

INSPECTION REPORT

MOORLANDS PRIMARY SCHOOL

Tilehurst, Reading

LEA area: Reading

Unique reference number: 109799

Headteacher: Mrs Julie Parry

Lead inspector: Mr Andrew Matthews

Dates of inspection: 12 – 14 January 2004

Inspection number: 256952

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	387
School address:	Church End Land Tilehurst Reading Berkshire
Postcode:	RG30 4UN
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John Kean
Date of previous inspection:	21 June 1999

CHARACTERISTICS OF THE SCHOOL

With 387 pupils (191 boys and 196 girls) the school is bigger than other primary schools. Pupils are taught in 14 classes. Pupils come from a broadly average socio-economic catchment area. Free school meals eligibility is below the national average, as is the proportion of pupils with special educational needs. There are six children in public care and 20 per cent of pupils are from ethnic minority backgrounds, with the majority being Caribbean. One pupil is at an early stage of English language acquisition. Attainment on entry to the school is broadly average. The pupil mobility is average with 27 joining the school and 14 leaving other than at the normal times. Pupils' attainment on entry to the school is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19410	Andrew Matthews	Lead inspector	Mathematics Information and communication technology Physical education
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20655	Beryl Rimmer	Team inspector	Foundation stage Art Geography Music
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Moorlands Primary is an improving school that provides an acceptable standard of education but still has serious weaknesses. The main weaknesses are the pupils' unsatisfactory achievement and the well below average standards that pupils have achieved at the end of Year 2 and Year 6 in the last three years. The headteacher provides good leadership and has clear vision for the school's improvement. The leadership and management of senior staff are at present unsatisfactory. The quality of teaching over time is unsatisfactory, although much good teaching was observed during the inspection. Currently, because of its serious weaknesses, the school gives unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is unsatisfactory and standards are too low at the end of Years 2 and 6 in English, mathematics and science.
- The headteacher has brought about significant improvement in her first year in the school.
- Although the quality of teaching and learning has been unsatisfactory in recent years, teaching is improving.
- The targets that teachers set are still not challenging enough for the pupils and there is a lack of rigour in the way that pupils' progress is monitored through the school.
- The leadership and management of the co-ordinators for the core subjects of English, mathematics and science are unsatisfactory.
- Pupils behave well, work hard and have very good relationships with one another.
- Pupils with special educational needs are well supported and achieve well.

The school's effectiveness is unsatisfactory and has declined significantly since the time of the last inspection in 1999. Standards in the core subjects of English, mathematics and science have declined noticeably. Whilst the headteacher leads the school well, the main co-ordinators are having too little impact on standards in their subjects. Although there have been improvements in the way that pupils are assessed, the information is not used effectively to ensure pupils of all abilities are suitably challenged. Standards in information and communication technology have improved and pupils are making some good use of computers to support their learning in other subjects. The current school improvement plan has been carefully constructed and is giving the school a clear lead on how to address the critical issues that it faces at present. The provision in the Foundation Stage is still unsatisfactory because of inconsistency in the quality of teaching and learning. All statutory requirements are met.

STANDARDS ACHIEVED

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

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.

Pupils' overall achievement is unsatisfactory. Attainment on entry to the school is generally average but by the time pupils leave the Reception class, they will not attain the goals children are expected to reach, except in their personal, social and emotional and creative development. By the end of Year 2, pupils have made poor progress and standards are well below average. Standards are rising in Years 3 to 6 because teaching is more consistent but standards are still below average in English, mathematics and science at the end of Year 6. Since the last inspection there has been

a particularly sharp decline in standards in mathematics and science but less of a decline in English. Pupils with special educational needs achieve well because of the good support they receive. Throughout the school, higher achieving pupils are not sufficiently challenged and do not make enough progress. There have been improvements in the provision for information and communication technology, leading to pupils achieving average standards. In all other subjects, standards are in line with national expectations, except in geography in Years 1 and 2 where standards are below expectations. Some good progress was observed in music in the classes for the older pupils.

At all stages pupils have positive attitudes to school and behave well. There is a very strong sense of togetherness in the school and relationships are very good. Attendance is below the national average. **The spiritual, moral, social and cultural development of the pupils is good.**

QUALITY OF EDUCATION

The quality of education is unsatisfactory, overall, because standards are too low. **Teaching is also unsatisfactory** because pupils are not achieving as well as they should. The school's target-setting process lacks rigour and teachers are not using the results of assessments to ensure that pupils are sufficiently challenged. However, there are positive signs of improvement. The teaching observed during the inspection was good, overall, and consistently good in Years 3 to 6. There are some weaknesses in the Foundation Stage, where there is a lack of consistency in the quality of teaching and learning. Despite the improvements, higher achieving pupils are still not consistently challenged and are not achieving their full potential. The additional support and care provided by the teaching assistants is effective in enhancing the learning of pupils and particularly those with special educational needs.

The curriculum is unsatisfactory, overall, and weakest in the Foundation Stage and in Years 1 and 2. In Years 3 to 6 the curriculum is satisfactory and ability setting for mathematics is helping teachers to drive up standards. There have been good improvements in the provision for information and communication technology. Computers are now used increasingly effectively to support pupils' learning in lessons. Pupils' learning is enriched by a good range of carefully planned activities in the arts and in sport. Activities such as Book and Arts weeks motivate pupils and successfully raise their achievement in specific areas.

There are satisfactory partnerships with parents and local schools. Parents appreciate the increased openness of the school, particularly concerning those areas it is trying to improve.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory, overall. The headteacher provides good leadership and has instigated several important improvements in her first year. These changes have resulted in a better informed governing body that provides satisfactory governance and is now in a stronger position to provide a strategic direction for the school. The leadership and management role of the principal subject co-ordinators is unsatisfactory, as they have too little impact on the standards in their subjects. However, there is a sense of well-placed optimism in the school and a determination on the part of the staff to improve pupils' achievement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both parents and pupils express good levels of satisfaction with the work of the school. Whilst parents feel that they would like to be consulted more regularly on school issues, they have great trust that any concerns or ideas will be listened to seriously. The school council meets regularly and provides a useful forum for the sharing of ideas.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and science and ensure that pupils of all abilities achieve their full potential.
- Set challenging targets for all pupils and monitor their progress towards these targets.

- Improve the provision in the Foundation Stage and Years 1 and 2 to ensure greater consistency in the quality of teaching and learning.
- Make greater use of the expertise of co-ordinators in their subject areas.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils' achievement is unsatisfactory through the school. Children in the Foundation Stage make unsatisfactory progress and achieve unsatisfactorily against their prior attainment. At the beginning of Year 1 standards are below average. The achievement of pupils in Years 1 and 2 is poor and by the end of Year 2 their attainment is well below average in reading, writing and mathematics. In Years 3 to 6, achievement is unsatisfactory and pupils' attainment at the end of Year 6 is below average in English, mathematics and science. There is no significant difference in the achievement of boys and girls.

Main strengths and weaknesses

- Pupils are not achieving as well as they should and standards through the school are too low.
- Pupils' attainment declines in the Foundation Stage because of the unsatisfactory provision.
- Pupils' achievement is poor in Years 1 and 2 because teachers' targets are too low.
- Pupils with special educational needs make good progress through the school because of the good quality support they receive.
- The achievement of more able pupils is too low and not enough are working at the higher levels.
- Achievement is improving in Years 3 to 6 but pupils are not making enough progress to make up the deficits in their learning in earlier years.

Commentary

Foundation Stage

Standards in relation to the early learning goals by the end of Reception in:	
Personal, social and emotional development	Satisfactory
Communication, language and literacy	Unsatisfactory
Mathematical development	Unsatisfactory
Knowledge and understanding of the world	Unsatisfactory
Physical development	Unsatisfactory
Creative development	Satisfactory

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

1. Children enter the Foundation Stage with overall average standards. They achieve appropriately in their personal, social and emotional development and their creative development and attain the early learning goals¹ at the end of Reception in these areas of learning. In all other areas of learning, pupils' achievement is unsatisfactory because of the overall unsatisfactory provision in the Foundation Stage. As a result, children do not reach the expected goals at the end of the Reception year as the above chart shows.

¹ Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They refer mainly to the achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

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

Standards in:	School results	National results
reading	14.9 (15.5)	15.7 (15.8)
writing	12.8 (12.4)	14.6 (14.4)
mathematics	15.3 (15.2)	16.3 (16.5)

There were 61 pupils in the year group. Figures in brackets are for the previous year.

2. In the 2003 National Curriculum tests, standards at the end of Year 2 were below average in reading and well below average in writing and mathematics when compared with all schools. When compared with similar schools, standards were well below average in all three subjects. The proportion of more able pupils reaching the higher levels was again well below average when compared with similar schools. There was no significant difference between the attainment of boys and girls or of pupils from different ethnic backgrounds.
3. Standards for the present Year 2 pupils are still well below the national average in reading, writing and mathematics and below average in science. Pupils with special educational needs are achieving well but all other pupils, including those from different ethnic backgrounds, achieve poorly because of weaknesses in the school's teaching provision. In religious education, information and communication technology, art and design, design and technology, history and music pupils are achieving appropriately and are working at the expected levels. In geography, standards of work were below national expectations.

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

Standards in:	School results	National results
English	26.2 (26.9)	26.8 (27.0)
mathematics	24.8 (24.3)	26.8 (26.7)
science	27.0 (27.3)	28.6 (28.3)

There were 61 pupils in the year group. Figures in brackets are for the previous year.

4. At the end of Year 6, results in the 2003 National Curriculum tests were below average in English and well below average in mathematics and science when compared with all schools nationally and also with similar schools. However, national added-value statistics show that, since Year 2, these pupils made satisfactory progress, overall, with good progress in English and unsatisfactory progress in mathematics. Despite the overall well below average attainment, there was no significant difference in the attainment of boys and girls or of pupils from different ethnic backgrounds.
5. Evidence from the inspection shows that pupils' achievement is improving. Standards are rising, particularly in mathematics and science. As a result, pupils' attainment in all three subjects is now below average, rather than the well below of the last two years. In English and mathematics, the proportion of pupils on course to gain the expected Level 4 is in line with national averages but the proportion of pupils working at the higher levels is still well below average. The proportions of pupils with special educational needs and statements are similar to last year. There is clear evidence that the school is being successful in improving pupils' achievements in both literacy and numeracy. Reading and writing skills are being developed through teachers' careful planning, well-focused teaching and effective use of the experienced and knowledgeable teaching assistants. Similarly, pupils' achievement is improving in mathematics because of the impact of pupils being set by ability in each year, and the good quality teaching that ensures that lessons build systematically on pupils' previous learning. In religious education, information and communication technology, art and design, design and

technology, geography, history and music, pupils are achieving satisfactorily and standards are in line with national expectations. In physical education, standards are in line but pupils are achieving well because of the consistently good teaching they experience.

6. The achievement of pupils with special educational needs is good, overall, and better than other groups of pupils within the school. This is because of the careful planning for these pupils and the good quality support they receive in lessons. Most pupils with special educational needs and disabilities make good progress against the targets in their individual education plans. However, more able pupils throughout the school are not being challenged sufficiently and are consistently not achieving their potential.
7. There is only one pupil who is at an early stage of English language acquisition. This pupil is being well supported and is achieving well.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- Pupils show good interest in learning, concentrate well and are enthusiastic.
- Their behaviour is good in lessons and around the school.
- Relationships between pupils and among pupils and adults are very good.
- Pupils are very willing to take responsibility.
- Pupils show good levels of respect for one another's feelings and beliefs.
- The attendance rate is slightly below the national average.

Commentary

8. At all stages, pupils enjoy school and all it has to offer. Children starting school in the Nursery settle quickly into school routines. Pupils have good attitudes to learning and want to do well. They are keen to enter into discussion. They listen well to the views of others, co-operate well and are trustworthy. Pupils respond well to teachers' expectations of them and are confident, friendly and polite.
9. Behaviour is good throughout the school in lessons, assemblies and playtimes. This is not as good as it was at the time of the last report. Some parents who attended the meeting were concerned about behaviour in Years 1 and 2: a few pupils with behavioural problems cause some disruption in a few lessons, but generally parents' concerns were not borne out by observations during the inspection. In the questionnaire, parents felt overwhelmingly that behaviour was good. Pupils respect their teachers, who offer them very good examples of courtesy and fairness. Golden Rules are displayed throughout the school. Pupils are very well aware of how they should behave and fully understand the difference between right and wrong. The new system of rewards and sanctions, which includes 'praising' assemblies and certificates, is effective and valued by pupils. No bullying or harassment was observed during the inspection and pupils knew what to do if it should occur. The degree of racial harmony is high.
10. Pupils are enterprising and respond well to the many good opportunities for taking responsibility: for example, when Year 6 pupils were asked to help with younger readers, a ballot had to be taken because so many pupils wished to take part. Relationships between pupils and adults and among the pupils themselves are very good and this security gives pupils confidence to ask questions and put forward their ideas. Pupils are keen to take part in school activities and participation in extra-curricular activities is good.

11. Attendance and punctuality have been declining steadily over recent years and attendance is now unsatisfactory. This is partly because of a local authority change in the way absence is recorded. Authorised absence is above average because, despite the school's requests, some parents take their children on holiday in term-time. There is also a small number of families with attendance problems. The school is taking steps to address the problem through 'first-day' telephone calling by the headteacher. Punctuality has been improving over the last year because of the school's efforts, involving awards to classes with good punctuality.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.4
National data	5.4

Unauthorised absence	
School data	0.7
National data	0.4

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

12. The monitoring of attendance is satisfactory. The school carries out regular monitoring of pupils' attendance, which is reinforced by half-termly visits from the school's education welfare officer. The school takes a strong line on holidays being taken in term-time, counting pupils as having unauthorised absence if their holiday takes their attendance below 90 per cent. There was one fixed-period exclusion last year, the first for some years.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British

No of pupils on roll
318

Number of fixed period exclusions	Number of permanent exclusions
1	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

13. The ethos and the social and moral development of the pupils are good, as they were at the times of the last inspection. Pupils behave with consideration for others and have a well-developed sense of how their behaviour might affect others. For example, in a Year 6 personal, social and health education lesson on how actions affect people, pupils put forward very perceptive responses to how they might feel after a confrontation such as 'angry', 'frustrated' or 'guilty'.
14. Attendance awards for individuals and classes encourage a sense of community. Pupils are strongly supportive of one another. In discussions, pupils particularly liked the atmosphere of the school. The school council and clubs make a real contribution to pupils' sense of responsibility. The new personal, social and health education programme makes a good contribution to pupils' social and moral development.
15. Provision for pupils' spiritual development is good, an improvement on the last inspection. Pupils have some good opportunities to reflect on the beliefs of others through assemblies. For example, an assembly took place during the inspection that included Indian music and a Sikh prayer, and a writing exercise in Year 5 called 'Think Books' gave pupils the opportunity to reflect on their feelings about the New Year.
16. Pupils' cultural development continues to be satisfactory, but the school is taking steps to develop pupils' understanding of the diversity of cultures in modern Britain. For example, Jewish and Muslim helpers have talked to pupils about their way of life and local clergy take

assembly twice a term. A room was set aside for Muslim pupils at Ramadan. Pupils are encouraged to think of others through raising funds for charities such as Guide Dogs for the Blind.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is unsatisfactory. Teaching and learning are unsatisfactory, overall. The curriculum is unsatisfactory. There is a good range of additional activities that enrich the curriculum. The provision for pupils who have special educational needs is good and meets their needs successfully. Assessment is unsatisfactory as the information is not used effectively to ensure that teachers' planning challenges pupils of all abilities. The accommodation and resources are both satisfactory but unsatisfactory in the Foundation Stage.

Teaching and learning

The teaching is unsatisfactory and pupils are not achieving as well as they should. The quality of assessment of the pupils' work is unsatisfactory.

Main strengths and weaknesses

- Although teaching is unsatisfactory, overall, and poor in Years 1 and 2, it is improving in Years 3 to 6.
- Teachers do not make effective use of the results of assessments to ensure that pupils of all abilities are challenged appropriately.
- The targets that teachers set for their pupils to achieve at the end of each year are not challenging enough.
- The basic skills of literacy and numeracy are not taught effectively and do not enable pupils to achieve well in these subjects.
- Teachers have high expectations for good behaviour but expectations on the amount of work to be produced in a lesson are often too low.
- The teaching fully meets the needs of pupils with special educational needs and those with English as an additional language and has a positive impact on their learning.
- Teachers make good use of their teaching assistants to support pupils in lessons.
- Although work is marked regularly, the teachers do not consistently give pupils enough information about how to improve their work.

Commentary

17. The quality of teaching has fallen significantly since the last inspection and is unsatisfactory over time because pupils have consistently achieved below average standards and have not made the progress through the school of which they are capable. Pupils' achievement is weakest in the Foundation Stage and in Years 1 and 2, where pupils' attainment falls from average on entry to the school to well below average at the end of Year 2. Teaching is stronger in Years 3 to 6 and pupils are generally achieving better in these years. However, as in the rest of the school, the target-setting of these teachers is not challenging enough and higher-achieving pupils are consistently under-achieving. Since the new headteacher arrived, there has been ongoing monitoring of teaching and learning in the classroom. However, the co-ordinators in the core subject of English, mathematics and science have not been sufficiently involved in this monitoring and their expertise has not been used effectively to help improve teaching and learning in the classroom. There have been improvements in the arrangements for teachers' performance management and in Years 3 to 6 this is raising teachers' expectations of their own practice. Teachers work hard to ensure that all pupils are fully included in activities, but this often leads to the higher ability pupils not being challenged sufficiently. Because three of the five teachers in Years 1 and 2 had been in school for less than two weeks at the time of the inspection, it is not possible to make a judgement on the

impact of in-service training in these years. During the inspection itself, teaching was unsatisfactory in the Foundation Stage, satisfactory in Years 1 and 2 and consistently good in Years 3 to 6.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (10%)	21 (54%)	11 (28%)	2 (5%)	1 (3%)	0

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

18. The quality of teaching in the Foundation Stage is unsatisfactory, overall, as the teachers' expectations of the children are too low. As a result, children achieve unsatisfactorily and do not make enough progress. Consequently, their attainment falls from average on entry to the Nursery to overall below average by the end of Reception. There is, however, some good teamwork in both the Nursery and Reception classes and adult-led activities are carefully planned. During the inspection, there were examples of good teaching, such as the introduction of forces by the Nursery nurse. However, teachers do not plan enough integrated activities that are supplemented by focused adult intervention. As a result, pupils' learning is often too formalised and does not have a good balance across the six areas of learning. More able children in the Reception class are not well challenged and do not make enough progress. This partly reflects the difficulty experienced by a new teacher who does not yet know the children's capabilities, but also reflects inadequate use of assessment information and leadership that does not ensure continuity in learning. There is regular on-going assessment by the teachers, but this information is not used effectively to modify planning to ensure that children of all abilities are sufficiently challenged.

19. The teaching in Years 1 and 2 is poor, overall, because pupils are consistently making well below average progress in these years. This is borne out by previous National Curriculum test results and the targets teachers have set for the present Year 2 pupils, which show that pupils of all abilities and particularly the higher-achievers, are not being challenged sufficiently. In mathematics, pupils are placed in ability sets across the two years. However, unlike Years 3 to 6 where the set groups are taught every day by the same teacher, sets in Years 1 and 2 meet only on the first three days of the week. On Thursdays and Fridays, mathematics is taught by pupils' class teachers and evidence from pupils' books shows that there is too wide a spread of ability in these classes for all pupils to be challenged successfully and to achieve their potential. This is particularly the case for the more able pupils, and far too few of these pupils are working at the higher levels or producing an appropriate volume of work in lessons.

20. In Years 3 to 6, although teaching over time is unsatisfactory, a significant proportion of the lessons observed during the inspection were good. Strengths observed included good management of pupils' behaviour, good use of questioning to assess pupils' understanding and some good evaluation of previous lessons to inform the next day's teaching. This was particularly evident in a lower set Year 4 mathematics group, where the teacher's good quality evaluations gave an accurate focus to the teaching in the follow-up lesson and enabled these pupils to achieve very well and to attain average standards. Pupils collaborate well in lessons because teachers regularly expect pupils to work together and learn from each other. This was particularly evident in a Year 6 physical education lesson and a Year 5 music lesson where pupils achieved well. Although the subject co-ordinators for English, mathematics and science all teach in Years 3 to 6, teachers are not benefiting from their expertise at present as they do not monitor teachers' planning regularly nor have opportunities to work alongside teachers to support them or monitor their effectiveness in the classrooms. Teachers' subject knowledge has improved since the last inspection in information and communication

technology because of the well-focused training. As a result, teachers have increased confidence to teach all aspects of the subject and this has led directly to pupils' improved achievement.

21. Homework was an issue that was highlighted by some parents. Discussions with pupils indicates that they have a clear understanding of when homework is set and its positive impact on their learning. However, not all parents were clear about how to help their child with the homework. This was borne out in pupils' reading records, which rarely gave parents an indication or a focus for helping their child to improve. Teachers mark class work and homework carefully but pupils do not receive consistent information when their books are marked as to how they can improve their work or move towards their individual targets.
22. Teaching assistants are experienced and used effectively to support pupils' learning in the classroom. They work most effectively when the work that they carry out with the pupils is well matched to pupils' abilities. When the work is not well matched, as was seen in a Year 2 mathematics lesson, their impact on the pupils' achievement is less effective. Often the assistants support pupils with special educational needs, most notably in providing additional practice and guidance in the development of their literacy and numeracy skills.
23. Pupils who have special educational needs are well taught and receive good support. Teachers and learning support assistants support their learning well and develop these pupils' confidence and self-esteem effectively. Individual education plans are drawn up carefully and used well by the teachers and teaching assistants to plan work for the pupils. The targets in them are clearly focused on the next stage of the pupils' learning and amended regularly to build on pupils' successes and extend their learning to the next stage. Good support is also given for pupils in public care and, as a result, these pupils are integrated quickly and sensitively into school routines and achieve appropriately. Teaching for the few identified gifted and talented pupils is good and these pupils achieve well in their respective areas.
24. The assessments that teachers carry out in English and mathematics are analysed carefully so that the strengths and weaknesses of each year group are clearly identified. However, the impact of the assessments is negated because the information gleaned from these assessments is not used effectively by the teachers to plan work that will build on the pupils' strengths and address the weaknesses. As co-ordinators do not see teachers' weekly planning, they do not have the relevant information to ensure that pupils of all abilities are being challenged in the work that is being set.

The curriculum

Curriculum provision is unsatisfactory. Accommodation and resources are satisfactory, overall, but unsatisfactory in the Foundation Stage where there is no covered outside area and the resources for outside play are inadequate.

Main strengths and weaknesses

- Curriculum provision in classes of mixed ages is unsatisfactory.
- The Foundation curriculum is unsatisfactory.
- There are good opportunities for curriculum enrichment, including participation in sports and the arts.
- Provision for all pupils with special educational needs is good.
- Ability setting in mathematics works well in Years 3 to 6, but is less effective in Years 1 and 2.
- Provision for personal, social and health education and citizenship is good.
- There is a good number of skilled teaching assistants, who are used effectively to promote pupils' learning.

Commentary

25. Curriculum provision for children in the Nursery and Reception classes does not promote the nationally required areas of learning sufficiently well. Children's knowledge and skills are not developed as well as they might be because the nationally recommended 'Stepping-Stones'² to learning are not used to best effect. Teachers' expectations of what children can do are low and there are too few opportunities for them to develop as independent learners. Therefore, by the time that they transfer to Year 1, standards are below average and achievement unsatisfactory.
26. Curriculum provision for pupils in Years 3 to 6 is satisfactory. In the mixed-aged classes of Reception and Year 1, and Years 1 and 2, it is unsatisfactory because the variation in pupils' abilities is so wide that teachers cannot consistently plan work that challenges pupils of all abilities. Consequently, a significant minority of pupils do not achieve as well in lessons as they should. All the required subjects and the locally agreed syllabus for religious education are taught. However, the time allocated to the teaching of music is barely sufficient to ensure adequate coverage of the subject. Arrangements for collective worship are satisfactory. Provision for pupils with special educational needs is good. Members of staff are strongly committed to including pupils of all abilities and disposition into the school's activities. Consequently, most of these pupils are now making good progress in their learning and achieve well in relation to their previous attainment.
27. Pupils are set by ability in mathematics lessons in Years 1 to 6. This works well in Years 3 to 6 and is leading to improved achievement. The mixed system of setting and class teaching used in Years 1 and 2 is not effective. It disrupts the pupils' learning and does not enable teachers to challenge the pupils consistently. As a result, many of the pupils, and especially the more able, are not being challenged sufficiently.
28. The quality of provision for pupils' personal, social and health education, including sex education, drugs education and citizenship is good. Pupils have regular opportunities to contribute to school developments through their school council. Overall, pupils are prepared effectively for transfer to their secondary schools.
29. Where possible, the school seeks to develop curricular innovations, such as those associated with accreditation for the Healthy Schools award. This is in the early stages of development. Procedures for curriculum enrichment are more established and have a beneficial impact on motivating pupils and on raising their achievement. This includes, for example, enhancements from activities such as Book and Arts Weeks. The school provides appropriately for pupils with English as an Additional Language. Currently only one pupil, who has recently been admitted, is in the early stages of English language acquisition.
30. A good range of clubs and out-of-school activities is well attended, though these tend to be for the older pupils. The pupils talk enthusiastically about participating in different clubs and competing against pupils from other schools in sports events. Visits to places of interest and visitors to school enrich the curriculum significantly. During the Pets' Assembly, for example, a local veterinary surgeon talked about the care of animals. In turn, pupils had excellent opportunities to make comments, ask questions and describe the significance of their own pets in their lives. The school arranges two residential trips for pupils in Years 4 and 6, with specific links to science, history, information and communication technology and citizenship.
31. There is a good number of qualified and experienced teachers to meet the needs of all pupils and to cover the full requirements of the National Curriculum. The teaching staff has a suitably broad range of individual strengths in subject knowledge. Teachers and pupils are supported

² Stepping-Stones are suggested activities in the Foundation Stage curriculum for teachers to follow to help children achieve the required standards in the six different areas of learning by the end of the Reception year.

by an appropriate number of suitably trained and effective classroom assistants. They make valuable contributions to the work of the school and, in particular, to the good progress made by pupils with special educational needs. All staff report favourably on the school's induction arrangements.

32. Accommodation and resources in the Foundation Stage are unsatisfactory: there is no covered outside area and the resources for outside play are inadequate. In the rest of the school, accommodation and resources are satisfactory, except for special needs, where they are good. However, the computer suite can only be used for small groups. The condition of the accommodation outside is barely satisfactory: many panels at the base of windows and doors are damaged and deteriorating, the boiler room door is damaged and the wild garden is very overgrown.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is unsatisfactory. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- Systems for monitoring pupils' academic standards and progress are unsatisfactory.
- Pupils with special educational needs are well integrated and cared for.
- There are effective procedures for health and safety, child protection and first aid.
- All adults know pupils very well and provide good levels of care.
- Arrangements for monitoring pupils' personal development are satisfactory.
- The involvement of pupils in the school's work is good.

Commentary

33. There are satisfactory arrangements for children when they start at the school. The arrangements include preliminary visits to the school by both children and parents. Parents and children felt reasonably well prepared for their new experience.
34. In Years 1 to 6, pupils with special educational needs are well supported by the teaching assistants and the local authority behavioural support unit, who provide good assessment and guidance. Pupils' individual education plans are thorough and give clear targets to teachers and assistants and their quality is an improvement on the last inspection. Provision for children in the Foundation Stage with special educational needs is unsatisfactory, as assessment information is not used effectively.
35. The school has good health and safety procedures. The headteacher is the designated person for child protection and for pupils in public care and has appropriate training. However, currently she has no deputy. All staff are very aware of child protection issues and keep logs of concerns. All are trained at the beginning of the year and all teaching assistants have attended courses on child protection. There are good guidelines for all staff. Links with social services are good. Pupils in public care all have personal education plans and co-ordination on these with social services is good. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are good and a significant proportion of staff have been trained in first aid. School security is good and supervision at lunch and play times is good. Risk assessments are regularly carried out and health and safety practice is good throughout the school.
36. There is a strong bond of trust between pupils and all adults who work in the school. Nearly all pupils who responded to the inspection questionnaire felt that there was at least one adult to whom they could turn for advice. Adults know the pupils very well. However, their personal

development is as yet monitored only through personal knowledge and reports. The good

practise observed in one Year 5 class of using 'Think Books' could well be extended throughout the school. Parents feel strongly that their children are well supported and cared for.

37. Academic monitoring is not yet used satisfactorily to inform pupils how they can improve. Assessment, especially in the Foundation Stage, is ineffective. Although regular assessments are made in the rest of the school, the results of these assessments are not used effectively to set challenging targets for individual pupils. Consequently, targets are not high enough and pupils are not challenged sufficiently. This results in pupils underachieving through the school. The results of assessments are also not used consistently to 'fine tune' the curriculum for each year group to ensure that strengths are built on and weaknesses addressed.
38. Pupils' views are sought consistently through the school council, circle time, assemblies and personal, social and health education lessons. Pupils in their questionnaire felt confident that their views were heard and acted upon. The school recently ran an 'Inclusion Audit' to ascertain pupils' views on a range of school issues.

Partnership with parents, other schools and the community

The school's links with parents are satisfactory, a decline from the time of the last inspection. Links with the community and other schools are satisfactory.

Main strengths and weaknesses

- Parents have very positive views of the school in nearly all areas.
- The school provides parents with satisfactory information.
- Some good sporting links with other local schools.
- Good links with parents of children with special educational needs.
- The Friends' Association is very supportive.

Commentary

39. In a very low return to the questionnaire, parents and carers expressed very positive views on nearly all aspects of the work of the school. A very small number of parents attended the pre-inspection meeting. A few parents would like to be more involved in the school and expressed concern about the challenge for more able pupils. The new headteacher is keen to involve parents more in the life of the school.
40. Information provided for parents is satisfactory. The prospectus and governors' annual report to parents are well presented. The school has just started to provide parents with information about what their children are to learn, but this lacks detail to help parents support their children. Links through home/school reading books are little used by parents or teachers. The support given by parents to their children's learning at home is satisfactory. Reports are satisfactory: they often give too much information about the work the children have covered and not enough about their progress or how they can improve. Regular newsletters are lively and helpful. They keep parents well informed about events and teachers are always available for informal consultation at the end of the day. Parents are now welcomed into the school for assemblies each week and to the toy library.
41. Attendance by parents at consultation meetings and performances is very good and a good number of parents attended a recent drugs' workshop. Parents are involved early in the case of any racial incident or in any behavioural issues. Induction procedures are satisfactory, but do not include helpful information about starting school. Links with parents of children with special educational needs are good.

42. There are satisfactory links with the local secondary schools and with other local primary schools through sports. The Friends' Association runs a good range of social and fund-raising activities and raises very good sums to buy equipment to support children's learning. A small number of parents help in school on a regular basis. The school has some satisfactory links with the local community: for example, through visits from local clergy and members of other faiths.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are satisfactory. Leadership by the headteacher is good, but not yet satisfactory by other key staff. Management is satisfactory. Governance is satisfactory.

Main strengths and weaknesses

- The experienced headteacher is relatively new in post; however, she has introduced effective strategic planning and provided clear curriculum leadership that is likely to move the school forward over time.
- The governors, headteacher and staff have a clear view of the kind of caring and inclusive school that they want.
- The management of provision for pupils with special educational needs is good.
- There has not yet been time for the recently introduced school management systems for monitoring the performance data of pupils and for staff performance management to have an impact on raising standards.
- The leadership and management of curriculum areas and the Foundation Stage are unsatisfactory because the role of subject co-ordinators is not yet sufficiently well developed.
- There is a lack of rigour in the way that the school sets targets for individual pupils and tracks their progress towards these targets.

Commentary

43. The headteacher has a clear vision for the school's development and provides good leadership and satisfactory management that are based on a precise analysis of its strengths and weaknesses. Since taking up her appointment just one year ago, every effort has been made to include governors and staff in school improvement. Frequent changes of staff in the recent past have affected development and contributed to the fall in standards since the last inspection. The role of the English, mathematics and science co-ordinators is at present unsatisfactory, as they have not had the appropriate training or the time to lead curriculum innovation in their subjects or to monitor teaching and learning. As a result, they are having too little impact on standards. The leadership and management of the Foundation Stage are unsatisfactory because there is insufficient challenge in the school's provision and the children are not making enough progress in their learning. However, the school staffing is now more stable and effective systems are being put in place to improve the school's curriculum provision.
44. The school's aims of raising standards and improving the quality of education are beginning to be met. Systems to monitor pupils' progress so that staff can see more clearly how pupils are progressing are being put in place. Data from test results is now analysed carefully. However, the procedures for using this information for the setting of pupils' individual targets is not rigorous enough. As a result, targets are not sufficiently challenging. Also, the school's tracking of pupils' progress towards these targets is weak and is not ensuring that pupils achieve appropriately. It is a priority for the school to make greater use of the skills of their senior subject co-ordinators in this monitoring work. The leadership of special educational needs is good and pupils are being more involved in the setting of their individual education plan targets. The school has recently introduced a system of performance management that takes account of teachers' individual needs for professional training that link accurately to the school's priorities for development. This is also a new feature of school improvement planning

and a significant advance on previous unsatisfactory arrangements. However, all these worthwhile initiatives are in the very early stages of development. As yet, they have not had time to have an impact on pupils' achievements or teachers' competence.

45. Governors are dedicated to the school and give it their full support. They are working in much closer collaboration with the headteacher and meet all statutory requirements. As a result, they have a much clearer understanding of the school's strengths and weaknesses and how to prioritise areas for development. They fulfill their duties in a satisfactory way but are keen to improve on this. Between them they have a good range of skills and expertise and undoubtedly the potential to improve the all-round governance of the school. The school improvement plan is the result of an effective consultation process and sets a clear agenda for development. Following a period of considerable staff turbulence, the school has been successful in recruiting several new teachers. Links with initial teacher training institutions are sound, as are the arrangements for the induction of new staff. The school seeks to ensure that all employees benefit from a sensible balance between the demands of work and home. This may well aid staff retention.
46. Financial planning is thorough and takes full account of the cost of implementing the school's improvement plan, ensuring that identified priorities are addressed. Governors have a good understanding of the school's finances and specific grants are used for their designated purposes. Governors did not shrink from adjusting their budget last year to take account of the need to reduce expenditure. Rightly, they are preparing contingency plans that address the issue of a potential budget shortfall for next year. Correct tendering procedures are followed and staff and governors obtain best value for money in their spending.
47. The day-to-day organisation of the school is efficient and the administrative personnel provide good support to staff, pupils and parents. However, considering the pupils' average attainment on entry, some unsatisfactory provision and the low results achieved at the end of Years 2 and 6, the school provides unsatisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	952,183
Total expenditure	879,085
Expenditure per pupil	2,144

Balances (£)	
Balance from previous year	40,243
Balance carried forward to the next	73,098

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **unsatisfactory**, overall. It is satisfactory in personal, social and emotional development and creative development but unsatisfactory in the areas of communication, language and literacy, mathematical development, knowledge and understanding of the world and physical development.

When children begin in the Nursery at the age of four, there is a wide range of ability, but the majority of children are of a standard usually found for this age group. The school's assessment information and inspection evidence shows that at the end of Reception class, children are likely to meet the expected standards in personal, social and emotional development. They are unlikely to meet expectations in the other areas because the teachers' expectations of learning are too low. Children are not encouraged to build on their learning sufficiently and achievement is therefore unsatisfactory. Teaching is also unsatisfactory, overall, because it takes insufficient account of children's prior learning.

There is good teamwork in both the Nursery and the Reception class. In both classes, teachers and qualified assistants have good relationships and provide good support for one another. Adult-directed activities are well planned. There are examples of good teaching: for instance, the introduction of forces by the Nursery nurse led directly to children make good gains in their learning. However, teachers show too little understanding of how children learn through well-planned integrated activities that are supported by well-judged adult intervention. Planning is unsatisfactory as it does not provide regular and frequent opportunities for learning across all six areas of learning. Children aged five in the Reception class are taught alongside older pupils in Year 1 and, too often, activities lack sufficient challenge and stimulation. The teacher of this class has been in the school for less than two weeks and is still finding out what the children can or cannot do. As a result, activities are not matched sufficiently to children's ability. Tasks are frequently allocated according to age rather than to aptitude and the most able Reception children are not achieving as well as they should be.

Very recent staff changes in the Foundation Stage meant that at the time of the inspection the headteacher was acting co-ordinator. Improvements since the last inspection include refurbishment of the nursery and the introduction of the Foundation Stage Profile as a means of assessment. The school does not use information from the wide range of assessment information effectively to modify the children's learning experiences to ensure that children of all levels of ability are sufficiently challenged. There are some significant weaknesses in the accommodation and resources; there is no covered outdoor area and the resources for outdoor play are inadequate.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Routines are quickly established.
- High expectations of behaviour.
- Good relationships.
- Elements of excessive control limits personal development.

Commentary

48. Children enjoy coming to school and settle happily in the Nursery because of the friendly relationships between parents and staff. Daily routines, rules and expectations are quickly established and teachers and adult helpers have high expectations of good manners and behaviour. They emphasise the importance of listening and taking turns and children concentrate well and sit quietly when expected to do so. Children respond quickly to directions and their behaviour is mostly good. Adults make frequent use of praise to develop confidence and self-esteem. At times, however, teaching is too controlled and occasionally inappropriate for such young children. By the end of Reception, children are confident and the more able begin to show initiative and take responsibility for their belongings and classroom equipment. At times, they lack self-discipline; for example, without adult supervision, they sometimes treat equipment carelessly and do not persist long with a chosen activity. Adults know the children well and soon identify those with particular learning or emotional difficulties. They keep detailed records of children's progress. Transition into Reception is managed appropriately but the organisation and resources in this class do not stimulate interest or enthusiasm for learning sufficiently. Teaching is satisfactory, overall, and children achieve appropriately. Some adults, in both classes, do too much for children, too frequently showing or telling them what to do. Consequently, most children usually wait for direction from an adult rather than taking the initiative through exploration or enquiry.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Lack of challenge for children to develop their reading skills sufficiently.
- Good opportunities for children to talk together.
- Good use of questioning.
- Too few interesting or stimulating opportunities for writing development.

Commentary

49. In the Nursery, children develop a lively interest in books through stories and sharing picture books with adults at home. They learn to match letters to sounds effectively through regular and frequent practice in teacher-directed sessions. However, they do not go on to link this to relevant words around the classroom. Teachers' expectations of children's ability to build on their learning are not high enough. By the end of Reception, too few children read or write simple words because they do not link sounds with reading sufficiently. Adults provide good role models for children's speaking and listening and children make good progress in this area. Children have good opportunities to talk and interact with one another during play activities, including role-play, and they are confident to express their needs. During independent activities, some adults are content to oversee children's play, missing opportunities to intervene appropriately in order to develop language skills and vocabulary. Children make marks and begin to form recognisable shapes in the Nursery but they rarely have direction or purpose. There are too few opportunities to experiment with and explore sounds, patterns and meanings of words in a variety of different situations. By the end of Reception, most write their own names and the more able begin to form recognisable letters. Children are not expected to write on a regular or frequent basis and this limits progress. Writing activities are sometimes rather mechanical and mundane and not sufficiently well matched to children's prior learning. They lack appropriate challenge for the more able children and the rate of learning is too slow. Teaching and achievement are therefore unsatisfactory, overall.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory**, overall.

Main strengths and weaknesses

- Activities do not build sufficiently on what children can do.
- Good use of mathematical vocabulary.
- Too few independent practical activities and games to reinforce learning.

Commentary

50. Children in the Nursery enjoy a suitable range of mathematical activities. Adults emphasise number vocabulary well and involve children in practical tasks of counting and ordering during registration, snack time and lining up. They develop the early skills needed for counting effectively. Children willingly join in with number rhymes and songs to five or ten, counting up and back. Adults encourage the use of number vocabulary such as 'one more' or 'one less' and 'longer' and 'shorter' during planned demonstrations. Pertinent and accurate observations of children's progress are made during sessions but teaching does not use the information sufficiently to build on and develop children's understanding further. There is a high degree of teacher control and children have too few opportunities to put their learning into practice through a broad enough range of interesting and stimulating activities. Adults sometimes miss opportunities during everyday activities to reinforce or extend children's learning, such as when they build, play in the sand and water or in the home corner. By the end of Reception, most children count and order numbers to ten and the most able add and subtract with a growing knowledge of simple number bonds, recording their calculations as a sum. They are learning to record their findings in a greater variety of ways, as when they make a graph of their pets during their chosen topic. Very few are familiar with the names of basic shapes and have difficulty in recognising them in the environment. They rarely use numbers or counting to solve problems independently. Children achieve at a lower rate than they could because expectations of their learning are too low and, consequently, teaching is unsatisfactory.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Low expectations of children's learning during independent activities.
- Well-planned directed activities.
- Good use of questioning.

Commentary

51. Children have some good opportunities to investigate and explore objects and materials because of a range of worthwhile and well-planned directed activities in the Nursery. For example, the Nursery nurse captures children's imaginations and encourages thinking, by using a range of glove and string puppets. She encourages children to think whether objects move by being pushed, pulled or blown by air. The most able children benefit when she invites them to make predictions. Her open-ended questions provide challenge and extend their understanding of forces most effectively. They show curiosity and begin to seek answers. Similarly, during a special 'Pet's Day' for older children, the Reception class is quietly absorbed in watching the movements and habits of a hamster. Good questioning by the teacher successfully promotes thinking and curiosity about his feeding and sleeping habits. However, these activities are not sufficiently integrated in a meaningful way into a wide enough range of activities. When children experiment with materials, such as sand, water, dough and

construction equipment there is often a lack of purpose or direction for these independent activities. Adults too rarely make links with the focus for the session's learning and miss opportunities to make judicious interventions to develop the children's knowledge and understanding further. In the Reception class, children continue to experience a similar range of activities but they are rather drab and lacking in clear organisation, overall. There is an over-emphasis on carrying out the planned task. Given the average ability of children when they start in the Nursery, achievement is unsatisfactory because of the overall unsatisfactory teaching that fails to develop the children's learning enough.

PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

Main strengths and weaknesses

- Lack of organisation and supervision of outdoor space.
- Low expectations of children's achievement.
- Too much emphasis on control.

Commentary

52. The organisation of the outdoor space is inconsistent and adults are unsure of boundaries and timings. This leads to unsatisfactory supervision at times, compromising children's safety and limiting their progress in developing physical skills. When children were observed playing out of doors, their play generally lacked a clear focus for learning or developing skills. They run and climb confidently and enjoy scooting around, over and through obstacles, reaching the degree of co-ordination expected for the age group. Occasionally, an assistant joins in playing with a ball but usually adults carry out a supervisory role. Children tend to repeat familiar activities and lack the suitable challenge or adult intervention needed to improve. During a brief observation of a movement lesson in the Nursery, children's progress was limited because children had not changed from heavy winter clothing and outdoor shoes and the emphasis was on following teacher directions. There is inconsistent practice between adults and there is a lack of clear leadership to demonstrate good practice or to promote greater coherence. This is unsatisfactory. The children are provided with good opportunities to develop their manipulative skills by handling small construction equipment, scissors, brushes, hole-punches and writing tools. Adults provide opportunities for them to experiment and where teaching is good, provide necessary guidance and help. Where teachers carry out the tasks for children, such as the threading of laces, achievement is limited. Children do not achieve as well as they should do because of unsatisfactory teaching.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy taking part in role-play activities and show imagination.
- Some creative activities are over-directed.

Commentary

53. The children are provided with suitable opportunities to experiment with colour, texture and shape. They produce lively drawings, illustrations, models and paintings. In the Nursery, children regularly sing and clap to nursery rhymes and taped songs, such as 'How much is that doggy in the window?' demonstrating a sense of rhythm and growing enjoyment. They accompany themselves with a good range of percussion instruments handed out by the

teacher. Opportunities for experimenting with sounds, however, are more limited, restricting their learning. In the Nursery, adults make very good use of resources to stimulate children's interest and engagement in whole-group activities. This helps less confident children to use their imaginations and take part in conversations. A younger boy, for example, reluctant to speak as himself, enjoys talking to a stranger through 'Licky', a colourful glove puppet. Opportunities are provided for dressing-up and imaginative play in both classes and small groups of children act out familiar scenarios in the home corner and the shop with confidence, co-operating with one another well. In Reception, resources are very limited and there is little to inspire enthusiasm or interest.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' standards in English are not good enough.
- Pupils' achievement is low because targets are not sufficiently challenging.
- Subject leadership and management have not been successful.
- Teaching and learning are unsatisfactory but improving.
- An experienced co-ordinator has been appointed to lead the school's drive to raise standards.
- The pupils are keen to do better.

Commentary

54. The 2003 end-of-year Year 2 and Year 6 national test results showed standards well below national averages and those of similar schools. These results reflected the very limited number of pupils working at higher levels. Overall, there has been a significant decline in standards since the previous inspection and pupils' achievement is too low. Evidence from the inspection shows that standards in English in Year 2 are still well below average and below average at the end of Year 6 where standards are showing signs of improvement. This is due to better teaching and the impact of exciting initiatives such as the achievement certificates in reading and writing. Pupils' interest is stimulated and, consequently, they are more motivated to learn. In spite of this, the achievement of more able pupils still lags well behind their ability. This is because of the lack of challenge in much of their work. Pupils with special educational needs are supported well through the effective use of teaching assistants and carefully planned tasks. As a result of the good quality of care and support that they receive, both in and out of the classroom, they achieve well in all year groups.
55. By the time pupils enter Year 1, their standards in speaking and listening are below average. They do not catch up completely as they move through the school. By the end of Years 2 and 6, standards in speaking and listening remain below average though there are definite signs of improvement. Some younger pupils are restricted by a limited vocabulary. However, all pupils respond well to regular structured opportunities to improve their skills in speaking and listening. They are encouraged to ask questions, explain events and describe activities. In a good lesson in Year 2, each pupil described accurately various distinguishing features of different creatures, such as a lion's mane. The Pets' Assembly provided a wonderful opportunity for some less assured pupils to talk about their pets and what makes them special. They managed this successfully, showing pride in their achievements and growing visibly in confidence. By Year 6, most pupils listen attentively and with respect to others. Many are capable of using a wide vocabulary effectively during conversations. Most express themselves confidently and are quick to respond to questions. Some discuss the finer points of their work assuredly and describe what they enjoy about school life. Pupils with special educational needs benefit from

the specific study programmes that classroom assistants provide for them in support groups. This helps them to make good progress in their learning.

56. Pupils enter the school with below average standards in reading. By the end of Year 2, current standards remain well below average. However, pupils are beginning to make better progress in reading. Many younger pupils now read simple texts accurately. They benefit from the effective use made of a structured reading scheme that is linked well to the National Literacy Strategy. They learn letter sounds and apply this knowledge to help them sound out words, even though some lower-attaining pupils do not yet know the names of the letters. Current evidence indicates that by Year 6, pupils reach broadly average standards in reading. This represents solid achievement. Older pupils read confidently and expressively and retell a story, capturing the main points of the plot. They discuss the work of their favourite authors such as J K Rowling and Jeremy Strong, and make comparisons. The introduction of reading certificates has spurred pupils to improve their reading skills.
57. Pupils enter the school with low standards in writing. Over time they learn to write in a variety of styles and formats, including stories, factual accounts, poems and letters. Throughout the school, far too few pupils reach the standards that they are capable of. In particular, pupils of higher ability achieve poorly because the targets set for them are too low and undemanding. In fiction writing, for example, work does not show sufficient development of higher skills such as flashback or changes in relationships. Most pupils take pride in their work and frequently present it well. Handwriting skills are developed systematically. By Year 6, most write in an attractive joined-up script. Punctuation within sentences is reasonably accurate and more able pupils show a secure understanding of the use of commas, apostrophes and inverted commas. The school is aware of the urgent need to improve writing standards and has rightly made it part of this year's school improvement plan. Teachers are working hard to do so, particularly through implementing the Literacy Action Plan. The introduction of writing certificates has given a significant boost to raising standards.
58. The quality of teaching and learning over time has been poor in Years 1 and 2 and unsatisfactory in Years 3 to 6 and has led directly to weak achievement of pupils as they have moved through the school. Much of this weak teaching has been due to unchallenging targets that have been set for pupils and this in turn has resulted in a lack of challenge for pupils of all abilities and particularly for the higher achievers. However, during the inspection, the quality of teaching was good, overall. Teachers place an appropriate emphasis on helping pupils develop their literacy skills through purposeful and enjoyable activities. As a result, pupils' attitudes to the subject are good. They concentrate well in lessons and work hard. They show commendable tolerance when lessons are disturbed by the poor behaviour of some individuals with special needs. In a well-taught lesson in Year 6, for example, pupils were engrossed in their work because teaching was stimulating, challenging and consistently supportive. Very good use was made of the teaching assistant to aid the learning of lower-attaining pupils. As a result, all pupils achieved well in their understanding of the nonsense poem about the Jabberwock. When lessons are occasionally less successful, teaching sessions are too long, learning moves at a slow pace and pupils' concentration lapses. Teachers use computers to support the pupils' learning but there is scope for further development in this aspect of provision.
59. Leadership and management in English are unsatisfactory and have not been sufficiently rigorous. The co-ordinator has undertaken some monitoring of teaching and learning but this has not resulted in improved standards. The school has tasked a newly appointed subject co-ordinator to develop further the school's drive to raise standards. The Literacy Action Plan provides a very worthwhile basis for future development.

Language and literacy across the curriculum

60. Teachers are planning satisfactorily for pupils to use their literacy skills across the curriculum but there has not been enough time for this planning to have sufficient impact on standards. Pupils' speaking and listening skills, and their basic reading and writing skills, are well

developed in other subjects. For example, pupils regularly discuss ideas with partners and review their work with them. Older pupils have used writing skills successfully to produce extended work of good quality in history. In the same tasks, pupils combine skills learned in literacy and information and communication technology equally successfully to produce their own publications.

MATHEMATICS

Provision in mathematics is **unsatisfactory**. Although standards are improving by the end of Year 6, pupils are underachieving through the school.

Main strengths and weaknesses

- Standards are too low in the school, even though the standards for the present Year 6 pupils are the highest for several years.
- Pupils' progress over time is unsatisfactory and too many pupils are underachieving.
- Whilst teaching and learning are, overall, unsatisfactory, some particularly good teaching was seen in Years 3 to 6 during the inspection.
- The target-setting process lacks rigour and the tracking of pupils' progress through each year is not robust enough.
- Whilst pupils with special educational needs are well supported and achieve well, the more able pupils are not sufficiently challenged and do not achieve high enough standards.
- Setting by ability in mathematics lessons is working well in Years 3 to 6 but not well in Years 1 and 2.
- The use of assessment information does not sufficiently inform teachers' planning.
- The co-ordinator has too little impact on standards in the subject.

Commentary

61. Standards are well below average in Year 2 and below average in Year 6 and have fallen considerably since the last inspection. Standards have been consistently well below average in both year groups for the last three years in National Curriculum tests. Standards are not improving fast enough in Years 1 and 2 but there are strong indications that the present Year 6 group is achieving better than other Year 6 groups in recent years. The proportion of pupils attaining the expected Level 4 standard this year is likely to be average but the proportion gaining the higher Level 5 will, as in past years, be well below average. There is no discernible difference in the achievement of boys and girls. Pupils with special educational needs are carefully planned for and well supported and achieve well compared with their prior attainment. The knowledgeable co-ordinator has instigated good assessment procedures to analyse the strengths and weaknesses of each year group. However, because of a lack of time for monitoring teachers' planning and visiting classrooms, her expertise is not used effectively to ensure that the curriculum for each year group is building on strengths and addressing weaknesses.
62. Pupils' achievement and progress through the school is unsatisfactory because the school's target-setting process is not overseen by the co-ordinator. As a result, teachers are setting their own class targets without detailed knowledge of their pupils. This is resulting in unchallenging targets. The tracking of pupils' progress through each year is also unsatisfactory and, as a result, pupils are not making the progress of which they are capable. This is particularly the case for the more able pupils, too few of whom are working at the higher levels.
63. In Years 1 and 2, pupils' progress is poor. They are generally not producing enough work in lessons to consolidate the necessary skills. Some work is repeated, even when pupils have understood a particular topic. Whilst there is a satisfactory emphasis given to number work, work in shape, space and measure is not sufficiently emphasised. Pupils are set by ability in

Years 1 and 2 but this only happens for three days a week. On the other two days, pupils follow topic mathematics in their mixed-aged classes. There is, at present, too wide an ability spread in these mixed-aged Year 1 and 2 classes for the more able, higher-achieving Year 2 pupils to be challenged successfully and encouraged to work at the higher levels. It is a main priority for the school to review ability setting in Years 1 and 2 to ensure that pupils of all abilities are being consistently challenged and are achieving appropriately.

64. Setting by ability is working more effectively in Years 3 to 6 and particularly effectively in Year 6, where the sets vary from week to week depending on the topic. Good teaching and careful planning are helping to accelerate pupils' progress and give them a real sense of achievement in lessons. For example, the lower-ability Year 4 mathematics set achieved very well in their work on adding and subtracting 19, 29 and 39 from double-digit numbers, because the teacher planned very carefully as a result of their previous day's work. There are weaknesses in pupils' number work and the way they apply their mathematical skills to practical problem-solving. Pupils' progress in their number work is not helped by their poorly developed multiplication tables skills. At present too many older pupils do not have a quick recall of these basic number facts and this is limiting their potential to develop their mental mathematics.
65. The quality of teaching and learning over time is unsatisfactory because pupils have not made enough progress in their time in the school. However, during the inspection the quality of teaching in Years 3 to 6 was consistently good and more consistently challenging than in the Years 1 and 2. Teachers have satisfactory subject knowledge but their overall planning does not consistently challenge the higher-achieving pupils. Expectations about pupils' achievement are often too low and teachers do not make effective use of time limits to ensure that pupils produce an appropriate amount of work in lessons. Teachers have good class management skills, which result in pupils behaving well in lessons. Homework is used satisfactorily to support pupils' learning. Teachers mark pupils' work conscientiously but there are too few comments to pupils on how they can improve. The school's correction policy is applied inconsistently and pupils, as a result, are not learning from their mistakes. The school has developed a good range of mathematical computer programs and these are used effectively in the majority of lessons to support and extend pupils' learning. Throughout the school, teaching assistants provide good support for the pupils they work with. Their knowledge and expertise are well used by the class teachers, who explain carefully how they are to support pupils. As a result, pupils have positive views about the subject and are keen to improve.

Mathematics across the curriculum

66. There are, at present, too few planned opportunities for pupils to use and develop their mathematics in other subjects. For example, insufficient opportunities are taken to use mathematics in areas such as science, geography and design and technology. As a result of this, pupils miss opportunities to reinforce their mathematical understanding or to practise the use of basic skills. This leads to some pupils having a less secure range of mathematical skills and limits their potential progress.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' achievement and progress over time are unsatisfactory.
- Teaching is unsatisfactory over time but was good during the inspection.
- Pupils enjoy investigative work, have a good attitude to their learning and behave well in lessons.

Commentary

67. The proportion of pupils reaching the expected Level 4 at the end of Year 6 is in line with national expectations. However, overall attainment is below, due to the well-below average proportion of pupils working at higher levels. There is no significant difference between the attainment of boys and girls. Pupils' achievement has fallen significantly since the last inspection.
68. By the end of Year 6, pupils are developing a wide range of scientific concepts. Scrutiny of work shows that they are making accurate drawings of the parts of a plant and are using scientific terms correctly. They construct simple electrical circuits and recognise the symbols used in an appropriate diagram. Pupils in all classes are encouraged to set up fair tests to investigate and develop their awareness of scientific principles and definitions. In such a lesson in Year 5, pupils gained a clear understanding of solid materials and learnt that sand, soil and sponges are solid materials with air in the gaps between the particles.
69. Although the quality of teaching seen during the inspection was good, teaching is unsatisfactory, overall, because of the unsatisfactory progress pupils have made through the school and their present unsatisfactory achievement. Lessons are now planned thoroughly and clear learning objectives are displayed on the board for the pupils at the start of each lesson. Pupils are encouraged to express their ideas and incorrect answers to teachers' questions are challenged fairly and with regard to improving the pupils' understanding. In the most successful lessons there is good management of resources and teachers make effective use of questioning to develop the pupils' thinking. Consequently, pupils concentrate well in lessons and carry out experiments enthusiastically, sharing resources and taking turns. Whilst there is evidence in the current work of good investigative activities, overall, there are not enough opportunities for the higher-attaining pupils to initiate their own investigations and follow their own lines of enquiry. Pupils' books clearly demonstrate that the previous range of experimental and investigative science was too limited.
70. An analysis of pupils' work shows that teachers' expectations are insufficiently high and that pupils are not achieving as well as they should. Much of this is due to a lack of monitoring. Pupils' progress has not been carefully tracked over time and insufficient attention has been paid to teachers' planning to ensure that the planned activities challenge pupils of all abilities, and especially the more able, appropriately. Marking does not consistently inform teachers' planning and also does not provide advice to pupils as to how they can improve their work.
71. Teachers throughout the school have very high expectations of behaviour and appropriate health and safety principles are applied carefully in all lessons. Pupils with special educational needs are well supported, with appropriate work and assistance where required. They make good progress in the lessons owing to the support provided both by the teachers and by the learning support assistants.
72. The co-ordinator is well informed and enthusiastic and the recent audit of resources has meant that budget spending has been focused appropriately. However, the impact of her role is unsatisfactory at present because of a lack of time to monitor teachers' planning and the teaching and learning in the classrooms. As such, her expertise is not currently being used well and she is not having enough impact on standards in the subject. Assessment procedures are not well developed. There is a satisfactory range of resources available, which are organised effectively and easily accessible. The use of computers to aid learning in science is limited.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Teachers are confident to teach all aspects of the subject.
- The computer suite enables the teaching of skills to small groups but is not large enough to make effective use of teacher time.
- Standards are now in line with national expectations.
- The school is developing a good range of programs to enhance pupils' learning in other subjects.

Commentary

73. There has been a good all-round improvement in the school's provision and, because of this, pupils are achieving satisfactorily and reaching the expected standards in all aspects of the subject. The school has worked hard to raise the profile of the subject by increasing the number of computers through the school and creating a computer suite. At present, the suite is too small for whole-class teaching. It is not an effective use of teachers' time because, as was seen during the inspection, the class teacher may well hold three identical 20 minute lessons to teach a particular skill to all pupils in a class. The school is aware of this and had saved money to create a new computer suite. However, last year, much of the saved money was diverted to balance a deficit budget. Despite this, the school's main priority is to find ways to make more effective use of teaching time to develop pupils' skills further. A successful initiative has been the development of a range of programs that pupils use to support their learning in other subjects. This was particularly the case in mathematics, where the programs used were clearly focused on consolidating and extending the pupils' learning in particular lessons. In literacy and science, the school does not, at present, have the same wide range of programs to support pupils' learning.
74. No lessons were seen in Years 1 and 2, so it is not possible to judge teaching and learning in these years. The quality of teaching in Years 3 to 6 is satisfactory. Teachers now have a greater confidence and subject knowledge to teach the subject effectively because of the carefully planned in-service training that they have received since the last inspection. Teachers' questioning in group sessions challenges pupils' learning and shows good subject knowledge. The questioning not only develops pupils' skills for the moment but also shows a clear understanding of how the skills being taught will be further developed in the future. Teachers of the older pupils are making good use of the Internet as a resource base. For example, Year 6 pupils show good skills in finding information about different European countries as part of their history and geography work. Now pupils are developing a range of skills through the year, the school has rightly recognised the need for a record sheet to plot pupils' progress in the different areas of the subject.
75. Pupils are enthusiastic about the subject because they understand how it helps their learning in other subjects. This was aptly summed up by a Year 6 pupil, 'When I was in Year 1 it was a privilege to use a computer. Now I am in Year 6 it is an everyday tool'. The co-ordinator has led the subject well since the last inspection. He rightly sees the acquisition of an interactive whiteboard for skills teaching as a necessary development to enhance the effectiveness of teaching in the computer suite. However, his management role at present is unsatisfactory as he does not monitor teachers' planning and has no opportunity to work alongside teachers to share his expertise and monitor their teaching and learning.

Information and communication technology across the curriculum

76. Pupils are making satisfactory use of information and communication technology to practise and reinforce the skills they have learnt in computer lessons and to extend their learning in other subjects.

HUMANITIES

77. No judgement could be made of the school's provision for the humanities as too few lessons were observed. Judgements have been made on the scrutiny of pupils' completed work, teachers' planning and discussions with staff and pupils.
78. No lessons were seen in **geography**. Previously completed work shows that by the end of Year 6, standards are in line with national expectations and pupils achieve appropriately. Pupils benefit from visits to places of interest, including residential visits that provide a contrast to their own locality. For example, before a visit to Bournemouth, pupils made good use of maps to investigate different ways and routes to travel there. Discussions with pupils in Year 6 show they have a secure understanding of how people affect their environment. They use geographical language, such as 'erosion,' appropriately to describe changes that have taken place and the reasons for these, including physical and human forces. Good examples of project work show strong cross-curricular links with history and information and communication technology. Pupils examine how towns and cities evolved, and in particular, why people moved from the countryside to towns during Victorian times. In Year 4, pupils use a good variety of maps, tables, charts and written work to learn about other countries and continents, including the features of life in an Indian village. This work makes a sound contribution to their cultural development. There is insufficient recorded work in evidence for Years 1 and 2, and discussions with pupils show limited geographical awareness and understanding. Standards are below those expected in these years and achievement is unsatisfactory. The current lack of a co-ordinator for the subject is a temporary weakness in leadership. Since the last inspection, the school has introduced a new system of self-evaluation, contributing to improved assessment procedures.
79. The previous inspection reported that provision in **history** was satisfactory and that standards were in line with national expectation. Current sampling of inspection evidence judges that standards are satisfactory. Most pupils make sound progress and their achievement is as expected. In discussions, older pupils were enthusiastic about history. They enjoyed talking about the Victorians and showed considerable empathy with the lives of children of that era. They recalled the significance of particular inventors and various inventions. In local studies, many have applied knowledge learned in English and skills acquired in information and communication technology very well to produce publications of good quality. The history curriculum is enriched by visits to places of interest. These include Reading museum, in connection with the study of the Romans, and Katesgrove in connection with the Second World War. A visiting specialist led the pupils in interactive experiences related to the Saxons.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good knowledge and understanding of the beliefs and similarities of world religions.
- Pupils are sometimes given the same work regardless of their ability.
- Marking of pupils' work does not tell them how to improve.

Commentary

80. Standards in religious education are in line with those expected in the locally-agreed syllabus and have been maintained since the last inspection. Indications from discussions and the monitoring of pupils' work indicates that the quality of teaching and learning are satisfactory. Pupils' achievement is satisfactory throughout their time at the school and, by the end of Year 6, most pupils have a good understanding of the main festivals and beliefs of Christianity and some other major world faiths. However, they do not spend enough time in reflecting on what

religious experiences might mean to those who believe. Asking questions and suggesting answers to central themes, such as 'creation' in Year 4, are not sufficiently prioritised.

81. Pupils' work is carefully recorded but with little evidence of differentiation. Overall, presentation is good but marking does not always inform pupils as to how their work could be improved. The leadership and management of the subject are satisfactory. Assessment procedures to record pupils' progress are in place but are not used consistently to record and track pupils' progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. No lessons were seen in art and design and only one in design and technology and it is, therefore, not possible to judge the school's provision in these subjects. Judgements for these subjects are based on interviews with pupils, discussion with the subject leader and on scrutiny of pupils' work. Only two lessons were observed in physical education, both of those being in the juniors; no judgement is made on the provision in Years 1 and 2.
83. In **art**, pupils achieve appropriately as they move through the school and attain standards generally in line with expectations by the time they reach the end of Year 6. No judgement can be made about the overall quality of teaching. By the end of Year 2, pupils experience an adequate range and variety of materials, tools and techniques and have regular but infrequent opportunities to express their ideas through drawing, painting, printing, collage and two- and three-dimensional materials. They produce a rather limited range of artwork, usually to illustrate a topic or theme, such as a collage depicting healthy food or making clay containers for lamps at Diwali. In discussions, pupils have a limited knowledge and understanding of artists or their work. By the end of Year 6, pupils show a developing knowledge and understanding of the styles of different artists and describe details of the work of Van Gogh and Georges Seurat. They develop their drawing techniques appropriately by using sketch-books to practise line, shape and form in preparation for a particular project. Good progress is evident in a Year 4 class, where pupils experiment to good effect with pattern, inspired by investigating art from different cultures and countries, such as India and Australia. Pupils describe with pride and enthusiasm how they worked in groups to produce colourful and imaginative designs of animals based on Aboriginal artwork. Pupils make satisfactory use of information and communication technology to research artwork; they use natural dyes, such as onions, beetroot, raspberries and tea to experiment with colour and print with a variety of mark makers. The art club makes a good contribution to the profile of the subject in the school and displays of the work of this small group of older pupils are of a high standard. Provision is not as good as described in the last inspection report and this is because of changes in staff and leadership of the subject.
84. Standards in **design and technology** are in line with national expectations at the end of Years 2 and 6. Teachers' planning and samples of work show that pupils can plan, design, make and evaluate their work and make choices about design and materials. For example, before Year 6 pupils made a musical instrument they were encouraged to consider a range of existing products before making decisions about their own design. In the lesson seen, work was planned well to build on pupils' previous learning. The pupils in a Year 1 lesson used their understanding of fruit to describe taste and texture. Pupils have good attitudes to learning. They listen carefully and respond to teachers' questions in class discussions. They generally work co-operatively in pairs or small groups. During discussion pupils talked with enjoyment about past work in design and technology, such as musical instruments, kite making and pop-up toys. There is evidence that pupils evaluate the outcome of their work and consider how improvements can be made. Overall, achievement is satisfactory throughout the school.
85. In **physical education**, pupils make good progress in Years 3 to 6 because of the skills of the teachers and the opportunities they are given to practise and improve their work. Lessons have good pace and pupils work hard to improve their personal performance. Good use of exemplars by teachers enables pupils to observe good quality work and, in the Year 3 lesson,

pupils were then given time to further develop their individual performances. Central to both lessons observed was the good support given by the teachers to different groups. Questioning, assessing and the sharing of ideas led to clear improvements in the pupils' movements. Year 6 pupils benefited further from the opportunity to evaluate each other's work. This was carried out sympathetically but those watching also made constructive suggestions. The subject provides very good opportunities for pupils to work together. This was most obvious in the Year 6 work, where pupils of different abilities, backgrounds and gender worked most successfully together to develop a group sequence using apparatus. The subject is enhanced by football and netball clubs and by the teams that represent the school. The school's football team was particularly successful last year, being county champions and representing the county in the south-west regional finals. Records show that, by the time they leave Year 6, the great majority of pupils reach the national standards for swimming. The school gives a high priority to swimming and the higher achievers represent the school in the local town's swimming gala.

MUSIC

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Good opportunities for more able pupils through clubs and extra-curricular activities.
- Wide range of visits and visitors make a good contribution to pupils' social and cultural development.
- Expertise of co-ordinator provides good example for teaching in Year 5.

Commentary

86. By the end of Years 2 and 6, the majority of pupils reach standards in line with national expectations and achieve appropriately. The younger pupils build up a repertoire of familiar songs and enjoy singing together, adding gestures and movement with enthusiasm and enjoyment. They remember the words to the songs and sing reasonably in tune. They accompany themselves with a suitable range of percussion instruments and learn to follow and keep in time with a rhythm.
87. To develop their performing skills, pupils of all ages take part in whole-school productions, such as *Pinocchio* and *Robin Hood*, as singers, musicians or dancers. Pupils from Years 5 and 6 have the opportunity to join the choir, and a small minority of pupils learn to play the guitar. Pupils sing songs such as *Danny Boy* and *The Bluebells of Scotland*, reaching a high standard when they tackle two- and three-part harmonies. The more able pupils are confident to sing solos and take pride in being selected to participate in the local festival at the local Hexagon theatre. Pupils listen to a wide range of music from other cultures and countries, including Africa, China and Poland, during lessons and assemblies. The curriculum is enriched by visits from musicians, such as from the Berkshire Young Musicians' Trust and a drummer from a popular band, who provide great enjoyment for pupils. However, pupils' overall knowledge of composers and their work is weak.
88. In the few lessons seen during the inspection, teaching was good, overall. During a well-planned lesson in Year 5, the co-ordinator provided very good opportunities for pupils to listen to and discuss a piece of modern music. The teacher's high expectations of pupils and her knowledge and enthusiasm for the subject resulted in pupils of all abilities making rapid progress in the skills of performing and composing. The co-ordinator provides satisfactory leadership for the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. As only one short lesson was observed in personal, social and health education it is not possible to make an overall judgement on the quality of provision. However, the available evidence and the way that the school integrates the subject into all aspects of the school's work, indicate that the provision is good. This leads to an ordered community where pupils have a clear understanding of right and wrong and enjoy collaborating in both their work and play. The school council creates good opportunities for pupils to play a part in the life of the school and learn about elements of the democratic processes. The school is making increasing use of their opinions and a small group of them recently talked to prospective teachers prior to their formal interviews.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	6
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	4

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

