

INSPECTION REPORT

KENNET VALLEY PRIMARY SCHOOL

Calcot, Reading

LEA area: West Berkshire

Unique reference number: 109898

Headteacher: Mrs Kathryn Cockar

Lead inspector: Peter Nickoll

Dates of inspection: 29 September – 01 October 2003

Inspection number: 256590

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:	227
School address:	Carters Rise Calcot Reading
Postcode:	RG31 7YT
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G I Clay
Date of previous inspection:	11/01/1999

CHARACTERISTICS OF THE SCHOOL

Kennet Valley Primary School is situated in Calcot, West Berkshire. Calcot is a small community on the Western edge of Reading. It is a Community School with 227 pupils on roll, 128 boys and 99 girls, aged from four to eleven years. There are 20.6 per cent of pupils entitled to free school meals; this is close to the national average of 20 per cent. A significant proportion of pupils, 20 per cent, are from minority ethnic backgrounds although no single group predominates. Three pupils speak English as an additional language. There are 50 pupils, (22%), on the school's register of special educational needs of whom 25 are on school action plus. This is close to the national average. There are four pupils (1.8%) with a statement of special educational needs, which again is close to the national average for primary schools (1.7%). Children from the usual range of socio-economic circumstances enter the school with attainment judged to be close to the average. The school has been awarded the Basic Skills Quality Mark for Primary Schools and has been granted Investor in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22033	Peter Nickoll	Lead inspector	Mathematics History Geography
19436	Michael O'Malley	Lay inspector	
3205	Janice Sullivan	Team inspector	Foundation Stage Religious Education Art and Design Music
25466	Gary Perkins	Team inspector	English Design and Technology Physical Education Special Educational Needs
32399	Peter Goringe	Team inspector	Science Information and Communication Technology English as an Additional Language.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school that has made many improvements under the strong leadership of the headteacher and governors. The school is ready for and committed to undertaking further improvements. Pupils with special educational needs achieve well. Pupils' achievement is good in English and mathematics in both key stages. They attain the standards expected for their age and stage in all subjects of the National Curriculum and religious education, except for information and communication technology in which standards attained by the oldest pupils are above those expected. Pupils' behaviour, both within the classrooms and outside the school, is very good. Pupils have positive attitudes both to learning and towards their school. Teaching overall is good; especially the teaching of literacy, numeracy, ICT and the Foundation Stage. There have been significant improvements to the curriculum provided for the pupils; as a result, the curriculum is now both broad and balanced. The support and guidance offered to pupils is very good and the pupils are well cared for. The leadership, governance and management of the school are good. **This is an effective school that provides good value for money.**

The school's main strengths and weaknesses are:

- The school is very inclusive. It cares and provides for all its pupils very well.
- The strong leadership of the headteacher and governors.
- The very good behaviour and positive attitudes of its pupils.
- The very good support and guidance that the school provides for its pupils
- The good curricular provision for pupils in the Foundation Stage.
- The good standards pupils achieve in information and communication technology.
- The good accommodation that the school provides.
- The good links with the community and other schools.
- Curriculum leadership in the non core subjects is as yet under developed.
- Assessment in the non core subjects is under developed.

Improvement since the last inspection has been good. All of the key issues have been addressed. Standards have improved in writing in Years 1 and 2 and in information and communication technology and religious education Years 3 - 6. The provision for the under fives has been significantly improved and it is now good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	A	A	A*
mathematics	C	A	C	A
science	D	C	D	C

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

Achievement. The achievement of all pupils, including those from minority ethnic groups and those with special educational needs, is **good**.

Pupils enter the school aged 4 with average levels of attainment. They demonstrate good standards of attainment and achieve well in personal and social and emotional development, communication, language and literacy development and physical development. Their attainment in mathematical development, knowledge and understanding of the world and creative development is sound. Pupils' achievement is satisfactory in these areas of development.

Standards at seven were well below the national average in reading, writing and mathematics in 2002, but because of an initiative to raise standards, especially in writing, standards are now judged to be average in reading, writing and mathematics. Pupils' achievement in these subjects is **good**. Standards at eleven in 2002 were well above average in English, average in mathematics and below average in science when compared to all schools. Following analysis of pupils' work, the 2003 test scores and discussions with pupils, standards are judged to be average in English, mathematics and science. Nearly all pupils made very good progress through Key Stage 2 when compared to their Key Stage 1 test scores.

Pupils' personal qualities are good. Their spiritual, moral, social and cultural development is good with particular strengths in the way pupils respect and value each other.

Attitudes. Pupils have positive attitudes to school.

Behaviour. Behaviour in and around school is very good.

Attendance. Attendance rates are close to national average and are therefore satisfactory.

QUALITY OF EDUCATION

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

Teaching. On balance, the quality of teaching is **good**. It is rarely less than satisfactory; at times it is very good. Some very good teaching was observed in all parts of the school; however, the teaching of the youngest pupils was never less than good. The best teaching was of English and mathematics where the successful implementation of the National Strategies and the planning of work, closely matched to pupils' needs, had a positive impact upon pupils' learning. The teaching of the non-core subjects, including art and music, was satisfactory overall because the teaching did not always take sufficient account of the range of attainment within each class. The range of curricular opportunities provided by the school is satisfactory in Years 1 to 6. In the Foundation Stage it is good. Opportunities for enrichment through extra-curricular provision are good. The accommodation is of a good standard.

LEADERSHIP AND MANAGEMENT

The headteacher and governors provide **strong leadership**. The school has a positive ethos of continuous improvement. Overall the school is **well managed**. The core subjects of English and mathematics are managed well but the school needs to continue to develop the role of the subject co-ordinator in order to improve the quality of teaching and raise standards in the foundation subjects. The governance of the school is **good**. The governors have a good understanding of the school's strengths and areas for improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school. They appreciate how well the school cares for their children and of the progress that their child makes. The pupils are positive about their school, they enjoy coming to school, they feel safe and secure, they like their teachers and appreciate the range of experiences that they are presented with.

IMPROVEMENTS NEEDED

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

- provide increased opportunities for the subject co-ordinators to lead and manage their subjects;
- extend the successful formative assessment strategies used in Years 5 and 6 in literacy to the rest of the school in order to ensure that work is better matched both to pupils' needs and interests;
- ensure that the teaching in science and non-core subjects takes sufficient account of the range of pupils' abilities; and
- ensure that there are sufficient opportunities for pupils to reflect upon both what they learned in lessons and what they need to do next in order to improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children enter the school at four years of age with a wide range of attainment. Baseline assessment indicates that attainment on entry for this cohort of children is at least satisfactory and often good; this is slightly better than in previous years. Children demonstrate good standards of attainment in personal, social and emotional development, communication, language and literacy, and physical development. Their attainment in mathematical development, knowledge and understanding of the world and creative development is sound. Children are on course to meet the Early Learning Goals by the end of the school year. Achievement at this early stage (of the school year) is good.

Standards in reading, writing and mathematics are improving and, by the age of seven, are average. In the national tests and tasks for seven year olds in 2002, pupils attained standards that were well below the national average in reading, writing and mathematics. Pupils' attainment in reading was below that in other similar schools whilst standards in writing and mathematics were well below. Provisional results for 2003 confirm the inspection team's judgements that standards are now average. However taking account of the pupils' progress throughout the key stage, achievement in Years 1 and 2 is good in reading, writing and mathematics.

Standards in science, information and communication technology, (ICT) and religious education are average. In art and design, geography, history and music, standards are as expected. No judgement can be made for standards in design and technology and physical education.

Standards for the oldest pupils are average in English, mathematics and science. In the 2002 national tests, standards were very high in English and well above average in mathematics when compared to similar schools. Standards have fluctuated in recent years, but the school has very good evidence to show that pupils are now making better-than-expected progress in English and mathematics and are achieving well.

Standards in ICT have improved significantly since the last inspection and are now above those usually expected for pupils of this age. Standards in religious education, music and geography have improved since the last inspection and are now as expected. Standards in history, art and design are average. No judgement can be made for standards in design and technology and physical education.

The achievement of pupils with special educational needs is good. There is no significant variation in the achievement of boys and girls. The achievement of pupils from multi-ethnic backgrounds is satisfactory and is similar to the achievement of pupils from across the school.

Main strengths and weaknesses

- The youngest children demonstrate good standards of attainment in personal, social and emotional development, communication, language and literacy and physical development.
- The achievement of pupils in literacy in Year 1.
- Standards in ICT achieved by pupils aged 7 – 11.
- Continued and significant improvements in the standards of writing by pupils aged 5-7.
- Improvements in standards in reading and mathematics in 2003 by pupils aged 5-7.
- The achievement of pupils with special educational needs.
- Standards of singing throughout the school.
- The achievement of pupils in the top set for mathematics in Years 3 and 4 is unsatisfactory as a result of unchallenging work.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	14.1 (15.5)	15.8 (15.7)
writing	12.1 (11.4)	14.4 (14.3)
mathematics	14.9 (14.8)	16.5 (16.2)

There were 34 pupils in the year group. Figures in brackets are for the previous year

1. In the national tests in 2002, standards in reading had fallen from the previous year; and they were below average when compared to all schools and average when compared with similar schools, that is those schools that have a similar proportion of pupils entitled to free school meals. The proportion of pupils achieving the higher Level 3 was well below all schools and below those of similar schools. Provisional figures for 2003 show a significant improvement in the proportion of pupils achieving the higher Level 3.
2. In writing, despite a significant improvement upon the previous year, standards were well below those of all schools and similar schools. In 2003, however, the school again made improvement, particularly in the proportion of pupils who achieved the Level 2B grade. In 2002, standards in mathematics were well below all and similar schools; however, in 2003 standards improved remarkably with a very significant increase in the proportion of pupils achieving the higher Level 3.
3. Standards in the core subjects continue to improve. This is as a result of well-planned school improvement initiatives aimed at raising standards. These initiatives have been well managed by the subject co-ordinators. The achievement of pupils in literacy and numeracy is satisfactory because of effective identification of their needs and well-planned programmes of work. The achievement of pupils with special educational needs is good.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	29 (29.5)	27 (27)
mathematics	27.1 (28.9)	26.7 (26.6)
science	27.7 (28.7)	28.3 (28.3)

There were 47 pupils in the year group. Figures in brackets are for the previous year

4. In 2002, standards in English were well above the national average and very high when compared with similar schools. Standards in mathematics were close to the national average when compared to all schools and well above average when compared with similar schools. In science, standards were below average compared with all schools and average when compared to similar schools. Provisional results for 2003 indicate that standards in English and mathematics will not be as high as 2002. However, the school has very good evidence to show that all pupils made at least satisfactory progress and achieved the standards that they were capable of in English and in mathematics. As a result, the school achieved the targets it set for itself and has set appropriately challenging targets for 2004. Standards have fluctuated over the last few years but standards in English, mathematics and science have improved since the last inspection in 1999.

5. Effective implementation of the National Literacy Strategy and the National Numeracy Strategy has improved both the quality of planning and the quality of teaching for English and mathematics. English and mathematics are well led by knowledgeable and effective subject leaders who have a good understanding of the strengths and areas for improvement within their subject. This is having a positive impact on the standards achieved by all pupils. The school sets for English and mathematics for pupils within Key Stage 2. This grouping by prior attainment allows teachers to plan and provide for the needs of all pupils appropriately. This works very effectively in Years 5 and 6 where the teaching of literacy and numeracy was well matched to the needs of all pupils. In Years 3 and 4 the teaching was well matched to the needs of the SEN, the more and less able pupils, but the work provided for the pupils in the average set was not sufficiently well matched to their needs.
6. Standards in ICT have improved significantly since the last inspection when standards by the age of 11 were judged to be unsatisfactory. Standards are now good. The provision of a room dedicated to ICT, greatly enhanced hardware and software as well as effective teaching and leadership and management have brought about these raised standards. Standards in religious education have also improved since the last inspection and are now satisfactory. Effective implementation of the Agreed Syllabus and carefully planned lessons have resulted in pupils having a sound knowledge of religious festivals and ideas. Standards have also improved in geography and in music where the quality of the pupils' singing is especially good.
7. The achievement of pupils with special educational needs is good; they make good progress towards the targets set for them in their Individual Education Plans (IEPs). This achievement is reflected in the overall standards attained, especially in the core subjects of English, mathematics and science. This is closely linked to the good quality support which is provided in the school. The achievement of pupils from the minority ethnic groups is satisfactory. The school tracks the achievement of all its pupils and, as a result, is able to provide appropriately for their individual needs. Individual targets are set both for literacy and numeracy. Also, all pupils set personal targets for themselves.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Attendance. Attendance figures for the school are in line with the national average.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	94.1	School data	0.5
National data	94.1	National data	0.5

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

8. Pupils' attitudes to their learning are at least good across the school; in the Foundation Stage they are very good since, even at this early point in the year, many reception children are already demonstrating achievement within the Early Learning Goals for personal, social and emotional development. Behaviour in all year groups is consistently good.

Exclusions

There were no exclusions during the year prior to the inspection.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	182	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	9	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	4	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0

Pupils' personal development is good; they are developing well their personal confidence and readily accept responsibility for themselves and their learning environment. In lessons and around the school they work and play together harmoniously and mostly demonstrate very good moral and social skills. Their spiritual development is sound and they are developing a good awareness of their own and other cultures.

Main strengths and weaknesses

- Most pupils like being at school and believe that they find out new things in lessons. They demonstrate high levels of involvement in their tasks, and their work is usually well presented, with care and attention to detail.
- Teachers and pupils set individual learning targets for academic and social achievements. These are regularly discussed with the pupils themselves and shared with parents. This promotes shared responsibilities for learning and helps to encourage good progress. Pupils are well aware of their learning targets and know what they must do to improve.
- Most pupils find class teachers helpful, trusting and supportive, not just in lessons but with personal issues, concerns, interests and ideas.
- Pupils are eager to please the adults with whom they work; older pupils often take responsibility for younger pupils and routinely have duties to perform around the school and, occasionally, also within the local community, for example visiting the elderly.
- Parents overwhelmingly believe that staff encourage their children to become mature and independent and that their children are expected to work hard.
- Most children find other children friendly, and incidences of bullying are rare; where they do occur application of the school's anti-bullying policy ensures that they are dealt with promptly and effectively.

- In lessons, pupils' behaviour is mostly very good; the adults with whom they work provide good role models. In classrooms and around the school, pupils are polite and courteous to adults and other children. They work and play well together and demonstrate care and respect for the needs and interests of others.
- A highly effective personal, social, health and moral education (PSHME) programme helps to promote the good moral standards and social relationships evident throughout the school. The school has recently received a "Healthy Schools Bronze Award" for its work in this area.
- Throughout the school and across the curriculum, pupils are encouraged to respect the feelings, values and beliefs of others. The school promotes a very strong sense of belonging and of community for all pupils. Multi-cultural appreciation is integrated well across the curriculum, and pupils have a good knowledge of their own and others' religious and cultural traditions, including art and music.
- There are no significant weaknesses.

Commentary

9. Most pupils enjoy school and this supports sound attendance and good punctuality. The school has appropriate procedures in place to promote good attendance, and unauthorised absence is broadly in line with the national average. The school works hard to develop a learning culture and this is reflected in the positive work ethos evident in most lessons and helps to promote achievement. Pupils work with commitment at their tasks and show pride in their achievements. A clear behaviour policy and system of rewards support positive behaviour management strategies that are reinforced by all staff throughout the school. Pupils know what is expected of them and even some of the youngest pupils are beginning to demonstrate good self-control and self-discipline. In these circumstances pupils develop well their confidence, independence and self-esteem. Very good moral and social development is promoted by a well-structured PSHME (Personal, Social, Health and Moral Education) programme of work and by positive relationships throughout the school. Cultural awareness is appropriately integrated into subjects such as religious education and geography and pupils have developed well an understanding of their own and other minority ethnic cultures within the United Kingdom. Pupils' spiritual development is sound, although more could be done in lessons and as homework to encourage the older pupils to develop their own interests and enthusiasms through independent study, investigations and research about the wider world around them.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is satisfactory overall. On balance, teaching across the school is good, with particular strengths in the teaching of the youngest pupils, those in Year 1 and in a Years 3 and 4 class. The teaching of mathematics is usually good. The curriculum that the school provides for the pupils from Year 1 to Year 6 is satisfactory. The provision for pupils in the Foundation Stage is good. The accommodation provided is good and allows for all subjects of the curriculum to be taught.

Teaching and learning

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	8 (17%)	20 (42 %)	19 (40 %)	1 (2 %)	0 (0 %)	0 (0 %)

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

How effective are teaching and learning?

10. Overall, the quality of teaching and learning throughout the school is good. There are significant strengths in the teaching of literacy, numeracy and ICT and, as a result, pupils' learning in these subjects is good. This accounts for the good achievement through Key Stage 2 especially in these core subjects. However, the quality of teaching in the non-core subjects is usually satisfactory. Teaching and learning within the Foundation Stage is good overall. The teaching of communication, language and literacy, mathematical development, knowledge and understanding of the world and physical education is good. The teaching and learning within the children's personal, social and emotional development is very good whilst the teaching and learning within creative development is sound.
11. The proportion of teaching which is good or better has improved significantly since the last inspection. Where homework is used effectively, notably in science in Years 1, 5 and 6, it extends pupils' learning considerably. This is not consistent throughout the school.
12. There are strengths within both teaching and learning, but also some weaknesses. Within lessons observed and in workbooks most pupils make at least satisfactory progress. Teachers have a secure understanding of the curriculum and the teaching of key skills, most notably within the core subjects of English, mathematics and ICT. Effective implementation of National Strategies and significant professional development for ICT has resulted in this good teaching. Teachers' planning reflects a clear understanding and ensures adequate continuity across and between year groups and key stages. Teachers explain new ideas in a way that makes sense to pupils, and answer their questions accurately. They make good use of resources which are selected correctly as being appropriate for the learning needs of pupils. In literacy, numeracy and ICT, pupils learn well. They develop their understanding of new ideas at a good rate which enables them to maintain good progress in their learning. Pupils are expected to develop good work habits. They concentrate well and most pupils work to their full capacity.
13. Learning objectives within lessons are usually clear and understood by pupils. Teachers explain them clearly and in the best examples, such as a class in Years 3 and 4 and another in Years 5 and 6. They also explain to pupils what they need to do in order to meet the objectives successfully.

Main strengths and weaknesses

- Clear, detailed and logical planning which helps teachers to link past, present and future teaching and learning effectively, especially in literacy, numeracy and ICT.
- The support offered to teachers by teaching assistants, and the close liaison between them, which has a positive impact upon pupils' learning.
- The management of behaviour is a clear strength. Pupils are encouraged and motivated by sensitive methods of positive behaviour management and respond by behaving well.
- Teaching and learning of pupils with special educational needs is good.
- Teachers use appropriate resources successfully in order to explain and illuminate the activities which they expect pupils to undertake.
- There are good examples of teaching strategies which cater for different learning styles. These examples were particularly good in Years 1, 5 and 6 literacy lessons.
- There are good opportunities for pupils to apply skills and knowledge in English and literacy across the curriculum, especially in the humanities.
- The quality of relationships between teachers and pupils is very good. There is mutual respect throughout the school, and praise is used well to motivate and inspire pupils.
- The use of formative assessment procedures in Years 5 and 6 literacy is having a positive effect upon pupils' learning and helps them to understand what they should do next to improve further.
- Procedures for summative assessment and the analysis of data are very good.

- The use of imaginative homework tasks to extend learning in some classes.
- Although there are good examples of pupils being actively engaged in their learning and having opportunities to explore tasks independently, this does not happen with sufficient frequency. Too often, pupils are passive learners for too long.
- In the non-core subjects there are too few examples of effective differentiation which enables all pupils, but especially the most able, to work at a level which is appropriately challenging for them.
- The imbalance of time within lessons often leads to pupils having insufficient time to work independently or collaboratively. The introduction to lessons are sometimes too long.
- There are too few opportunities for pupils to review their learning during plenary sessions, either at the end of a lesson or at times throughout a lesson.
- Teaching sometimes lacks pace, especially during introduction/exposition, which then has an effect upon overall use of time.
- There is insufficient use of formative marking techniques to accurately reflect the learning needs of pupils, other than in Years 5 and 6 literacy.

Commentary

14. Where teaching and learning are at their best, for example in Year 1 literacy, a Years 3 and 4 science lesson, and a Years 5 and 6 ICT lesson, teachers have a very good command of the subject and design activities which are highly appropriate for all pupils in enabling them to make good progress in their understanding. Tasks are based upon a clear and high-quality use of formative assessment of prior learning. Relationships within these lessons are very positive and constructive, based upon mutual respect, and behaviour management is of a very high quality. Pupils are enabled to become actively involved in their learning and there is provision for a variety of learning styles within the activities. Pupils with special educational needs are catered for very well. Appropriate targets are set within their Individual Education Plans, and support structures provide for effective learning to take place. Pupils from minority ethnic groups make equally good progress as those from all other groups within the school.
15. Where teaching and learning are less effective, for example in a Years 3 and 4 numeracy group, the learning objectives are pitched at too low a level for the majority of pupils, and especially the more able learners. In addition, pupils are not enabled to work independently enough to become actively involved in their learning because teachers' expositions last too long and the pace of learning is too slow.
16. In too many lessons throughout both key stages there is insufficient opportunity for pupils to review their learning and thus enhance their understanding of themselves as learners and what they need to do next to improve further. There are good examples of this occurring in Years 5 and 6 especially, where formative assessment through focused marking is proving to be very successful in helping pupils to improve further. This positive practice would be beneficial to all pupils throughout both key stages and is a good model which could be shared further. The school has appropriate plans to do so and this is a positive development.

HOW WELL DOES THE CURRICULUM MEET PUPILS' NEEDS?

The range of curricular opportunities provided by the school is satisfactory in Years 1 to 6. In the Foundation Stage it is good. Opportunities for enrichment through extra-curricular provision are good. The school benefits from well-qualified and experienced staff. The accommodation is of a good standard and resources for teaching and learning meet the needs of the pupils and the curriculum well.

Main strengths and weaknesses

- The school places a strong emphasis on developing the skills of literacy and numeracy.
- Children's learning needs are well catered for in the Foundation Stage.
- The school provides very well for pupils who have special educational needs.

- There is a very effective programme for personal, social, health and moral education, which includes sex education and the misuse of drugs.
- The oldest pupils are prepared well for transfer to secondary education.
- The school strongly promotes participation in sport and other activities outside the school day.
- Teachers and support staff work well together to meet the needs of pupils.
- The school has invested heavily in resources, particularly in information and communication technology (ICT).
- Curriculum planning is not always flexible enough to allow pupils to experience a rich and relevant curriculum that takes sufficient account of their own interests.
- In some subjects the needs of the most able pupils are not always well provided for.

Commentary

17. Since the last inspection, the school has devoted a great deal of effort towards improving provision in literacy and numeracy and this has paid off in raised standards. In the Foundation Stage, there is a good balance between group activities led by the teacher and support staff and opportunities for learning through play.
18. Whilst the curriculum is carefully and thoroughly planned to meet all statutory requirements, there is sometimes an overemphasis on factual knowledge and the learning of techniques, with insufficient attention being given to pupils pursuing their own interests and deeper understanding. For example, in art the focus tends to be on the end product at the expense of encouraging pupils to develop their own artistic style. In religious education, pupils gain a sound knowledge of religious traditions and stories but have too little opportunity to reflect on their own beliefs. The application of ICT skills within other subjects is well developed. However, planning does not always capitalise on the links between other subjects to ensure that the curriculum is relevant and interesting for the pupils.
19. Pupils with special educational needs benefit from well-organised programmes that are delivered skilfully. However, apart from literacy and numeracy, where pupils in Years 3 to 6 work in ability sets, little is done to ensure that the curriculum is differentiated to meet the range of needs of all pupils. As a result, more able pupils are sometimes not challenged to achieve their full potential.
20. The well-structured programme for personal and social education has a direct impact on improving pupils' attitudes and behaviour. For example, pupils in Years 5 and 6 engaged in a lively discussion on how all of their actions and decisions have consequences, using very good vocabulary to describe their feelings and emotions. Careful planning of liaison activities means that pupils look forward to the transfer to secondary education with confidence.
21. There are plenty of opportunities to represent the school in sporting and musical events, and pupils speak enthusiastically of the range of extra-curricular "clubs". Appropriate educational visits support learning, including a visit to a steam museum and a village study. The oldest pupils enjoy a residential trip to an activity centre.
22. There is considerable expertise within the staff team, including a leading practitioner in literacy, as well as a generous provision of support staff, many of whom have significant skills in developing pupils' understanding. Accommodation is spacious, including large play areas for team games and safe indoor and outdoor spaces for the youngest children. This, along with suitable resources for all subjects and particularly good equipment for ICT, has a positive impact on learning.

HOW WELL ARE PUPILS CARED FOR, GUIDED AND SUPPORTED?

The school ensures the care, welfare, health and safety of pupils well and provision is good. Provision for supporting them, providing advice and guidance based upon the monitoring of their achievements and personal development is very good and is a strength of the school. The extent to which pupils are involved through having their views sought, valued and acted upon is satisfactory. Minority ethnic pupils receive very good care, guidance and support, as do all pupils.

Main strengths and weaknesses

- The quality of relationships within and throughout the school is very good. Pupils feel happy, safe and secure. They understand very well procedures for ensuring that this continues to be the case.
- Pupils' access to staff if they feel in need of guidance or support is very good and they value this highly. Care and guidance offered at lunchtimes is very good.
- The arrangements for the induction of pupils new to the school are very good, especially in the Foundation Stage, but also for those pupils who arrive at the school at times other than the usual starting date.
- Procedures for child protection are good and are reviewed annually.
- Arrangements and procedures to ensure the successful inclusion of all pupils are successful
- Provision for pupils with special educational needs is very good
- There are no significant weaknesses in this aspect of the school's provision.

Commentary

23. The high quality of care offered to pupils is evident in all of the relationships present within the school community. Adults show a high level of respect and care for pupils, and this is reciprocated. Teachers and other staff understand the needs of pupils and ensure that these are met, especially in relation to pupils with special educational needs and those who require additional monitoring for social or personal reasons. The same is true for pupils from minority ethnic backgrounds. Systematic and rigorous monitoring of summative assessment data ensures that teachers track pupils' progress and personal development. There are effective practices for ensuring that staff know pupils before they start school and are able to support them throughout their time at the school. There is a carefully designed programme to help pupils as they transfer to secondary school, and the relationship between the school and its local secondary schools is mutually supportive. The secondary school reports that pupils from the school are well prepared for this transition. Parents' views are sought and retained following the issue of useful and informative annual reports of pupils' progress. Pupils are confident and self-assured by the time that they leave the school. They have regular opportunities for their voice to be heard in the circle time sessions of PSHME lessons. They are not totally aware, though, that their views are taken by teachers and acted upon in the way that a school council, for example, might allow them to. The care, guidance and support offered to pupils at lunchtime, is very good. Staff are proactive in enabling pupils to play constructive games and teaching them how to do so. The quality of resources available for pupils at lunchtimes are very good. Child protection procedures are understood and reviewed annually.
24. The school's monitoring of health and safety issues is very good and staff and governors have taken appropriate action whenever there has been a need to do so. The buildings and grounds are well cared for and maintained, ensuring that the school is a welcoming, safe and stimulating environment for learning to take place. The school provides a welcoming environment for the popular after school club which pupils are happy to attend.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school satisfactorily promotes parental involvement in their children's learning and schooling. Good relationships are established with the local community and with other local schools, especially local charities, local industry and the school's main feeder pre-school and secondary school. An after-school club provides an extended school day for a significant number of pupils who enjoy a welcoming environment and a variety of free-choice and free-play activities.

Main strengths and weaknesses

- Most parents believe that they are kept well informed about school activities and how their child is getting on. The school sends newsletters home to communicate items of interest about school priorities, events and developments. Annual reports appropriately provide parents with information about their child's achievements. Weekly sharing assemblies provide opportunities for parents to join in with the celebration of some of the pupils' most significant achievements during the year.
- The school also provides opportunities for parents to be more actively involved in their children's learning through visits to classrooms, attendance on school trips and outings, homework tasks and the communication of each child's individual learning targets.
- Most parents believe that there are good arrangements to settle pupils into their new class when they first start school and are comfortable in approaching the school with questions or a problem.
- The school seeks the parents' views through occasional questionnaires and through an active home-school association.
- The school has established some good fund-raising partnership arrangements with local industry to sponsor school resources and offers support for local and national charities. For example, the school was promoting the "Jeans for Genes" day during the inspection week.
- There are also some good links with other local schools, with frequent visits to the reception class by local pre-school staff and children. Many ex-pupils choose to come back to help out in classrooms across the school. To ease the transition period between primary and secondary school, transition projects are undertaken by Year 6 pupils.
- Good management arrangements are in place to provide for extended school provision for pupils in the after-school club that is well supported by parents and pupils alike.
- Some parents believe that the school does not take full account of their suggestions and concerns. The school recognises the need to involve parents more in the life of the school and this is a target in the school's current school development plan.

Commentary

25. The school welcomes parental involvement in school, although few parents are able to take advantage of these opportunities on a regular basis. Information is sent home to parents in a variety of forms, including annual reports. Several parents state that they do not receive sufficient information about their child's progress and are unsure how to support their children's learning at home. It is the opinion of the inspection team that the information sent home to parents, including the child's learning and social targets, contains sufficient detail. In some classes, homework tasks are designed to encourage parental involvement, such as a task to find out details of birth weight and size by a class of six year olds. Some parents attend the weekly 'Sharing Assemblies' and other class assemblies and these help to communicate some of the things their children have been doing and learning during their lessons. Pupils believe their parents are welcome in school and whilst parents feel comfortable approaching the school, they are less sure that their perspectives will be used to influence provision. In many respects parents are pleased with the quality of education provided by the school and are overwhelmingly positive about the quality of teaching, the range of interesting and enjoyable learning experiences, the fact that their children are expected to work hard and that they make good progress. Good links with local industry and

assorted charity work serve to enrich the curriculum and support the school's development as a 'Learning Community' through the promotion of personal, social and moral development associated with community events such as those for the local elderly.

LEADERSHIP AND MANAGEMENT

The school is well led and management is effective. The governance of the school is good.

Governance

Governors fulfil their statutory responsibilities. They have a good understanding of the strengths and weaknesses of the school and they work closely with the headteacher and staff of the school in order to bring about sustained school improvement.

Leadership

The headteacher provides strong leadership. She is supported well by the deputy head and other members of the senior management team. Strategic objectives within the School Development Plan clearly focus on those areas that the headteacher, senior management team and governors have identified for improvement. All staff are committed to school improvement and work well together in order to bring about the many improvements that have taken place since the last inspection in 1999.

Management

The school is organised effectively, taking account of the needs of all its pupils. The headteacher, senior management team and core subject co-ordinators monitor the quality of education that the school provides and, as a result, have a good understanding of the school's strengths and weaknesses.

Main strengths and weaknesses

- The governing body is very effective in helping to shape the vision and direction of the school.
- The governing body effectively challenges and supports the headteacher and senior staff towards sustained school improvement.
- The headteacher and staff have established a school in which all pupils are valued and cared for.
- The headteacher has a strong desire to provide the best quality education that she can for the pupils in her care.
- The School Development Plan accurately reflects the school's areas for improvement.
- The headteacher has appointed good quality staff to the school and has created effective teams within the school.
- Under the leadership of the headteacher, the quality of teaching has improved since the last inspection.
- The school has made good improvement since the last inspection.
- The headteacher and staff provide good role models for all the children in the school.
- The headteacher, governors and senior staff have a very good understanding of the strengths and areas for improvement within the school.
- Staff performance management is undertaken effectively and targets take account of the needs of the school.
- Effective professional development of staff has played a significant part in the raising of standards and in improving the quality of education that the school provides.
- The governing body and headteacher have a very good understanding of the principles of 'best value' and have applied these in their decision making.
- Financial management is effective.

- The role of the foundation subjects co-ordinators is not as well developed as the co-ordinators for English and mathematics. The school has identified this as a strategic objective within the School Development Plan.

Commentary

26. The strong leadership of the headteacher, senior staff and governors have been responsible for the many improvements that the school has made since the last inspection in 1999. Standards, especially at Key Stage 1, have improved considerably as has the quality of teaching and learning. This has been brought about by: -
- effective monitoring in order to determine the areas that were in need of improvement;
 - appropriate identification of strategic objectives within the School Development Plan, clearly focused in order to bring about the desired improvements;
 - a well-planned and reviewed professional development programme that provided the teachers and other staff with the necessary knowledge and skills; and
 - the successful appointment of key staff;
27. The governors are very effective in supporting and challenging the school. The governing body is fully staffed and meets all its statutory duties. Governors have an accurate understanding of the schools' strengths and areas for improvement. In order to gain this understanding, individual governors have subject responsibilities and make visits to the school to meet with the appropriate co-ordinator but are also 'teamed up' with a class. In their decision making, governors take note of this and other information given to them both by the headteacher and other staff. In discussions during the budget-setting process, they took good account of the need to improve standards in writing at Key Stage 1, and decided to increase the amount of classroom support for the teachers. By comparing the school's results against other schools and challenging themselves to raise standards they showed a very good understanding of the principles of best value.
28. The headteacher has been very responsible for setting a positive ethos throughout the school. It is very obvious that the school takes full account of the needs of all its pupils, and decisions are made to ensure that they are safe and cared for well. Increased supervision at lunchtimes has ensured that all pupils are not only safe but are provided with an extensive range of activities that interest them and keep them occupied for the times that they are outside of the classroom. These arrangements have had the desired effect which is to improve the quality of behaviour of a small group of pupils.
29. The continuing professional development (CPD) programme is well thought out and planned. The headteacher has recently appointed a CPD co-ordinator who manages the programme. The programme not only takes account of performance management targets and individual teacher's needs, but of strategic objectives identified within the SDP. Teachers invited to attend courses are aware of the rationale for attending and of the expected outcomes. These outcomes are shared with all staff following the course. The CPD programme is evaluated by the headteacher and the outcomes are shared with governors. This process has been responsible for improving standards within Key Stage 1 and also has had a positive impact upon the quality of teaching.
30. The core subject co-ordinators lead and manage their subjects well. They have been instrumental in leading the developments within their subjects, for the raising standards, for improving the quality of the curriculum offered to pupils, and also for improving the quality of teaching within their subjects. This model of subject leadership is not as well developed for other curriculum areas. The school is aware of this and has identified the need to improve this within the SDP for 2003 – 2004. In order for the co-ordinators to undertake their role fully, the school will need to ensure that they have the appropriate skills and expertise and also the opportunities and time to carry out their role successfully.

31. The school has a balance in excess of the five per cent recommended as the expected levels of contingency. However the governors and headteacher have decided to allocate a significant proportion of this to staffing in order to maintain the staffing levels and organisation of the school during this period of time when numbers of pupils in Years 3 and 4, are below those usually expected.
32. The expenditure per pupil is close to the median for all LEA maintained primary schools.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	£464,083
Total expenditure	£482,753
Expenditure per pupil	£1,954

Balances (£)	
Balance from previous year	£91,000
Balance carried forward to the next	£68,000

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall, provision within the Foundation Stage is good with many very good features.

Main strengths and weaknesses

- Accommodation and learning resources.
 - Breadth of curriculum.
 - On-going teacher assessment of children's learning needs and interests and the use of observation commentary.
 - Effectiveness of teacher's planning.
 - Encouragement and engagement of pupils in their learning.
 - Promotion of high standards of behaviour.
 - Effective use of teaching assistants.
 - Provision for children with special educational needs is very good.
 - School provides too few opportunities for children to access the outdoor curriculum as part of "free-flow" play.
 - The presentation of the learning environment does not always provide children with sufficient opportunities to develop new ways of working, or model for them creative and novel outcomes.
33. The children in the Foundation Stage who started in September this year are taught in one reception class. Attainment on entry for this cohort of children is at least satisfactory and often good; this is slightly better than in previous years. Children demonstrate good standards of attainment in personal, social and emotional development, communication, language and literacy development and physical development. Their attainment in mathematical development, knowledge and understanding of the world and creative development is sound.
34. Children's achievement in all six Areas of Learning is good because it is well supported by sensitive and well-focused interactions of the teacher and learning support assistants. Across the curriculum adults make good use of language to challenge and support the children's thinking and to promote their learning.
35. The school's aspirations to develop as a "Learning Community" gives emphasis to pupils' personal and social development in all classes and this helps to give high priority to the personal, social and emotional Area of Learning in the Foundation Stage. In a reception class environment that promotes trust and respect, children develop well their self-esteem with the result that they are confident to have a go at new and novel experiences. Children with special educational needs are particularly sensitively supported by learning support assistants who work closely alongside the class teacher; this secures well their access and good progress.
36. The teacher provides a very purposeful, productive and well-managed learning environment with effective daily planning that accommodates all six Areas of Learning. Very good behaviour management by the teacher enables all children to become highly involved in their learning and to safely take part in appropriately challenging, practical and experiential learning opportunities.
37. There is a positive relationship developing between the staff and parents, who are always welcome in the reception class and who are warmly received as they bring their children to school each morning. A comprehensive programme of induction for parents and children when they first start school helps to ensure that parents know about the aims and priorities of

the Foundation Stage and understand expectations and routines. All parents are offered a home-visit before their child starts school. This provides a good opportunity for parents to raise any questions or concerns and to share information with reception staff.

38. Since the previous inspection, significant improvements have been made. Play is central to the way in which the children are taught and learn, with an extensive range of appropriate equipment used. The planned structure of the learning environment supports the children's independence and encourages them to make decisions for themselves. The outside area is currently well resourced and there are plans to improve it even further. Effective links are made between inside and outside play, and between teacher-directed and free-choice learning opportunities. Standards of attainment at this early stage in the school year are higher than in the previous inspection.
39. Leadership and management of the Foundation Stage are good. The class teacher sets high standards and leads by example. She is a skilled early years teacher and is appropriately supported by the headteacher. The teacher and learning support staff work well as a team: children benefit from the positive relationships modelled by the staff with whom they work. The school is in the process of seeking "Basic Skills Early Years Quality Mark" and "West Berkshire Kite Mark for Early Years Education" this coming year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Commentary

40. This is a particular strength of the Foundation Stage provision. Most children enter their reception class with good personal, social and emotional skills; a significant number of children are already beginning to achieve within the Early Learning Goals for the end of the reception year. They quickly settle into school life and develop an interest and enjoyment of learning. During the inspection, children demonstrated mostly very good attitudes to their learning. Routines are very well established, enabling the children to operate with independence and confidence. The class teacher has a very good understanding of the needs and interests of young children and she skilfully interacts with them to promote positive relationships and purposeful activity. Disputes are managed sensitively and questioning skills are used well to extend the children's ideas and to encourage them to persevere when faced with difficulties. The children work very well together sharing resources and playing co-operatively. For example, a group of children in the imaginative play area worked together to organise a party and helped each other with the counting of how many people would be at the party when discussing the invitations. In a taught activity to promote strategies to discourage bullying, the children showed empathy with the feelings of others and considered the impact their behaviour might have on other people. They also demonstrated a strong moral sense of right and wrong.
41. The quality of teaching in this Area of Learning is very good. Adults provide good role models and the children's learning is promoted very well through a wide range of stimulating experiences that reflect an appropriate balance of directed and independent learning opportunities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Commentary

42. Overall, children demonstrate good standards of communication, language and literacy on entry into the reception class and make good progress. Good standards of speaking and listening are developed well within a language-rich learning environment where adults use language across the curriculum to support children's thinking and to promote their learning. Adults frequently introduce new vocabulary that the children quickly use with understanding across all Areas of Learning. The children listen carefully and readily enter into sustained conversations, showing a good awareness of the listener. Conversations are common place in all areas of the class and across the curriculum as children interact, both with adults and each other, in a range of practical situations. They enjoy stories and rhymes and the more able are beginning to make up their own rhyming words and to recognise individual letters in print to which they attribute a sound. Most of the children recognise their own name and they are all willing to have a try at writing it; many children can independently write their name such that it is recognisable by others. They hold pencils with an appropriate grip and are beginning to form letters correctly. Whilst all the children understand about print and most identify individual words (and sometimes also individual letters), they have not yet developed the skills to begin to read independently.
43. Overall, the quality of teaching in this Area of Learning is good. It is better for speaking, listening and writing than it is for reading. Teaching staff do not always take full advantage of structured opportunities for children to develop a comprehensive sight vocabulary of familiar words.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Commentary

44. Standards on entry are sound. The quality of learning is good; in a stimulating and challenging learning environment children quickly make good progress and achieve well. Most children can count to ten and many are able to recognise numerals to ten. In a practical activity with containers of different sizes, they demonstrate a good grasp of the concepts of full, half full, nearly full, nearly empty and empty. Children use their mathematical understanding with confidence in their play. A group of children were counting in the imaginative play area and a different group of children demonstrated an understanding of size when playing with the Lego bricks. A teacher-directed activity on capacity was followed up through free-play opportunities outside in the water trough using vessels of different shapes and sizes. A learning support assistant reinforced well the children's prior learning with appropriate use of terminology and drew the children's attention to the written labels that describe them.
45. Overall, the quality of teaching in mathematical development is good; children experience very good teaching in teacher-directed tasks. In free-choice play activities, teaching is sound. Adults do not always take full advantage of the incidental and informal opportunities to challenge the children's mathematical skills, even though the environment mostly provides well for a wide range of practical, problem-solving activities that cover all elements of this Area of Learning. Good links between teacher-directed tasks and free-play opportunities encourage pupils to use their developing numeracy skills and mathematical understanding in a wide variety of situations that are both interesting and meaningful and enhance learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Commentary

46. Standards of attainment on entry are broadly average but children quickly make good progress promoted by some very good teaching. Curricular plans introduce the children to topics and themes that interest them and draw their attention to the wider world beyond the classroom. Classroom resources are supplemented by nature displays and real-life artefacts that are introduced by teaching staff who explain their use and engage the children in high-quality dialogue about their properties and purpose. The children showed high levels of interest in their Autumn display, and the teacher developed well their thinking through a sensitive response to the children's questions and comments. The children's knowledge and understanding about leaves, learned in an earlier session with the teacher, was developed further when they used these leaves to make prints with paint and talked confidently about their colours, shapes, stalk and veins. On a different occasion, the children were engrossed in their work with a programmable toy and quickly developed a good understanding of how to think ahead to plan its movements and direct its actions. They showed an understanding of how a computer works and were operating familiar software programmes independently, using the mouse confidently and competently. Children design and build with confidence through regular opportunities for construction play with a wide range of equipment and resources. A small group of children were seen constructing aeroplanes, cars and buildings using Lego; they adapted them as they went along and used them purposefully in their imaginative play. They confidently demonstrate skills with scissors, glue sticks, paint brushes and crayons in activities across the curriculum.
47. The quality of teaching is good. Positive relationships between adults and children mean that children are interested in what adults have to say and listen carefully to their descriptions and explanations about the world around them. Good quality teaching is also promoted well through the children's access to some good quality learning resources, although more use could be made of the outdoor environment.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Commentary

48. Standards of attainment on entry are good. On entry to the reception class, the quality of learning is also good. Children have routine access to a wide range of indoor and outdoor practical activities that encourage development of their large and small muscle movements and promote coordination; this helps to secure good progress. For example, in the role-play area the children used a range of mixing equipment and sieves; they turned taps and operated small knobs on doors. They demonstrated good hand-eye coordination when using tracing cards and when writing their names. These activities are supported well by regular, structured physical education (PE) lessons in the hall. These taught sessions are of a high quality and successfully encourage children to move fluently in ways that are unfamiliar to them. Children also learn how to move effectively within the spaces around them and to control their bodies through relaxation. The quality of these sessions is enhanced by the children's good behaviour, eagerness to follow instructions and consideration for others. When getting ready for PE the children were able to remove their own clothing, manage zips, buttons and buckles, roll up their clothes and put them away. Adults offered support and encouragement where required but successfully encouraged at least some independence from all children, including those with special needs. Both inside and outside the classroom, the children move around without bumping and when they sit down they respect the space of those around them. They

show good skills when using wheeled toys outside and when sharing equipment with others. Children show an awareness of personal hygiene and most can independently manage aprons and wash and dry their hands following messy activities such as painting. They are beginning to develop an understanding of how the body works by thinking about their breathing during PE lessons.

49. The quality of teaching is good. Through a range of interesting and fun physical activities children are building upon the good standards of attainment on entry.

CREATIVE DEVELOPMENT

Provision in creative development is **sound**.

Commentary

50. Standards of attainment on entry are sound. Children readily take part in imaginative play and demonstrate some good story-telling skills. They are interested in creative artwork and are beginning to develop an awareness of a wide range of techniques. Their picture making reflects, at least, some recognisable details. The quality of learning is sound, with many opportunities for children to work imaginatively when using classroom resources in their free-play. Children enjoy creative activities and work with confidence and commitment. They love stories and listen carefully. They remember their own favourite stories and create their own endings. They readily learn simple songs and rhymes and the more able children are beginning to make up their own rhymes, using real and imaginary words with originality and humour.
51. The quality of teaching is sound. The classroom provides for a wealth of planned and incidental creative opportunities linked to free-choice and free-play. Some of the teacher-directed tasks linked to this Area of Learning are too heavily focused upon the development of specific techniques and end products, with too few opportunities for children to experiment and explore with the resources and tools. In one lesson on leaf printing there was too little opportunity for children to mix their own paints or to create their own aesthetic interpretations of the task. During the inspection period, paints, modelling and music-making resources were not available as open-ended, free-choice opportunities on a daily basis.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**. It meets the needs of the National Curriculum and the National Literacy Strategy. There are both strengths and weaknesses in this provision. The subject is led well by an experienced and high quality subject leader. Improvements made since the last inspection are good and the key issues have been successfully addressed. The quality of writing at Key Stage 1 has improved. This has been a key priority for the school and has been tackled appropriately. Plans which are currently in place mean that the school is well placed to continue this improvement. The sensitive and targeted Continuous Professional Development programmes which are led by the subject leader have had a lasting impact upon both teaching and standards. The positive impact of the focus upon oracy is beginning to be seen in the standard of pupils' writing as they are better able to articulate what they want to write and are helped to do so.

Main Strengths and Weaknesses

- The leadership of the subject is good.
- Achievement in English at both Key Stages is good.
- The detailed and logical structure of planning is good. It outlines continuity between year groups, and planning for progression through them is good.

- The questioning of pupils by most teachers is good and enables them to gain a clearer understanding.
- The effective sharing and explanation of learning objectives with pupils is very good.
- Most teachers have a good command of the subject.
- The support offered to teachers by teaching assistants is very good.
- The management of pupils' behaviour is good, and enables them to make appropriate learning gains.
- The provision for pupils with special educational needs is very good.
- Teachers are effective in coaxing reluctant learners to make learning gains.
- Resources are well prepared and effectively used.
- The imbalance of time within the lessons often leads to pupils having insufficient time to work independently or collaboratively – the introductions to lessons can be too long and the pace of learning then slows.
- There are too few opportunities for pupils to review their learning during plenary sessions, either at the end of a lesson or at times throughout a lesson.
- Higher attainers are sometimes capable of making greater progress than they are enabled to, because either pace of learning is too slow or expectations of them are insufficiently demanding.

Commentary

52. Standards at the end of Key Stage 1 in 2002 were well below average in reading and writing when compared to all schools. When compared with similar schools standards in reading were below average whilst those in writing were well below average. In 2003, standards in reading improved, with a significant gain in the proportion of pupils achieving the higher Levels 2B and 3. Standards in writing also improved with a significantly higher proportion of pupils achieving Levels 2B and 2A than in previous years. Evidence provided by the Local Education Authority shows that most pupils made good progress between the ages of 5 and 7.
53. Standards at the end of Key Stage 2 in 2002 were well above those achieved at the time of the last inspection and have improved at a faster rate than that achieved nationally. In comparison with similar schools, attainment in English was well above average. In 2003, standards in English are at the average level of all schools nationally and remain well above those achieved by the school at the time of the last inspection. The achievement of the pupils who took the test in 2003 was very good as they made very good progress over time in comparison with their attainment at Key Stage 1. Evidence from the observation of lessons and scrutiny of pupils' work indicates that at this moment in the school year, pupils' achievement within Key Stage 2 is satisfactory.
54. Overall, progress through Key Stage 2 is good and the pupils achieve well. The impact of the effective implementation of the National Literacy Strategy, the arrangement of teaching groups to take account of pupils' prior learning and the good leadership of the subject account for this good achievement.
55. At this stage of the school year, standards of attainment in reading and writing are satisfactory. Pupils attain at levels which are appropriate for them.
56. The attainment of pupils from ethnic minority groups is in line with that from across the school, and the inclusion of all pupils in lessons and other activities is very good. Provision for pupils with special educational needs is very good. They have accurate and useful Individual Education Plans and are well supported by both teachers and teaching assistants.
57. Teaching is of a satisfactory quality overall, with examples of very good teaching. Where it was at its best, for example in the Year 1 class, pupils were fully engaged in their learning and had good opportunities to work both independently and collaboratively. There were good examples of pupils reviewing their learning effectively and being offered good opportunities to

respond to open ended questions which helped them to make genuine learning gains. Further good teaching was observed in Years 5 and 6 where pupils in the higher ability group benefited from the teacher's very high expectations of both achievement and behaviour, activities were well matched to pupils' needs and abilities and there was further evidence of effective questioning. Throughout both key stages, pupils with special educational needs receive very good support because of the appropriateness of their IEP targets, the support they are given by teachers during lessons and the very good support which teachers receive from teaching assistants.

58. In some lessons, pupils' learning was more limited. The reasons for this were that teachers spent too long on introductions which limited time for active engagement by pupils in their learning. Behaviour management was less effective in these classes, which had an impact on the learning of all pupils when a significant minority moved off task. This was true of teaching within both key stages. In addition, there were too few opportunities offered to pupils in both key stages to review their learning in terms of what they had gained and how they had learned. Some teachers made clear at the beginning of lessons what their expectations of achievement were, for example in the Years 3 and 4 lower ability group and Years 5 and 6 upper ability group, but this was rare and was not reflected upon during the lessons themselves.

Language and literacy across the curriculum

59. This is becoming a positive feature of the school's provision. The subject leader and all teachers are aware of the benefits which this provision offers to both literacy development and language development in other subjects. A good example of this is the purchase of materials for humanities teaching which provide good opportunities for pupils to write effectively with a historical perspective. Good evidence to support this judgement was provided in the Years 5 and 6 history lesson when pupils were encouraged to write as historical journalists. Having developed their skills as historians by investigating secondary sources, they then produced writing for different audiences by producing newspaper reports based on events from the time.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The mathematics and assessment co-ordinators monitor the standards achieved by pupils throughout the school well. As a result, the subject co-ordinator has a good understanding of the strengths and weaknesses within the subject.
- Achievement in mathematics in both key stages is good.
- Teachers' planning is good, especially the weekly planning. Planning always identifies the learning intentions, which are shared with pupils; as a result, pupils have a good understanding of what they are going to learn.
- Most teachers provide well for the needs of pupils within their class, allowing them to make at least satisfactory progress and achievement.
- Lessons always begin with appropriate practice of mental arithmetic. This results in most pupils having the expected mental agility.
- Most teachers have good command of the subject and use the correct technical vocabulary.
- Teachers and classroom assistants support pupils with special educational needs well and, as a result, they make good progress and their achievement is good.
- Most teachers manage their pupils well; this usually results in effective lessons and has a positive impact upon pupils' learning.

- Teachers make good use of ICT within the mathematics lessons. This increases the interest of pupils and improves their motivation, resulting in effective learning and at least satisfactory achievement.
- Overall, pupils have positive attitudes to mathematics. They sustained concentration throughout the lessons and, when required to, worked collaboratively in pairs or in groups.
- There were too few opportunities for pupils to review their learning during and at the end of lessons; as a result, some pupils were unaware of what they had learned.
- Teachers did not always take the opportunities to enable pupils to express their thinking, clarify their thoughts and describe their own strategies.
- In the Years 3 and 4 middle set, as a result of weak assessment and a lack of understanding of what the pupils were capable of, the task was not sufficiently challenging for the pupils; they were not fully engaged in their learning and their achievement was unsatisfactory.
- Some pupils' workbooks were unmarked in a Years 3 and 4 class. This has a negative impact upon pupils' learning and prevents the teacher from having an understanding of what the pupils have learnt.

Commentary

60. Since the last inspection the school has successfully implemented the National Numeracy Strategy, and the curriculum offered to the pupils meets the demands of both the National Curriculum and the Numeracy Strategy. Overall, the quality of mathematics teaching is good. The teaching of the less able pupils in Years 3 and 4 is very good. Teaching is good throughout Years 5 and 6, for the average pupils in Years 3 and 4 and in Year 1. The teaching of pupils in the middle set in Years 3 and 4 was unsatisfactory. The subject is well led by an enthusiastic subject co-ordinator. The co-ordinator has not long had responsibility for the subject but she has good subject knowledge and has systems in place to develop the subject throughout the school. Resources for the teaching and learning of mathematics throughout the school are appropriate.
61. Standards in mathematics are average at both key stages. Standards had remained fairly static at Key Stage 1 since the last inspection but have made a significant improvement in 2003. The school has significantly increased the proportion of pupils achieving the higher levels of 2B and 3. Improved teaching and the introduction of targets, together with good leadership, account for this. Achievement is good with nearly all pupils making good progress. Achievement is particularly good in the Year 1 class as a result of effective teaching that is well matched to pupils' prior learning. Early identification and appropriate learning targets ensure that pupils with special educational needs make good progress and achieve well.
62. Standards attained by the eleven year olds in 2002 were average in comparison to all schools but well above average when compared with similar schools. Standards appear to be lower in the 2003 tests, but close inspection of performance data indicates that nearly all pupils made better progress than expected and therefore achieved well. Standards are higher than at the time of the last inspection. The impact of the effective implementation of the Numeracy Strategy, the introduction of teaching groups determined by pupils' prior knowledge, good teaching and effective support from the subject co-ordinator accounts for this improvement.
63. In most lessons, good planning and the sharing of learning intentions with pupils had a positive impact upon pupils' learning as it enabled most pupils to understand what they were going to learn. However, on several occasions the impact of this was lessened by the teachers missing opportunities to review pupils' learning at points during the lesson and at the conclusion of the lesson. This would have enhanced learning and led to good levels of achievement. In several lessons, teachers made very effective use of ICT. This was used well to support the visual learners in the oral and mental warm up in the upper set in Years 3 and 4. In the Years 5 and 6, average ability set, a spread sheet programme was used to draw 2D shapes and determine the proportion that was shaded. This enhanced their knowledge and understanding of fractions as well as ensuring sustained concentration and an

interest in their mathematics. In several lessons teachers gave pupils too few opportunities to share their thinking; this would have enabled the teachers to have a clearer understanding of what and how the pupils were learning, and thus they would have been better able to plan future lessons taking account of this. Teachers and classroom assistants provide appropriate learning for pupils with special educational needs, making good references to their individual learning plans; this ensures that pupils make good progress and achieve well.

64. Good analyses of standards by the co-ordinator, supported by the assessment co-ordinator, ensure that the headteacher and senior management team are provided with good quality information in order to plan for future improvements. The co-ordinator monitors planning and examines samples of pupils' work. She has undertaken training in lesson observations and has begun to undertake some lesson observations. This will enable her to have an even better understanding of the strengths and areas for improvement. The school is well set to continue to improve the quality of its mathematics provision in order to raise standards even further.

Mathematics across the curriculum

65. Effective examples of the application of mathematics across the curriculum were observed in measuring and data handling in science and ICT lessons.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Very good teaching and learning in Years 3 and 4.
- Planning throughout the school is thorough, with a good balance between acquisition of knowledge and the development of skills of scientific investigation.
- For the oldest pupils in particular, there is insufficient emphasis on the use of assessment of pupils' skills to promote attainment at higher levels.
- The subject leader has limited opportunities to make an impact on the raising of standards.

Commentary

66. In 2002, the most recent year for which comparisons are available, the proportion of pupils reaching the nationally expected standard in science at the end of Year 2 was close to the national average. After several years of steady improvement, the 2002 national tests for pupils in Year 6 showed a slight dip, with overall results slightly below the national average, but in line with those of schools with pupils from similar backgrounds. The 2003 results show an increase in those reaching the expected standard (Level 4) but a further drop in those achieving the higher level (Level 5).
67. The observation of a small number of lessons, detailed scrutiny of work and discussion with pupils indicates that standards at both key stages are satisfactory overall. Where teaching is good, pupils achieve well. For example, in a very good lesson in Years 3 and 4, the teacher's clear exposition and skilful questioning enabled the pupils to carry out a controlled investigation to test whether all liquids pour and flow in the same way. The pupils gained a good understanding of the factors that affect the reliability of an experiment.
68. Since the last inspection, the school has given a strong emphasis to scientific investigation. This was evident in a lesson in Year 2 where pupils were shown, in a well-structured way, how to investigate the conditions that enabled plants to grow and in the good grasp of Year 6 pupils of the principles of fair testing. However, the assessment of the pupils' skills and understanding is limited. This means that it is difficult to provide appropriately for pupils who

are capable of achieving at a higher level. Even the oldest pupils tend to cover the same activities in the same way and do not always know how they can improve. The school has identified this as an area for development in the near future.

69. The co-ordinator for science has recently taken up the role. The opportunities she has for developing the subject, particularly through time to work with colleagues in lessons, are rather limited.
70. Since the previous inspection, progress in both the quality of provision and the standards the pupils attain has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The oldest pupils attain good standards.
- Some of the teaching is very good.
- Planning is thorough and ensures the Programme of Study is fully covered.
- Leadership of the subject is effective.
- There are very good resources for ICT.
- There is not always enough time within ICT lessons to review what has been learned.

Commentary

71. In Years 1 and 2, pupils attain satisfactory standards. They use the computer effectively for simple word-processing and presenting data. They control the movements of a programmable toy, modifying the instructions to achieve the desired result. In Years 3 to 6, many pupils are achieving beyond the expected level. In a very good lesson on multimedia authoring, pupils in Years 5 and 6 combined text, graphics, animations and sound with confidence and an awareness of the intended audience. They demonstrated a discriminating use of the Internet, using searches well to identify information in an appropriate form for their needs.
72. Teaching is good in both key stages. Interactive whiteboards are used effectively to demonstrate key skills and techniques and teachers' expectations of pupils are high. As a result, they learn at a good pace. Lessons within the computer suite are relatively short, though, and time at the end of the lesson for reviewing learning and discussing improvements is at a premium.
73. Careful planning has ensured the Programme of Study is fully covered, although the use of sensors has so far been rather limited. Older pupils keep a useful self-assessment log in which they record the development of their skills.
74. Leadership of the subject is very good. The co-ordinator has driven forward the significant improvements in resources and provision. The school now benefits from an appropriate number of good quality computers connected to the Internet, as well as whiteboards and a digital camera that is used well. The appointment of another ICT expert as team leader for Years 5 and 6 has already brought benefits in improving the subject knowledge of her colleagues.
75. Since the previous inspection, the school has made the development of ICT provision a high priority. Heavy investment in resources and the development of staff expertise has resulted in very good improvement. The weaknesses have been addressed and the subject is becoming one of the strengths of the school.

Information and communication technology across the curriculum

76. The use of ICT across the curriculum is good. Planning in all subjects seeks to identify opportunities for the use of ICT, and good examples were observed in several subjects.
77. In literacy, pupils in Years 3 and 4 used a range of word-processing features, including clip art and different fonts and colours, to present high-quality, persuasive writing in the form of an advertisement. Databases are used to present the findings of surveys in mathematics and science. In geography, a comparative study of traffic flows in a town and village location were analysed by the use of a data-handling package. Pupils are encouraged to use the Internet to gather information in several subjects, including science and religious education. They are beginning to learn techniques to identify the most useful information provided by a search.

HUMANITIES

Religious Education (RE)

No lessons were seen in Key Stage 1, although inspectors looked at class timetables and teachers' plans and observed pupils responding to religious stories during school assemblies. Two lessons were seen in Key Stage 2.

Provision in religious education is **satisfactory**. It is well matched to expectations outlined in the Locally Agreed Syllabus.

Main strengths and weaknesses

- Well structured assemblies frequently introduce pupils to Bible and other religious stories and promote the celebration of religious festivals such as Diwali and Christmas.
- Religious concepts, artefacts and symbols are well integrated across the curriculum, for example the designing of prayer mats in art and design and the writing of a piece of drama for a class assembly.
- Pupils reflect upon the importance and impact of religion upon people's lives and consider how religious beliefs might influence their own lives.
- Good speaking and listening skills and positive relationships help to promote purposeful dialogue and discussion amongst pupils.
- Pupils have too few opportunities to reflect analytically upon their own beliefs and values.
- Too little ongoing teacher assessment of pupils' developing knowledge, skills and understanding.

Commentary

78. Improvement since the last inspection is good. The curriculum provides many and varied opportunities for pupils to learn about different faiths and religious practices. Some good links with a comprehensive PSHME programme ensure that pupils discuss and debate moral issues and reflect upon the implications for their own lives. Overall, standards of attainment by the end of Key Stage 2 are sound and pupil achievement is satisfactory. Pupils demonstrate a good knowledge of religious beliefs, language and symbols, but are less practised in forming their own thoughtful views on religious issues. The quality of teaching throughout Key Stage 2 is sound. Teachers provide well-structured lesson plans with clear learning intentions. Effective questioning promotes pupils' thinking but, occasionally, teachers are not clear about the distinction between RE and PSHME lessons, and discussions become too heavily focused upon social and moral issues rather than religious and spiritual ones. Throughout Key Stage 2 there is an over emphasis in the pupils' workbooks on the recording of factual knowledge and religious stories, with too little recorded evidence of the pupils' religious investigations and understandings, especially for the most able pupils. Pupils' attitudes to their learning are good; they enjoy RE lessons and work with enthusiasm. The

quality of learning in Key Stage 2 is sound. Pupils work well together in groups and readily share and discuss their thoughts, beliefs and feelings. Work produced is invariably attractively presented and demonstrates care and attention to detail. Too much of the written work is insufficiently challenging for some of the most able pupils who find themselves writing down facts rather than applying them with understanding. Leadership of the subject is sound with curricular plans complemented by visits and visitors, such as Rabbi Chappa who shared with the pupils his experiences of the Jewish faith. Management of this subject is under developed. There is too little systematic monitoring of teaching and learning to inform curricular planning and teaching.

History and Geography

Provision in history and geography is **satisfactory**.

No lessons were observed in either history or geography for pupils aged five to seven, whilst only one lesson of history and one of geography was observed in the classes of the ten and eleven year olds. From this evidence and from analysis of the pupils' work in their books, standards are judged to be average. Standards in geography have therefore improved since the last inspection as a result of improved planning that allows the pupils full access to the National Curriculum Programmes of Study. Teaching was at least satisfactory. For the history lesson it was judged to be good. Subject leaders are developing their skills.

Main strengths and weaknesses

- Lessons are well planned. Appropriate learning objectives are identified and shared with the pupils.
- Effective questioning by the teachers enabled pupils to increase their knowledge and understanding.
- Good application of literacy skills in the writing of a newspaper report in the history lesson.
- Subject leaders have yet to be given sufficient opportunities to enable them to have a good understanding of the standards achieved throughout the school or to have knowledge of the quality of teaching of history and geography.

Commentary

79. The planning of the two lessons observed was good. Teachers ensured that the lessons were drawn from the appropriate National Curriculum Programme of Study. By following the Programme of Study, teachers ensure that the pupils cover the recommended curriculum and thus the pupils achieve the standards expected for their age. This is an improvement since the last inspection when standards in geography were judged to be not high enough.
80. Teachers shared their learning intentions with the pupils. This enabled the pupils to have a good understanding of what they were going to learn. Effective questioning by the teachers in both lessons enabled the pupils to draw upon their previous learning and helped to ensure that the pupils remained interested and focused on their learning. In the history lesson on the power of the Tudor monarch, the teacher requested the more able pupils in the class to write their newspaper report displaying bias towards either the King or Queen; this provided appropriate challenge for them and enabled them to achieve well.
81. The role of the subject co-ordinator is not yet fully developed. The school is aware of this and has plans to extend the opportunities for the co-ordinators to undertake analysis of pupils' work and to monitor the quality of teaching of history and geography throughout the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in physical education (PE) and design and technology (DT). However, three art lessons were seen and two music lessons. No art lessons were seen in upper Key Stage 2, but inspectors saw a wide range of artwork from all year groups on display in classrooms, around the school and in the school's art portfolio of work. No music lessons were seen in Key Stage 1, although inspectors looked at curriculum timetables and plans and observed pupils responding to music and singing during school assemblies.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- Standards of attainment in 2D artwork, especially picture making.
- Pupils' awareness of the work of different artists, including the work of artists from different cultures and times.
- Teachers make good use of the pupils' positive attitudes to their learning and good social skills in collaborative work to promote a sharing of ideas and resources.
- Teachers' interventions in the pupils' work too often reward pupils' efforts and achievements but fail to introduce new approaches and challenges.
- Too little on going teacher assessment of the pupils' developing knowledge, skills and understanding.

Commentary

82. Improvements since the last inspection are satisfactory and standards have been maintained. The need to further address the developmental teaching of skills, identified at the time of the last inspection, remains an aspect of provision for further attention. Standards of attainment throughout the school are sound and pupils achieve satisfactorily. There are examples of good standards in the drawing and painting of pictures from direct observation and in the style of famous artists. Throughout the school, the pupils' good speaking and listening skills help them to express what they think and feel about their own and others' artwork. The quality of teaching in both Key Stage 1 and lower Key Stage 2 is satisfactory, although teachers do not always provide pupils with sufficient opportunity to explore and develop their own ideas or to engage in three-dimensional as well as two-dimensional work. Teachers make good use of a wide range of picture making resources and techniques with good reference to different times and cultures. Picture making is integrated well across the curriculum and is often used to illustrate texts in lessons such as English and humanities. Teachers make learning intentions and tasks clear and pupils know what they have to do, but too little use is made of on going teacher assessments to ensure that tasks appropriately challenge pupils of differing abilities within a class. Overall, the quality of learning is sound. Most pupils enjoy artwork and their work reflects care and attention to detail. Their positive attitudes to learning help to promote challenge and achievement. They happily work alongside and with each other, sharing ideas and resources. Behaviour is mostly good and pupils are eager to please the teachers with whom they work. Leadership of the subject is sound, although class teachers, including the curriculum co-ordinator, lack confidence in their own subject expertise in some aspects of this subject. Management of the subject is developing with some monitoring of curricular plans, although there is too little systematic monitoring of teaching and learning to most effectively inform whole-school self-evaluation and curriculum development.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Good standards in singing by the end of Key Stage 2, with most pupils demonstrating clear diction and pitch control when singing songs in unison and in two parts. In their singing they demonstrate an understanding and an ability to respond appropriately to dynamics (loud; quiet) and tempo (fast; slow).
- By the end of Key Stage 2, pupils identify the sounds made by individual instruments within complex compositions and place these in instrumental families such as wind/brass and keyboards.
- Pupils' good speaking and listening skills promote their achievement by enabling them to compare and contrast sounds and to confidently express the thoughts and feelings these sounds provoke.
- Teachers demonstrate sound subject knowledge; this is an improvement since the last inspection.
- Effective management of music lessons in Key Stage 2 means that those teachers with the most confidence and skills in the subject can teach all classes.
- Pupils' ability to represent music using imaginative symbols and standard music notation is not sufficiently developed.
- The systematic, ongoing teacher assessment of the pupils' developing knowledge, skills and understanding is under-developed.
- The time available on class timetables is too short for pupils to become fully involved in music experimentation and composition.
- Too little evidence during the inspection of pupils using tuned and untuned musical instruments.

Commentary

83. Improvements since the last inspection are satisfactory, with some good improvement in the quality of singing and in pupils' access to music from different cultures and times. Overall, standards of attainment by the end of Key Stage 2 are sound and pupils achieve satisfactorily. Standards are better in listening and appraising than in composing and performing, with the exception of the performance of singing which is mostly good. The quality of teaching in end of Key Stage 2 classes is sound, although there are too few opportunities for pupils to record their musical experiences through invented symbols or standard music notation. This results in a lack of challenge for the most able pupils. Good standards of attainment in listening and appraising music are well supported by the pupils' good speaking and listening skills and are promoted well through good use of structured group work opportunities in lessons. The teachers' assessment of music is underdeveloped and cannot be used most effectively to promote high standards or to set individual learning targets. The pupils' attitudes to learning are good; they work with commitment and enthusiasm at their tasks most of the time. Where there are pockets of 'silly' behaviour, these are mostly as a result of tasks that are not well matched to the pupils' needs and interests. They are effectively controlled by the teacher. Leadership of this subject is sound and teamwork approaches to curriculum planning and lesson delivery secure best use of staff experience and expertise. Staff demonstrate an enthusiasm for music-making, and pupils have access to some good role models for singing. Management of this subject is developing, with a subject review due later this term.

Physical Education

84. The inspection team collected insufficient evidence to make a judgement regarding provision for physical education since the subject did not form part of the inspection focus.

Design and Technology

85. Whilst teacher confidence was an issue in the previous inspection, there was insufficient opportunity to observe design technology during the inspection due to timetabling arrangements and so no judgement can be made.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, Social, Health and Moral Development (PSHME)

Only two PSHME lessons were seen and these were both at the end of Key Stage 2. No lessons were seen in Key Stage 1, but inspectors looked at timetables and plans and observed pupils working and playing together in lessons and around the school. Examples of pupils' work in workbooks were seen for all Key Stage 2 classes.

Provision in PSHME is **good** throughout the school.

Main strengths and weaknesses

- The school provides many opportunities for pupils to develop personal confidence and to take responsibility for their learning. Pupils are set individual academic and social learning targets and all pupils are aware of these and what they must do to improve.
- Teachers are enthusiastic in lessons; pupils work with commitment at their tasks and face new challenges positively.
- There are positive relationships of trust and respect throughout the school between pupils and staff. Pupils readily accept responsibility for each other and will 'look after' each other, including engagement in a playground 'buddying' system of peer support for children experiencing difficulties or distress.
- Sex education and drugs education are integrated well into PSHME programmes.
- Through PSHME lessons pupils are encouraged to consider and challenge stereotypes and some of the reasons for antisocial behaviour, including bullying and disrespect.
- The school undertakes questionnaires to access pupils' views about school provision and relationships.
- The school has no council to influence school change and development.

Commentary

86. Improvements since the last inspection have been good. The school has placed particular emphasis upon the pupils' social development as a result of some pockets of unsatisfactory behaviour reported at the time of the last inspection. The PSHME programme is promoting well pupils' very good attitudes to their learning and their good behaviour across all aspects of the curriculum. Standards of attainment by the end of Key Stage 2 are sound, with some good standards in pupils' personal and social development. The achievement of pupils aged from 7 to 11 is good. The quality of teaching in the end of Key Stage 2 classes is good. Positive relationships of trust and respect between pupils and their teachers help to promote interest, confidence and self-expression. Teachers structure lessons well and successfully encourage pupils to reflect upon their own experiences and to apply their values to a wider-world context. Lessons are developed well over time, with some good links with other subjects such as religious education and English (speaking and listening). There is too little ongoing teacher assessment of specific knowledge, skills and understanding to most appropriately identify small steps in the pupils' learning or to plan lessons that match their particular needs. The quality of learning by the end of Key Stage 2 is good. Pupils are interested and enthusiastic about the topics they explore and debate. They readily take part in class discussions, learn well from each other in collaborative group situations and respond sensitively to the needs and interests of those with whom they work. They discuss and debate

topical issues and are developing an understanding of the consequences of their actions. At times, too few opportunities for personal research and investigation can generate a lack of challenge for the most able pupils. Leadership of this subject is very good and management is good. The curriculum co-ordinator sets high standards and has a clear vision for the subject. She has good subject knowledge and expertise and has developed a comprehensive programme of work to support teaching and learning throughout the school. The school has been awarded the "Healthy Schools Bronze Award".

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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