

# INSPECTION REPORT

**ST PETER'S CHURCH OF ENGLAND COMBINED  
SCHOOL**

Burnham

LEA area: Buckinghamshire

Unique reference number: 110450

Headteacher: Mrs E King

Lead inspector: Mr A Blank

Dates of inspection: 10 – 12 November 2003

Inspection number: 257931

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:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	163
School address:	Minnicroft Road Burnham Buckinghamshire
Postcode:	SL1 7DE
Telephone number:	01628 602295
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs P May
Date of previous inspection:	27 April 1998

## CHARACTERISTICS OF THE SCHOOL

St Peter's is a voluntary controlled primary school in the village of Burnham in Buckinghamshire. It is slightly smaller than the average primary school with 167 children on roll. Thirty-eight percent of its pupils have special educational needs, which is well above average, and five pupils have a formal statement of need. The majority of pupils are of white British heritage, though there are eight pupils who are of other white heritage and five who are of mixed black heritage. Three pupils are at an early stage of learning English and there are currently two Traveller children on roll. Twenty-four percent of pupils are eligible for free school meals. Pupils enter the school with well below average attainment. The school received an achievement award for improvement in its results in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8358	Mr A Blank	Lead inspector	Science Information and communication technology Design and technology Special educational needs English as an additional language
19418	Mrs A Birch	Lay inspector	
32136	Mrs L Brookes	Team inspector	English Art and design Music Foundation stage
30717	Mr G Tompsett	Team inspector	Mathematics Physical Education Geography History

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

St Peter's is an improving school, currently providing a satisfactory education for its pupils. It received a School's Achievement Award in 2002 for improvements in its results in national tests and these continued to improve in 2003. Pupils enter the school with well below average attainment and several have severe emotional and behavioural problems. The achievement of pupils is satisfactory, but improving as the school becomes a more orderly and purposeful place. The leadership of the school is very good and this, along with good management is helping to improve teaching and learning and raise standards that are low compared with other schools. The school has a deficit budget, but is providing satisfactory value for money.

The school's main strengths and weaknesses are:

- The very good leadership provided by the headteacher, that is raising standards and levels of achievement.
- The very good contribution made by governors and the overall management of the school.
- Teaching and learning are currently good in Years 1, 2 and 6 and in music and English throughout the school.
- The very good guidance provided to pupils to improve behaviour and achievement.
- The information provided to parents is very good.
- Standards are low in English, mathematics and science.
- Attendance is below average and the punctuality of some pupils is unsatisfactory.

The school was last inspected in May 1998. Since then its results in national tests reflect very low standards compared with other schools. However, in all elements of tests taken in Year 2 and Year 6, standards were higher in 2002 and 2003 than in 1998. The school has suffered from indifferent leadership and management through ill health, and then a series of temporary headteachers. There is general acceptance that the school was in decline until the appointment of the current headteacher in 2001. Despite this irregular pattern of improvement, the progress made on the key issues raised by the last inspection has been good.

### STANDARDS ACHIEVED

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

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

### Achievement throughout the school is satisfactory.

Pupils enter the school with well below average attainment. Standards at the end of Year 2 in reading, writing and mathematics are well below average generally and often in the bottom 5 per cent of schools nationally, though in mathematics in 2003 there was a dramatic improvement and standards were average, representing very good achievement. Standards based on tests taken in Year 6 are similarly low overall. Standards have been variable since 1998. Boys' attainment is generally much lower than girls in Year 2, though they appear to catch up by Year 6. Current standards in Year 2 and Year 6 are well below average in the core subjects, except in science in

Year 6 where very good progress is producing average standards. Attainment is below average in information and communication technology (ICT), but this has improved since the last inspection, and pupils make sound progress.

**Pupils' attitudes to school are good and their spiritual, moral, social and cultural development is satisfactory.** Pupils are generally keen in lessons and like school. However, behaviour overall is only satisfactory and several pupils have emotional problems that affect their behaviour and capacity to learn; they receive very good support, but still present a challenge to effective teaching and learning. Attendance is just below the national average and some families continue to bring their children after the start time too frequently. There were nine temporary exclusions in the last school year.

## **QUALITY OF EDUCATION**

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

The quality of teaching is satisfactory overall, but it is consistently good in Years 1, 2 and 6. Pupils' learning in lessons and achievement over time is better in these year groups. For instance, in science in Year 6, where the teaching is very good and sometimes excellent, pupils' achievement is very good and their progress is accelerated. The specialist teaching in music is consistently good, so that pupils enjoy lessons and make good progress. The teaching observed in English throughout the inspection was good, but this has not yet been reflected in standards.

The curriculum has appropriate balance and breadth. Pupils appear to achieve better in practical subjects such as music, science and art and design. The quality of support and guidance provided for pupils and the information given to parents is very good. Reports are excellent.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is very good and the quality of management is good overall. The current headteacher inherited a school that had, according to governors, Local Education Authority (LEA) and parents, been in decline. There had been regular changes of senior management, and deteriorating standards and behaviour; it was described by many as a school in crisis. Since the appointment of the current headteacher the school has improved dramatically, developing an environment and atmosphere where pupils can work and learn effectively. She has been supported very well by governors and acting deputy. The school is managed effectively. Though it is currently working with a deficit budget, there is a clear plan to eradicate this by 2006. The quality of strategic planning is very good.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils are positive about the school and its recent improvement. Several parents commented on the effect of a small number of pupils whose behaviour is very challenging, and how this sometimes manifests itself in bullying, which the school now handles well and is beginning to eradicate.

## **IMPROVEMENTS NEEDED**

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

- Improve basic skills in English, focusing on speaking and listening with younger children and including reading and writing for older pupils.
- Continue to improve standards in mathematics, science and ICT by improving teaching and learning where it is only satisfactory.

- Continue to improve standards of behaviour, which for some pupils have been a barrier to their learning and progress.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

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

Standards in:	School results	National results
Reading	12.0 (12.2)	15.7 (15.8)
Writing	11.9 (12.1)	14.6 (14.4)
Mathematics	16.8 (14.3)	16.3 (16.5)

*There were 28 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	24.3 (23.3)	26.8 (27.0)
Mathematics	25.3 (24.0)	26.8 (26.7)
Science	27.5 (25.8)	28.6 (28.3)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

Children enter the school with **well below average** attainment. Levels of achievement currently are **satisfactory**, but improving. Standards attained in Years 2 and 6 in national tests are generally **well below** average and sometimes in the **lowest 5 percent** of schools nationally.

#### Main strengths and weaknesses

- Progress in mathematics in Years 1 and 2 is very good.
- Achievement in science in Year 6 is very good.
- Standards are low generally.

#### Commentary

##### Foundation Stage

1. The majority of children enter the school in the reception class, though a few younger children are accepted after the Autumn term, who are officially of nursery school age. Children have variable levels of attainment when they arrive but, taken as a whole, attainment is well below average in all areas of learning. They make sound progress but leave the reception class still well below average in most areas of learning, especially in language, literacy and communication. Many children have limited speaking and listening skills.

##### Years 1 and 2 (Key Stage 1)

2. Results in tests and assessments taken at the end of Year 2 have historically produced standards that are well below average, and sometimes in the lowest 5 per cent of schools nationally in reading, writing and mathematics. 2003 saw a significant rise in standards in mathematics to average standards compared with schools nationally, and this constitutes very

good achievement over the two years. The table below shows how results in these tests in 2002 and 2003 compare with those obtained in 1998 at the time of the last inspection.

Subject	1998	2002	2003
Reading	10.2	12.2	12.0
Writing	10.6	12.1	11.9
Mathematics	12.2	14.3	16.8

3. Standards have risen overall since 1998, though reading and writing is proving harder to improve than mathematics. Results over time show that boys do not perform as well as girls and, though this is similar to the picture nationally, the difference at St. Peter's is much greater. Standards in the current Year 2 are well below average in English, mathematics and science, though the rate of progress in mathematics means that these may well improve before the end of the school year. In science, pupils make good progress and most reach the expected Level 2 by the end of Year 2. Where results fall below those found nationally is in the smaller number of pupils who attain the higher Level 3 because of the impact of their poor literacy skills. Standards are below average in information and communication technology, but pupils' progress is sound, because few pupils have experience of computers outside school. In history and physical education, standards are average. Pupils' understanding and knowledge of history are better than their ability to write about it whilst, in physical education, pupils' practical skills are sound.

### Years 3 to 6 (Key Stage 2)

4. The picture of standards attained in tests taken in Year 6 is similar to that found in Year 2. Standards have been well below average in English, mathematics and science and sometimes in the lowest 5 percent of school nationally, for instance in English in 2002. The gap between boys and girls attainment is roughly the same as that found nationally. When results from 2003 are compared with schools that have similar numbers of pupils eligible for free school meals, they are well below average in English, below average in mathematics and average in science. The comparative grades mask the improvements in standards over time that were recognised by a 'School's Achievement Award' in 2002. They continued to improve in 2003, reflecting a generally improving school. The table below shows how standards have improved since 1998, the time of the last inspection. The trend has not been consistent or regular over this period of time. Comparing different year groups is precarious at St Peter's because often they have small numbers within them.

Subject	1998	2002	2003
English	23.2	23.3	24.3
Mathematics	21.0	24.0	25.3
Science	22.3	25.8	27.5

5. Standards in English are proving harder to improve, whilst achievement in science accelerates considerably in Year 6 because of very good and sometimes excellent teaching. Currently, standards are well below average in English and mathematics and about average in science. The work currently being produced by Year 6 is better than in 2002/3. Standards in ICT are below average overall. Though pupils produce work that is of an average standard in some aspects of the subject, overall their confidence, awareness of, and use of ICT across the curriculum is not as strong as that found in most schools.
6. Standards in music are average, but progress is good, reflecting the good teaching throughout the school. In history, pupils' knowledge and understanding are average though, written work does not always reflect this. In physical education, pupils reach average standards partly because of the good range of extra-curricular clubs in sport. All pupils achieve the national standard in swimming, though many have very little experience of swimming outside school.

7. Overall pupils' achievement is satisfactory, but improving and it is good in science.

### **Pupils' attitudes, values and other personal qualities**

Although the school is working hard to promote good attendance and punctuality there is a significant number of pupils whose attendance and consistent late arrival to school results in **unsatisfactory attendance** levels. Pupils' attitudes to school are **good**. Pupils' behaviour has improved and is now **satisfactory**.

### **Main strengths and weaknesses**

- The school's action to promote attendance is good, although attendance levels are still below the national average and punctuality is poor.
- Pupils' interest in school life and the range of activities provided are good.
- The attitudes of pupils to school are good.
- Very effective systems to handle all forms of harassment and the setting of very high expectations for pupils' conduct.
- Pupils' self-knowledge and spiritual awareness are good.

### **Commentary**

8. Despite the school's rigorous systems for monitoring attendance, the following up of absences on the first day and the awarding of good attendance certificates, the attendance levels are still below the national average. The punctuality of a few pupils is consistently poor. The school works closely with the families whose children have been consistently poor attendees, stressing how this has a negative impact on their child's learning. As a result of this effort, some children, including those from the Traveller community, are beginning to attend more regularly. There were nine temporary exclusions in the last school year.
9. Almost all of the pupils questioned during the inspection and in response to the questionnaire agree that they like school. The majority of pupils enjoy their lessons. The school council have a keen interest in being a part of school life, through working as monitors and suggesting new ideas, such as the Buddy Bench in the playground. The extra activities organised before, during and after school are mostly well attended. In particular, the breakfast club held three times a week is well supported. As an added bonus, the pupils enthusiastically learn mathematics through a computer-aided course.
10. The staff stimulate in pupils a desire to learn, achieving it through very effective management of all forms of harassment. Teachers have very high expectations for pupils' conduct. Although some pupils still misbehave they all know the difference between right and wrong. Parents have seen a great improvement in their children's behaviour since the new headteacher has been in post. The staff have also worked very hard over the last year to make the school into a positive learning environment. Because of this, pupils' attitudes to school are now good as their self-esteem and confidence are developing well.
11. Spiritual, moral, social and cultural awareness is embedded in all subjects and planned for by the teaching staff. For example, pupils are involved in setting and monitoring their targets for behaviour, attainment and progress. There was an example where excellent teaching in a science class for Year 6 pupils encouraged their spiritual awareness, resulting in particularly attentive learning. Assemblies are thought provoking and help to develop pupils morally, socially and spiritually.

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	0.6
National data	0.5

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

**Exclusions**

There were nine exclusions in the last school year.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Asian or Asian British – Indian
Asian or Asian British – Bangladeshi
Black or Black British – Caribbean
Any other ethnic group
No ethnic group recorded

No of pupils on roll
146
8
5
1
2
1
1
1
2

Number of fixed period exclusions	Number of permanent exclusions
5	0
3	0
1	0
0	0
0	0
0	0
0	0
0	0
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 school is currently providing a **satisfactory** education for its pupils. It is improving after a difficult period prior to 2001 and the appointment of the current headteacher, who has provided much needed continuity and leadership.

**Teaching and learning**

Teaching and learning are **satisfactory** overall, though they are **good** in some year groups and subjects.

**Main strengths and weaknesses**

- Teaching and learning in Years 1, 2 and 6 are good.
- Teaching observed during the inspection in English and music was consistently good.
- The effectiveness of teaching is occasionally reduced by pupils' behaviour.

## Commentary

### Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3 %)	5 (14 %)	13 (35 %)	18 (46 %)	1 (3 %)	0 (0%)	0 (0 %)

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

12. The quality of teaching has improved overall since the time of the last inspection. There is a much higher proportion of good and better teaching, and a much reduced proportion of unsatisfactory teaching. The school has experienced a high turnover of staff in recent years. There are, currently, six teachers who have less than two years service at the school. Since the appointment of the current headteacher the monitoring of teaching and learning has played a prominent part in moving the school forward. The headteacher, senior staff, LEA representatives and consultant headteachers have been involved in the process. Reports from these observations reflect a rigorous and demanding process that has challenged previously accepted standards and set demanding targets for improvement. Current teaching staff, including those who are new to the profession, have accepted this process and recognise the need to continuously improve provision in this vital area.
13. Teaching at St Peter's is not always easy. Several pupils have severe emotional and behavioural problems, and they sometimes find it hard to settle to work and to concentrate. These pupils necessitate good management and sometimes test teachers' control, which in nearly all cases is of a sufficiently high quality to cope and maintain a productive learning environment. In one lesson observed during the inspection in the ICT suite, teaching and learning fell below satisfactory standards, largely because of challenging behaviour and the inability of pupils to adapt to learning in the suite. Some pupils did not listen to instructions and, instead of getting on with the task, chose to distract other pupils nearby. As a result, a significant number of pupils did not make sufficient progress in the lesson, and achievement was low. However, in all other lessons involving this class, and others throughout the school, teachers demonstrate good levels of control and management and handle difficult pupils well.
14. The quality of teaching in Years 1 and 2 is good and often very good. In one lesson, pupils in Year 2 used computers and learned how to use the 'flood tool'. The teacher demonstrated very good levels of knowledge and skilfully linked the lesson with earlier work in ICT and English. Pupils drew a character from their reading book, divided the figure up into a patchwork and then used the flood tool to colour it. There was a creative aspect to the lesson and pupils demonstrated good levels of independence and ingenuity. Other skills such as choosing from a menu, logging on and saving work were reinforced and pupils showed pride in their creations.
15. About half the teaching observed in Years 3 to 6 was good or better. Several teachers were new to the school or profession and were still at an early stage of forming relationships with pupils and becoming familiar with school procedures. Though teaching in these years was satisfactory overall, the potential for improvement to raise pupils' achievement and attainment is good. In Year 6, teaching is good and sometimes excellent, as in one science lesson observed during the inspection. This is described later in the report in detail as an example of outstanding practice. The quality of teaching in science in Year 6 has begun to show itself in the standards being achieved in national tests.
16. In general, teachers' planning is good. This has improved significantly since the last inspection. Teachers use methods that engage pupils' attention and reflect national initiatives in literacy and numeracy. Teachers use support staff well. Learning support assistants are well prepared and informed about what is expected of them, and how best to

support individual pupils or groups of pupils who have special educational needs. Individual plans for pupils' learning in literacy and numeracy, and their behaviour, are detailed and are well written. The individual plans form the basis of support and monitoring of progress, which both teachers and learning assistants use well. Teachers and learning assistants are not as well prepared or informed of how to deal with the three children who are at an early stage of learning English. In some lessons, these pupils are grouped with others who have special educational needs and the work they do is not appropriate. Both teachers and learning assistants need more training on how to support these pupils and maximise their progress.

17. Teaching in the Foundation Stage makes good use of the resources and accommodation, and is sound overall. The challenge in this key stage is to raise teaching and learning to good standards and to focus on pupils' skills in speaking, listening and early literacy skills.
18. The school has made good progress in the use of assessment. Pupils' work is marked thoroughly and teachers often include developmental comments and ideas to help pupils to improve. All pupils have targets for English and mathematics and these are shared with parents. Pupils' progress is monitored closely. Tracking of individuals is helping the school to identify where it needs to place emphasis in its provision and where learning has not matched the original intentions of teaching.

### **The curriculum**

The curriculum provided by the school is **satisfactory**, is broad and balanced and meets all statutory requirements.

### **Strengths and weaknesses**

- The school evaluates systematically the effectiveness of the curriculum.
- The curriculum is inclusive of the needs of all the pupils.
- The provision for personal, social and health education (PHSE) is good.
- The provision for pupils with special needs is good.
- The provision for extra-curricular enrichment is good.
- The accommodation, resources and levels of support staff are good.
- There is little planning for cross-curricular work.

### **Commentary**

19. All subjects of the National Curriculum are being taught, though there is a need for more thought to be given to linking work in different subjects. There is a thorough curriculum map that details all aspects of each subject where they are taught and when, to ensure continuity and progression in learning. This provision is regularly and systematically evaluated for its effectiveness. Planning includes references for both pupils with special educational needs and the more able.
20. Good records of pupils' achievement and progress are in place to ensure that the transfer of information from class to class and to the next school is effective.
21. The national strategies for the teaching of numeracy and literacy have been implemented. A new computer suite has been developed and has enhanced the teaching of information and communication technology (ICT)
22. The provision for personal, social and health education (PHSE) is good and this has helped to improve behaviour and relationships.

23. Most major sports are well catered for through extra-curricular clubs; this is a growing area. Some competitive fixtures have been played and more are planned. Many enthusiastic teachers are involved and some parents help to extend the provision. The pupils benefit greatly from this involvement, enjoy the opportunities and their personal social development is enhanced. Other extra-curricular opportunities are also well attended.
24. The general level of resources and accommodation is good. There are adequate levels of qualified teachers to deliver the curriculum and there are high levels of well-trained, perceptive and supportive teacher assistants in the classes.
25. At the time of the last inspection the curriculum was deemed to be broad, balanced and fulfilled statutory requirements, with the provision for information and communication technology being unsatisfactory. The school has maintained that overall provision and improved in the fields of information technology and outdoor activities in physical education.

### Care, guidance and support

**This aspect is a strength of the school.** The school cares for the welfare of its pupils through rigorous child protection and health and safety procedures is **good**. The school provides **very good** support, advice and guidance for pupils based on very thorough monitoring of attainment, behaviour and personal development. The school is **good** at seeking, valuing and acting on pupils' views.

### Main strengths and weaknesses

- There are effective procedures for child protection.
- The school promotes the health and safety of pupils well and has a very good behaviour policy.
- Provision of very good support, advice and guidance through very thorough monitoring and good assessment procedures.
- Targets for pupils' achievement are very good and they reflect all aspects of school life.
- Induction arrangements and support for pupils with English as an additional language are unsatisfactory.

### Commentary

26. A very good feature of the school is the close liaison it has with other agencies to secure pupils' welfare, particularly those pupils with language difficulties and those experiencing emotional problems. One very good example of this is the '*creative thinking group*' that supports pupils and helps to shape their behaviour. The school employs effective child protection procedures. The staff are proactive in ensuring the health and safety of the pupils through good awareness of potentially hazardous practices in lessons, such as science, and through the rigorous risk assessments for the school's many activities.
27. The staff provide very good support, advice and guidance to pupils, whose progress is monitored very thoroughly. Pupils are involved in the process, and complete their own evaluations of progress in reports to parents. Targets for pupils' achievements are very good because they include several aspects of school life, such as attainment, and behavioural and personal development.
28. The school has an active school council. Older children look after the younger ones when they are lost or feel lonely, when they sit on the '*Buddy Bench*' in the playground and wait for someone to befriend them. This bench was a successful idea stemming from the school council. The council members have a budget for purchasing playground equipment and there are suggestion boxes for each classroom. Pupils raised about £200 for the NSPCC through a number of fundraising events.



29. Pupils' behaviour has improved significantly; pupils and staff are clear about what is unacceptable. This is communicated through the very comprehensive behaviour policy that defines bullying, and includes a range of successful strategies to deal with poor behaviour.
30. Induction arrangements for the majority of pupils are satisfactory. They are unsatisfactory for the small number of children who speak English as an additional language, and the support of these pupils is not sufficiently well informed. Training in this area is required for both teachers and support assistants.

### **Partnership with parents, other schools and the community**

The links the school has with the parents and the local community are **good**, and are strengths of the school. The extended services and educational and support programmes recently provided by the school are **good**. The newly forged links with the other local schools are **good**.

### **Main strengths and weaknesses**

- Parents are provided with very good information about the school; reports are excellent.
- The school is good at consulting parents for their views to improve the school.
- A recent improvement is the good links the school is forging with the community.
- The provision of a number of extended services and educational support programmes instigated by the school are good.
- Links with the local schools have improved recently and are good.

### **Commentary**

31. Parents are generally very pleased with the school. They are provided with very good information about the school, especially through the well-designed school prospectus, topic letters, curriculum booklets, homework timetables and regular newsletters. They also receive very detailed information about their children's attainment and progress through excellent annual reports. This represents a significant improvement since the last inspection.
32. Parents agree that the headteacher and staff are very approachable and make themselves readily available to listen to them and discuss concerns. The school regularly consults parents to seek their views about how to improve the school for their children. The parent-teacher association is very supportive in raising funds for the recovery reading scheme, a computer-based learning program in mathematics, which has proved particularly successful in improving pupils' attainment. The fund has also provided large playground equipment and other resources for the computer suite.
33. The school has developed good links with the community. This includes letting the school facilities for adult education classes, to the brownies and guides, to the church, to the local football teams and for birthday parties. The school is actively engaged in raising its profile within the local community. Of particular virtue is the *Oasis Community Project* that provides the breakfast club, and the extra mathematics time for some pupils.
34. The provision of a number of extended services and educational support programmes, instigated by the school, meet the pupils' needs well. Others successfully support pupils with varying degrees of personal and behavioural problems. The local education authority works closely with the school, and supports it in its efforts to improve the education for its pupils. One aspect of this is the involvement in settling pupils from the travelling community into the routine of school life.
35. The liaison with the local cluster of schools has been developed recently. For example, the school has been involved in a great deal of work with the local secondary school to ensure the

smooth transfer of pupils when moving to the next stage in their education. The parents and pupils are very confident about how smooth the transfer is now.

## LEADERSHIP AND MANAGEMENT

The **very good** leadership of the headteacher is the major force enabling the school to improve. The headteacher is supported well by the acting deputy headteacher and the governors, who are very well informed and fully involved. The quality of management is **good**.

### Main strengths and weaknesses

- The leadership provided by the headteacher is very good.
- The acting deputy headteacher and some senior staff lead subjects well.
- Management of provision for pupils who have special educational needs is good.
- Governor involvement and knowledge of the school are very good.
- The school is currently operating a deficit budget.

### Commentary

36. All elements of the school community acknowledge the problems encountered by the school in the years following the last inspection. The leadership was affected firstly by ill health and secondly by the lack of continuity in headteacher. The school had a series of temporary headteachers. A decline in behaviour and deterioration in the learning environment meant that the school was in a downward spiral, and several parents took the decision to remove their children. When the current headteacher was appointed she was in no doubt that the school was in crisis.
37. The vision of the current headteacher was clear and decisive. She focussed on improving behaviour throughout the school so that teachers could teach, and pupils could learn effectively. Standards have begun to improve and pupils' achievement has been raised. The headteacher has led the staff well, but without compromise. She has set about building a team that is capable of overcoming the challenges ahead. Supported by the local education authority and the school governors, experienced staff have been appointed to key positions, such as acting deputy headteacher, co-ordinator for special educational needs and manager of Years 1 and 2. The appointment of experienced staff has led in part to a deficit budget. However, governors have a detailed plan that should eradicate the deficit budget by 2006. The addition of less experienced staff means that the school now has an effective and affordable team to move forward. Governors are aware of the problems, the need to re-establish the school's reputation and to increase pupil numbers, which in some year groups are low and need to increase.
38. The teaching of senior staff is some of the strongest in the school and provides a good role model for less experienced teachers.
39. The headteacher has established a rigorous programme of monitoring of teaching and learning. The programme benefits from the involvement of LEA advisory staff, consultant headteachers as well as senior staff from within the school. The monitoring of teaching and learning and the use of the outcomes is embedded in school practice and is central to its continuing development. Similarly the monitoring of pupils' progress is detailed and thorough. Pupils and their parents are informed about how pupils are performing and priorities for improvement are shared. Behaviour is managed well. Several pupils have significant behavioural problems, which affect their capacity to learn. The school makes very good use of a pupil referral unit, which the more seriously affected pupils attend for one day per week. The tight and effective relationship with this unit is an important aspect of the school's overall provision. The quality of guidance provided for pupils is very good overall, though more support is required for the three pupils who speak English as an additional language.

40. At the time of the last inspection the school's strategic planning and the involvement of governors were relative weaknesses that formed part of the key issues for school improvement. Both of these aspects are now very good. The school improvement plan is very

detailed, has a long-term perspective and clear criteria for success. Developments are costed, and goods and services are sought with quality and reliability as criteria. For instance, when purchasing a new perimeter boundary fence governors received quotations from major suppliers. Finally, they accepted the quotation of a local supplier, which provided the best value for the school and developed community links. A similar arrangement has been organised to maintain the school fields. By making good use of available funds the school is able to provide a breakfast club, which is also used to boost pupils' achievement in mathematics.

41. Whilst there is an appreciation amongst managers and governors of how the school has moved forward in the last two years, there is also a realistic view of what still needs to be done. Currently, the school provides a satisfactory education for its pupils, but standards will not rise appreciably nor will achievement improve until the school's provision becomes at least good. It is the view of the inspection team that the school is well placed to continue its improvement, and also that governors and senior staff have the vision and capacity make St Peter's a good school.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	483,078
Total expenditure	522,733
Expenditure per pupil	3,206

Balances (£)	
Balance from previous year	27,158
Balance carried forward to the next	-12,497

## OTHER SPECIFIED FEATURES

### The effectiveness of procedures for identifying pupils with special educational needs.

Procedures are **good**.

#### Main strengths and weaknesses

- Good support is provided for pupils who have been identified.
- Procedures to monitor progress after initial identification are good.
- The use of the pupil referral unit helps teachers to identify specific behavioural and emotional problems.

#### Commentary

42. Around one third of pupils at St Peter's are identified as having special educational needs. Several have severe emotional and behavioural problems. Some pupils come to the school already identified by social services or health visitors as having special educational needs, such as global delay. The school is effective at seeking a statement of special educational need where this is appropriate. In some cases, this is more difficult when receiving pupils from other schools that might have already begun the process of obtaining a statement for a pupil. Once children are in school, teacher observation and assessment becomes important. Currently, the co-ordinator for special educational needs is ideally placed as the reception teacher. However, all teachers are aware of the need to record and communicate observations about pupils who may be causing concern, especially new arrivals.
43. All pupils are screened at age 6. Speaking and listening skills and skills in reading provide reliable information on pupils' development and whether they need special support. The school's tracking system is effective in identifying those whose progress is not as it should be, so that remedial action can be arranged.
44. The Buckinghamshire curriculum development record uses '*p*' scales<sup>1</sup> to assess pupils and to identify those who require support in the form of school action, school action plus or a statement of need. The system has clear demarcation lines between the various categories.
45. Once identified as having special needs, pupils' progress is monitored closely, using the daily recording sheets that reflect the more formal and detailed individual education plans. In this way, original needs are evaluated and altered accordingly. Parents are well informed at all stages of identification and monitoring.
46. Learning support assistants help teachers in supporting pupils, and have growing confidence in identifying pupils who may require support.
47. The pupil referral unit provides specialist support and guidance for pupils whose behaviour is most difficult. The unit has the dual role of identification and support. The unit also supports small groups of pupils, who are withdrawn from classes in Years 1 and 2 for some time each week, to identify their specific needs and to develop appropriate support strategies.

#### The range and quality of links with the community

48. The school has developed good links with the community. This includes letting the school facilities out for adult education classes, to the Brownies and Guides, to the church, to the local football teams and for birthday parties. The school provides twelve extra-curricular activities for its pupils.

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<sup>1</sup> P scales measure very small improvements in pupils' learning.

49. Some involve local people such as parents running football sessions and an evangelical group that runs a lunch-time group. There are about eleven parent-helpers who help in lessons, with swimming, with trips and in setting up the school's website.
50. The school belongs to the local community working group, so is actively engaged in raising the school's profile within the local community. It has links with the local media and local church, and local people, such as vicar, nurse and police. The school enters local events, such as the Burnham carnival. The *Oasis Community Project* provides the breakfast club, which pupils welcome and is used to provide extra mathematics for pupils.
51. The school takes part in Carol concerts for residents in a residential home for the elderly and in musicals at the local church. The residents of the home have assisted pupils in their understanding of history and geography, especially life in time of war. Every class has annual educational trips, which vary from visiting the local high street, to museums and residential outdoor education centres.
52. The school has forged close links with a charitable community, in Africa, that supports people who have suffered from polio.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The overall provision for the children in the Foundation Stage is **satisfactory**.

Children in the early years class receive a suitable start to their education. Teaching is good in communication, language and literacy, and satisfactory in all other areas. The pace and differentiation of group and class activities is not always appropriate for the current needs and abilities of the children. Satisfactory planning and assessment systems contribute to the start these children receive in the early years of their education. Only about half of the children have received any form of pre-school education, and this adversely affects their social skills. Although standards on entry cover a broad spectrum, the majority of the children are assessed as being well below average, particularly with regard to their speech and social skills. By the time they move into Year 1, a low percentage of the pupils achieve the early learning goals in all six areas of the Foundation Stage curriculum.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children are developing their levels of personal independence well.

#### **Commentary**

53. Children quickly develop their confidence and establish satisfactory relationships with one another, the class teacher and the classroom assistants. When they are supervised and controlled they generally behave well and are encouraged to be considerate of others. The boys behave less well when they are unsupervised, and minor arguments develop quickly. Adults capture children's interest and attention by their enthusiasm, and by good use of resources. These qualities, together with satisfactory planning, ensure that pupils' concentration is being fostered and maintained appropriately in directed activities. All the children receive plenty of praise and encouragement. This is effective in building up their self-esteem and confidence. They manage to change for physical education with limited adult intervention and cope well with their own toileting.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Children's speaking and listening skills are fostered effectively.

#### **Commentary**

54. Good opportunities are provided for children to extend their speaking skills through all areas of learning. Sensitive adult intervention encourages them to talk about what they are doing. Speaking is fostered well during role-play in the 'Health Centre'. The adults are patient with those who need more time to think about what they want to say, and this helps to boost the children's confidence. For most, reading skills are at very early stages of development, but reading is promoted well. A few of the children are beginning to read some simple words.



There is a good range of story books, together with some non-fiction titles, and this is supplemented by suitable books in the school library. However, some stories include much unfamiliar vocabulary, for example 'trunk' and 'hamper', items that are likely to be outside most children's experience. Some children are trying to write their names unaided, and letter formation is usually correct. A new writing style, which prepares pupils for cursive writing, is being introduced well. Good use is made of classroom computers to support children's early reading and writing skills.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children are beginning to count with confidence.
- Computer programs are used well to support developing mathematical skills.

### **Commentary**

55. The children are making satisfactory progress in their early understanding of number, shape and measure. They can count to 20, and backwards from 10. One or two handle correctly simple calculations, such as 'one more than' with numbers between 5 and 10. Games and puzzles, specifically designed to support early understanding of number, are available and these are supplemented by computer programs. Counting forms part of the introductory session each morning and afternoon as the children count how many are present. Children develop a suitable understanding of different two and three-dimensional shapes and can name them.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children have opportunities to explore and learn about their world in the classroom, outdoors and sometimes away from the school site.

### **Commentary**

56. Children make satisfactory progress in this area of learning because they have opportunities to experience a range of activities. They show a curiosity and interest in the activities presented to them, and make suitable gains in their learning. Supported by displays of themselves as babies and how they look now, they are learning about growth and development. They quickly learn to use computers and are developing good control of the mouse. The children learn more about their world by handling and discussing a variety of objects. For example, a nature table about autumn and appropriate books encourage children to examine a range of items.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

## **Main strengths and weaknesses**

- Children have suitable opportunities to develop their physical skills on a range of large exercise equipment.
- Children share a well-resourced outdoor play area.

## **Commentary**

57. Children have almost continuous access to a secure outdoor area adjacent to their building, which they share with the independent day nursery. It is in use as often as possible. Appropriate use is made of timetabled sessions in the school hall, and planned physical education sessions are used to develop children's large muscle skills and co-ordination. After a rather short warm-up session in the school hall, children were observed taking part in paired exercises in which they mirrored each other's movements. For some this was too complicated, and the teacher did not demonstrate so that children could copy her movements. Fine motor movements are developed through the use of pencils, brushes, scissors, and small construction apparatus. The children are encouraged to choose from a range of resources to create and construct models, such as boats and rockets, and given plenty of time to complete them. Children have suitable opportunities to manipulate a range of small equipment with dexterity.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

## **Main strengths and weaknesses**

- Children have plenty of opportunities for imaginative play.
- They have a suitable range of activities to develop their creativity.
- Some activities are too adult-directed, limiting children's opportunities to develop independence.

## **Commentary**

58. Children have a range of opportunities to develop their creativity. Planning of this area is generally appropriate, giving children a satisfactory range of artistic experiences. They use a variety of pencils, paints and collage to create images. Examples of children's work are displayed. These show that the children have used different techniques to create patterns, such as printing with autumn leaves. They have painted recognisable portraits of themselves in their new school uniforms. They handle play-dough and use a variety of tools to create different effects. They learn to sing a number of songs and rhymes, and are given opportunities to listen to music as well as playing percussion instruments. They have many good opportunities to use their imagination through role-play.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**.

## **Main strength and weaknesses**

- Standards in both key stages are well below average.
- Standards are beginning to improve.
- Analysis of test results is used well to improve provision.
- Teaching is good overall.
- A well-stocked school library is used well.

## Commentary

59. Standards in English are well below average at the end of Years 2 and 6. This is a similar picture to the last inspection. Test results have improved slightly this year but a very low proportion of pupils attained the higher than expected Level 5 at the end of Year 6. Analysis of pupils' work confirms that current standards reflect earlier results in tests. Handwriting and presentation are often poor, as is spelling. Achievement is satisfactory, but there are signs of better progress of late and there is the potential for achievement to become good.
60. Standards of the pupils' speaking and listening skills are generally below average at the end of Year 2, reflecting the standards they have when they first come to school. By the end of Year 6 they are about average. Some pupils are more articulate, but all respond quite well when questioned. Good teaching encourages the development of vocabulary, and more full responses to questions are positively encouraged. The situation is improving because of the school's focus on this area, providing many opportunities for discussion and developing vocabulary. For instance, in work on 'Macbeth' in Year 6, pupils are encouraged to translate speeches into modern language and the teacher ensures that all the pupils understand explanations.
61. Standards in reading are below average throughout the school, and reading has been a focus for improvement. Now all classes start the afternoon with a reading session, which is well organised. Older pupils are paired with younger ones to share books and the school plans to involve a local senior school. These initiatives are proving successful and beginning to have an impact on raising standards. For the younger pupils, sufficient emphasis is placed upon teaching sounds in words so that they have a variety of strategies to use when meeting new or difficult words. A commercial *phonics* scheme has been introduced with the younger classes, and is already proving effective.
62. Writing is the current key area for development and the school is using good means to improve this skill. Teachers are developing speaking and listening for the purpose of improving and extending the range of content and dialogue when writing. Standards in the infant classes are beginning to show improvement and most pupils in Year 1 can write some simple sentences.
63. The quality of teaching is good overall, with an example of very good teaching for the older pupils. The best teachers have high expectations, both of work rate and the quality of work produced. They are enthusiastic and encourage all pupils to do their best. The teachers use assessment well to plan work, and use the teaching assistants to help include and support all pupils. Marking is generally constructive and helpful, with advice on how work may be improved. Targets are stuck into the front of books and pupils generally know their targets for improvement.
64. The library is an attractive resource, which is used well. Its stock has been reviewed, rejuvenated and supplemented. In addition to a regular weekly session in the library for each class, pupils are encouraged to use it for their own research for different topics. A number of pupils also belong to, and use, the local public library. The main reading scheme has been revised and replenished and there are sufficient books to support all levels of ability. A supplementary scheme has been purchased to provide further support for less able readers. Older pupils, with poorer reading skills, say that they would like to have more books, which have content more suitable for their age.
65. The leadership of this subject is good. Strengths and weaknesses are recognised. Appropriate steps are being taken to improve standards and a number of different strategies are used to address weaknesses.

## Language and literacy across the curriculum

66. The National Literacy Strategy is implemented well and adapted appropriately to support effective learning. However, cross-curricular links are underdeveloped at present. Other subjects are not exploited well to improve literacy skills that are generally poor.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Current standards are well below average compared with schools nationally.
- Improvement in results in national tests in recent years has been good.
- Good planning, assessment, tracking and targeting procedures.
- Most teaching is at least good.
- Good management ensures good evaluation of teaching, learning, and progress.
- Good levels of resources.
- Occasional lack of challenge for higher achievers.
- Computers used well to improve provision.

### Commentary

67. The picture in Mathematics is one of continuous and steady improvement in standards from the last inspection in 1998 to 2002.
68. The results in the 2003 national tests indicate that the current Year 3 who took the test last year reached average standards, a significant improvement on earlier years. Last year's Year 6, who have now left the school, attained well below average standards, with only 64 percent achieving Level 4 or above. The national average here is over 70 percent. However, this was a marked improvement on the 2002 results, where the figure was 53 percent. The more able pupils in Year 6 did not achieve the higher than expected Level 5. Currently, standards in Year 6 are well below average.
69. Where teaching is good, teachers show good subject knowledge, teach the pupils the correct subject vocabulary and plan well for all abilities. The pupils are very well motivated, work at a good pace and are challenged to move onto the next level of learning. In these lessons all pupils, including those with special educational needs and more able pupils, make good progress. In the other lessons, where the teaching is satisfactory, the work is occasionally not suitable for all abilities, especially the higher achievers, and they are not challenged sufficiently.
70. Thorough and regular assessments are made. Trends are analysed carefully. These are then used effectively to inform or amend future planning and to set targets for the pupils to achieve. The use of information from assessment was an issue at the last inspection this has improved significantly.
71. Teaching and pupils' work are monitored well by the co-ordinator and the headteacher, there is now a need to encourage the sharing of good teaching practice across the school to raise pupils' achievement.
72. The subject is well managed. Hard work by the subject co-ordinator has given a more consistent approach to the teaching of mathematics across the school. She is given sufficient time to monitor pupils' work and achievement across the school. This has helped to raise standards.

## Mathematics across the curriculum

73. There is some evidence of planning that had gone into the teaching of mathematics across the whole curriculum, but this is an area for more development. The use of computers in mathematics is good.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Teaching and learning in Year 6 are very good and pupils' progress is accelerated.
- Practical work is not used sufficiently in some year groups.

### Commentary

74. Overall standards in science in Year 1 and 2 are well below average. Though pupils' knowledge and understanding reaches the expected level, very few pupils display attainment at the higher than expected Level 3 that is now found in many schools. Their written work is limited by well below average literacy skills. An analysis of last year's work revealed a picture of reasonable coverage of common topics, but a lack of practical work. For instance, there was no evidence that pupils had built simple electrical circuits, which is common in most schools.
75. In one lesson in Year 2, observed during the inspection, pupils identified the positive and negative terminals on batteries and experimented by placing them into different appliances in different ways. The lesson was very successful and did not reflect the weaknesses identified in practical work evident in work from the previous year.
76. In Years 3 and 4, pupils follow the same curriculum in science. The quality of written work in Year 4 is substantially better than in Year 3. There are good links with personal, social and health education as pupils learn about healthy eating and dental hygiene. Pupils identify materials that are attracted to magnets and investigate the effect of loads on springs. The progress made by pupils is satisfactory though standards, are below average. In Year 6 progress is accelerated. The work covered by pupils is rich and very practical.
77. Pupils make electrical circuits and learn how to place components in series and parallel. They measure forces and compare the effectiveness of parachutes by developing investigations that control variables to make sure that tests are fair and results are reliable. Standards in 2003 were close to average, the number of pupils reaching at least the expected Level 4 was close to the national average, and comparisons with other schools were weakened because fewer pupils reached Level 5. However, results represented very good achievement, given pupils' low attainment on entry to the school. Work in the current Year 6 is of a higher standard generally and results in 2004 are likely to exceed those attained in 2003.

## Example of outstanding practice

### Outstanding Practice in a Year 6 Lesson.

In one exceptional lesson observed in Year 6 the teaching was **excellent**. Pupils investigated variables that affect the rate at which salt dissolves. They suggested and investigated:

The temperature of water,  
The effect of stirring,  
The size of salt particles.

Tests were devised and variables identified so that the results would be reliable and valid. Pupils in groups established who would do what independently.

Eventually, some pupils decided to extend their investigation as they became aware the volume of water may also affect the rate of dissolving. Pupils developed practical skills in timing, measuring quantities and recognised the need to observe very carefully. They demonstrated above average understanding in trying to explain their results. They referred to the size of molecules and how their activity may be stimulated by heat or by being stirred. The teaching was exceptional in the way pupils with special educational needs were involved and challenged so that they learned very well. The learning support assistant supported pupils very well. She did not give answers but probed pupils' understanding by getting them to think hard.

The pace of activity was rapid and pupils were totally immersed in their work and their findings.

The lesson was expertly organised and managed, so that pupils worked extremely hard and thoroughly enjoyed the lesson. More able pupils filled in the final minutes of the lesson by using reference books to confirm and extend their own ideas.

78. The use of ICT in science is limited at present, and opportunities to use computers to handle data and draw graphs are not exploited sufficiently.
79. The subject is well managed. There are good systems in place to monitor planning and pupils' work.
80. Most topics have related assessment tasks that inform teachers about pupils' understanding and the effectiveness of their own teaching.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

### Main strengths and weaknesses

- There has been good improvement in provision since the last inspection.
- Standards in ICT are below average and it is not used sufficiently across the curriculum.

### Commentary

81. There was very limited evidence of ICT being used in the samples of pupils' work provided for inspectors. Much of what pupils do is left on computers and not printed off into hard copy. There is evidence of pupils using computers to write sentences and phrases, and experimenting with different fonts and colours of letters.
82. Pupils have created bookmarks and used a programmable vehicle to travel set distances and make specified turns. This was used successfully in one mathematics lesson in Year 2. In another lesson pupils were taught how to use the flood tool to colour screen-based figures. The work was linked well with literacy as the figures being coloured came from class a reading book about an elephant. The quality of teaching in this lesson was very good and pupils achieved well. However, although pupils make satisfactory progress, standards in Year 2 are generally below those found in most schools. The school has recognised the need to add to its

regular weekly lessons that develop specific ICT skills, with another session for each class to develop links with other subjects.

83. Standards in Years 3 to 6 are still below average and discussion with pupils reveals that the majority of them do not have experience of computers outside of school. There was very little evidence of ICT being used in other subjects in the sample of work provided for inspectors, which included books from the current and previous years. There is, however, good use made of ICT to develop pupils' understanding in mathematics. A specific program covers all aspects of mathematics, provides pupils with increasingly difficult problems, analyses their difficulties and provides detailed assessment information for pupils and teachers. This program is frequently used by classes and in the pre-school breakfast club. In other subjects, such as English and science, ICT is not exploited fully. More use could be made of computers in extended writing in English, and in data handling and use of sensory equipment in science.
84. No overall judgement can be made on the quality of teaching in ICT. It is clear from records of staff training that ICT has featured prominently and the subject co-ordinator believes that teacher competence has improved significantly in recent years. This, along with the new suite of computers, has led the way to improved provision in this area of the curriculum. All the essential elements, including good subject management, are there to continue the improvement. In the lessons seen, teaching ranged from unsatisfactory to very good. In the unsatisfactory lesson pupils' behaviour was not managed sufficiently well for them to learn effectively. In the very good lesson, the management of pupils and use of time were strengths that enabled pupils to achieve well.
85. The school has obtained funds to further develop ICT resources, and is well placed to improve standards in this subject and increase its use in a wider range of curriculum areas.

### **Information and communication technology across the curriculum**

86. There has been some good work where pupils gather and record information on a local history project about Burnham in the past.
87. Good use is made of ICT in mathematics, but in other areas of the curriculum ICT is not exploited fully. The school has introduced a second specific period in each class in order to use ICT in other subject areas.

## **HUMANITIES**

### **History**

Provision in history is **satisfactory**.

### **Main strengths and weaknesses**

- There is a good programme of visits to enhance the teaching and learning.
- Planning for greater links to English, mathematics and ICT is an area for development.

### **Commentary**

88. The school has maintained the standards in history reported at the last inspection and achievement is satisfactory. From the four lessons of history observed and discussions with pupils it is evident that the pupils make satisfactory progress. They develop knowledge of the lives led by people in the past, an awareness of the reliability of evidence and a sense of time. In three of the lessons teaching was good, helping pupils to learn and achieve well. Where the teaching was good, the lesson moved at a good pace, the pupils were motivated to compare today with the past and developed a good sense of time and chronology.



89. In Year 6, pupils were given a good insight into the reliability of historical evidence and how it can be biased. The good teachers have high expectations of pupils' work and behaviour. In one ICT lesson good links were forged between Egyptian art, and mathematical symmetry. This cross-curricular approach is an area for future development. The programme of visits and trips to enrich history teaching are very effective because they enhance the pupils' learning and knowledge.

## **Geography**

Due to the nature of the timetable no geography lessons were seen, so no judgement can be made on teaching and learning. From the little evidence of previous work seen from last year, it is evident that there is satisfactory coverage of the curriculum.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Design and technology**

Only two lessons were seen during the inspection. There was insufficient evidence to make a secure judgement on provision, standards or teaching in this subject. In the lesson seen in Year 1, pupils used appropriate construction skills to make a sliding picture. The teaching and learning in this lesson were satisfactory. In another lesson in Year 6 the teaching and learning were good as pupils built and tested model shelters. Pupils investigated ways of strengthening structures by reinforcing joints to improve their original designs. There was a good structure to the lesson and the learning support assistant was used very well, encouraging pupils to find their own solutions rather than giving them the answers.

### **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils all enjoy their physical education and make good progress.
- All pupils achieve at least the nationally expected target in swimming.
- There are good levels of resources and facilities.

### **Commentary**

90. In discussions with pupils and in the four lessons observed during the inspection it is evident that pupils enjoy physical education and make good progress. The satisfactory and improving provision for extra-curricular clubs and activities enhances the curriculum. Several teachers and a number of parents assist in these activities. The school reports that all of the pupils who go swimming achieve the national target of 25 metres.
91. The school has a wide physical education curriculum. A recently introduced annual residential visit includes outdoor activities. This represents an improvement since the last inspection.
92. The teaching and learning seen in lessons was good overall. This represents an improvement since the last inspection, when some unsatisfactory teaching was seen.
93. Accommodation is good, the hall is spacious and the school field is large. Equipment and facilities enhance pupils' progress and achievements.

94. There is a new co-ordinator, who needs to evaluate the standards and teaching throughout the school. The recently introduced arrangements for the sharing of teaching expertise, facilities and links with local secondary schools has improved the quality of teaching and learning in the school.
95. Provision in the subject has improved since the last inspection.

### **Art and Design**

This subject was not a focus of this inspection and no lessons were observed.

### **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- The specialist expertise of the teacher is a strength and is used across the school.
- There is a good range of extra-curricular opportunities for singing and playing instruments.

### **Commentary**

96. Standards for the majority of the pupils, who do not take part in extra musical activities, are average and many achieve well. Provision in music is better than at the time of the previous inspection. Those pupils who sing in the school choir or play an instrument are well served, and their standards are above average. All the pupils are fully involved and show commitment and enthusiasm during lessons and clubs. Singing in assemblies is tuneful and the pupils are enthusiastic.
97. The quality of the teaching is good because of the subject expertise of the teacher. In a very good Year 5 lesson, the teacher skilfully led the pupils to improve their performance, which gave the pupils satisfaction and a sense of achievement. Similar quality lessons were observed in Years 4 and 6.
98. There is a well-equipped music room and there is a sufficient stock of well-maintained resources. There are recordings of a lot of music making in, and by, the school. The subject is well led, managed and organised.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in this area of learning is satisfactory. Various elements of personal development, awareness of the dangers of the misuse of drugs and other health-related issues are taught in subjects such as science. The school has several strategies in place to improve behaviour that have been referred to earlier in this report.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>6</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	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
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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