

INSPECTION REPORT

CRANBOURNE PRIMARY SCHOOL

Winkfield, Windsor

LEA area: Bracknell Forest

Unique reference number: 109835

Headteacher: Mr P. Edwards

Lead inspector: Mr I. T. Pratt

Dates of inspection: 24th – 26th November 2003

Inspection number: 255825

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:	157
School address:	Winkfield Road Windsor Berkshire
Postcode:	SL4 2EU
Telephone number:	01344 882350
Fax number:	-
Appropriate authority:	Governing body
Name of chair of governors:	Mr J. Hogan
Date of previous inspection:	28 th June 1998

CHARACTERISTICS OF THE SCHOOL

Cranbourne Primary School draws its pupils from a very wide area; the majority do not live in the immediate vicinity of the school but travel from the surrounding towns and villages. The socio-economic circumstances of the pupils are broadly average. Children's attainments on entry to the reception class are broadly average but cover the full range of attainment. Nearly all pupils are 'white-British' and none speak English as an additional language. At the time of the inspection, there were 157 pupils on roll; more children enter the reception class in January and April each year. The school roll has grown significantly in recent years. It is now a third larger than at the time of the previous inspection and has grown to a point where it now has single age group classes for the first time. The proportion of pupils identified as having special educational needs, including statements, is broadly in line with the national average; currently two pupils have a Statement of Special Educational Needs. Special needs range from moderate learning difficulties to emotional and behavioural difficulties. The number of pupils leaving and joining the school other than at the usual times is broadly average. Children enter the reception class at three times during the year, depending on when they have their fifth birthday. The amount of time the children have in the reception class affects the extent to which they attain the learning goals expected at the end of the reception year. Those who have three terms in school generally exceed the learning goals whilst those with either one or two terms in school do not progress so far but generally meet the expectations with a few working towards them. The school received a Schools' Achievement award in 2001.

All of the teachers of pupils up to the age of seven years are new to the school since the last inspection in 1998. The school, together with others in the area, has particular difficulty in recruiting suitably qualified and experienced permanent and temporary teaching staff, frequently selecting from a very small field of applicants. This has had a negative impact on the quality of education provided for some pupils and the standards they achieve, both in the past and currently. The headteacher has regular class teaching duties for 40 per cent of the working week.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13626	Ian Pratt	Lead inspector	Special educational needs Physical education
9454	Deborah Pepper	Lay inspector	
23009	Anne Hogbin	Team inspector	The Foundation Stage English Geography History Music
12367	Anthony Green	Team inspector	Mathematics Science Information and communication technology Design and technology Art and design Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is **not sufficiently effective** and does not give enough value for money. The school provides an acceptable standard of education but has serious weaknesses in several areas of its work. Although standards are above average at the end of Year 6, there are serious weaknesses in provision for Years 1 and 2. As a result, standards in Years 1 and 2 are below average, and achievement, teaching and learning are unsatisfactory overall. The other serious weakness is the unsatisfactory leadership and management of the school. The school population has grown considerably in recent years but the management structure and monitoring systems have not kept pace. The quality of education and standards in Years 1 and 2 are adversely affected by considerable difficulties in recruiting teachers with suitable experience and expertise. Currently, part-time temporary staff undertake most teaching in Year 2.

The school's main strengths and weaknesses are:

- Good teaching and learning in the reception class and in Years 3 to 6 enable pupils to achieve well.
- The moral, social and cultural development of the pupils is good, and together with good attitudes and behaviour contributes to the good learning in many classes.
- Pupils experience a wide range of enrichment activities in addition to the basic curriculum.
- The school is a friendly, caring place with very good relationships throughout; the headteacher provides good leadership for this aspect of the school's work.
- The governing body is enthusiastic, hardworking and committed to the well-being of the school but does not sufficiently analyse the information provided by the headteacher when deciding the school's priorities.
- Unsatisfactory teaching, learning and achievement in Years 1 and 2 lead to below average standards in English, mathematics and science at the end of Year 2.
- Standards in information and communication technology (ICT) are below average at the end of Years 2 and 6.
- Systems to formally monitor the progress of all pupils and set annual individual targets are not in place so not all pupils get the guidance and advice they need.
- Too much development and monitoring work falls on the shoulders of the headteacher, and the school does not have sufficiently rigorous systems to evaluate how effective it is.
- The pupils have few formal ways of making their views heard, and parents do not get enough information about pupils' progress, the curriculum and homework.

Overall, the school's improvement since the last inspection is unsatisfactory. Standards have risen in English, mathematics and science at the end of Year 6 but have fallen at the end of Year 2. Teaching overall is now unsatisfactory; it has improved in Years 3 to 6 but deteriorated in Years 1 and 2. The previous key issues have been addressed well in the main, but standards in ICT still need improvement.

STANDARDS ACHIEVED

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

*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.*

Achievement is unsatisfactory overall. Children currently in the reception class are achieving well and are on course to exceed the goals children are expected to reach by the end of reception. Achievement is good in Years 3 to 6 and standards in English, mathematics and science are above average by the end of Year 6. The 2003 test results show high standards compared to all schools nationally and pupils are doing well in English and science compared to similar schools. The reason why achievement is unsatisfactory overall is because pupils in Years 1 and 2 underachieve. By the end of Year 2, pupils attain below average standards in reading, writing, mathematics and science because teaching and learning are unsatisfactory. Pupils with special educational needs achieve satisfactorily in Years 1 and 2 and achieve well in the rest of the school. Boys and girls attain equally well, as do the few pupils from minority ethnic backgrounds.

Pupils' personal qualities are good. Pupils' attitudes, behaviour, moral, social and cultural development is good, as is attendance and punctuality. Spiritual development is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **unsatisfactory** overall because of weaknesses in provision in Years 1 and 2. Teaching and learning are **unsatisfactory** overall. Teaching is good in the reception class and in Years 3 to 6, with very good teaching and learning in a quarter of lessons. In the best lessons, teachers have high expectation of the pupils, who are enthused by a lively pace and interesting work that is matched well to the needs of all pupils. Teaching and learning are unsatisfactory in Years 1 and 2. The weakest lessons have a pedestrian pace and work is not matched to the needs of all pupils, particularly the highest attainers. The challenging behaviour of a very small minority of pupils in Years 1 and 2 is not managed effectively. Teaching assistants give generally good support.

The basic curriculum is enhanced with a good programme of events, visits and visitors. Provision for pupils' care, welfare, health and safety is good. Teachers listen to the pupils when they ask for help or put forward ideas but arrangements to involve pupils formally in the school's work are not sufficiently developed. The school needs to improve its communication with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are **unsatisfactory** overall. The headteacher and governors are aware of the weaknesses in Years 1 and 2 and have taken some appropriate action. So far they have not been successful in ensuring that all pupils achieve well. The school population has expanded in recent years but the management structure and monitoring systems have not grown to accommodate this. Because rigorous evaluation is underdeveloped, not all of the school's priorities for development focus well on raising standards in the areas of greatest need. The headteacher gives good leadership for maintaining an orderly, happy, caring school that is successful in attaining good standards of behaviour and attitudes and very good relationships.

The governance of the school is satisfactory. The governors are hardworking and committed to the school's well-being and ensure that statutory requirements are met. They support the priorities for development well through financial planning and have brought about significant improvements, for example, in accommodation.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with most aspects of the school. Their children like the school, and they like the leadership, the quality of teaching, the pupils' progress and their behaviour. They are less satisfied with the information about how their child is getting on and how to help learning at home. The inspection team agrees with the parents about communication, the happiness of pupils and their behaviour. It disagrees with parental views about teaching, progress and some aspects of

leadership. Pupils like almost everything about their school but a few would like more help when they get stuck and help from teachers to make their work better. Inspectors agree.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching and learning in Years 1 and 2;
- Raise standards in reading, writing, mathematics and science at the end of Year 2 and standards in ICT at the end of Years 2 and 6;
- Put in place an assessment system that sets targets for pupils annually and tracks their progress;
- Establish a management team to raise standards and improve the quality of education;
- Improve the monitoring, evaluation and development planning of senior managers and governors;
- Involve the pupils more in the work of the school by seeking, valuing and acting on their views;
- Improve communication with parents about pupils' progress, the curriculum and how to help with homework.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is unsatisfactory overall. This judgement, however, does not paint a completely accurate picture of how well pupils do throughout their time at the school because achievement and standards are inconsistent. Pupils achieve well in the reception class and in Years 3 to 6, but underachieve in Years 1 and 2. By the end of the reception year children attain standards broadly in line with those expected of children of this age. By the end of Year 2, standards have fallen and are below average in English, mathematics, science and ICT. By the end of Year 6, standards have risen very considerably to above average in English, mathematics, science, history geography and art and design. Standards are maintained as below average in ICT. Pupils in the reception class and Years 3 to 6 achieve equally well regardless of gender, level of prior attainment or special educational need. In Years 1 and 2 high attainers are not sufficiently challenged and so therefore do not reach the high standards of which they are capable. Pupils with special educational needs attain satisfactorily, that is better than their classmates, because of the support they receive from learning support assistants.

Main strengths and weaknesses

- Standards at the end of Year 6 in English, mathematics and science are above average.
- Results in the Year 6 National Curriculum tests are well above average in English, mathematics and science.
- Handwriting has improved since the last inspection and is now very good in Years 4 to 6.
- Standards in Years 1 and 2 are below average in reading, writing, mathematics and science and pupils underachieve; there is a trend of falling standards compared with the national picture.
- Achievement is unsatisfactory in ICT throughout the school.

Commentary

1. In the Year 6 National Curriculum tests for 2003, standards were well above the national average in English, mathematics and science. When the results are compared to similar schools, for example, schools with pupils who attained similarly at the end of Year 2, the pupils did well in English and science. Their performance, by this measure, was average in mathematics compared to their prior attainment, but at the very top of the average band. When the results of all subjects are combined there is a trend of standards rising at a rate similar to the national trend over the last four years. In contrast, in the Year 2 National Curriculum tests for 2003, standards were well below average in reading and below average in writing and mathematics. The teacher assessment of Year 2 pupils in science also showed that standards were below average. The school is in the lowest 5 per cent of schools nationally for pupils attaining higher grades in reading, writing and mathematics. When the Year 2 test results are combined, there is a trend of falling standards over the last four years compared to the national picture. Comparative data must be treated with some caution, as the number of pupils in each year group is relatively small.

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

Standards in:	School results	National results
Reading	14.4 (16.4)	15.7 (15.8)
Writing	14.3 (14.0)	14.6 (14.4)
Mathematics	15.9 (17.3)	16.3 (16.5)

There were 24 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	29.4 (28.5)	26.8 (27.0)
Mathematics	28.9 (28.5)	26.8 (26.9)
Science	30.9 (30.8)	28.6 (28.3)

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

2. There are several reasons why pupils in different age groups either attain well or underachieve. The picture for children in the reception class is particularly complicated because pupils start school at three different times during the year. Children get a good start to their education in the reception class because it provides them with a good quality curriculum that balances well the development of academic, personal and social skills. Activities are planned well, are stimulating and are matched well to the teacher's assessment of what the children need to do or learn next. This is the first time that the school has taught children of this age in a class by themselves and it is working well. The teacher and learning support assistant expect much from the children, model good use of language and social skills which the children readily emulate and this results in them learning at a good pace. Inspection evidence suggests that children who are currently in the school, and who will have 3 terms in this lively and well-organised class, are likely to meet or exceed the expected learning goals for children of this age. Children who enter the school in the spring or summer terms have significantly less time to meet these expectations, therefore, whilst they achieve well, the overall attainment of the class as a whole is broadly in line with the expectations for children of this age. The results of the Foundation Stage Profile completed in June 2003, when children were taught in a mixed reception and Year 1 class, show that the average level of attainment was below the average for the local education authority.
3. The pupils in Years 1 and 2 underachieve because the quality of teaching they receive is unsatisfactory overall. This is a significant change from the findings of the previous inspection that found teaching to be of good quality and attainment average. Since that time there has been a complete change in staff teaching this age group. Pupils underachieve in reading, writing, mathematics and science because teachers do not provide work that is well matched to meet their learning needs. Literacy skills do not develop well because teachers do not have insufficient command of teaching strategies for developing essential skills of reading and writing. Reading progress is further inhibited by a lack of resources. The pace of learning is slowed in many lessons by the disruptive and challenging behaviour of a very small minority of pupils with behavioural difficulties. Pupils do not do well in ICT because they do not use the classroom computers on a regular basis in order to consolidate and improve their skills.
4. Pupils in Years 3 to 6 achieve well in English, mathematics and science because the teaching they receive is predominantly good or very good. Through careful and accurate assessment, teachers know how well the pupils are doing, identify what they need to learn next and provide work that is well matched to the differing learning needs of pupils in their class. In this way pupils acquire the skills and understanding in literacy, numeracy and science in a progressive, sequential way. Because of the high expectations of the teachers, the pupils are constantly challenged to do as well as they can. Pupils with special educational needs achieve well because their learning needs are met by the work set by the teachers and the attentive, good quality of support they receive from learning support assistants. More able pupils achieve well because of the level of challenge provided by their teachers.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Pupils' moral, social and cultural development is good overall and their spiritual development is satisfactory. Attendance and punctuality are good, an improvement since the previous inspection.

Main strengths and weaknesses

- Pupils have good attitudes to their work in most lessons.
- The school expects pupils to behave well and they do.
- Relationships between pupils and adults and between pupils themselves are very good.
- Pupils' social, moral and cultural development is good.
- Lapses in pupils' attitudes or behaviour are usually linked to weaknesses in teaching.
- Pupils are not given enough opportunities for responsibility within class or the school.

Commentary

5. Pupils' good attitudes support their learning well. Parents say that their children enjoy school and the children agree. In many lessons, especially those where teaching is interesting and pitched at the right level for the class, pupils listen eagerly, contribute answers and ideas with enthusiasm and enjoy both whole class teaching and individual or group work. Children in the reception class were captivated by packing a basket with items beginning with the letter 'b' for a barbecue and Year 6 pupils by eating a Lord Woolton Pie, as part of their study of the Second World War. Pupils often continue to respond well in lessons where the teaching is less stimulating and only switch off or become restless where teaching is unsatisfactory because tasks are too difficult or dull. Children currently in the reception class are on course to attain beyond the personal, social and emotional development goals they are expected to reach by the end of the reception year.
6. Behaviour in lessons, around the school and in the playground is generally good. Parents agree that pupils behave well. Pupils are polite to adults and get on well with each other. Boys and girls play netball together at lunchtime and older pupils are careful of younger pupils when they play together. However, teachers in Years 1 and 2 do not have enough strategies to deal with the very small minority of pupils with behavioural difficulties and these pupils do, on occasions, disrupt learning for other pupils. There have been no exclusions in the past year. Instances of bullying are few and parents and pupils said that those that do occur are dealt with effectively.
7. Relationships between adults and pupils are very good and teachers act as good role models for pupils. Pupils are caring and co-operative with each other and work well in groups. Parents particularly like the way in which pupils play in mixed age groups in the playground and form mixed age teams at sports day. Year 5 pupils worked together well on the computer researching Ancient Egyptian amulets, despite the large size of groups.
8. Pupils are not given enough opportunities to learn by finding out for themselves. Whilst there are examples of good practice, some staff do not give pupils enough opportunity to investigate problems themselves. Pupils have some opportunities to take responsibility within the school, for example, Year 6 pupils work as monitors for registers, read in assembly and assist in the infant classes during wet break times. Overall, however, there are insufficient planned opportunities to contribute systematically to pupils' personal and social development.
9. Provision for pupils' social, moral and cultural development is good overall. As a result, pupils understand and apply the principles of right and wrong and play their part in the school community so that everyone is included in activities and all feel secure and valued.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.8
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is unsatisfactory. Teaching and learning are unsatisfactory overall because of weaknesses in Years 1 and 2. Whilst the school's curriculum and links with parents and other institutions are satisfactory, provision for pupils' care is good but provision for their guidance and support is unsatisfactory.

Teaching and learning

Teaching and learning are unsatisfactory overall because they are unsatisfactory in Years 1 and 2, though good in Year R and Years 3 to 6. Assessment of pupils' work is unsatisfactory overall because it is inconsistent; it is good in the reception class and Years 3 to 6 but is unsatisfactory in Years 1 and 2.

Main strengths and weaknesses

- Well planned learning and the very good use of support staff means that reception children have a good start.
- In Years 3 to 6, teachers match tasks very closely to the needs of all the pupils so that they can learn at a good rate. In Years 1 and 2, however, teachers do not match tasks closely to the needs of all pupils and this inhibits learning, particularly of high attainers.
- Because the quality of assessment is not consistent across the school, teachers in the Year 1 and 2 classes do not have a good understanding of what pupils can do and what they need to learn next.
- Marking in Year 6 is exemplary, forming a dialogue with the pupils about how to improve their work.
- Teachers in Years 1 and 2 do not have sufficient command of strategies for developing reading and writing skills.
- In Years 1 and 2, teachers have inadequate strategies for managing pupils' behaviour to prevent the very small proportion of pupils with behavioural difficulties from disrupting the learning of others.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (16%)	10 (31%)	14 (44%)	2 (6%)	1 (3%)	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.

- Children in the reception class make rapid gains in developing academic, personal and social skills because of the good teaching they receive. The class teacher and her highly effective assistant take every opportunity to extend the children's learning through constructive and purposeful play that is balanced well with more formal opportunities to develop skills. An example of this was when children were given the activity of writing tickets for the puppet show, as well as doing writing patterns and copying over and under the teacher's model script. The

class teacher and her assistant tailor their speech and questioning well to meet the needs of individual pupils and to help them extend their vocabulary, find the right words and develop good communication skills. This is effectively done through role-play in a castle, a garden centre or a doctor's surgery as well as going on a hunt for shapes around the school to develop mathematical language and understanding. The high expectation of the reception class teacher and her assistant that children will act responsibly and be ready to learn, contributes very positively to the good attitudes seen in lessons.

11. In Years 1 and 2, the weaknesses in assessment result in teachers not knowing accurately what the pupils know, understand and can do, so they do not know precisely what the pupils need to learn next in order to make progress. This results in a slow rate of learning for many pupils. In mathematics, for example, pupils of all attainment levels are often given the same work to do and this fails to challenge them suitably, particularly the high attainers. In a Year 2 literacy lesson, the books being used were so easy that good readers needed no guidance in reading the text and the teacher lacked the knowledge of how to develop higher level reading skills such as prediction and inference. The pace of learning is also slowed because teachers do not have adequate strategies to cope with a very small minority of pupils with behaviour difficulties. As a result, in some lessons these pupils occupy a disproportionate amount of the teachers' time and distract the other pupils from their work. Over-long whole class sessions are not well suited to ensuring that these demanding pupils are learning as well as they might.
12. Teachers in Years 3 to 6 have high expectations of pupils' attitudes, behaviour and standards of work. As a result, pupils come to school ready to learn, to listen to what the teacher and each other have to say and to concentrate on their work. Teachers rarely have to spend time correcting behaviour. This was well exemplified in a Year 5 literacy lesson when following a highly effective whole class session, pupils engaged in individual tasks. Because they had listened attentively to what was expected of them, pupils were able to get on with their work, achieved much in a limited amount of time and left the teacher free to give additional specific teaching to some pupils. Pupils, including those with special educational needs and higher attainers, are usually offered tasks that are well matched to their needs and this means that all are well challenged and learn well. In a small minority of lessons pupils do not learn as well as they might because the teacher spends too much time in whole class question and answer sessions, leaving little time for individual work. Some investigative work in science is directed too much by the teacher, restricting the opportunities for pupils to develop their skills of enquiry.
13. The school has a good number of talented teaching assistants who are valued members of the team. Many examples were seen where they provided effective support, particularly when they had been well briefed about their role. They supported groups of pupils, for example, in a Year 5 literacy lesson, helping pupils to identify instructional texts around the school, defining the audience and purpose for each. This contributes positively to the standards attained. Some assistants support individual pupils with special educational needs, encouraging them to answer questions and put forward ideas in whole class sessions and also to focus quickly on their individual work. These pupils make generally good progress because of the good support they receive. Where teaching is unsatisfactory, teaching assistants are not deployed so effectively.
14. Assessment procedures are not sufficiently or consistently developed across the school as a whole. Whilst optional National Curriculum assessments are used consistently and National Curriculum levels are passed from one teacher to another at the start of each year, there is no formal target setting to identify the level that each pupil is expected to reach at the end of each year. Neither are there regular, formal reviews to make sure that the pupils are on track. In the classes where teaching is good, in reception and Years 3 to 6, teachers compensate for a lack of formal whole school procedures by their diligent and detailed assessment and recording of what pupils know, understand and can do. They then match tasks to the needs of the pupils. For pupils with special educational needs in Year 5 individual targets are written on pieces of card on the pupils' desk to act as reminders to staff and pupils of what they are trying to achieve. The school has made good progress in addressing the key issue from the previous

inspection about marking in Years 3 to 6. Pupils now get regular, helpful feedback on the quality of their work. In Year 6, exemplary marking of the pupils' work forms a dialogue with pupils about how they might improve their work, and this contributes strongly to the high standards achieved.

The curriculum

The school provides pupils with a satisfactory quality and range of learning opportunities. Enrichment of the curriculum through events, visits and visitors is good. The opportunities for extra-curricular activities are satisfactory. The quality and quantity of accommodation and resources are broadly satisfactory.

Main strengths and weaknesses

- Good use is made of visits and visitors to enrich the curriculum.
- Pupils are prepared well for the transition from reception to Year 1 and Year 6 to Year 7.
- Resources are generally satisfactory but there are gaps in resources for English and the Foundation Stage.
- The time allocated for reading, especially in Years 1 and 2, is not sufficiently focused.

Commentary

15. The basic curriculum is enriched well by the good use of visits, visitors and sporting and arts activities. For example, Year 6 pupils benefit from a residential visit that helps them to develop their social skills of co-operation and working together. Arts activities, including music and dance productions and visits by artists, authors, dancers, musicians, a Shakespeare workshop, a theatre company and an internationally renowned photographer, all contribute well to pupils' understanding and appreciation of their own culture and that of others. Sports events have included swimming, football coaching, hockey tournament, badminton coaching, fencing demonstrations, archery and 'Kwick' cricket. As well as the sporting and art activities pupils visit the Milestone Museum for a Victorian day, the local church, a science and technology fair at South Hill Park and HMS Belfast. These first hand experiences enrich the curriculum and make it stimulating and relevant for pupils and enhance their learning.
16. The provision for pupils with special educational needs is satisfactory overall. Learning support assistants generally support the pupils well, but provision for a very few younger pupils with emotional and behavioural difficulties is not well developed. This work, however, is in hand as the school is working in partnership with the local education authority's behaviour support services to find effective strategies that will enable these pupils to become involved and to make at least adequate progress.
17. Pupils in the Foundation Stage are prepared well for the transition to Year 1 and the National Curriculum. Pupils in Year 6 are prepared well for their transition to secondary education.
18. Resources to support subjects are satisfactory overall. The school has improved the quality and quantity of computers well since the previous inspection. There is a lack of suitable resources for teaching reading and writing. This is especially noticeable in Years 1 and 2, where the lack of resources is having a negative impact on the teaching of the English curriculum and the standards pupils achieve.
19. Daily curriculum time given to whole class reading is of variable quality and has not been monitored rigorously by the school to check its impact on standards. In some classes, reading time is a focused activity, contributing well to the standards achieved, but in others, especially in Years 1 and 2, pupils often aimlessly look at books whilst teachers and support staff use the time to hear individual pupils read.

20. Accommodation has been significantly improved since the previous inspection. The accommodation consists of a number of separate buildings, which vary in age from modern to Victorian, including 2 temporary buildings erected during the Second World War. There is sufficient accommodation overall and the school has worked hard to make the most of what it has. Some classrooms are small but this does not inhibit learning. The newly built hall now provides good accommodation for physical education, assemblies and lunch and the development of the suite for ICT is a major improvement, although the impact has yet to be seen on the standards achieved by pupils. The new corridor that links the main teaching areas enables staff and pupils to move freely between buildings, helping communication and care of pupils. Outdoor facilities are satisfactory overall. The play equipment, swimming pool, quiet area and environmental area contribute to learning and the personal development of the pupils. Toilets have not yet been adapted for wheelchair access, although this work is planned.

Care, guidance and support

The school makes good provision for pupils' care, welfare, health and safety. The provision of support and guidance based on monitoring is unsatisfactory overall. The school's arrangements for involving pupils in its work are unsatisfactory.

Main strengths and weaknesses

- The very good relations between adults and pupils underpin the good care pupils receive.
- Pupils feel that there is an adult they can turn to in school if they are worried.
- Health, safety and security issues are managed well by the school.
- Assessment information is used very well in the reception class to provide support and guidance for children.
- The school currently makes no formal provision for incorporating pupils' views and ideas into school life.

Commentary

21. A strong and caring ethos is evident in the school. All members of staff demonstrate kindness and commitment to the children. The very good relationships between adults and pupils underpin the good care pupils receive, creating a good atmosphere for learning. The school provides a secure and inclusive environment in which pupils feel confident and valued. Parents particularly value the school's friendly, nurturing atmosphere. They believe that pupils are well cared for and, in turn, care for each other. Pupils are confident to approach adults if they are worried.
22. The management of health, safety and security issues is good. The governors' health and safety committee ensures that the premises are clean and welcoming and all matters of concern about the buildings are investigated and remedied as quickly as possible. Pupils' medical needs are carefully documented and all staff have received appropriate training. One parent commented how well staff and pupils support her child, who has a specific medical condition. Child protection procedures are in place and staff know they should report any concerns. There has been recent child protection training for teaching assistants but not for teachers.
23. Overall, the support and guidance for pupils' academic development is not good enough. Assessment arrangements are not applied consistently across the school and in Years 1 and 2 pupils do not receive well targeted support to help them improve their work. The very small minority of pupils with behavioural difficulties do not always receive the support they need to help them achieve the targets in their individual education plans. However, for the youngest children in the school, the reception teacher and teaching assistant use assessment information in a focused way to support the children, for example, to extend the learning of a higher attaining child or to praise a lower attaining child for small improvements. Similar good

use of assessment is present in Years 3 to 6. These interventions help pupils achieve well and grow in confidence.

24. Pupils expressed largely positive views about the school in the pupil questionnaire although not all felt that teachers listened to their ideas. In discussion, Year 6 pupils felt they were not consulted by the school and had few ways of making their views heard. The school has no formal means of seeking pupils' views at present and is overly reliant on informal means.

Partnership with parents, other schools and the community

The school has satisfactory links with parents, other schools and the community.

Main strengths and weaknesses

- Parents like the school and its ethos, and many bring their children from outside the immediate area to attend.
- Parents find staff approachable and are satisfied that their concerns are resolved.
- Parents are keen to support their children's learning and the life of the school.
- Parents feel that they do not have enough information about their children's progress, what they are learning at school or how to support them at home.
- Although the headteacher's 'open door' policy is known and valued, the school is not proactive enough in informing, involving and consulting parents.
- Membership of a group of local primary schools has increased opportunities for involvement in competitive sport.

Commentary

25. Evidence gathered at the parents' evening and in playground discussions during the inspection, shows that parents are highly supportive of the school and particularly like its ethos and sense of community. Some parents live five or six miles away and bring their children to the school in preference to more local schools. Parents feel the school is friendly and approachable and they know they can come in and see staff and the headteacher when necessary. They are confident that concerns will be resolved.
26. Parents read regularly with their children and actively support homework. There is a lively parent teacher association which raises valuable funds for the school through a range of fundraising and social activities. Recent purchases have included outdoor gazebos in the quiet area of the playground.
27. Nevertheless, a significant minority of parents are dissatisfied with the information provided by the school. Parents want more information about homework, including how they can support their children at home. They would also like regular information about the curriculum. The termly newsletter is currently retrospective and parents want more information in advance so they can plan for activities and look forward to events with their children. A significant minority of parents also want more information about their children's progress. There are currently two parents' evenings a year, although some parents said the timing of meetings immediately after school made it difficult for working parents to attend. Those who attend find the meetings useful. The quality of reports is not consistent between year groups but is satisfactory overall. The best reports are very good and include clear information about what pupils know, can do and need to learn next. Others are rather bland with less useful information.
28. Some parents also feel they would like to be invited into school more regularly, for example, for the harvest festival. There have been no surveys of parental opinion. Inspectors agree with parents that the school should be more proactive in providing information and seeking their involvement. Larger numbers of pupils from a wider geographic area, together with more working parents, means that parents need regular formal communication and information.

29. The school has satisfactory links with the community. Good links with the church enable pupils to experience services and performances in the special atmosphere of the church, and the local clergy come to school regularly to take assemblies. There are few opportunities to link with business or industry in the immediate area but these are used when circumstances allow. Membership of the local consortium of primary schools and specialist sports coaching has enabled pupils to take part in several local sports tournaments. Links with the local secondary school are good, enabling smooth transfer arrangements.

LEADERSHIP AND MANAGEMENT

Leadership and management are unsatisfactory overall. The headteacher provides effective leadership in terms of developing and maintaining a happy, purposeful and well-ordered school with a strong caring ethos. Whilst the headteacher and the governing body are aware of the weaknesses in provision and standards in Years 1 and 2 and have taken some appropriate action, so far they have not been successful in ensuring that all pupils achieve well. The leadership role of subject co-ordinators is under-developed. Management is unsatisfactory overall. The governance of the school is satisfactory overall.

Main strengths and weaknesses

- The headteacher is successful in creating a nurturing and friendly school; it is popular with parents, who particularly like the caring environment.
- The governing body is highly supportive to the school, works hard and is committed to its development but it has relied too heavily on the information supplied by the headteacher when evaluating its effectiveness.
- The school development plan does not have a sufficiently sharp focus on raising standards where they are currently weakest, therefore the school has not been successful in halting the fall in standards of pupils at the end of Year 2.
- The school does not have sufficiently rigorous systems to monitor its performance and evaluate its effectiveness accurately.
- The school does not have an established team of senior managers to support the headteacher in taking the school forward; the role of the subject co-ordinator is insufficiently well developed.

Commentary

30. The headteacher shows a very high level of commitment to the school and provides effective and caring leadership to ensure that it provides a friendly, nurturing environment for learning. He provides good leadership for the school's aim to achieve high standards in pupils' attitudes, relationships and behaviour, and the pupils do very well in these aspects of their development. The headteacher is well supported in achieving and maintaining this highly positive ethos by all staff, who show commitment to the inclusion of all pupils regardless of background or level of attainment. The success of the school in these terms is evident in its growth of pupil numbers, which have increased by around a third since the last inspection. Parents 'vote with their feet' and bring their children a number of miles to attend.
31. The success of the school in increasing its roll significantly has, in part, contributed to its current weaknesses. When the school was small, more informal methods of management, monitoring and evaluation enabled the school to develop soundly and achieve at least satisfactory results. The school population has grown considerably in recent years but the role of the headteacher, the school's management structure and systems to monitor and evaluate the work of the school has not developed to accommodate this growth. The headteacher acknowledges fully, for example, that the school does not analyse performance data to any great extent to monitor progress and raise standards, and accepts that this is an area for development. The headteacher is the only senior manager and the absence of a senior team has slowed the pace at which the school has developed. He still has significant regular class teaching duties, which together with providing teaching cover for absent class teachers has resulted in the school not having in place sufficiently formal or detailed procedures to check

how well it is doing. Persistent difficulties in getting adequate temporary cover for teachers have inhibited the development of the role of the subject co-ordinators. It is intended that they should monitor, evaluate and improve the quality of provision in their subject and raise standards, but planned non-contact time is frequently cancelled because cover is not available.

32. The school has identified a number of sensible general priorities to improve the quality of provision and standards. Increasing pupil numbers to enable single age group classes is a very positive move to improve the work of the school, as is the recent and planned development of accommodation and resources for learning, for example, in ICT. However, the lack of detailed systematic monitoring has resulted in some of the targets of the school development plan being insufficiently focused on halting the fall in standards at the end of Year 2. Currently, for example, the literacy target of purchasing resources to improve the handwriting of pupils in the junior part of the school is unnecessary because standards are already well above average in Years 4 to 6.
33. Financial planning is sound within the context of supporting the priorities that the school has identified, for example, the budgeting that has allowed single age teaching groups to be established in the school for the first time. This development has been highly successful in ensuring a good quality of education and good levels of achievement in the reception class and in Years 3 to 6, although there remain weaknesses in Years 1 and 2. The school manages its budget carefully and financial control is tight. The bursar works closely with the headteacher and finance committee of the governing body to monitor spending against financial plans and the last audit report had no areas for improvement. The school is diligent in ensuring that its purchases of goods and services represent good value.
34. The governing body is enthusiastic, hardworking and committed to the well-being of the school. It responded well to the findings of the previous inspection, and has shaped the development of the school through its policies to expand pupil numbers, bring an end to mixed age teaching and improve significantly the building stock. When the governing body and headteacher decide on a priority they pursue its development with rigour and effectiveness. This is exemplified in the successful work to improve the school's accommodation. Whilst a number of governors work in the school and the vice chairman is a very regular and supportive visitor, overall the governing body has tended to rely too heavily on the information supplied by the headteacher. The governors scrutinise the results of the school as presented in reports from the headteacher but have not asked sufficiently probing questions to understand fully the school's current and predicted performance. They are thus not able to ensure that the school is doing everything possible to ensure that all pupils achieve as well as they might.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	393465	Balance from previous year	15686
Total expenditure	384266	Balance carried forward to the next	24885
Expenditure per pupil	2745		

The proportion of the budget that is carried forward to the next year represents a sensible contingency.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**. They enter the school with broadly average attainments, get a good start to their education and achieve well, however, overall standards at the end of the reception year remain average. This unusual picture of average overall standards resulting from good provision and achievement needs explaining. A particular feature of the school, and the local education authority as a whole, is that children start school in the term of their fifth birthday, so enter at the start of the Autumn, Spring and Summer terms and move together to Year 1 the following September. Inspection evidence suggests that children who are currently in the school, and who will have 3 terms in this lively and well-organised class, are likely to exceed the expected learning goals for children of this age. Children who have only one or two term's schooling before they move to Year 1 generally have less time to cover the Foundation Stage programme of study or to attain the early learning goals for each area. This means that as a whole class, the standards at the end of the year are broadly average. It is the amount of time that children spend in the reception class, rather than the good quality of the provision they receive, that determines the extent to which they achieve or exceed the learning goals expected of pupils at the end of the reception year. The results of the Foundation Stage Profile completed in June 2003, when children were taught in a mixed reception and Year 1 class, show that their attainment was below the average for the local education authority.

The quality of teaching is good and during the inspection teaching was often very good. The class teacher works closely with her very effective classroom assistant and as a result the nine children currently in the class are making rapid gains in their academic, social, personal and emotional development. The curriculum provides a wide range of challenging and stimulating activities that are well matched to children's needs. For the first time this year there is a separate reception class with younger children from Year 1 join them for some sessions. These arrangements are working well.

Children enter the reception class with a wide variety of pre-school experience. There is no liaison with pre-school providers so the school has little information about children's learning when they start school. However, assessments are quickly made and children's progress is diligently and accurately monitored. The school does not analyse data on the performance of the children to find out how well they compare with standards generally found at the end of the reception year in other schools within the local education authority. The class teacher establishes very good relationships with parents, for example, she takes children to the gate five minutes before the rest of school ends so she can talk to the parents informally. The accommodation is not ideal, being totally carpeted and rather too small to set up permanent painting, role-play or sand and water areas. There is no immediate access to a suitable outside play area but due to the very good planning and organisational skills of the class teacher this is not detrimental to children's achievement. The room is under-resourced, which the teacher remedies by providing much of her own equipment, such as construction sets, dressing up clothes and many of the books in the reading area. All adults manage children very well and the very good ratio of adults to children ensures that the needs of all are met well. There is no designated Foundation Stage manager. It is not possible to compare previous and current provision because there was no reference to children in the Foundation Stage in the previous inspection report.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The children achieve very well because adults have high expectations that they will be polite, cooperative and respect each other and their classroom.
- Children's attitudes to school and their behaviour are very good.
- Teaching is consistently very good.

- The teacher and classroom assistant know the children very well and provide activities that match their needs very precisely.

Commentary

35. Very good teaching pervades all classroom activities. The teacher and classroom assistant ensure that the environment provided and the ethos of the class help the children learn quickly the correct way to behave, the school routines and how to work cooperatively. The visual timetable is a good feature of helping children to know what the school day holds for them. Children are well taught in how to relate to others politely. For example, in playing in the shop, children are expected to take turns in buying sweets. The teacher emphasises the importance of saying good morning to the shopkeeper and remembering please and thank you for purchases. Further good incidental teaching about personal hygiene was noted when the teacher insisted all children washed their hands after handling real money. Although no examples were seen of children working together cooperatively unsupervised, the class teacher reported that children had recently made puppets and then spontaneously created a puppet show together. Detailed formal records show most can change unaided for physical education. Planning documents show there is a strong formal curriculum for personal, social and health education. The current ratio of two adults to nine children for much of the day enables the children to settle quickly and feel secure. Children's very good attitudes and behaviour have a positive impact on their academic achievement and their personal development. The children observed during the inspection are on course to attain well beyond the Early Learning Goal for this area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The very small number of children currently in the class results in adults having constant opportunities to develop the children's language skills.
- Teaching is good and children achieve well.
- High emphasis is placed on the teaching of sounds, forming letters correctly and starting to read.
- A lack of suitable books prevents group guided reading.
- There are a wide range of opportunities for children to develop good speaking and listening skills.
- The teaching of speaking, reading and writing is well integrated.

Commentary

36. Most children currently in school are on course to exceed the early learning goals by the end of the reception year. The good teaching, which leads to children achieving well, is based on detailed records of children's language development. This assessment is used well to plan for the next stages of children's learning. There is constant good quality dialogue between children and adults. The class teacher and her assistant tailor their speech and questioning well to meet the needs of individual children and to help them find the right words to develop good communication skills. The teacher plans many good opportunities for children to extend their vocabulary, for example, through role-play in a castle, a garden centre or a doctor's surgery. She gives them opportunities to develop listening skills by reading them stories and poems. There are high expectations that they will listen and speak clearly. Consequently, children develop a wide vocabulary and good listening skills. The classroom assistant also plays a vital role in children's achievement, for example, acting as shopkeeper she modelled good conversational skills which the children quickly copied. The teacher provides good experiences

for children to develop a wider vocabulary through inviting visitors such as the police and authors of children's books to talk to children.

37. Good teaching of writing is characterised by providing a wide range of opportunities for children to practise their skills through constructive play, such as writing tickets for the puppet show. They are also provided with more formal opportunities to practise writing patterns and copy over and under the teacher's model script. The teaching of correct letter formation is integrated well with phonic teaching in reading. For example, children write their own class books based on the story of 'The Hungry Caterpillar'. Children achieve well and by the end of the reception year produce independent writing about their news or other curriculum areas such as the sunflowers they have grown, although those in school for the least time generally have not fully reached that point.
38. The development of reading skills also has high priority and is well taught. There is a good programme of teaching sounds and learning the words most commonly found in the initial books of the school reading scheme. All children are encouraged to take these home to share with their parents. Guided reading in groups cannot be undertaken because there are no suitable sets of books. Currently the small numbers enables the teacher or classroom assistant to hear children read individually each day and these children are learning fast and achieving very well. Children join in with school Book Week and this develops their awareness and enjoyment of children's literature well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is often very good.
- The classroom assistant makes a very positive contribution to the children's learning.
- Adults question children very well and use a wide variety of interesting activities.

Commentary

39. Children currently in school are on course to exceed the early learning goals by the end of the reception year. Adults take every opportunity to develop the children's mathematical skills, particularly the development of mathematical language. One interesting activity was going on a hunt for shapes around the school. Adults question the children very well whilst they are engaged in a variety of activities, always trying to draw out and encourage mathematical understanding. The teacher makes good advantage of registration times and whilst setting out equipment to count and apply number concepts. She makes good use of the mathematics within the stories she reads. For example, after reading 'Dear Zoo', children made and wrapped parcels and developed a good vocabulary for comparative weight.
40. The very good teaching seen during the inspection was characterised by a snappy pace so that children remained interested, exciting methods that captured children's imagination and structured play carefully orchestrated by the class teacher and her assistant. These lessons resulted in very good learning and achievement. The teacher set out a sweet shop and produced purses with real penny coins for each pupil to spend. Children were instantly keen and ready to learn. The classroom assistant, acting as shop keeper, quickly turned the structured play into a very good learning experience by asking good humoured questions that challenged the children and made them think hard about how much they could buy with their money. The small number of children meant that all were constantly involved. They enjoyed the sessions and learned a lot.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

41. It is not possible to make an overall judgement of provision or standards as no teaching was seen during the inspection. There is a wide and stimulating curriculum based on first hand experiences and enhanced by visits and visitors. The classroom display shows children know that some toys move by pushing and pulling. The photographic record shows they know how cress seeds grow. Children visit Marwell Zoo and find out about the fire service and guide dogs through visitors to the classroom. They use the computer regularly and develop good mouse control and understanding of using on-screen tools, which is evident from the coloured patterns that have been printed and displayed in their room. By showing children an old Andy Pandy video in black and white and comparing it with a recently released coloured version the teacher gives children a good insight into how technology has changed over the last forty years.

PHYSICAL DEVELOPMENT

42. It was not possible to make an overall judgement of provision or standards as little activity was seen. Provision for the development of gross motor skills is limited due to the lack of safe area within sight of the classroom with suitable climbing apparatus. However, children are taken for short sessions each day to use the playground for their wheeled vehicles and they join in dance lessons with Year 1 pupils. All children develop their manipulative skills well by handling clay, scissors and small toys.

CREATIVE DEVELOPMENT

43. It was not possible to make an overall judgement of provision or standards. Children made puppets from material, straw and plastic cups, which they then used to make a puppet show. Paintings on the wall show children use colour well and have good opportunities to paint both freely and for special effects, such as their self-portraits. Role-play is a key feature, and photographs show children thoroughly engaged in a wide range of imaginative play. During the inspection children were seen working hard to learn songs for their Christmas production for parents.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- The provision is unsatisfactory overall because of the dip in standards at the end of Year 2, which is caused by unsatisfactory teaching and learning. As a result, pupils underachieve in Years 1 and 2.
- The provision in Years 3 to 6 is good and leads to above average attainment by Year 6.
- Marking is particularly good in Year 6.
- The presentation of work and pupils' handwriting in Years 4 to 6 is very good.

Commentary

44. Provision in Years 1 and 2 is unsatisfactory because:
 - Teaching is unsatisfactory;
 - Assessment systems and the use of assessment to inform teachers' planning, track pupils' achievements and to set targets are unsatisfactory;
 - Standards have steadily declined and reading standards are at the lowest point for six years;
 - Provision for higher attaining pupils is poor;
 - There are insufficient books in the reading scheme and for guided reading;
 - Leadership and management are ineffective in raising standards.
45. The overall standards of pupils at the start of Year 1 are broadly average, although attainment varies widely; pupils who have spent three terms in the reception class generally start Year 1 with higher standards than those with only one term in reception. Because the school does not have effective systems to track pupils' progress it is largely unaware of how unsatisfactory the provision is in Years 1 and 2 and how much individual pupils underachieve. This is further compounded by a lack of teachers' knowledge of different levels of the National Curriculum. For example, last summer in the National Curriculum assessments at the end of Year 2, teachers assessed the attainment of a significant percentage of pupils as above average, but in the national tests no pupils attained above average standards in writing and only a very small proportion attained above average standards in reading. The reading diaries and teachers' records are insufficiently diagnostic to show progress and contain mostly bland statements such as 'excellent reading today'.
46. Despite input from the local education authority and the headteacher, teaching is unsatisfactory in both classes; lessons lack pace and interest and teachers fail to inspire the pupils. One Year 2 teacher has no recent literacy training and has limited knowledge of how to develop reading or writing skills. Teachers do not tailor their teaching sufficiently to the needs of the pupils nor focus clearly on what they want pupils to learn. For example, Year 1 pupils learnt very little about finding facts from non-fiction writing because the worksheets they were given were far beyond the reading ability of all but two pupils. Classroom assistants were insufficiently briefed about the purpose of the lesson and adapted the activity to colouring in different parts of the picture. The teacher in her group focused more on increasing pupils' knowledge about different types of aircraft than on developing reading ability. Consequently, pupils' achievement in developing reading skills was poor. In an unsatisfactory Year 2 lesson, poor management of behaviour resulted in too much noise from the rest of the class for the teacher to hear pupils who were reading in her guided reading group. The books being used were too easy for these good readers and the teacher lacked the knowledge of how to develop higher level reading skills such as prediction and inference. The timetabled individual silent reading sessions are not

sufficiently effective because too much time is wasted. The reason pupils make as much progress as they do is because of the generous amount of help from classroom assistants that ensures pupils read regularly to an adult at school and the good co-operation of parents in hearing reading at home.

47. Reading is under-resourced in Years 1-2 and this adversely affects the rate at which pupils learn. There are insufficient good quality reading books in class reading corners. The reading schemes are too narrow to give pupils a sufficiently broad experience. Pupils often read comparatively well within the confines of the restricted vocabulary in the reading schemes but are not developing the ability to read more widely. Higher attaining readers do not have enough books with sufficient challenge.
48. Teachers in Years 1 and 2 lack high expectations and the development of writing is not well planned. Pupils' handwriting and the presentation in their books are well below the standard that is usually found in Years 1 and 2. Spellings taken home to learn in Year 2 are not matched to pupils' prior attainment and so are of limited use in moving pupils forward as they are too easy for some and beyond the ability of others. Handwriting practice books show teachers accept and give praise whether letters are formed correctly or not. The teaching of punctuation is unsatisfactory. For example, Year 2 pupils were asked to use commas before the majority had mastered full stops. Pupils made limited progress and by the end of the lesson only one pupil was able to give a correct reason for using commas.
49. Standards in speaking and listening are average in Year 1, 2 and 3 and above average in Years 4 to 6. Most pupils speak confidently and listen well and this has a significant impact on their achievement.
50. Provision in Years 3 – 6 is good. Standards have been maintained at a high level and improvements are in line with those found nationally. Pupils, including those with special educational needs and higher attaining pupils, achieve well throughout the junior part of the school. Pupils with special educational needs are particularly well supported and every effort is made by staff to raise their attainment by carefully planned work, attentive support and encouragement. In all year groups there is a wide span of ability. Boys appear to do better than girls in the National Curriculum tests but inspectors found no evidence of differential achievement in the work seen nor other evidence why this should be the case.
51. The quality of teaching and learning in Years 3 to 6 is good. Teaching is planned well, is stimulating and lessons are conducted at a good pace with teachers inspiring their classes. For example, Year 4 pupils were encouraged to shut their eyes and imagine a winter's morning. The excitement was tangible as the teacher created a scene through his graphic description that left all pupils eager to start their poem.
52. Pupils' increasingly high reading levels enable them to access all curricular areas well, for example, in Year 5 to find out about the Egyptians from non-fiction books and the Internet. Staff have worked hard and successfully to drive up standards in handwriting, which was a key issue at the previous inspection. Pupils' handwriting is now extremely neat and books are a pleasure to look at. The marking of pupils' work in Year 6 is outstanding. The teacher describes it as 'a dialogue with pupils to help them improve'. Formal targets are not set as part of a whole school target setting and review process, although teachers do talk to pupils informally about how to improve their work and this is effective in enabling them to learn at a good rate.
53. Leadership of English is unsatisfactory and contributes to the low standards in Years 1-2. No clear view has been formed of how to raise standards based on a detailed analysis of weaknesses. The literacy action plan, which is part of the school development plan, lacks precision and will not lead to sufficient improvement; the plan devotes time and resources to the improvement of handwriting standards in the junior years when standards are already strong in Years 4 to 6. English is not well managed as systems, procedures and resources are

ineffective in raising standards and despite some attempts to remedy it, teaching is unsatisfactory.

Language and literacy across the curriculum

54. Pupils use their language and literacy skills satisfactorily in other subjects. For example, they use correct scientific vocabulary and write reports in religious education in Year 5 about Jesus and Zaccheus.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Teaching and learning are good in Years 3 to 6; pupils achieve well and standards are above the national average at the end of Year 6.
- Teaching and learning are unsatisfactory in Years 1 and 2; pupils underachieve and attain standards below the national average at the end of Year 2, especially at the higher Level 3.
- Learning support assistants support lower attaining pupils well.
- Pupils in Years 3 to 6 have very good attitudes and work well together.
- Errors and misconceptions by pupils are not always used by teachers to develop pupils' understanding of new concepts.

Commentary

55. The overall provision for mathematics is unsatisfactory because of the unsatisfactory quality of teaching in Years 1 and 2, which results in the pupils underachieving. This has declined since the previous inspection. The above average standards at the end of Year 6 are an improvement since the previous inspection when standards were in line with the national average. No difference was observed between the achievements made by boys and girls.
56. During the inspection week, teaching observed in Years 1 and 2 was satisfactory. However, the evidence from pupils' books, teachers' records and data analysis shows that teaching is generally unsatisfactory and that pupils are making unsatisfactory progress. Higher attaining pupils in particular are underachieving, with none reaching the higher Level 3 in the National Curriculum tests in 2003. Assessment of pupils does not inform teachers' planning sufficiently to ensure that pupils are being given suitably challenging work. Evidence of work in workbooks and on worksheets shows that pupils are often given the same work, irrespective of ability. In some books, work is not marked or is incorrectly marked. Lower attaining pupils make sound progress and achieve satisfactorily because of the often good support they receive from learning support assistants. Teachers do not have effective strategies to teach the very few pupils with behavioural difficulties. Consequently these pupils often disrupt lessons, which reduces the pace of learning for all and contributes to unsatisfactory teaching. However, the behaviour of the majority of pupils in Year 1 and 2 is satisfactory. There has been a decline in teaching since the previous inspection, when teaching was judged to be satisfactory.
57. Teaching in Years 3 to 6 is good overall and results in good learning and good achievement. This represents an improvement since the last inspection, when teaching was judged to be satisfactory. Teachers' command of the subject is good and pupils are challenged by the tasks they are set. They work well together in lessons and support each other well. Pupils' attitudes are very good. Good use is made of learning support assistants to support lower attaining pupils. For example, in a good Year 6 lesson the teacher quickly engaged and challenged pupils with a well paced introduction to develop mental strategies for addition. The lesson moved on to the introduction of measurement of angles using a 360 degree protractor. The class teacher and learning support assistant continually monitored pupils to ensure they understood the task

and could use the protractor correctly and accurately. The teacher used pupils' errors well as teaching points. The well-matched work engaged all pupils and ensured that they all made good progress in the lesson and achieved well. By the end of the lesson, pupils were accurately measuring and constructing angles.

58. Marking throughout the school does not always set future targets for which individual pupils should aim. However, in Year 4, comprehensive comments are written in pupils' books to support their learning. In the good lessons observed, good use was made of key vocabulary and pupils' errors and misconceptions to support learning. However, in the satisfactory lessons these elements were often underused or absent. Insufficient use is made of ICT to support mathematics.
59. The co-ordinator is new to the post and soundly manages the subject. She monitors long-term plans but has not had time to monitor teaching and learning regularly or work alongside colleagues. However, she has a good understanding of the strengths and weaknesses of the subject and a clear vision for the future.

Mathematics across the curriculum

60. Mathematics and numeracy are used satisfactorily across the curriculum but opportunities are not always planned for. For example, in geography Year 6 pupils use four-figure map references. In Year 5, pupils construct and interpret graphs in science to show changes in temperature and draw computer generated pictures using shapes in the style of Matisse's 'The Snail'. In Year 4, pupils interpret time lines and compare the day in the life of a Victorian worker with the use of time in a pupil's day. However, opportunities are missed, for example, in Year 2 history books there was no evidence of time lines and in design and technology books, designs do not always show careful measurements of the product to be produced.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards by the end of Year 6 are above average because teaching and learning are good in Years 3 to 6 and pupils achieve well.
- Standards by the end of Year 2 are below average because teaching and learning are unsatisfactory in Years 1 and 2 and pupils underachieve.
- Assessment is unsatisfactory.
- Insufficient use is made of practical science in Years 1 and 2.

Commentary

61. The overall provision in science is unsatisfactory because of unsatisfactory teaching in Years 1 and 2, which results in unsatisfactory achievement. Standards in Year 2 have declined since the previous inspection, when they were judged to be average. In Years 3 to 6 pupils achieve well due to overall good teaching. Standards have improved since the previous report when they were judged to be average. Generally, lessons are practical, which supports pupils' good understanding of the nature of science, especially in Years 3 to 6, and gives them the opportunities to discuss their experiments and make conclusions based on first-hand experience. However, in a Year 2 lesson observed, unsatisfactory management of the class by the teacher and unsatisfactory behaviour by a very small minority of pupils impacted negatively on the pace of the lesson and on the learning of the whole class. The serious disruption caused by a few pupils meant that the teacher could not engage pupils in the task as she became too involved in trying to manage behaviour. Because of this, others in the class became bored and restless and failed to understand or complete the task.

62. In Years 3 to 6 pupils behave and work together well because lessons are managed effectively. For example, in a good Year 6 lesson about the structure and function of the skeleton, the teacher's good knowledge of the subject, clear exposition and setting of time limits for the completion of tasks results in a well paced lesson in which pupils worked well to understand that in movement one muscle contracts and the other relaxes.
63. Boys and girls make similar progress and in Years 3 to 6, pupils with special educational needs achieve well, often because of the good support they receive from learning support assistants. However, the use of assessment to inform planning and to match work to the different abilities of pupils is unsatisfactory overall. An analysis of pupils' books shows that the quality of marking varies from class to class and in some classes the work set is very similar for all pupils, irrespective of their ability. For example, although books in Year 4 are very well marked with comments to take pupils forward, the work presented by the higher, middle and lower attainers is similar and, at times, exactly the same. On the weekly plans of some teachers, assessment is shown as being "not applicable", which is clearly not the case.
64. The management of the subject is satisfactory. However, the co-ordinator has not had the opportunity to lead the subject. She has a good understanding of the strengths and weaknesses of the science curriculum and a good understanding of how the subject should develop but she has not been given the time to monitor teaching and learning or to work alongside colleagues in order to ensure that the planned curriculum is being taught well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- Standards by the end of Year 2 and Year 6 are below average.
- Assessment to support the subject is unsatisfactory.
- The quality of teaching in Years 1 and 2 is unsatisfactory overall.
- Not all teachers are confident with teaching ICT.
- The use of classroom computers is unsatisfactory.

Commentary

65. Provision for ICT is unsatisfactory overall because teaching and learning in Years 1 and 2 are generally unsatisfactory, and pupils throughout the school do not have sufficient opportunities to use their classroom computers. The limited use of computers on a regular basis has a negative impact on standards, as pupils are often unable to consolidate or develop new skills and knowledge in between the weekly lessons taught in the computer suite. As a result, pupils are not making the progress of which they are capable, they underachieve and by the end of Year 2 and Year 6, pupils' skills and knowledge are below the national average. Teaching and learning in ICT lessons in Years 3 to 6 is satisfactory, and during these sessions the pupils learn at an appropriate rate. Unsatisfactory management of Year 2 pupils, in class and in the computer suite, has a negative impact on their work. The majority of teachers are not being kept up-to-date with initiatives and training and are not fully confident with programs and the wealth of educational Internet sites available to schools, which can enhance pupils' learning. Boys and girls make similar progress throughout the school.
66. Good use is made of classroom assistants to support the teaching of ICT and one learning support assistant also acts as a voluntary technician. The majority of lessons take place in the suite. Pupils in Years 3 to 6 are well managed and generally work well together. They enjoy working with computers. Pupils in Years 1 and 2 are not always managed well and so some disrupt the work of others. There is no coherent system of assessment of pupils' knowledge and skills, especially for those who bring skills from home, and so work does not always match

the needs of the higher attaining pupils. All of these factors contribute to the unsatisfactory standards and achievement by the end of Year 2 and Year 6.

67. The co-ordinator is very new to the role and has not had time to develop his role. He is ably supported by a learning support assistant who, although she has a limited knowledge about curricular development, has good knowledge about hardware issues and programs. Resources for learning are of good quality and have improved significantly since the previous inspection. The computer suite is in a spacious room but worktops for the computers are too narrow for pupils to comfortably work on and chairs are too close together in some areas, which makes it difficult for pupils to work without jostling others. Teachers do not consider the position of the mouse for left handed pupils. One printer is difficult to access when pupils are working at the computer next to it. Since the last inspection there has been sound progress in addressing the key issues of resources and the ICT curriculum but this has yet to raise standards sufficiently.

Information and communication technology across the curriculum

68. ICT is not used satisfactorily across the curriculum. Whilst it is used satisfactorily to support learning in some subjects and some classes, there is great inconsistency, frequently linked to the variable expertise and experience of the individual teachers. ICT is used satisfactorily, for example, when Year 6 pupils design cards using an art program, research information for history topics and use a publishing program to design brochures. Year 5 pupils construct shape pictures in the style of Matisse and use a music program for compositions. Word processing was used in a Year 4 English lesson to assist pupils write about Florence Nightingale. The majority of classes use art and word processing programs. However, opportunities for pupils to consolidate and develop work during classroom lessons are underdeveloped and, because of technical problems with some computers, pupils have not had the opportunity to use e-mail.

HUMANITIES

One lesson was seen in religious education in Year 4. Evidence was also drawn from assemblies, and from scrutiny of work. Only two lessons in geography were seen in Years 3 and 5 and three lessons in history in Years 4, 5 and 6. Consequently it was not possible to make secure judgements on the overall provision in these subjects.

69. In **religious education**, from the samples of work it is evident that standards are in line with the locally agreed syllabus for Bracknell Forest by Year 2 and Year 6. In the one lesson observed teaching was good. A learning support assistant provided very good support and first hand knowledge of the Muslim religion. The good use of questioning within the lesson lead to pupils developing a deeper understanding of Islam and of the religious and cultural significance of Ramadan.
70. Teaching in **history** is good in Years 4 to 6 and pupils achieve well. The pupils show a keen interest in and greatly enjoy their history lessons. There has been good improvement since the last inspection and standards are now above average at the end of Year 6. The lessons often begin with interesting discussions that stimulate the pupils and engage them in historical enquiry. Artefacts are used really well to capture the interest of pupils and illustrate how life has changed. In a very good Year 6 lesson about the Second World War, the class teacher showed the pupils her grandparents' ration books to get over the idea that food and other provisions were in short supply. The pupils' enthusiasm reached new heights when the teacher produced a Lord Woolton vegetable pie for them to taste, in order to give them the experience of eating wartime food. The pupils were fascinated, listened attentively and asked many questions that extended their understanding well. Questioning is used well to encourage pupils to think about how life is different now from times past. In Year 4, for example, the pupils were prompted by good questions and eagerly discussed the differences between life in Victorian times with life today from the viewpoint of rich people and servants, extending their knowledge of how technology has revolutionised household chores. Other forms of resources are used well, for example, in the Year 5 lesson about ancient Egypt where pupils started to select and link

information from a variety of sources. Pupils used CD-Roms, the Internet and books to research the use of amulets, the importance of gods and goddesses and the influence they had on the life of the people. The class teacher had high expectations, demanded a high standard of presentation in the pupils' work, organised the pupils well and as a result, highly purposeful learning ensued in a calm working atmosphere with a 'buzz' of excitement from the pupils as they found out more and more.

71. There is a good curriculum with strong links to other subjects, such as art, when pupils make clay objects and pyramids out of card when studying the Egyptians and literacy links when writing a factual account of a visit to a toy museum. The school makes very good use of visits to places of historical interest such as a Blitz exhibition, and theme days such as a Victorian day, to add colour and depth to the topics.
72. In **geography**, evidence indicates that standards are above average by the end of Year 6. In the lessons seen, teaching was satisfactory in Year 3 and good in Year 5. A strength of both lessons was the use of questioning to extend the pupils' knowledge and understanding. In their studies of Chile, Year 5 pupils show good levels of understanding about how climate and topographical features such as mountains and coasts affect levels of populations and use of land. The presentation of work in the pupils' books demonstrates the high expectations of the teacher. The pupils follow a published scheme and work seen in pupils' books indicates that a broad range of topics is studied. Pupils in Year 6 talk enthusiastically about the topics they have studied, and similar good attitudes were observed in lessons.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson in art and design in Year 4, and one music lesson in Year 1 was seen. No lessons were seen in design and technology although work on display was examined. Insufficient work was seen to make overall judgements about provision or standards in physical education.

73. By the end of Year 2, pupils' achievement in **art and design** is satisfactory and standards are in line with national averages. By the end of Year 6 standards are above average and have been maintained since the previous inspection. In Years 3 to 6 the achievement of pupils is good. The good range of western artists studied, the good range of materials used and the good range of visits and visitors enrich the art curriculum. For example, good links with a local arts centre led to an artist in residence in the school who helped pupils produce a good range of sculptures and models under the theme of 'The Rainforest'. An internationally renowned photographer worked with Year 5 pupils to produce photographic storyboards. Year 6 pupils spoken to talked with animated enthusiasm and enjoyment about the opportunity to take photographs and to work with a professional photographer.
74. The co-ordinator manages and leads the subject well. She has ensured that the subject has a high profile, which is reflected in the good quality of art displayed and the wide range of western artists studied. For example, pupils paint and draw in the style of Matisse, Van Gogh, Turner, Rousseau and Braque and make clay models based on Rodin's 'The Kiss'. The use of ICT to support the subject is good. For example, Year 2 pupils draw line pictures, Year 5 pupils use a mathematical computer program to generate shape pictures in the style of Matisse's 'The Snail' and Year 6 pupils design and make Christmas cards with the picture produced on the computer. The co-ordinator is aware that the use of assessment to inform planning is an area for development.
75. Standards in **design and technology** are at least in line with national expectations by the end of Year 2 and Year 6. The curriculum is soundly planned so that pupils' skills are built upon each year. Samples of pupils work shows that not all pupils are given the opportunity to evaluate their product in order to consider ways that it can be changed or improved upon. Good links have been made with the community to enhance the curriculum, For example, pupils have taken part in a 'Solar power challenge' and a 'Flying machine challenge' organised by the local school-business partnership.

76. In the one **music** lesson seen, the youngest pupils were singing enthusiastically to taped music in preparation for their Christmas presentation. During assemblies, pupils sang tunefully. There is no choir or orchestra but some junior pupils form a lunchtime recorder club and a few have guitar and piano lessons from visiting teachers. Visiting musicians such as a brass ensemble enable pupils to experience live music. Older pupils say they have limited opportunities to use percussion instruments and most lessons consist of following tape recordings.
77. In **physical education**, children in the reception year were observed together with pupils in Year 1 for a short time in a movement lesson. The pupils moved with appropriate levels of control and interpreted the music creatively. They showed obvious enjoyment in what they were doing and when a few were asked to show their work to the rest of the class they did so with maturity and obvious pride. A similar short observation was conducted in a Year 2 gymnastics lesson where pupils used the apparatus creatively to move in a variety of ways. The quality of their movement was at least at expected levels with a significant minority showing good control in their landings from the apparatus. Pupils in the upper years have the opportunity to experience specialist sports coaching and have participated in several local sports tournaments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

78. No lessons were observed in these aspects of the curriculum so no overall judgement can be made. Planning for PSHE is based on a published scheme, which ensures sound coverage and progression. Sex education, and drugs misuse and abuse, are taught in line with the policy of the governing body.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

