to do next, good challenging questioning requiring pupils to consider what they already know and an encouragement to use past learning to help them learn new ideas. Where teaching is weak in Year 1, lessons proceed at a slow pace and too many concepts are being introduced at the same time, which confuses pupils and slows their achievement. There is also insufficient use of information from individual assessments to fully address pupils' difficulties at an early stage. Teachers are very clear about the level of work that pupils are doing and they use the whole school assessment procedures to set useful learning targets for pupils. They know which pupils are likely to attain a National Curriculum Level 2C at the end of Year 2. However, effective action to help individuals and groups of pupils who have difficulties is not put in place until well into Year 1, which is too late. There is insufficient planning of work early enough to match the specific needs for these pupils, to ensure that appropriate progress is being made by all pupils from the reception year to Year 6. The good tracking procedures in Years 3 to 6 are not used as well in Years 1 and 2. The result is that by the time they are in Year 2, there is a need for pupils to accelerate their learning in order to achieve the required standard. The good teaching in Year 2 succeeds in improving pupils' achievement to satisfactory and standards in the current Year 2 are average.
56. Usually, the final parts of the lessons are well used to clarify and develop pupils' learning further. Pupils with special educational needs generally make good progress and are supported effectively by teaching assistants who are well briefed by teachers. Pupils reported that

occasionally, the work being carried out in withdrawal groups is too easy for them; this is not a good use of time to accelerate their learning. The co-ordinator gives sound leadership to the subject and has contributed well to the improved standards.

Mathematics across the curriculum

58. The use of mathematics across the curriculum is satisfactory. During the inspection, pupils used measuring skills to support their work in design and technology and science.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- At the end of Year 2, standards are above average.
- Teachers give good emphasis to developing pupils' skills of scientific enquiry and their scientific language.
- Pupils have good attitudes to science and enjoy the activities.
- In Year 5, there are insufficient opportunities for pupils to decide on an appropriate approach to answering a question independently.

Commentary

57. There has been satisfactory improvement since the last inspection. Pupils in Years 1 and 2, including those with special educational needs and those who attain more highly, achieve well and standards at the end of Year 2 are above average due to the good teaching in Year 2. Pupils' overall achievement in Years 3 to 6 is satisfactory. Pupils achieve well in Years 3 and 4, but achievement slows in Year 5, which means that in Year 6, the teacher has to start from a lower level than she should, to make up the ground. From the work seen in pupils' books and in the practical activities in Year 6, standards are average, but the teacher is confident that by the end of the year her pupils will reach above average standards.
58. Overall, teaching and learning are satisfactory in Years 1 to 6 with good teaching in Years 2 and 3 and unsatisfactory teaching in Year 5. Across the school, teachers use speaking and listening and literacy effectively in science. They introduce scientific terms well and give pupils good opportunities to discuss their ideas with each other before sharing them with the teacher and class. In most lessons seen, the work on forces was practical with good opportunities for pupils to develop their skills of scientific enquiry. In Year 2, pupils investigated which parts of the body were the most sensitive, carefully testing various parts of the body with a probe; in Year 3, pupils observed ways of making sounds and recorded the results; in Year 6, pupils experimented with the forces on an elastic band to investigate stretchiness and tried to record their results in the most suitable way. From Year 2 to Year 4, pupils achieve well in their understanding of prediction, fair testing and drawing conclusions from their results. In Year 5 there is a dip within the progression in pupils' skills of scientific enquiry because the teacher does not give sufficient opportunities for them to make their own decisions on how to set up an investigation to answer a question, to select suitable equipment and to record their results using an appropriate method. As a result of the many practical activities that teachers provide, pupils are well behaved, have good attitudes to the subject and enjoy their learning. A good example of this enjoyment was in Year 4 when pupils did not want to stop working to go out to play. Teachers make good use of their teaching assistants, especially to support the less able and those with special educational needs. Generally, pupils who are more able are challenged to attain more highly because teachers use their questioning skills effectively to target them with more difficult questions; another improvement since the last inspection.
59. At the time of the last inspection there was no co-ordinator for science. The current well-qualified co-ordinator leads and manages the subject satisfactorily, but has only been in the role

for half a term and has not had time to make an impact on standards. Teachers seek advice from her readily. She has made a good start by auditing the school's two-year cycle of curricular guidance for teachers to ensure that it covers the breadth of the subject, she has an action plan for the subject within the school's development plan and she has analysed the performance data from national tests to see how standards could be improved. The headteacher has monitored the teaching of science and has reported back to the staff on his findings, but so far, the co-ordinator has not yet undertaken any review of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

60. Secure judgements on provision cannot be made, as no direct teaching took place during the inspection. Standards have declined since the previous inspection. From discussions with pupils, looking at work and observations of groups of pupils using computers, pupils' achievement is unsatisfactory and attainment is below average by the end of Years 2 and 6. A number of pupils in Years 1 and 2 are very unfamiliar with the layout of the keyboard and their lack of skill prevents them from making satisfactory progress. Most pupils at this stage require a great deal of support from teaching assistants when using the computer. There is a timetable to ensure that all classes have opportunities to use the machines in the suite where teaching assistants support pupils. There are limited opportunities for pupils to be taught the skills they need to become independent learners. Opportunities for pupils to use computers in the classroom are limited, but some teachers use a computer effectively as a personal teaching tool, seen, for example, in mathematics and science in Year 6, in geography in Year 4/5 and in science in Year R/1. Pupils experience a wide variety of information and communication technology and thoroughly enjoy the subject, but the school has only recently introduced a clear scheme of work to ensure that necessary skills are taught progressively, in response to a key issue from the last inspection. As yet, this new guidance has not had sufficient time to be implemented effectively across the school and to have an impact on standards.
61. The co-ordinator has made a good start to her role, is very knowledgeable and has made a significant effort to ensure that all teachers are aware of the importance of using the scheme of work. Future plans include developing assessment procedures, as there are no records of pupils' attainment and progress in skills. All staff have received training on the use of the Internet and the electronic microscope and the school has purchased regular time each term from a consultant from the local education authority who teaches pupils alongside class teachers and supports the co-ordinator. There is a governor/staff/parent group who meet several times a year to discuss the maintenance and improvement of resources. However, the co-ordinator does not yet monitor plans and practice. The new scheme of work has been introduced to the staff on an individual basis and there has been no whole school discussion on the level of skills currently being reached by pupils or those they are expected to reach in each year group. The ratio of computers to pupils is average and shows an improvement on the previous inspection, although the headteacher recognises the need to improve ICT in the school.

Information and communication technology across the curriculum

62. The use of ICT is unsatisfactory because it is not used enough to support pupils' learning in other subjects. There is limited use in some subjects, for example, in science and mathematics for handling data, in art for designs, and pupils in Year 6 use the Internet to find information for topics.

HUMANITIES

As the school has voluntary aided status, religious education was included as part of the separate section 23 inspection of the denominational education in the school. The school teaches history and geography alternately in blocks. Consequently, **history** was not a focus of the inspection, though a good range of visits and visitors make the subject interesting and relevant. There is a very good programme of day and residential visits which enhance the humanities well.

Geography

Provision in the subject is **satisfactory**.

Strengths and weaknesses

- A good programme of visits and visitors enables pupils to learn from personal experience.
 - The subject makes a good contribution to pupils' literacy skills.
 - Progression of skills is not clearly defined.
63. Evidence for geography comes from lesson observations, talking with pupils in Year 6 and scrutiny of geography displays. By the end of Year 6, standards are broadly average and achievement is satisfactory, as they were at the time of the last inspection. It is clear from talking with pupils that their recent visit to the Lake District and their first-hand experiences of physical features and orienteering make learning relevant and real, enabling them to compare environments from direct observation. The local area is used well to promote skills, knowledge and understanding and as pupils move through the school there are well-planned day and residential visits as well as visitors to the school from other countries.
64. The quality of teaching is satisfactory. Teachers encourage pupils to share their experiences of travel in Year 3, which captures pupils' interest well and provides a basis for further study. Literacy skills in geography are planned well; for example, postcard writing and researching information from books and the Internet. In Year 5, planning involves pupils in using their skills in mathematics to interpret data and make comparisons. Wall maps are used routinely through Years 3 to 6 and key vocabulary for the subject is normally used and displayed well so that pupils learn the correct geographical terms. Where teaching was less successful, teachers set over-ambitious tasks for pupils of lower ability, who lost interest and then wasted time.
65. The co-ordinator provides sound leadership. To match the mixed age classes, planning is based on cycles. However, although mapping skills are developed, planning of progression is vague. Assessment is carried out at the end of each unit but does not track progress in the development of geographical skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled because not enough lessons were seen to make secure judgements on the provision in each subject.

Art and design

66. Very few examples of artwork were available. In the part lessons observed, planning showed good links to art history and other cultures. Sketch books are used well and the popular after-school art club offers good opportunities for large-scale projects such as mosaics, sculptures and murals.

Design and technology

67. In the two lessons seen, in Year 2 and the mixed Year 3/4 class, all pupils achieved well to reach above average standards due to the good teaching and learning. In both lessons, the teachers had a secure command of the subject, planned effectively with clear learning intentions that were shared with pupils and challenged them to think carefully about the purpose of their designs and models. In Year 2, where pupils explored sliding and turning mechanisms to make a face with moving parts, the teacher gave the pupils good opportunities to model their ideas in scrap materials before they started the final product. She used good questioning skills to encourage pupils to think of solutions to problems themselves and when the class came

together, pupils spoke clearly when they explained what they were doing and how they had selected mechanisms to make moving parts for their faces.

68. In the Year 3/4 lesson, the teacher provided tasks that challenged the higher attainers and the older Year 4 pupils. Over several sessions, she had taught techniques clearly and ensured that pupils practised these in working with wood when they made their designs of pull-along toys for Year 3 or powered toys for Year 4. She made very good use of six extra adults, parents and a grandparent, to ensure that pupils handled tools such as saws and glue guns competently and safely. The good quality chassis for their toys were accomplished in spite of the accommodation, which was cramped for the number of pupils and adults working in it. As a result of the good teaching in both lessons, pupils were very motivated by the tasks and were engaged productively.

Music

69. A high proportion of pupils in the school receive individual instrumental tuition during the school day. During the two instrumental lessons seen for violin and cello, teaching, learning, and achievement were good and standards were above average. In a cello lesson, one Year 6 and one Year 5 pupil revised previous work on the D Major and Minor scales and played a lively piece, *Etude*, adding the dynamics. Clear instruction regarding techniques, together with appropriate praise and encouragement by the teacher, enabled pupils to persevere and make good progress. Even as two pupils performed in unison while reading musical notation, they maintained their own part, remaining aware of the pace of the other. One pupil learning to play the violin showed considerable maturity in analysing his own strengths and making decisions as to how he could improve. The high, achievable expectations, together with the teachers' good command of the subject, enabled pupils to develop their skills well. All pupils observed were very well behaved, totally engaged in their learning and achieved well.
70. This subject makes a significant contribution to the personal, social and emotional development of the pupils. During the school year most pupils are involved in productions such as *Robin Hood and his Friends* in Years 3 to 6, where a high proportion of pupils sing solos. Pupils also take part in local events where they dance and sing, for example, in concerts at the Hexagon in Reading. The school is proud of its good reputation for singing.

Physical education

71. In a Year 2 dance lesson, good links were made to previous learning in science, on the effect of exercise on pupils' heart rates, in English, on carrying out instructions, and in mathematics where they had learned to count in pairs. This introduction helped to put the lesson in the context of all their learning from the class topic, *Ourselves*. The teacher's high expectations of behaviour and their participation ensured that pupils concentrated and worked hard to improve their skills. Good opportunities were given for pupils to practise their movements in order to refine them, and the teacher's evaluative comments helped pupils to remain interested and achieve well in movement.
72. Where teaching was good in Years 3 to 6, it was characterised by the very good knowledge of the teacher or coach. Pupils were given a good range of activities within lessons that kept them interested and enthusiastic while developing their skills. For example, in a rugby lesson, boys and girls made maximum effort to refine their rugby skills by sprinting to a given point and back as fast as possible and by throwing and catching a ball 'on the run'. Although teachers use the scheme of work to plan lessons, there are no assessments procedures to record the progress pupils are making across the school. Plans and practice are not systematically monitored.
73. The headteacher, staff and parents are very involved in extra-curricular cricket, football and netball coaching, and the school has been particularly successful against teams in the area. Pupils hold many awards for their sporting achievements, for example, as individuals, in orienteering, canoeing, tennis, dance, martial arts, and in teams in football, rounders and

cricket. There is an emphasis on outdoor education when older pupils take part in residential visits and undertake adventurous activities. These give them the opportunity to develop leadership skills and to develop the ability to work as a team. The many sporting achievements raise pupils' self-esteem and give them a sense of pride in the school. The activities also contribute significantly to the personal, social and emotional development of pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

74. The school develops pupils' personal and social skills very well. Teachers use class discussions, assemblies and residential visits to foster pupils' social skills, raise awareness and prepare them for citizenship. For example, they have collected together many parcels to send to Romanian children for Christmas. Pupils in Year 6 organise and run house meetings efficiently without teacher intervention, pupils contribute to the school council and use their voice to make differences within the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	Grade
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	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
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).