

INSPECTION REPORT

South Lake Primary School

Woodley, Reading

LEA area: Wokingham

Unique reference number: 133383

Headteacher: Mrs P Lamb

Lead inspector: Mrs G Beasley

Dates of inspection: 22nd – 25th September 2003

Inspection number: 257506

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:	3 - 11
Gender of pupils:	Mixed
Number on roll:	368
School address:	Campbell Road Woodley READING
Postcode:	RG5 3NA
Telephone number:	0118 969 1672
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Turton
Date of previous inspection:	First inspection

CHARACTERISTICS OF THE SCHOOL

South Lake Primary is a new school formed from an amalgamation of a local infant and junior school just over a year ago. It is situated on the previous junior school site. There are 382 pupils on roll organised into two nursery classes and one reception class in the Foundation Stage, and eleven classes in the main school. Children in nursery and reception attend part time until the term following their fifth birthday, when they attend full time. All of the children currently attend part time. Attainment on entry is average overall. Pupils' come from the immediate area which is a mix of rented and owner occupied housing. An average proportion of pupils are entitled to free school meals. An average number have special educational needs for a variety of reasons, and five have a statement of their need. Eight pupils are at the early stages of speaking English. Most of these speak Punjabi as their mother tongue.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27899	Mrs G Beasley	Lead inspector	English and religious education.
9542	Mr B Jones	Lay inspector	
22434	Mrs S Bradshaw	Team inspector	Mathematics, history, geography and English as an additional language.
27568	Mrs M Davidson	Team inspector	Foundation Stage, art and design, information and communication technology and music.
22704	Mr G Williams	Team inspector	Science, design and technology, physical education and special educational needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school has had a very successful first year and is giving its pupils a **satisfactory quality of education**. Standards are **average** overall although work in books indicates that these are improving in English, mathematics and science. Pupils' achievement is **currently satisfactory**. Teaching and learning are **satisfactory** overall, although there are strengths in the nursery and Year 6. Leadership and management of the school are **satisfactory** overall. The school provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher and deputy headteacher is good and has meant that provision, especially the rich curriculum, has been put into place quickly.
- The ethos of the school is good and pupils have above average levels of personal development.
- Standards in religious education are below average at the end of Year 2 and Year 6.
- Assessment procedures are unsatisfactory as they are not used effectively to guide teachers' planning especially in group work.
- The co-ordinators are not yet involved enough in the monitoring and evaluation of pupils' progress in their subjects.
- Provision for pupils with special educational needs, and those learning to speak English, is good and they achieve well as a result.
- Teaching and learning is consistently good in the nursery and in Year 6.
- The school cares for pupils well.

This is the school's first inspection as a newly amalgamated primary school.

STANDARDS ACHIEVED

Children in the **nursery** and reception **classes** make **satisfactory** progress and most attain the goals they are expected to reach by the end of the reception year in all areas of learning. They exceed these in their personal, social and emotional skills and their physical development due to good teaching and the particular emphasis teachers give to developing the children's self-confidence and self-esteem. Standards achieved by pupils at the end of **Year 2** and **Year 6** are **average** in all subjects except religious education where standards are **below average**. Pupils' achievement is **satisfactory** overall, and all pupils, including higher attaining pupils, attain at least the expected standards for their abilities. Pupils with special educational needs make **good** progress and **achieve well** because they receive good support in lessons and teachers make sure they do work which is well matched to their particular needs. Pupils learning to speak English make **good** progress in English, mathematics and science because staff make sure they understand new vocabulary and, in some cases, they benefit from individual lessons when learning new skills.

Provision for pupils' spiritual, moral, social and cultural development is **good** overall. Pupils' social development is **very good**. Pupils have **good** attitudes to learning and **behave well** in and around school. Attendance and punctuality are **good**.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **satisfactory**. **Teaching and learning** are **satisfactory** overall. **Good** teaching was seen in all year groups. Lessons are consistently **good** in the nursery and in Year 6. Teachers use questions well to provide challenge for higher attaining pupils in whole class sessions. Teaching assistants give **good** support to pupils with special educational needs and those who are learning to speak English to make sure they are fully

included in lessons. **Assessment** procedures are **unsatisfactory, except in the nursery and reception classes**, and this means that some work planned is the same for all pupils and not always relevant to their learning needs. This is usually the case when pupils work in groups. The **curriculum** is **satisfactory** overall. There is a **good** range of extra curricular activities and links with the community are **good**. The school provides **good** levels of care and welfare. There are **good** links with parents and the range of information provided is **good**.

LEADERSHIP AND MANAGEMENT

Leadership and **management** of the school are **satisfactory** overall. The headteacher, supported well by her deputy, provides **good** leadership. In its first year the school has successfully established an ethos where pupils have a strong sense of belonging. The **senior management team** has established several new procedures to raise standards and improve provision. **Subject co-ordinators** have ensured that relevant schemes of work are in place. **Leadership** is **satisfactory** overall.

The **management** of the school is **satisfactory** overall. The school development plan has focused this year on putting a suitable curriculum in place and establishing an effective staff team. Subject co-ordinators are not involved enough in monitoring standards and pupils' progress, and teaching and learning. There was insufficient assessment information available for the school to build its improvements on performance data. This is now an area for development. The **governing body** give the school **satisfactory** support. Governors ask searching questions about provision. They are a very new committee and are still setting up some of their systems.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Nearly all parents asked have positive views of the school and are satisfied with the education the school is providing. This is especially the case with nursery parents. The inspection team and the school note that the timing of some information could be better. Homework makes a **satisfactory** contribution to pupils' learning. Pupils like being part of a primary school. Older pupils like having younger pupils in the same school although they regret not being able to play with them at playtimes.

IMPROVEMENTS NEEDED

The school has been open as a newly amalgamated Primary School for only a year, so there has been only a very short time for the new policies and procedures to make a difference to standards.

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

- Improve standards in religious education throughout the school.
- Extend assessment procedures to all subjects and use the information more effectively and consistently to monitor and track pupils' progress, set more challenge in group work and identify priorities for school improvement.
- Develop the role of subject co-ordinators.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **satisfactory** overall. Standards in English, mathematics and science are **average at the end of Year 2 and Year 6**. They are **below expectations** in religious education. As this is new school there is no interpretation of the school's results compared with national performance data.

Main strengths and weaknesses

- Standards are rising in English in the infants due to the recent emphasis to teaching letter sounds and names, and developing writing skills.
- Standards are rising in mathematics and science.
- Pupils with special educational needs and those learning to speak English make good progress and achieve well in English, mathematics, science and information and communication technology.
- Pupils' knowledge and understanding of different religions are weak.
- Children in the nursery are currently making good progress in their learning.

Commentary

1. The children **start school with average levels of attainment** overall. They make **satisfactory progress** to attain the goals children are expected to reach, the early learning goals, by the end of the reception year in all areas of learning. They exceed these in their personal, social and emotional skills and physical development. Children in the nursery are achieving well due to the structured routines and well-planned learning experiences. There is a good balance between adult led tasks and those that the children choose themselves. This is leading to confident learners who are keen to have a go at new things. They have good levels of self-esteem and have built strong relationships with each other and with adults working with them. As a result, their personal skills are better than you would expect to see for children of this age.
2. Standards in reading and writing in the infants have improved over the last year due to the better achievement in pupils' knowledge of letter sounds. As a result, pupils are confident readers and happily try to work out words they have not met before. This increased confidence is leading to more expressive reading by many pupils. Some respond well to the humour in the text and comment on the characters and what they are doing. Pupils in Year 2 this year have better handwriting skills and spell more words correctly than the same aged pupils were doing this time last year, reflecting the improvement in these aspects over the last twelve months. Literacy lessons are well planned to make sure that pupils develop a secure knowledge of a range of written texts.
3. Similar improvements are noticeable in mathematics and science, particularly in pupils' ability to explain how they reached a particular answer to a sum, or planned a particular science experiment in the way that they did. Results in 2003 national tests indicated that standards were below average in reading, writing and mathematics last year at the end of Year 2. Early indications are that this year, standards are likely to be average.
4. Pupils in the juniors are making satisfactory progress and are on track to attain the same average standards in English, mathematics and science attained by Year 6 pupils last year. All pupils, including those with special educational needs and those learning to speak English, reached their potential. Due to the initial use of assessment information to form sets and Booster groups in Year 6 last year in English, mathematics and science, lower attaining

pupils and those with special educational needs did well to achieve average levels, and more able pupils attained the higher than average levels of which they were capable. Pupils were given specific targets and were helped to achieve these through individual support in lessons from highly skilled teaching assistants.

5. Pupils have satisfactory literacy, numeracy and ICT skills due to the opportunity to use these in other subjects. Speaking skills are developed well through drama, and numeracy in science and geography. The computer suite gives pupils good opportunity to use their ICT skills to 'paint write and record numerical results.
6. Pupils with special educational needs and those learning to speak English achieve well when measured against their starting point in English, mathematics, science and information and communication technology. In lessons, teaching assistants work alongside pupils who need extra help to make sure they understand what the teacher is saying, or they work with them individually outside the classroom on specific language and numeracy skills. As a result, pupils use their literacy and numeracy skills confidently in lessons. Pupils learning to speak English make good progress in English, mathematics and science in particular because teachers' planning ensures they receive the precise support they need to use and understand relevant vocabulary. One to one support from teaching assistants in lessons helps them to understand instructions and know what they need to do. Both groups make similar satisfactory progress in other subjects as other pupils in the school.
7. Pupils' knowledge and understanding of different religions are weak. Although they know the names of the major religions of the world and recall studying them during their time in school, they are unable to distinguish between each one. Learning how to live from religion is better because of the focus the school gives to pupils' social and moral development. Assemblies and 'Circle Time' activities give good opportunities for pupils to talk together and consider social and moral issues. As a result, pupils discuss things openly and are developing good levels of moral and social awareness which they put to good use when playing outside on the playground and when working in pairs and groups in lessons. Standards in all other subjects where there was enough evidence to make a judgement are average.

Pupils' attitudes, values and other personal qualities

Pupils' **attitudes, values and personal development** are **good**. Pupils' **spiritual, moral, social and cultural development** is **good** overall. The school has concentrated successfully on creating a climate where the social and moral development of pupils is flourishing. **Attendance and punctuality** are **good**.

Main strengths and weaknesses

- Pupils feel secure and confident in school and form very good relationships with each other and the adults with whom they work.
- Behaviour in class and around school is good.
- Pupils participate well in all activities, both in lessons and in the good range of extra curricular opportunities provided.
- The understanding of the beliefs of others is less well developed.
- Children in the Foundation Stage achieve well in their personal, social and emotional development.

Commentary

8. The school has concentrated effectively, since its opening, on developing a community in which pupils feel happy, secure and confident. The planned approach to assemblies has ensured that moral and social development is given a high priority. Pupils have had many opportunities to discuss issues of importance to them and to contribute to the establishment of a few simple school rules which are followed closely. The school council, which is an elected group, is confident that it has had a hand in decision making and development of this new school. It has been instrumental in selecting trim trails which are now in use and is involved in selecting plans for the pond area.
9. Very good relationships exist between pupils and this is reflected in the classroom with all adults involved in teaching. Teachers and teaching assistants have high expectations of good behaviour and pupils respond well to this. They are attentive and polite. Chances to gain house points, receive commendations or a mention in the Golden Book provide effective incentives for effort, good behaviour and quality work.
10. Pupils really enjoy coming to school. They play well with their friends and willingly offer support to those who find playtimes difficult. Many pupils are happy to collect lonely ones from the 'buddy bench' or support those with special needs. Pupils are eager to attend the good range of extra-curricular clubs, and readily participate in residential and educational excursions. Pupils enjoy participating in sports and recall with pleasure the arts week and drama lessons. Pupils' respect each other's opinions well and listen and discuss issues sensitively. Good opportunities for this are provided in literacy, history and drama in particular. However, pupils' knowledge and understanding of the religious beliefs of others is less well developed within the religious education curriculum.
11. Young children make good progress in their personal, social and emotional development in the nursery and reception classes. Significant attention is paid to establishing routines so that children can understand what is expected behaviour in school. Children establish particularly good relationships with all the adults who work with them in this secure environment. They flourish socially, learning to take turns, concentrate on their activities and listening to each other.
12. The rate of attendance is above the most recently published national average. Pupils like coming to school. They are keen to start work in the morning and few are late. Most parents know they should notify the school when their child is absent and they do this conscientiously.

Attendance

Authorised absence	
School data:	4.3

Unauthorised absence	
School data:	0.5

The school opened in September 2002, so the table gives the percentage of half days missed through absence in the 2002/03 reporting year. The national primary school averages are not yet available.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	269	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	8	0	0
Black or Black British – African	1	0	0
Chinese	1	0	0
No ethnic group recorded	44	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

Teaching and learning

Teaching and learning across the school are **satisfactory** overall. They are **good** in Year 6 and in the nursery. Good teaching was observed in all year groups. Teaching for pupils with special educational needs, and for those learning to speak English, is **good**.

Main strengths and weaknesses

- Teachers use questions effectively to include all pupils in the lesson and find out what they understand.
- Teaching assistants give good support to pupils with special educational needs and those who are learning to speak English.
- Assessment information is not always used well to match work to individual abilities in group work.
- Teaching methods are not always varied enough to grab pupils' interest.
- Drama teaching makes an excellent contribution to pupils' learning.
- Teachers have high expectations of behaviour and this nurtures pupils' good attitudes and capacity to work.
- The teaching for pupils with special educational needs when they work in sets for mathematics is good.

Commentary

13. Lessons usually start well. Teachers use questions effectively in whole class introductions to draw all pupils into the discussions, check individual pupil's understanding and to make pupils think things through for themselves. This helps them to work well independently when they get to individual and group tasks. For example, Year 6 pupils gained a secure understanding of biographies and autobiographies, and as a result of good teaching in the

whole class introduction, were able to identify which was which when they were presented with different examples in their group work.

14. Paired discussion is used well to get pupils to think of their own ideas before starting to write or make. Further questions extend these ideas and this helps pupils to consolidate what they know and can do and strengthen their understanding. When the teacher and teaching assistants join these discussions, the quality of pupils' ideas is good. Teachers plan together to make sure that pupils in parallel classes get equal coverage of the curriculum and that there are no gaps in learning. They follow whole school systems and make sure that these are reviewed and evaluated regularly to make changes and improvements to their ideas.
15. Teaching is consistently good in the nursery and in Year 6, and for pupils with special educational needs, especially when they work in smaller groups outside the classroom. Lessons are fun and practical and this keeps pupils interested and attentive throughout the whole class sessions and in their group work. Teachers in these classes use assessment information well to plan tasks which match the needs of different groups of pupils so that all pupils are achieving as well as they should including higher attaining pupils, those who are learning English and all pupils with special educational needs.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	4 (8%)	21 (43%)	21 (43%)	1 (2%)	1 (2%)	0 (0%)

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

16. Careful assessments made when the school opened allowed the school to put pupils into sets for some subjects. This was based on careful analysis of what pupils could and could not do. Sets are changed according to need on a regular basis. There are currently sets for mathematics in Years 2, 3, 4 and 6 because this was where the widest ability range was found within the school. Pupils working in these sets therefore have work more closely matched to their needs with higher attaining pupils usually receiving suitable challenge and lower attaining pupils the support they need. Some teachers use assessment information well to plan suitable group work in literacy lessons. However, in some classes, assessment procedures are not followed and information about what pupils already know and can do is not used well enough to plan suitably matched work. Recorded work following the whole class sessions in particular is often too general. Teachers do not always expect enough of pupils and higher attaining pupils in particular are not challenged in their group work. The identification of pupils' targets for improvement is in the early stages in some year groups. This is particularly the case in writing activities, and in subjects other than English, mathematics, science and ICT. Teachers' marking often contains comments which are too general and do not give pupils enough guidance on how they can improve their work.
17. On occasion lessons are really exciting and these grab the interests of pupils and motivate them to take part. This was evident in a number of history lessons where drama and role-play was used effectively to develop an awareness of what life was like years ago in certain historical periods.

Learning is brought to life through drama. Lessons draw together several subjects and make an outstanding contribution to pupils' personal development and communication skills.

The pupils' imagination was immediately grabbed by the highly visible painting 'The Field of the Cloth of Gold' displayed on overhead transparency so all could see. The teacher delivered the lesson in a quiet manner and used expressive language to inspire the pupils' ideas. The subject expertise came through the well focused and developmental questioning which elicited from pupils

a consideration and expression of the characters' feelings, and a range of facts about the life and times of Tudor Britain gleaned from the painting. A piece of gold fabric provided the only prop for the warm up improvisation activity and this became a cloak to show off the majesty of Henry VIII, a bed cover for the queen and a tent for shelter. Group tasks were allocated in role and this kept pupils fully focussed on the next part of the lesson. They excitedly accepted whichever role they were given and using their one piece of fabric per group, put together a group improvisation for a military parade, a jousting competition and banquet. Music from the period enhanced the already electric atmosphere. The final performances brought the painting to life and were of such a high standard that pupils sustained their characters' personalities throughout. Pupils' subsequent discussions about why the painting was given its title reflected great insight into what life must have been like at that time.

18. As a result, pupils are able to recall significant detail about The Great Fire of London, the Ancient Egyptians, Victorian Times and Tudor Britain. In other lessons, resources and artefacts are used effectively to keep pupils' attention focused on learning and help them to remember important pieces of information. However, in some lessons, teachers talk too long at the beginning of lessons and pupils lose concentration. They stop listening to the teacher and to each other so that by the end of the lesson, few pieces of information are remembered. When they are asked to record their work, they do so unenthusiastically because their interest has wavered, and the time available is too short for quality pieces of work to be finished.

The curriculum

The **curriculum** provides a broad range of experiences and opportunities which are **satisfactory** overall and cater for the needs and interests of all pupils. Opportunities for enrichment, including extra curricular activities, are **good**. The quality of the **accommodation** is **very good** and the quality and quantity of the **resources** are **good**. All statutory requirements are met.

Main strengths and weaknesses

- The accommodation is safe and attractive and the school is well resourced.
- The curriculum is fully inclusive and promotes equality of opportunity, including provision for special educational needs.
- The curriculum is enriched well by the activities provided outside the school day. These include an interesting and relevant range of after school clubs which are attended by many pupils.
- Rigorous monitoring of the curriculum to ensure continuity and progress is not yet in place.
- Links between subjects are not fully developed.

Commentary

19. The accommodation is very good providing attractive specialist areas for the teaching of information and communication technology, music and drama. Classrooms are spacious with additional areas for artwork as well as very good outdoor facilities. The school library is well resourced and attractively furnished. At this time this facility is under-used and consequently pupils' library skills are underdeveloped. There is a good range of resources within each subject to meet the needs of the curriculum. There are a good number of well-qualified teaching assistants who work closely with teachers to provide good support in lessons and enhance pupils' learning.
20. The school's commitment to include and ensure equality of opportunity for all pupils is very high. The curriculum is planned to make sure all pupils in the same year group take part in the same learning experiences. Although lesson introductions and the organisation of some subjects into sets ensure most pupils receive appropriate challenges to ensure they reach

their potential, this is not always the case in subjects other than English, mathematics, science and information and communication technology as assessment systems for other subjects have not yet been implemented.

21. There is a good range of after school activities and clubs which are well attended by girls and boys. These include a wide range of sports, and art and music. The choir is very well supported and has been able to participate in a local festival. The numbers of pupils who attend the art club reflect the interest in the subject throughout the school. It is rated as one of the pupils' major interests and follows the success of an arts week, when pupils were able to experience a range of activities with local artists and musicians. A significant number of older pupils benefit from the expertise of visiting instrumental teachers for guitar and brass. There are also two flourishing recorder groups led by teachers with particular musical expertise. The use of specialist teaching for drama makes a considerable contribution to the history and English curriculum being of exemplary standard and greatly enjoyed by pupils. Educational visits are well planned and exciting and support learning well in history and geography. Residential experiences for older pupils give them significant experience of outdoor pursuits and chances to work as part of a team.
22. In the past year curriculum plans have been put into place for all subjects. Co-ordinators are aware that there is a need to monitor the delivery of the curriculum closely in order to ensure that pupils make progress in their own class as well as between year groups. The school organises the curriculum in a subject-based approach. Cross-curricular links between some subjects are well developed. For instance, pupils use their extended writing skills and drama skills in their history topics. Mathematics skills are used well in science when pupils construct graphs and tables to record their findings. The school plans to develop this aspect further.

Care, guidance and support

Arrangements for pupils' **care, welfare and health and safety** are **good**. The school seeks to **involve pupils** in its work **well**. **Support, advice and guidance** for pupils are **satisfactory**.

Main strengths and weaknesses

- There is good care for health and safety, child protection and pupils' welfare.
- The newly introduced assessment system has good potential, although it is not yet used consistently in all classes to guide pupils' progress.
- Class teachers and teaching assistants are building very good relationships with pupils.
- There is a strong encouragement of good work and good behaviour.
- There is good access and support for pupils with special educational needs.
- Induction arrangements in the nursery are good.

Commentary

23. The headteacher and the local authority made sure that the buildings were ready for pupils when the school opened last year. All requirements are met. The school's health and safety procedures are comprehensive and are followed consistently by all members of staff. The governing body fulfil their responsibilities through a designated governor who has specific responsibility within the new governing body. Governors and staff ensure the school is a safe environment. The headteacher is the designated person for child protection, and she makes sure that staff are up to date with the requirements. The most recent training was in June 2003. A good number of staff have first aid qualifications.
24. There are satisfactory procedures in place for assessing pupils' progress in English, mathematics and science. These are used effectively by senior members of staff to identify gaps in the curriculum and to organise pupils into sets for mathematics in Years 2, 3, 4 and

6. Assessment procedures for pupils with special educational needs and those learning to speak English are good. They are used effectively to identify the support they need when working in class lessons and when withdrawn to work in smaller groups. However, there are no systems in place for other subjects and this is unsatisfactory. There is no information available to guide teachers' planning and make sure that tasks are matched to need. Therefore, although good teachers do this automatically, others do not take enough account of what pupils can already do. Targets are too general in some classes and not always specific enough to individual needs. Pupils are aware of the targets they do have. They triumphantly mark them off on the class display boards when they achieve them.
25. The school provides good personal support to pupils. Teachers and teaching assistants know their pupils well. Pupils like the rewards they earn for good work and behaviour. Infant pupils win entries in the 'golden book'. Juniors win commendation slips and praise in assemblies. There are effective anti-bullying procedures. A pupil says: *'We don't have any problems with bullying, but the teacher would deal with it if it happened'*. Another pupil says that what he likes about the new school is that *'other people are nice to you'*. As a result of this support, pupils get along well at playtimes and lunchtimes, and share the equipment available amicably.
26. The school seeks and acts on pupils' views. Older pupils recently completed a questionnaire. In response to requests, there is now more play equipment. The school council enables pupils to express their wishes and canvass other ideas from classmates. The council recommended the playground's 'buddy bench' for anyone feeling lonely and this is making a good contribution to pupils' social awareness. Pupils extend their understanding of citizenship as they see how agreements enable them to improve life at school.
27. Nursery and reception staff know their children very well. Their activities are monitored closely and every care is taken to ensure their safety. The induction of children to the nursery is managed well. There is a range of meetings including home visits which ensure that children are familiar with the nursery environment and the adults who will care for them. As a result children settle well and quickly into school. Parents are particularly satisfied with this procedure. Children transfer happily into the reception class which is next door because there are such close links with the nursery unit. Those who go to school elsewhere have good contacts with their new teachers.

Partnership with parents, other schools and the community

Good links with **parents** contribute well to pupils' learning. Links with **other schools** and the **community** are **good**.

Main strengths and weaknesses

- The active links with parents extend children's learning.
- There are good clear systems for home reading and homework.
- There are good links with the community and other schools.
- Annual reports on pupils are detailed and provide good information about how well pupils are getting on.
- Some parents express concern about changes in the new school.
- The school prepares pupils well for subsequent stages of education.

Commentary

28. Good parental partnerships contribute actively to their children's learning. Most parents and pupils follow the homework schedule specific to the child's class. Home reading and the reading record are particular strengths. The school expects every child, from reception to

Year 6, to read for ten minutes every evening. This is having a positive effect on their standards and pupils enjoy reading as a result.

29. Information for parents is good. Annual reports show what the child knows and can do. They identify general targets, which will be refined further when the assessment information becomes more specific. There are good opportunities for parents to see teachers and the headteacher at the end of the school day. Parents with special talents and skills contributed greatly to the arts week. In the nursery, reception and the infant classes, parents have frequent informal discussions with the teacher at the end of the day. Parents of junior pupils can easily arrange appointments to meet their teacher, and several impromptu meetings were observed during the inspection. The monthly newsletters feature the many social events run by the parent teacher association. Parents support these keenly. A recent family fun day raised £1600 which will be used to benefit pupils' learning through the purchase of additional resources. Activities such as disco and tombola extend children's maturity and social awareness.
30. The school takes full account of parents' views. Its recent questionnaire showed positive responses to all 15 questions. It responded quickly to parents' suggestions that they would like longer notice of social events. This is happening from the start of the present term. Most parents welcome the fact that South Lake has become 'one school'. A minority raise concerns about changes that have taken place. The school recognises it needs to work hard to reassure these parents.
31. From the start, the school built good links with the community. Local councillors joined the Duke of Kent in the opening ceremony. Teachers and pupils distributed invitations, and neighbours came eagerly to see the new facilities last January. Community activities broaden pupils' learning. They get expert coaching from athletics, soccer and rugby clubs. There are soccer and netball matches with other schools. Thirty-five older pupils joined with other schools to perform music to 1200 spectators at the Reading Hexagon.
32. There are good links with local schools and colleges. Nursery staff get full information from the nearby pre-school playgroup. Close co-operation with the secondary school provides extra induction sessions for vulnerable pupils, and helps them settle smoothly. Pupils from secondary schools and students from a local college gain work experience at the school. They give valuable help in the classes.

LEADERSHIP AND MANAGEMENT

The **headteacher** provides **good leadership**. She is **well supported** by the **deputy headteacher**. Leadership by other key staff in the school is **satisfactory** overall. Management is **satisfactory**. The governance of the school is at an early stage of development and is currently **satisfactory**.

Main strengths and weaknesses

- The headteacher has been dynamic in bringing together two schools, and establishing one positive ethos within the school and the outside community.
- The leadership of special educational needs is good.
- Subject co-ordinators are committed and eager to undertake and support their colleagues, although they are not sufficiently involved in monitoring standards, teaching, learning and assessment information effectively.
- The continuing professional development of staff has been a key factor in raising subject expertise
- Governors fulfil their role as a critical friend well but acknowledge their need for training to become more proactive to help them undertake their responsibilities more efficiently.

Commentary

33. The leadership of the headteacher is good. She has a strong vision which has been embraced by all members of staff and governors. Pupils are fully aware of the school's ethos and are keen to contribute to its development. On appointment, the headteacher carefully thought about what she needed to do to dovetail two very different schools. Along with strong and committed support from her deputy and other members of staff, she carefully identified what was required to move the school forward. Her open approach captured the enthusiasm of staff and governors and within a very short time the school became one school, one staff and one group of governors, all with the same vision and aspirations. The foundation was quickly and firmly put into place.
34. The senior management team are effective teachers whose expertise and experience offer the necessary quality leadership to support the headteacher and deputy headteacher in responding to the school's aims. They are respected by staff and pupils and have the capacity to effect change. Because assessment procedures are new, the school is not yet using assessment information effectively enough to identify priorities for improvement. Subject co-ordinators have made sure that curriculum provision is in place and that planning ensures equal coverage in their subjects. However, except for English and mathematics, both led by members of the senior management team, they are not yet involved enough in monitoring and evaluating how well the planning is put into practice in lessons.
35. The continuing professional development of staff has been a key factor in helping staff to improve their expertise and address areas of development. All staff have embraced these opportunities enthusiastically and conscientiously. Performance management is now embedded in the school's regular cycle of self review and is providing a satisfactory vehicle in which to identify further improvements to staff expertise. One key area of success has been to promote the effectiveness of teaching assistants. Their training and careful deployment has been particularly beneficial to the progress of pupils with special educational needs and those learning to speak English.
35. The governing body has embraced its responsibilities with enthusiasm. It was inexperienced as a group and recognised immediately that it needed training, support and guidance. Since their induction, many governors have already attended courses and used local authority expertise to make up for their initial lack of experience and knowledge. As a result, they ask the school searching questions about what it is doing and why, making the school accountable for its actions. They have already appointed four committees and appointed governors responsible for monitoring and supporting literacy, numeracy and special educational needs. They now plan to shadow key staff, review performance data and invite subject co-ordinators to governing body meetings to explain their role. The governing body is in a secure position to develop a strategic view of the school's needs and developments. It is committed to ensuring that it has a comprehensive understanding of the school's priorities so that it can take informed decisions to improve the quality of education for its pupils.

Financial information

Financial information for the year September 2002 to March 2003

Income and expenditure (£)	
Total income	635749
Total expenditure	601925
Expenditure per pupil	1714.38

Balances (£)	
Balance from previous year	0
Balance carried forward to the next	33824

There is a larger than usual carry forward figure due to start up costs not yet being fully accounted for.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the **Foundation Stage** is **good**.

Main strengths and weaknesses

- **Teaching** is consistently **good** in the nursery.
- The quality of **curriculum planning** is **very good**, so that there is a good balance of activities provided for children.
- The **leadership** is **effective** and has led to the whole team working closely together, so that children's individual needs are fully met.
- **Very good** use is made of high quality accommodation and resources to organise motivating activities for the children to take part in.
- The **outside area is not planned for use** at all times of the day.

Commentary

36. Children are currently achieving well, due to good teaching in all areas of learning. The quality of the curriculum ensures that there is a particularly good balance between adult focused activities and those that the children choose for themselves. The daily timetable is very well structured and all adults contribute successfully to planning. Classroom assistants take a responsible role in leading groups and making observations of children's progress in consultation with the teachers. As a result, children flourish in this stimulating and caring environment, where high quality accommodation and very good resources are used very well. The large nursery area has special 'corners' for particular activities, but also sufficient space for quiet group teaching. The outside area is well designed and activities outside are planned for each day. However, there are still large periods of the day when this very good facility is not fully utilised and the imagination which goes into the planning of inside activities is not yet fully extended to the outside learning environment.
37. The leadership of the Foundation Stage has proved effective in generating a team of committed practitioners, who work successfully together and support children's learning well. There is a buzz of enthusiasm apparent in the unit and an understanding of the need for continual development. The vision of the teachers has ensured that although children move to the reception class at three points in the school year, they are offered equivalent opportunities, particularly in the areas of literacy and mathematical development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well and most will reach higher standards than expected by the end of the reception year.
- Well established routines help children to learn about acceptable behaviour.
- Opportunities for choice enable children to develop good levels of independence.
- The caring and stimulating atmosphere enables pupils to establish good relationships.

Commentary

38. The school day is particularly well organised and regular routines which are consistent throughout the unit enable children to understand how to behave and respond to the various interesting challenges offered. The good ratio of committed staff means that children are supervised well. They are asked questions about what they are doing and learn quickly that it is important to complete tasks and to tidy up. The good quality of personal relationships established with adults underpins all the learning taking place in the Foundation Stage. Children are eager to please and enjoy the relevant and interesting activities offered. Children's opinions are valued and they learn to listen and answer politely, respecting others and taking turns. All children learn quickly how to deal with their own needs, like hanging up coats, and by the end of the reception year most can get themselves ready for physical education without help.

COMMUNICATION LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good teaching ensures that most children will achieve the expected standard by the end of the reception year in their literacy skills.
- Children are learning well through new initiatives, which include the teaching of phonics (letter sounds and their names) and handwriting.
- The way that the nursery and reception class staff work together ensures that all reception age children have similar opportunities to develop literacy skills.
- Assessment information is not always used successfully to match work to individual needs within these groups, although children with special educational needs and those learning to speak English are given good support because records show clearly what they can do and still need to do to improve.

Commentary

39. Throughout the nursery and reception class children have good opportunities to develop their knowledge of letter sounds and their names. They discuss pictures, play games and practise sounds. This contributes well to their reading skills which are well supported by a successful home-reading arrangement for sharing books. Many opportunities are given to children to improve their handwriting skills. They can choose to "write" at the writing table and decorate pictures with handwriting patterns. As a result, the older children are developing a neat, defined cursive script.
40. The older children of reception age who are still in the nursery have well organised group sessions which enable them to read big books, practise their phonic skills and learn how to sequence the events of a story. This good provision ensures that they have similar experiences to those children already in the reception class. The large amount of assessment data collected about children's progress is not always used successfully in identifying specific learning needs in these groups, so some work is the same and those capable of more are not always challenged.

MATHEMATICAL DEVELOPMENT

Provision for **mathematical development** is **good**.

Main strengths and weaknesses

- Children are now achieving well due to effective teaching and most will achieve the goals they are expected to reach by the end of the reception year.

- All adults use every opportunity to encourage children to count.

Commentary

41. By the end of reception year, children are learning to count to 10 and the more able children can count forwards and backwards with confidence beyond this. As part of a group many children can count to twenty and beyond. They are familiar with number rhymes and enjoy using their counting skills to play games such as 'snakes and ladders'. They are extending their understanding of mathematical terms and most use words such as up, down, forwards and backwards confidently. The learning takes place through relevant play and games and this makes the children want to take part.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD AND CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children make good progress with information and communication technology skills in the reception class as they have regular access to the computer suite.
- Structured play activities give children a wide range of opportunities to experiment with paint and printing.
- Children have good experiences of, and enjoy, role-play activities that are relevant to their learning.

Commentary

42. Very little direct teaching was seen in these areas but evidence from planned activities and recorded work indicates that most children are on course to meet the expected standards by the end of the reception year. Children in the reception class have regularly planned opportunities to visit the computer suite and, as a result, they are making good progress in their ability to use a computer mouse to draw pictures and patterns on screen. They choose with confidence the tools they need from a simple menu to create patterns, faces and pictures with different colours, thick and thin lines and a range of large and small shapes.
43. There are very good examples of children experimenting with paint, especially printing patterns and pictures. After listening to the story of 'Handa's Surprise', they used fruit to print patterns and this made the learning more relevant and gave the activity a purpose. Good questioning ensures that children can recognise and name fruit, as well as describe it. The opportunity to buy and sell play fruit in the role-play fruit and vegetable shop provided good opportunity for them to develop their imaginations. The children enjoyed using the same puppets used by adults during the telling of the story to perform their own version of the story in the puppet theatre. This helped them to recall significant parts of the story in the correct sequence and gave them a great deal of pleasure.

PHYSICAL DEVELOPMENT

Provision for **physical development** is **good**.

Main strengths and weaknesses

- Children achieve particularly well and many are likely to exceed the expected standards by the end of the reception year
- Older children demonstrate high levels of control and interpretation in dance

Commentary

44. All children in the Foundation Stage have ample opportunities to use wheeled toys and to climb and balance in the well resourced and excitingly designed outside area. In the reception class children use the main school hall for physical education lessons. Due to particularly good teaching they learn to move to the music well, developing their own imaginative ideas and using a variety of movements representing 'Incy Wincy Spider' and a 'slithery snake'. They use their bodies sensitively and imaginatively, and are learning effectively about the use of space and variations of speed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils in the infants have a good knowledge and understanding of letter sounds and their names.
- Teachers and teaching assistants use questioning effectively to include and challenge all pupils in whole class sessions.
- Assessment information is not always used consistently to plan challenging and interesting tasks in group work.
- Literacy skills are used well in other subjects.
- Pupils with special educational needs and those learning to speak English make good progress.
- Drama is used particularly well in the juniors to develop speaking and listening skills.
- Good leadership has ensured improved provision in English.

Commentary

45. Standards in speaking and listening, reading and writing are average at the end of Year 2 and pupils' achievement is satisfactory. Recent emphasis on teaching letter sounds and their names has led to improved confidence when reading and consequently all pupils are attempting to read unfamiliar words by themselves. The blends they have learnt have been transferred successfully to their spellings and written work is now more accurate. There is evidence that pupils in this year's Year 2 have better writing skills than last year due to these strategies. Handwriting is neater and more accurately formed and pupils write in a more fluent joined style.
46. At the beginning of last year, the school evaluated and reviewed the targets for attainment at the end of Year 6. Analysis of results from ability tests led to targets being made more challenging. The information helped the school organise 'Booster' groups and the subsequent well-matched tasks ensured that pupils identified as being on the borderline achieved average levels. Higher attaining pupils achieved the above average levels of which they were capable. In addition some pupils with special educational needs exceeded expectations to achieve average standards. Inspection evidence indicates that pupils this year will achieve similar average standards in all aspects of English at the end of Year 6. As they read, pupils scan ahead for information and are beginning to skim the text for the key words they need to find to help them with their research. Writing is much neater than this time last year and pupils take greater care with their presentation. This is due to the particular emphasis placed on improving basic writing skills. This has led to pupils' greater pride in their work.

47. Good leadership has led to more focused teaching and learning of basic skills. Whole class teaching sessions are good. This is because teachers' planning identifies precisely what they want pupils to learn in lessons. They question pupils closely to find out what they already know and understand before moving learning on. Questioning is used as an effective strategy to include everyone in discussion and no one has the chance to take a back seat in these parts of the lesson. Teaching assistants are used well to sit with any pupils who need additional support, including pupils with special educational needs and those learning to speak English, to check their understanding and re-emphasise the learning points. Resources are interesting and this grabs pupils' attention and makes them want to join in. The target setting process has not yet become a whole school procedure. Therefore, although the school is now starting to collect a wide range of useful information about what individual pupils can and cannot do, it is not used effectively in every teachers' planning to match group tasks to individual needs. Consequently, in many lessons, work in groups is identical and not as interesting or challenging as it needs to be to ensure good achievement.
48. The use of drama to develop pupils' speaking skills is excellent and at times inspiring. In drama lessons, pupils in Years 4 and 5 are given excellent opportunities to talk about their ideas before improvising various scenarios to depict what life was like in the times of the Tudors and the Egyptians. Pupils are motivated by these lessons and they all join in with enthusiasm. Similar activities for Year 6 ensure that these skills continue to develop. Pupils were taken back in time to the Victorian Era, and a lively debate about whether the railway line should run through the town ended with cries of delight when the local councillor decided that it would not. The banners and placards were written in an appropriately persuasive style and supported the arguments well.

Language and literacy across the curriculum

49. The use of language and literacy across the curriculum is good. There are good cross-curricular links between English and other subjects, especially history. Teachers plan interesting ways for pupils to use their speaking skills to present their work to the rest of the class at the ends of lessons, and during lessons when paired discussion helps them develop ideas. Writing for a purpose is now established in the infants. During the inspection learning was brought to life when pupils in Year 2 used their written instructions to make the masks described. Activities such as this give writing a purpose and motivate all pupils to finish the written task quickly.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are improving throughout the school.
- Assessment information is not always used well enough in group tasks.
- Pupils with special educational needs and pupils for whom English is not their mother tongue make good progress.
- Lessons are interesting and pupils behave well.
- Leadership is good.

Commentary

50. By the end of Year 2 and Year 6 standards are in line with the national average. Setting procedures and extra support for different groups of pupils have ensured that standards have risen. Older pupils, as a result of good teaching, achieve well and focus well on their tasks. As a result, pupils in Years 5 and 6 are good at suggesting different ways of solving problems, and explain their mathematical thinking clearly. Sets formed following careful

analysis of assessment information last year provide well for pupils with special educational needs and pupils for whom English is not their mother tongue who consequently make good progress in their learning. Teachers and teaching assistants give them good support in lessons and work is matched well to their capabilities.

51. Leadership and management of the subject have been effective since the new school was formed a year ago. Analysis of the answers to questions in the national tests has led to improvements in the curriculum. New strategies to raise standards have been introduced, including target setting, new resources and greater involvement of parents. Target setting procedures are new and therefore not yet effective in providing enough information for keeping tabs on individual progress in all year groups.
52. The quality of teaching is satisfactory overall, although some good teaching and learning was observed. In these lessons, teachers used questions skilfully to involve and challenge all pupils. Pupils responded well to the lively approach at the beginning of lessons and were keen to learn and explain their work. In one very good lesson, pupils in Year 4 were encouraged to think of their own ways for solving mathematical problems and they all managed to find an answer to the problem set as a result. In all lessons, teaching assistants and resources are used well to motivate and include everyone in the learning. Pupils behave well because lessons follow a brisk pace and mathematical activities are interesting. They respond well when lessons are presented in a lively way. Pupils enjoy discussing their work in pairs and in groups. Pupils in Year 6 enjoyed participating in a 'Bingo' game as they identified the answers after rounding up decimal numbers. The best teaching occurs when teachers have high expectations of pupils' performance. Frequently assessment information is not used well enough to provide appropriate work for all levels of ability as the lesson develops. This limits the progress that pupils are able to make. In some lessons pupils are given insufficient time to practise new concepts and skills because the teachers' introductions are too long.

Mathematics across the curriculum

53. The use of numeracy across the curriculum is **satisfactory**. There are examples of these skills being used effectively in science, design and technology and geography.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching in Years 2, 5 and 6 is good.
- Pupils with special educational needs, and those learning to speak English make good progress.
- Practical activities develop pupils' investigative skills well and encourage pupils to use scientific vocabulary.
- Assessment information is not used precisely enough to inform future planning and teaching.
- The subject co-ordinator does not monitor provision closely enough.

Commentary

54. Teaching and learning are satisfactory overall. Teaching in Years 2, 5 and 6 is effective and standards in these lessons are above average. In good lessons, objectives are clearly shared with pupils so they know what they are expected to learn and do. Shared discussion between pupils and teachers ensures that ideas for the planning of investigations are valued. Effective questioning assists pupils in making predictions about what they think might happen in their investigations and using scientific vocabulary. There is a good balance

between class activity and group work and because learning is practical, pupils stay interested throughout the lesson. In some lessons however, teachers tell pupils exactly what they will do and in these lessons learning is less effective. Pupils are not always clear about what they have learned, skills are not developed appropriately and their scientific understanding is not secure. Resources are good and support the learning well. Because the subject co-ordinator has not yet had time to monitor how well the agreed curriculum is being put into practice in lessons, these weaknesses have not yet been identified. Standards and achievement are satisfactory.

55. Pupils with special educational needs and those learning to speak English make good progress. During the introductory part of lessons, teaching assistants repeat what the teacher is saying and ask precise questions to make sure that these pupils understand the instructions and know what they are expected to do. As a result, they are developing good levels of self-confidence and self-esteem and happily have a go at designing and carrying out their own investigations. Paired learning, where pupils support each other in group work encourages dialogue and promotes scientific vocabulary well. Procedures for assessing pupils' attainment are satisfactory overall. However, the information is not used effectively to track progress and give pupils guidance on how they can improve their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils benefit significantly from the high level of resources and very good accommodation
- Opportunities for classes to work together have led to greater confidence and competency in Year 2.
- The leadership in the subject is strong, but there has been little opportunity for the co-ordinator to monitor teaching
- Lack of formal assessment procedures means that teachers do not always know what pupils know and can do, so that they can plan for the next steps in learning
- There is less evidence of classroom computers being used to support learning

Commentary

56. At present, standards are in line with national expectations at the ages of seven and eleven. However, there is evidence that the result of paired class teaching is leading to an improvement, both in competency and confidence to carry out new activities for the current Year 2. The very good quality of accommodation and both hardware and software has a significant effect on the standard of skills that pupils attain. The use of interactive whiteboards makes learning more effective and enables whole class skills sessions to take place before pupils work alone or in pairs. Most teaching observed was satisfactory, but where teachers and classroom assistants demonstrate good personal information and communication technology skills, pupils benefit greatly. For example, the suite is used effectively for teaching mathematics groups in Year 1. Teaching assistants are able to teach skills effectively when using CD-ROMs and interactive games.
57. The co-ordinator is very knowledgeable about the subject and has a particularly well thought out development plan. She offers support for teachers and she manages the complexity of a large budget, licences and agreements well. She has engaged effective technical support from the local high school. At present, however, there is no formal assessment system and this means that in some classes, work is not carefully planned to meet the needs of all pupils. The co-ordinator has not been able to monitor teaching in this subject, but knows that some teachers need support, and this is being met satisfactorily through specialist teaching and training sessions.

Information and communication technology across the curriculum

58. The use of information and communication technology across the curriculum is satisfactory. There is a good range of software available for the support of other subjects through information and communication technology. This is at its best in the support of the art curriculum, mathematics and literacy. The use of classroom computers to support the learning taking place in lessons is less evident.

HUMANITIES

59. Inspectors observed one history and one geography lesson, and talked to pupils about their work. No judgement was made about standards, the quality of teaching and learning and leadership and management of these subjects. However it is clear from observing other lessons that history is used effectively as a means to develop pupils' literacy skills. Pupils talk knowledgeably about the work they have done in lessons and obviously enjoy the subject because it is delivered in interesting ways.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 2 and Year 6 are below expectations.
- Pupils have a good understanding and empathy for moral and social issues from their study of different religious practices.
- There are no assessment procedures so learning is not matched to individual pupil's learning needs precisely enough
- Lessons are not varied enough to grab pupils' interest and help them remember important religious facts, or acquire sufficient knowledge and understanding.

Commentary

60. Teaching and learning is satisfactory overall, but this is not sufficient to make up for pupils' below average knowledge and awareness of different religions when they start school. Learning about people who have made a difference to the lives of others in the present and past makes a good contribution to the moral and social understanding of pupils in Year 2. However, they have a limited understanding of religions beyond Christmas and Easter celebrations, and most of what they recall are the secular practices rather than the religious significance. By the end of Year 5, pupils know that there are a number of religions and that they are different in some ways. However, they are unable to describe the main practices of these religions or the places where different religions worship. Few could say that the Christian Sabbath was a Sunday, mainly because they did not know what Sabbath meant.
61. The focus given to moral and social issues is helping pupils to develop an empathy for the feelings of others. This has led to them deciding on their own school and class rules based on treating other people in the way they would like to be treated themselves. Pupils therefore talk about what is right and wrong from a young age. Suitable opportunities for pupils in Year 6 to talk about the Ten Commandments in terms of what they mean to them personally helped them gain a better understanding of the meaning and purpose of these to Christians.
62. Leadership and management are satisfactory overall. The co-ordinator has made sure that pupils study all the major religions in line with the locally agreed syllabus. New resources have been purchased to try to make learning more interesting. When stimulating resources are used, pupils remain interested in lessons and listen to their teachers well. However, because most lessons are limited to listening, talking and then writing what they have been told, much of the information learnt in lessons is quickly forgotten. There are no formal assessment procedures and therefore work tends to be identical regardless of pupils'

interests and abilities. This is unsatisfactory. No monitoring of teaching and learning has taken place this year, although the school is aware of the weaknesses in the subject. Religious education is the pupils' least favourite subject according to their questionnaire responses.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. The two **physical education** lessons observed during the inspection indicate that provision is **satisfactory** overall. Standards are in line with those expected for pupils of this age. No judgement was made on the overall quality of teaching and learning. However, in those lessons observed **teaching was good**. **Good resources** and **very good accommodation** support the subject well. **Leadership and management** are **satisfactory**. Games, gymnastics and dance lessons take place regularly. The subject is enriched by a good range of extra-curricular activities. The residential experience enjoyed by pupils in Year 6 extends the range of physical education taught in school, and makes a good contribution to pupils' personal development. Design and technology was not inspected.

ART AND DESIGN

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

Main strengths and weaknesses

- Extra-curricular activities make a good contribution to pupils' enjoyment and experience of art.
- Teachers with particular interest and skills contribute exciting ideas.
- Assessment procedures are unsatisfactory.

Commentary

64. Standards in art and design are satisfactory for pupils aged seven and eleven. Those teachers with specific talents offer particularly interesting ideas to enrich the curriculum. They give pupils good opportunities to study the work of established and famous artists and devise interesting stimuli for learning new skills. Pupils' experiences of the arts week have contributed to their very positive attitude to the subject. The curriculum is also enriched by clubs which are well attended and pupils have the opportunities to experience new art techniques like screen printing. Such is their enjoyment in lessons and other planned activities that many pupils say that art is their favourite subject.
65. Pupils are beginning to understand satisfactorily about the process of developing a final piece of work, and sketchbooks are used well during these stages of design. Information and communication technology is used effectively throughout the school to reinforce and illustrate different artistic effects. Good links with history and literacy provide an interesting and purposeful stimulus for work. For example, pupils in Year 6 study Tudor portraits carefully before selecting appropriate textiles to make collages illustrating costume. Younger pupils use a variety of techniques to illustrate their work on the Great Fire of London. Good quality displays indicate careful observational drawing of plants.
66. The teaching observed during the inspection was satisfactory overall. In the best lessons, a good balance was achieved between observation, comment on the work of artists and pupils' own work. There are no formal assessment procedures to guide teachers' planning sufficiently well. The subject co-ordinator has made sure that the curriculum is rich and this is having a positive effect on standards and pupils' attitudes. However, there is no opportunity to monitor the quality of provision in all classes to make sure that this is consistent across the school.

MUSIC

Provision in **music** is **satisfactory**.

Commentary

67. Standards achieved in music are **satisfactory** and are in line with those expected for pupils of age seven and eleven. Insufficient evidence was available to arrive at a judgement for teaching and learning, and leadership and management in this subject. The curriculum is enriched by the provision of a number of clubs, particularly for recorders and the choir, members of which have successfully participated in a local festival. These clubs are supported well and organised by teachers with particular expertise. Older pupils also have the opportunity to participate in specialist instrumental teaching for guitar and brass. Resources are plentiful and of a good quality. All classes make very good use of a special room designed for music teaching.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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

