

INSPECTION REPORT

THE MEADOWS SCHOOL

High Wycombe

LEA area: Buckinghamshire

Unique reference number: 110258

Headteacher: Mrs P Carr

Lead inspector: Miss F Robinson

Dates of inspection: 14 -16 June 2004

Inspection number: 258146

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: First and middle school
School category: Community
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 149

School address: School Road
Wooburn Green
High Wycombe
Buckinghamshire
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Appropriate authority: Governing body
Name of chair of governors: Mr Mike Appleyard

Date of previous inspection: 26th April 1999

CHARACTERISTICS OF THE SCHOOL

The Meadows Primary School is smaller than other primary schools. It is located in High Wycombe. There are 149 pupils on roll; 80 boys and 69 girls. There are 18 children in the reception class. Pupils come from very mixed social economic and academic backgrounds and many come from poor socio-economic backgrounds. Most are White British, with eight per cent White and Black Caribbean. In addition, six per cent of Asian-British-Indian and Pakistani children have English as an additional language. Very few pupils are at an early stage of English acquisition. The levels of knowledge and understanding of children when they join the school are very low. The proportion of pupils with identified special educational needs is well above the national average. These children having specific learning, moderate learning, physical, speech or social, emotional and behavioural problems. Seven of these pupils have a statement of special educational need, which is above the national average. There is a small amount of pupil mobility in the junior phase. The school has an above average number of pupils eligible for free school meals. The school won the Basic Skills Quality Mark in 2002, Investors in People in 2002 (re-validated in 2004), the School Achievement Award in 2002, Awards for All in 2003 and the School Litter Programme in 2002 and 2003. It is currently involved in the Primary Leadership Programme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The Meadows Primary school is a good school. Overall, it is very effective with many strengths and provides very well for pupils from a wide range of backgrounds. The headteacher provides very good, supportive leadership that motivates everyone to give of their best. The commitment of the headteacher, staff and governors to provide for the very good spiritual, moral and social development of the pupils is a key to its success. Good teaching ensures that pupils' achievements are good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English and mathematics are satisfactory by the age of 11. They are above average in science.
- Pupils' attainment is good in design and technology and also exceeds the expectations of the LEA Agreed Syllabus in religious education by the age of eleven.
- Provision for pupils with special educational needs is very good.
- The quality of teaching is good overall, with several examples of very good and excellent teaching.
- The headteacher provides very good educational direction to the work of the school.
- The school provides very well for the spiritual, moral and social development of the pupils. They are included very well in every aspect of the school's life and the ethos is very welcoming and very caring.
- Standards are not high enough in English, mathematics and science by the age of seven.
- The outdoor area for the under fives is not yet fully developed.
- The lower infant phase curriculum does not fully meet the needs of many of its pupils at the moment.

The school has made very good improvements since the previous inspection. Key issues have been tackled well. In particular, standards in English, mathematics and science have improved significantly due to the school's effective strategies. The school improvement plan is an effective tool for guiding advancement and governors contribute well to the work of the school. There are rigorous procedures in place to monitor teaching and learning and teachers' expectations have been successfully raised. The school is well placed to improve still further.

STANDARDS ACHIEVED

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

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

Pupils' achievement is good. They enter school with very low standards and make good progress in the Reception class. By the end of this year, standards are well below average with most children not meeting and a minority meeting, the Early Learning Goals¹. They make

¹ The goals children are expected to reach by the end of reception.

good progress over time in the infant and junior phases. They demonstrate very good attitudes to learning. At the time of the inspection, standards were below average in Year 2 in reading, writing, mathematics and science. They were above average in design and technology and satisfactory in other subjects. By Year 6, they were average in English and mathematics and above average in science. They were good in religious education, design and technology, history, and information and communication technology (ICT). Pupils are well placed to meet or exceed their current targets in English, mathematics and science. In the 2003 National Curriculum tests, Year 6 pupils achieved well below average standards in English compared to similar schools, above average standards in mathematics and well above average in science. Compared to all schools, standards were well below average in English, below average in mathematics and average in science. Pupils with special educational needs are achieving very well in relation to their prior targets and they achieve very well.

Overall, the provision for pupils' personal development and their spiritual, moral and social development is very good. The provision for the cultural development of pupils is good. The development of pupils' personal qualities is very good which leads to the very good attitudes and sense of responsibility they display. Their behaviour is very good and pupils enjoy coming to school. Attendance is below average and punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Overall, teaching is good throughout the school. Very good teaching was seen in the Foundation Stage, infant and junior phases. Pupils respect their teachers and are very keen to do their best. Learning is effective because of good teaching. Excellent teaching was seen in geography, and religious education. No unsatisfactory teaching was seen. The use of assessment is good in English, mathematics and science, especially at the junior phase. The curriculum is good overall and is enhanced by a very good range of extra-curricular activities. The curriculum in the lower infant phase has been identified for review to include extension of the Foundation Stage activities. All statutory requirements are met. Partnerships with parents are very good and these enhance pupils' education. Links with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. The governance of the school is good. Leadership by the headteacher is very good. She provides a very clear vision and focus to the school's work. Teamwork is effective and support staff are used very well to support the curriculum. The management of the school is good. The governors' understanding of the strengths and weaknesses of the school is good and they conscientiously fulfil all of their statutory duties. They are supportive of the school's work and monitor the work of the school well. They have a good awareness of the impact of teaching and learning on standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very good views of the school. They are happy with the expectations of staff, the quality of teaching and learning, and the way in which the school is led. Most of their views were positive. Pupils like the school and they are happy with the teaching they receive.

IMPROVEMENTS NEEDED

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

- Improve standards in English, mathematics and science by the age of seven.
- Further improve the quality and range of the outdoor area for the under fives.
- Improve the curriculum in the lower infant phase.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children enter school with very low standards and make good progress in the reception class due to good teaching. Pupils achieve well in relation to ability by Year 2 and Year 6. Standards in English and mathematics are broadly average by eleven. They are above average in science. They are below average in these subjects in Year 2.

Main strengths and weaknesses

- Pupils achieve well because of the good teaching in school.
- Standards are above average in science by Year 6.
- By Year 6, standards are good in design and technology ICT and history. They exceed the expectations of the LEA Agreed Syllabus in religious education.
- Pupils with special educational needs achieve very well.

Commentary

1. When children start school in the reception class, assessment data shows that their attainment is very low. They respond well to at least good or very good teaching and make good progress in relation to prior attainment. Most children are not on target to reach the Early Learning Goals in all areas of learning because of their special educational needs. A significant minority are on target to meet these in all areas of learning.
2. Pupils make good progress over time in the infant and junior phases. They demonstrate very good attitudes to learning due to the high expectations of staff. Overall, standards have risen throughout the school, especially in the upper junior phase. Trends over time show considerable improvement, especially in science and mathematics. There has been recent good improvement in English due to effective teaching strategies being used to raise standards. Most pupils are on course to meet or exceed their current targets. There is a significant number of pupils with special educational needs in each year group, who achieve very well in relation to prior attainment due to good and often very good teaching.
3. The table below shows that in 2003 standards in Year 2 were well below average in reading and writing. They were very low (in the bottom five per cent) in mathematics. Most pupils in this year group had special educational needs. Current standards are below average in reading, writing, mathematics and science. They are above expectations in design and technology and satisfactory in all other areas. Pupils achieve well in relation to prior attainment, especially in Year 2, due to good teaching, well-planned lessons and good use of assessment.

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

Standards in:	School results	National results
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reading	13.9 (14.4)	15.7 (15.8)
writing	12.8 (12.0)	14.6 (14.4)
mathematics	14.2 (16.1)	16.3 (16.5)

There were 18 pupils in the year group. Figures in brackets are for the previous year

- In 2003 (see table below), standards in Year 6 national tests were average in science compared to all schools, below average in mathematics, and well below average in English. In terms of prior attainment and value added data, pupils achieved well above average in science, above average in mathematics and well below average in English. Pupils achieved well even though the majority of the year group had special educational needs. Current standards are above average in science and are broadly average in English and mathematics. Boys tend to do as well as girls and pupils from different ethnic backgrounds achieve as well as the other pupils. Pupils with special educational needs have made very good progress.

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

Standards in:	School results	National results
English	23.9 (25.2)	26.8 (27.0)
mathematics	26.0 (26.8)	26.8 (26.7)
science	29.2 (29.1)	28.6 (28.3)

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

Inspection findings

- At the time of the inspection, children had settled well to school life and were achieving well in the reception class. There is every indication that a minority (twenty per cent) will reach the goals expected for their age by the end of their reception year. The majority (eighty per cent) are well below average and are not on target to meet these.
- In Year 1, pupils make steady progress and by the end of Year 2 pupils achieve well because of the good provision made for their development. All pupils, including the higher achieving pupils, and those with special educational needs and English as an additional language, achieve well. Work is matched well to their ability and special educational needs pupils are supported well in their learning. Standards are below average in reading, writing, mathematics and science and above average in design and technology. They are satisfactory in all other areas. Their progress is charted well and used well to inform planning.
- Pupils are making at least good progress in Years 3, 4, 5 and 6 with appropriate challenge for the higher achieving pupils and those with English as an additional language. Pupils with special educational needs achieve very well. The standard of teaching and planning is at least good and often very good, with some high quality teaching in Years 5 and 6. By Year 6, are above average in science, design and technology, ICT, history and religious education.
- Pupils apply their literacy, numeracy and information and communication technology (ICT) skills well in other areas of the curriculum. All pupils, including higher achievers, are

making good progress. Those with special educational needs are making very good progress by Year 6 due to good and often very good teaching.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development, including their spiritual, moral, social and cultural development are very good. However, in spite of the school's determined efforts, the level of attendance is below average.

Main strengths and weaknesses

- The quality of relationships between pupils is very good, enhancing the harmony of school life.
- The pupils enthusiastically engage in all aspects of school life and their attitudes make a significant contribution to the positive learning climate.
- Pupils' spiritual, moral, and social development is very good.
- The school cultivates pupils' personal development very well, helping them to become more mature and grow into responsible citizens.
- The school monitors attendance carefully and takes determined action to combat non-attendance. However, the level of attendance is too low.
- Behaviour is very good overall and the school manages inappropriate behaviour very well; exclusion is used only as a last resort.

Commentary

9. Pupils' very good attitudes and behaviour, together with very good relationships, are having a positive impact on achievement and help to build a climate conducive to learning.
10. Attitudes are even better than at the time of the previous inspection; they are now very good. Pupils like school and are willing to work hard and keep trying. From the reception class to Year 6, positive attitudes are nurtured very well. By the end of the reception year a significant minority are on course to meet their Early Learning Goals in the personal, social and emotional area of learning. The remainder have made good progress from having very immature attitudes on entry to the school. Pupils take full advantage of what The Meadows offers. Even after the end of the school day, pupils taking part in the country dancing activity were full of enthusiasm practising for the school fete later in the week. Pupils are happy to talk about their life and work in school, readily giving details about the many things that they enjoy. They speak with pride of their school and respect and like their teachers.
11. Behaviour in and around the school is very good overall. In lessons, therefore, learning can take place unhindered. Staff have high expectations for behaviour, and pupils respond very well to these expectations. Occasional challenging behaviour, inside or out, is checked appropriately and improvement supported, for example, by the Woodlands Behaviour Unit. A pupil is only excluded as a last resort and last year there were four short fixed term exclusions. Pupils generally get on well with each other and bullying is rarely an issue. If it does occur, pupils are confident that it will be dealt with.
12. The quality of relationships between pupils and between pupils and adults remains very good. There is mutual trust and respect, with staff promoting tolerance, concern and sensitivity towards others very well. They consistently boost pupils' self-esteem, so that pupils are prepared to tackle and persevere with new areas of learning. Working in this friendly community enables all pupils to learn and achieve effectively. Pupils, whatever

their background, value friendships highly. They respond well to opportunities to take on responsibilities for a wide range of tasks. The Playground Friends, proudly wearing their yellow caps as they help and support younger pupils in the infant playground, are one example of this.

13. Pupils' spiritual, moral, and social development is very good; the cultural aspect is good. This is an improvement since the last inspection when the four aspects were judged satisfactory overall. The spirituality of the world is portrayed and reinforced in assemblies and such lessons as religious education. The local church makes a valued contribution to this. Pupils have a sense of awe and wonder of the natural world, which is nurtured from their early days in reception. They value fair play and are willing to talk about ethical dilemmas. Their understanding of the richness of their own culture is good and they are learning about and developing respect for the beliefs of others through effective multicultural provision. Their social skills are developing very well and they are growing into more responsible citizens. They are proud of their school community and keen to contribute to it. Well-planned assemblies and circle time² play an important part in pupils' self-development, with time for reflection and questions carefully built in.
14. Attendance has fallen since the last inspection; it is now below the average standard and this is unsatisfactory. In the current school year there has been a slight rise over the figures shown in the table below. The school is working hard and imaginatively to improve things and the education welfare officer is involved appropriately. There is, however, a small number of parents and carers who do not ensure that their children regularly attend school. The majority of The Meadows' pupils get to school on time, but a few are late, missing the early minutes of the school day, as registration is efficient and lessons start on time.

Attendance in the latest complete reporting year 2002/3

Authorised absence	
School data	7.4%
National data	5.4%

Unauthorised absence	
School data	0.3%
National data	0.4%

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – any other mixed background
Asian or Asian British – Indian

No of pupils on roll
115
2
2
13
1
1
1

Number of fixed period exclusions	Number of permanent exclusions
3	0
0	0
0	0
0	0
0	0
0	0
0	0

² During circle time children sit in a circle and discuss personal feelings and thoughts.

Asian or Asian British – Pakistani	4	0	0
Black or Black British – Caribbean	8	0	0
Information not obtained	2	1	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 provides a good quality of education. Pupils are taught well throughout the school and encouraged to do their best. There are very good opportunities for enrichment in the broad and balanced curriculum. The school provides very well for the pupils' care, welfare, health and safety. Links with parents are very good.

Teaching and learning

The school provides a good quality of education in the Foundation Stage. The quality of teaching and learning is good throughout the school and all pupils, including those with special educational needs and English as an additional language make good progress towards their targets. The quality of assessment is good and it is very thorough and constructive.

Main strengths and weaknesses

- Lessons are planned well and pupils are well motivated to succeed.
- Teachers and teaching assistants have high expectations of behaviour and pupils are involved well in their learning.
- Literacy and numeracy skills are taught well.
- Some excellent teaching was seen in geography and religious education, resulting in pupils achieving very well.
- The quality of assessment is good.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	13 (34%)	16 (42%)	7 (19%)	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.

Commentary

- Throughout the school, lessons are planned well and pupils are well motivated to succeed. Care is taken to ensure that curriculum requirements are covered. Where teaching is very good, this is successful in raising standards. For example, in a very good Year 2 design and technology lesson, the teacher is rigorous in her appraisal of pupils' work to ensure that they have used their designing and making skills well in their building of the well, from which they are planning to rescue the cat. As a result of very good teaching, the standards of the pupils' work is good.
- Teaching in reception is good. The teacher has a confident understanding of the needs of young children and a warm, engaging manner that generates very good relationships. The children make good progress in relation to a very low prior attainment. Work is

planned carefully to meet the needs of the children in the class. Both teacher and learning support assistants support children well in their learning.

17. The teaching of literacy and numeracy skills is good overall, which is having a good impact on standards, especially in Years 5 and 6. Planning is consistent and staff are confident at teaching the Literacy and Numeracy Strategies. Speaking and listening skills are developed steadily through the use of skilful questioning, and reading is well taught. The pupils' reading skills are good in relation to their prior attainment. They are below average in Year 2 and average in Year 6. Writing skills are taught well. There has been a big effort to raise pupils' achievement. Sufficient challenge is provided for the higher achieving pupils, especially those in Years 5 and 6. Work is usually matched well to pupils' ability. Sometimes it is very challenging for pupils in the lower infant phase, where there is a very high number of pupils with special educational needs and work is not matched sufficiently well to their low attainment. Good use is made of homework. In the teaching of numeracy, target setting is having an impact on raising standards.
18. Teachers have high expectations of behaviour and involve pupils well in their learning. Teaching assistants provide valuable support to pupils' learning and work hard to help pupils to achieve well. Good use is made of questions to check out progress or to extend learning. For example, in a Year 6 literacy lesson the teacher asked *'Why did Charles Dickens choose Scrooge as a name?'* A pupil eagerly suggested, *'Because he was miserly and mean.'*
19. Where teaching was excellent, it resulted in pupils achieving very well.

Examples of outstanding practice

A Year 6 religious education lesson for a mixed ability group where outstanding teaching resulted in pupils making very good progress and achieving good standards.

The teacher inspired pupils from the outset and engaged very good productive learning. At the outset pupils were very keen to demonstrate their awareness of 'Earth, Air, Fire and Water.' A lively discussion ensued and pupils agreed that the feather symbolises air, as it floats. Pupils were challenged very well and their knowledge of feelings relating to a personal experience of personal value deepened as a result. Pupils were able to differentiate events in their lives and give these symbolic form. There was very good co-operation between pupils in discussion work and they demonstrated a very good understanding of individual needs as a result of excellent teaching. The lesson was inspiring because of the outstanding challenge, pace and content of the teaching.

In an excellent Year 5 geography lesson for a mixed ability group, outstanding teaching resulted in each pupil making excellent progress.

The teacher was an excellent role model and had prepared excellent resources which were very effectively introduced at the beginning of the lesson. Pupils had a very clear idea of what the focus of the lesson was. They worked very hard in their individual booklets to identify the physical and human features of the seaside town of Littlehampton. The lesson was very well planned and each pupil enjoyed selecting tourist and leisure information from their maps. They were fully engrossed in their work throughout the lesson and their achievement was very high. They enjoyed sharing their findings with other pupils at the end of the lesson. The lesson was outstanding because of the very high expectations of the teacher and her excellent command of the subject.

20. The quality of assessment is good in English, mathematics, science and across the curriculum. Teachers mark pupils' work conscientiously, especially in literacy, numeracy and science. Evaluative comments are provided to guide pupils to improve their work. Target setting is very focused in English, mathematics and science. Sometimes, it is not specific enough for the lower infants.

The curriculum

The breadth of curriculum opportunities is **good overall**. Opportunities for enrichment are **very good**. Accommodation and resources are **good**.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good.
- The curriculum is enriched by linking different areas of learning.
- Participation in after-school clubs and other activities is very good.
- Pupils are prepared very well for the next stage of their education.
- The lower infant phase curriculum does not fully meet the needs of many of its pupils at the moment.
- The outdoor area for the under fives is not yet fully developed.
- Every effort is made to ensure equal opportunities for all pupils through an innovative approach to the curriculum.

Commentary

21. There are programmes of work for all subjects of the National Curriculum and religious education so that all pupils are building on their skills knowledge and understanding. There is a whole school commitment to ensure that the curriculum meets the needs of pupils with special educational needs. The 'Individual Education Plans' of pupils with special educational needs are incorporated into overall planning to ensure that these pupils can access the learning opportunities being provided and benefit from them. Where appropriate, pupils with special educational needs work in small groups for part of the time, when they follow planned programmes of work designed specifically to meet their needs.
22. Whenever possible teachers link together learning opportunities in different subjects in order to make the best use of time available and to make learning more exciting and relevant to the pupils. There are many examples of this throughout the school, where, for example, pupils learn aspects of music, science and design and technology by making musical instruments or link ideas in art and science by making sculptures for the environmental garden in non-biodegradable materials. These links are particularly well used to improve interest in literacy by giving pupils a purpose for their reading, writing and speaking skills. There is also a rapidly developing use of information and communication technology (ICT) in a range of subjects. The benefit of this approach to curriculum planning was well demonstrated during the inspection when the Year 6 class gave a very good presentation of their scientific research to the whole school using multi-media computer software.
23. The very good range of activities provided by the school at lunchtimes and after school compares very well with similar schools and includes some activities for under sevens. Pupils in Year 6 are prepared very well for their transfer to comprehensive schools. All Year 6 pupils study transition units of work which provides very good continuity to Year 7 at their new school. Homework arrangements are arranged to encourage personal

responsibility and time is spent in lessons helping pupils to be more aware and prepared for the significant change in their lives when they leave primary school.

24. The caring and positive ethos of the school ensures a smooth and happy changeover for the pupils leaving the reception class and joining Year 1 in September. However, many of these young pupils have not yet acquired the skills and knowledge typical for their age and are therefore not ready for the early stages of the national curriculum. The curriculum provided in the lower infant phase is therefore not always appropriate for pupils who have not yet reached the Early Learning Goals of the Foundation Stage. The quality of the Foundation Stage curriculum in the reception class is very good.
25. Pupils' personal, social and health education is a high priority in the school and permeates much of the school's work. There is a regular input from the police to Year 6 every year and teachers are confident that they are teaching about the dangers of medicines, smoking and alcohol at the appropriate age. A planned programme of work is being used consistently throughout the school. A very good programme of sex education is delivered to Year 6 pupils as part of this.
26. The innovative approach to the curriculum provides many exciting experiences and learning opportunities. A recent development ensures that writing opportunities across the curriculum are clearly identified and planned. Particularly exciting features of the curriculum that also typify the very good approach to equal opportunities are the whole school visits. These include whole school visits to Littlehampton, the Roald Dahl Museum, and even a visit to the local circus following an invitation.
27. There are many good features to the accommodation and resources, including spacious classrooms, library swimming pool and outdoor play space. The caretaker and cleaning staff keep the whole school looking fresh and well cared for and the spacious corridors and classrooms are further enhanced by high quality displays of pupils work. All resources are readily accessible and some areas of the curriculum are particularly well resourced. However, the Year 6 classroom and computer suite are much too hot for pupils when the weather is particularly warm. In addition, the outdoor area for the under fives is not yet fully developed and there is no continuous access to an outdoor play area.
28. The match of teachers and support staff to the needs of the curriculum is good.

Care, guidance and support

Provision for the care, welfare, and health and safety of pupils is very good, as is the support, advice and guidance provided for them throughout their time at The Meadows. The school involves pupils in the life of the school well, valuing their suggestions and ideas.

Main strengths and weaknesses

- Very good care is taken of the pupils in this happy community.
- Relationships are very good.
- Induction arrangements for pupils on joining the school are very good, enabling them to settle quickly and happily.

- Pupils are fully involved in the life of the school, knowing their ideas and suggestions are respected.
- Achievement is celebrated and all pupils, whatever their needs, are supported very well.

Commentary

29. This is a happy, caring community where pupils trust staff and take pleasure in friendships with each other. The welfare, support and guidance of pupils are very effective and are built on the very good relationships between staff and children. This mutual respect helps to create a secure and safe atmosphere conducive to learning.
30. The quality of relationships between staff and pupils throughout the school is very good. This helps to ensure there is an adult to turn to if a child feels the need. The headteacher has relevant training in child protection, is watchful and briefs her staff very well. Health and safety are given a high priority, with risk assessments firmly in place and the governing body now fully involved. This is an improvement since the previous inspection when the monitoring of the policy and the involvement of the governors formed a key issue. All staff are committed to making the school as safe an environment as possible and the site manager makes a significant contribution to this. Lunchtime staff are competent at supervising the pupils and, as they are proficient in first aid, the occasional accident is dealt with very ably in a sensible manner.
31. There are very good arrangements for pupils joining the reception class which help them to settle in quickly and happily. Those children who join The Meadows at other times are befriended and swiftly made to feel valued members of the school community by all staff and pupils. Pupils take a pride in welcoming new children to their school, helping them to feel happy and put down roots. The induction arrangements for all ages are praised by parents.
32. Achievement is rewarded with praise and celebrated both in class and in assembly, and this approval boosts pupils' confidence and self-esteem, giving added motivation for further effort. Staff monitor and support the personal development of pupils effectively using individual discussions and more formal sessions, such as circle time. Teachers use assessment well to plan the next stage of a pupil's learning in the core subjects. By Years 5 and 6, pupils have a good idea on how to improve their learning and they understand clearly what they are expected to achieve. Year 6 pupils are able to state at which level they are working and what they aimed to achieve in the recent national tests. Pupils with special education needs are supported very well and consequently achieve very well throughout the school. Parents are appropriately involved and, when necessary, outside agencies. Individual English as an additional language pupils are given suitable support and, as a result, their achievement is good.
33. Pupils are successfully involved in the life of the school, with their views being sought both formally and informally. They express their views responsibly and the staff treat their comments with respect, as when formulating class rules. They make sensible suggestions about improvements and the school council (representing all years from Year 1 to Year 6) has a structured role in this process. Pupils can see that improvements have been made following discussion of their ideas and suggestions; this contributes to pupils feeling valued members of the school community.

Partnership with parents, other schools and the community

The school's links with parents are very good and those with the community and other schools are good, extending and enhancing pupils' learning opportunities.

Main strengths and weaknesses

- Parents are overwhelmingly positive in their views of The Meadows.
- Communication with parents and carers is very good.
- Parents support children's learning very well.
- The school has successful links with the community and other schools.

Commentary

34. Like their children, the parents value what The Meadows offers and achieves. They are particularly pleased with the way in which their children settle down and become a valued part of the school community. They appreciate the caring inclusive ethos and are supportive of its values. The quality of the partnership with parents has improved since the last inspection when it was good; it is now very good.
35. The school very effectively communicates both orally and in writing with parents and carers, both formally and informally. Most parents feel the school listens to them and their views are taken into account. They find the meetings at the beginning of each school year with their child's new teacher profitable, gaining insight into the curriculum and expectations regarding homework. They are happy to approach staff to ask for information and help, valuing the open school policy. In the autumn and spring terms, there are more formal sessions when their children's progress is discussed. The parents' notice board is proving an effective way of reaching parents who accompany their children to school. Written information for parents is also very good, starting with the welcome booklet given to parents before their children start reception. The school publishes as separate documents the school prospectus and the governors' annual report to parents, making available necessary information in an accessible way. Regular letters and newsletters keep parents up-to-date with the latest news of the life of the school and outline ways in which they can support their children's learning. Parents like the annual reports, which describe in detail each child's progress, both academically and personally, and they recognise the picture depicted. However, the next steps for learning are not always spelt out in each subject in the written report, but these are shared effectively at the parents' consultation meeting. Parents find the individual education plans for pupils with special educational needs are very helpful.
36. Curriculum events, such as those for personal, social and health education and numeracy, help to extend families' understanding of the knowledge and skills being taught to their children as well as the ways in which they are taught. This greater understanding helps parents to support their children's learning more effectively. The home-school reading books and the homework diaries are valued as ways of having a dialogue with staff and being well-informed about progress and learning.
37. The hard working Parents' Association actively supports the school by organising events and raising money. Children's education benefits from the additional resources purchased and the Association's input into such projects as the swimming pool refurbishment and the school website. Parents and other community members come into

school to bring to life aspects of the curriculum and share their experiences with the pupils; this enriches the curriculum.

38. The school is pro-active in building productive links with the community. Many parents speak of the school playing a significant role in the local community, many members of whom were educated at this school. There are close links with the local church which contributes well to the pupils' spiritual and moral development and enhances their understanding of celebrations such as harvest festival and Christmas. The local MP visits the school and some pupils have visited Westminster Hall, giving them a deeper understanding of citizenship. Other important links include those with the local football team, Wycombe Wanderers, which enhance sporting activities and with the adjacent factory, which provides resources. Community links are developing well and are impacting positively on the children's education.
39. Links with other schools are being developed, particularly with the local cluster of primaries and linked secondary schools. This is enabling The Meadows to share expertise in a range of curriculum and other areas. One aspect in which it has been proved successful is joint training initiatives. Transfer arrangements for pupils to several secondary schools are in place and are sound. The pre-school link is very highly regarded by parents, who value the easy but well structured transfer to the reception class, enabling children to settle quickly in "big school". There are also very good links with the Breakfast and After-School Clubs based in school, enabling 'wrap-around care' (before and after school) to be provided for those families who want this provision.

LEADERSHIP AND MANAGEMENT

The overall quality of the leadership and management of the school are good. Governance is also good. The leadership by the headteacher is very good and teamwork is effective.

Main strengths and weaknesses

- The headteacher provides very good, sensitive leadership and a very clear vision and focus to the school's work.
- The co-ordinators are very good role models and the school involves all pupils in all aspects of school life.
- The management of the school is good.
- Teamwork is good and everyone is doing their best for the pupils' education.
- The procedures for monitoring and evaluating the work of the school are very good.
- The expertise and contribution of the governors is good.

Commentary

40. The headteacher provides very good sensitive and supportive leadership that motivates everyone to give of their best. This enables the school to make improvements at a good pace. Good teaching ensures that pupils achieve well, while shared vision and high expectations are providing a firm steer to the school's work.
41. The headteacher leads the school with the full support and confidence of the governors. She has a very clear sense of purpose and the drive given to pupils' higher achievement. The school has very good policies which ensure that the needs of all pupils are being met. The governors, under the expert lead of the chair of governors, together with the headteacher and staff, ensure that all statutory requirements are met.

42. The headteacher has skilfully led the successful establishment of a supportive staff team, who are fully committed to making very good provision for the development of pupils. In close partnership with her two very able senior teachers and staff, she has created a very positive, purposeful ethos. Key staff lead and manage their areas with enthusiasm and commitment. They are very effective in their roles. Very rigorous monitoring of the core subjects has focused on the quality of teaching and learning. This has been very effectively carried out by the headteacher and most key staff. Monitoring is also clearly linked to setting targets for staff that are related to performance management. There are effective systems to support staff new to the school. Target setting is firmly established in the core subjects and progress is assessed well across all areas of the curriculum.
43. The leadership of provision for special educational needs and English as an additional language is very good. Targets are set that are based on very secure evidence. Individual needs are clearly identified and resources targeted to maximum effect. These are shared with pupils and parents and reviewed regularly. This has supported pupils very well and secures good improvements in these pupils' achievements.
44. The management of the school is good, with effective procedures in place to enable the school to run smoothly on a daily basis. There are effective strategies in place for evaluating how well the school is doing in order to plan for the future. The school monitors performance data very well, and reviews trends and patterns carefully. It take appropriate action to improve performance where necessary. The secretary provides very effective administrative and financial support. She makes a significant contribution to the life and work of the school.
45. The governance of the school is good. It has improved since the last inspection and has had a positive impact on the raising of pupils' standards and the effective management of the school. The Chair of Governors provides a very good steer to the work of the governing body. Governors are well aware of the school's strengths and weaknesses and act as critical friends of the school. They are fully involved in planning and prioritising issues in the School Improvement Plan. They have a good understanding of the school's work through personal visits to sample the life and work of the school and through regular reports by the headteacher. This area of strategic planning has improved well since the previous inspection.
46. Teachers are well supported by teaching assistants and there is a strong team spirit amongst the staff. They make a positive contribution to pupils' learning, attainment and development. There is a shared commitment to ensure that the pupils succeed. In addition, the professional development of staff is very good.
47. The school has good procedures and effective systems for financial planning. Finance has been used effectively to resource planned major expenditure. Governors have effective financial oversight of the finances and budget. All decisions about spending are linked efficiently to the School Improvement Plan. Best value principles are central to the management and use of resources. They are managed well. The school provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	489,189
Total expenditure	486,015
Expenditure per pupil	3,107

Balances (£)	
Balance from previous year	-6,295
Balance carried forward to the next	3,127

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good. The quality of curriculum and assessment is very good and has improved since the last inspection. Children are prepared well for transfer to Year 1. They enter reception in the September before they are five years of age. Children attend part-time until December when they attend full-time. Currently, there are 18 children in the class. The majority have attended some form of pre-school provision.

Attainment on entry is very low and many children have very poor speaking and listening skills and personal, social and emotional skills. All children, including those with special educational needs and English as an additional language, achieve well because the teaching is good. Also the curriculum is appropriately planned to provide a wide range of interesting and relevant activities, which are well matched to their needs. All adults provide very good role models for the children and manage them well. There is a good ratio of adults to children, ensuring that the needs of all are well met. The senior teacher provides very good leadership and management for the Foundation Stage. All staff work very well as a team and children's progress is carefully monitored. The accommodation inside is good but the outside area of learning is currently under development. The children do not have continuous access to a separate, secure outside area. Resources for outdoor activities are satisfactory. There is no large fixed equipment and children miss out on daily opportunities to use this. Plans exist to further develop the outside area.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's achievement is good and they are beginning to develop improved levels of personal independence.
- Teaching is good and the expectations of staff are high.
- Adults are very good role models.
- Attitudes and behaviour are good.

Commentary

48. Most children enter reception with very immature personal and social skills. All children, including those with special educational needs and English as an additional language, make good progress in relation to ability. A significant minority will achieve their learning goals by the end of the reception year, with the remainder making good progress in relation to their very low prior attainment. Teaching is good and, as a result, all children, including those with special educational needs and English as an additional language, make good progress and achieve well in their social development. Both teachers and support staff provide very good role models for the children and have high expectations of behaviour. The school places a lot of emphasis on caring for and developing the whole child. Teachers have established secure routines so that children feel safe and confident. As a result, they are friendly and co-operative. The very careful structure of the sessions

provides children with many opportunities to make choices, play alone or with others. They learn to share and co-operate. Although they are immature they are developing independent skills, such as when they manage their own clothes. Staff use every opportunity to praise the children's independence and try to develop in them a good sense of right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Achievement is good because teaching and learning are focused on developing children's skills through an interesting curriculum.
- The teachers and teaching assistants take every opportunity to develop children's language skills.
- Children enjoy handling books and make good progress starting to read.

Commentary

49. Attainment on entry is very low and many children have very poor speaking and listening skills. However, by the end of the reception year due to good teaching and a very good, interesting curriculum, a significant minority are on target to meet their Early Learning Goals. The remainder are still well below average. However, all children, including those with special educational needs and those with English as an additional language, are achieving well in relation to their very low prior attainment, as a result of the many opportunities they are given to talk and listen. Staff take every opportunity during all activities to develop the children's limited vocabulary through probing questioning. For example, when asked *'Have you had a nice playtime?'* children replied *'I've been kind'* and *'Good today.'* Children enjoy going to the library and looking at books. They listen attentively when a story is read to them. For example, when the teacher read the story of *'Frog on a Log,'* the children were hanging on to her every word. When the story was re-read they waved the word they were holding in the air every time the teacher read it out loud. Children are making good progress in relation to their prior attainment with their reading. Most children are on the very early stages of the reading scheme. Most can write their first name and some can recite the letters of the alphabet in order. A significant minority are making good progress with linking sounds to letters, naming and sounding. They are able to match upper and lower case letters. Most children know how to hold a book and that print conveys meaning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Achievement is good because teaching and learning are focused on developing children's skills through a practical curriculum.
- Every opportunity is taken to promote children's mathematical development.

Commentary

50. Most children enter reception with very low attainment. All children, including those with special educational needs and English as an additional language, are making good progress in relation to ability. A significant minority will achieve their learning goals by the end of the reception year, with most children not meeting their targets. However, they are making good progress in relation to their prior attainment. This area is well taught, with a focus on first-hand practical activities. Most children can count to five, while a significant minority can count beyond this to ten. They can also work out how many frogs are left when singing '*Five Little Frogs*.' Children are beginning to identify everyday shapes and have good opportunities to use a programmable toy. Practical activities sustain children's interest well and prepare the way well for future learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well because of very good teaching which is focused on developing children's skills through a practical, imaginative curriculum.
- Good use is made of the local environment to support children's learning.

Commentary

51. Teaching is very good and all children, including those with special educational needs and English as an additional language, achieve well in relation to prior attainment. A significant minority are on target to meet their Early Learning Goals by the end of the reception year; the remainder are well below average. A very good range of appropriate, interesting activities is planned to stimulate children's curiosity and enhance their understanding. For example, during a very good lesson, children enjoyed walking around the playground looking for signs of living creatures such as frogs and lily pads. '*Ooh, I've found a lily pad!*' one little girl squealed with delight. They make good progress in counting the frogs and lily pads and take turns to place them on the table. They are beginning to know about their own culture and beliefs and those of other people. They enjoy passing a little pillow around the circle in circle time and explaining what makes them feel sad. Computer skills are well taught on a daily basis and staff work hard to build up children's confidence in using the computer. As a result, they have positive attitudes and display confidence in using the mouse.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- When outside sessions take place there is a clear focus.
- There is no continuous access to an outside play area, so opportunities for development are limited.

- Teachers make the most use of the hall for structured lessons and the playground for jumping and hopping.

Commentary

52. On entry, most children have very low attainment in the physical area of learning. By the end of the reception year, a significant minority are on target to meet the Early Learning Goals, while the remainder are well below average. All pupils, including those with special educational needs and English as an additional language achieve well in relation to their prior attainment. In the good quality lesson observed a few children could jump into the lily pad hoops with frog arm movements, crouched down with knees bent. They were beginning to move with confidence and starting to co-ordinate and control their bodies. Most children are making good progress with their swimming and thoroughly enjoy their weekly sessions in the school swimming pool from May to July. However, children have limited opportunities for outdoor play, as they do not have continuous access to an outdoor area. They develop their manipulative skills steadily by handling dough, scissors and brushes. They are beginning to manipulate small construction equipment with increasing dexterity.

CREATIVE DEVELOPMENT

53. It was not possible to make an overall judgement of provision, but the work on display indicates that standards are well below average. A significant minority are on target to meet the Early Learning Goals. Role-play is developed in the home corner. Children enjoyed purchasing shopping in the shop and said that they liked role-playing in it when it was a hospital. Their colour mixing and painting skills are very immature.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading and writing are improving.
- Pupils achieve well because of the good quality teaching and learning.
- Pupils with special educational needs make very good progress against their specific targets.
- The subject is very well managed.
- Standards are below average in English in Year 2.
- English makes a very effective contribution to the spiritual, moral, social and cultural development of pupils.

Commentary

54. In the 2003 National Curriculum tests, Year 6 and Year 2 pupils achieved well below standards in comparison with all schools and similar schools. There was a high number of pupils with special educational needs in both year groups. Standards in English are improving because of the school's focus on improvement in this subject, especially in reading and writing.

55. At the time of the inspection, standards are broadly average at the end of Year 6 in English. Pupils are well placed to meet or exceed the targets set for them in the 2004 national tests. The positive standards reached are due to good planning, good and sometimes very good teaching and effective use of assessment. There has been a good improvement in the quality of planning, teaching and assessment since the previous inspection. The analysis of pupils' work, together with lesson observations confirms this picture.
56. From a very low starting point, pupils, including the high proportion of them with special educational needs, achieve well during their time at school to reach average standards by Year 6.
57. The inspection found that higher attaining pupils achieve well throughout the school. Many pupils with special educational needs achieve very well because they are particularly well supported by adults in lessons. Every effort is made by staff to raise their attainment by carefully planned work and good encouragement and support. In all year groups there is a high number of pupils with special educational needs. Boys tend to do better than girls; however, the school has worked successfully in the last two years to raise girls' achievement and the gap has narrowed.
58. Overall, standards in speaking and listening are well below average in Year 1 and below average in Years 2 and 3. They are average in Year 4, above average in Year 5 and broadly average in Year 6. By Years 5 and 6, most pupils speak confidently and make themselves understood, with younger pupils having an improving vocabulary due to the impact good teaching is having on their learning. There is very good provision for pupils who have speech and language difficulties. Staff work hard to help pupils to extend their vocabulary by:
- Repeating and explaining unfamiliar words
 - Encouraging pupils to talk to each other about topics in lessons
 - Using drama activities to help pupils to communicate with confidence.
59. Pupils achieve well in relation to prior attainment in reading. There is good development of their knowledge and enjoyment of books being developed well alongside their reading skills. There is a well-structured reading programme. Standards are currently well below average in Year 1 and below average in Year 2. By Year 6, they are broadly average, with good standards of reading in Year 5. Higher achieving pupils attain good standards. There are valuable opportunities during the school day for pupils to read in pairs, groups and in silent reading. All pupils enjoy reading with parents and carers at home and this helps them to progress well. By Year 5 and Year 6, most tackle new reading material confidently. They are clear about the strategies that they need to use to work out difficult words and sentences. Pupils enjoy reading the books of the following authors: Roald Dahl, J.K. Rowling, Dick King-Smith and J.R. Tolkien. Book areas in classrooms are well organised; however, resources in the library are being updated and re-organised to ensure both quality and quantity of provision.
60. Well taught reading skills are ensuring that younger pupils are beginning to read accurately and fluently, and, by Year 6, pupils read in a mature expressive way. The school provides regular, targeted support for pupils with difficulties with their reading and for pupils almost attaining average levels. A strength in reading is the way in which older pupils' improved speaking skills enable them to understand harder words and to explore

books at a deeper level of meaning. Attainment in writing is below average for seven-year-olds. The co-ordinators have inspired staff to work hard and successfully drive up standards in writing. Pupils achieve well because of good teaching. Standards have risen because of:

- Revised planning which is of a good quality
- More opportunities for extended writing
- Pupils' writing is celebrated in displays and books
- Very good in-service training led by a co-ordinator.

61. The school is continuing to target writing for improvement, with higher expectations of spelling and handwriting, and more focused marking, so that pupils are clear about what they have to do to improve.
62. Teaching is at least good and some very good teaching was observed during the infant and junior phases during the inspection. Pupils concentrate very well in lessons and work hard. Some of the teaching is of a high quality with an emphasis on helping all pupils to develop their literacy skills through purposeful and enjoyable activities. In turn, this enables pupils to achieve well. In Year 5 for example, pupils made very good progress at analysing the purpose and aim of advertisements due to very good teaching. Good use of questions and motivating strategies also enabled Year 2 pupils to offer a range of suggestions as to where the character *Stripey Thing* went next. *'I think he fell down the back of the bed and went under the floorboards,'* suggested one pupil. Another added thoughtfully, *'I think he went to the moon.'* Teachers and teaching assistants have a good understanding of the subject and teach it well.
63. The subject is very well managed by the infant and junior co-ordinators. Good use is made of assessment to formulate pupils' targets. The teaching, planning and learning are very well monitored, which is a very good improvement on the previous inspection. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development through well chosen texts and stimulating resources. Good use is made of ICT to support learning. Staff are working hard to raise standards in the infant phase.

Language and literacy across the curriculum

64. The National Literacy Strategy has been implemented well. All pupils, including those with special educational needs and English as an additional language, use their language and literacy skills well in other subjects. Writing skills are developed steadily in history, geography, science and religious education.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses

- The achievement of pupils with special educational needs is very good.
- Standards attained by seven year olds are below average.
- Standards attained by eleven year olds are improving.
- Teachers plan lessons well and assess pupils' progress well.
- The lower infant phase curriculum does not always meet the needs of all its pupils.

Commentary

65. In the 2003 national tests, the Year 6 pupils achieved above average standards in comparison to similar schools. Standards were below average in comparison to all schools. However, there were a significant number of pupils with special educational needs in this year group who achieved well in relation to their prior very low attainment on entry to the school. From the time they begin school to the time they leave pupils make good progress but the rate of achievement is not always consistent. Some pupils get off to quite a slow start when they leave the Foundation Stage because they have not yet reached the Early Learning Goals and there are other times when pupils make very good progress. Overall, achievement is good. Pupils mathematical development is well below average when they enter school but by the time they are seven standards have improved although they are still below the national average. By the time they leave school at eleven years old standards are broadly average. Standards of eleven-year-olds are gradually improving, with about a third of the Year 6 pupils now achieving standards above expectations. Overall improvement from the time of the last inspection has been satisfactory.
66. Although the quality of teaching of mathematics varies within the school it is good overall. Teachers' expertise in the subject is variable with some stronger than others. However, no unsatisfactory lessons were observed during the inspection. Consistently good features of teaching are the quality of planning, teachers relationships with their pupils and their expectations of them and the behaviour and attitudes within lessons. The contribution made by teaching assistants is often very good and this is a very important factor in the very good achievement of pupils with special educational needs. Teachers use the opportunities provided by ICT well to enhance the teaching of mathematics. In one lively and enjoyable lesson for example, Year 6 pupils were taught how to solve problems using spreadsheets and in another effective lesson Year 4 pupils improved their skills in estimating and measuring angles using appropriate software.
67. Teachers mark pupils work accurately and a significant strength of the provision is the overall assessment and recording of pupils' progress. Information from assessments is being used effectively to plan lessons so that pupils are being challenged at an appropriate level. The extent to which pupils are aware themselves of how to improve is not consistent from class to class.
68. Subject leadership is good. The subject co-ordinator has expert subject knowledge and provides a good role model for her colleagues. She has organised appropriate training so that teachers are using the structure of the National Numeracy Strategy effectively. The subject co-ordinator analyses the strengths and weaknesses of standards using the results of standards tests and is fully involved in tracking the progress of pupils in mathematics throughout the school and ensuring that all pupils have appropriate targets.

Mathematics across the curriculum

69. There are particularly good links with ICT and some links with science when pupils make graphs and tables to explain their results. However, there is still room for development of this aspect of the subject.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Older pupils achieve very well as a result of the consistently very good teaching, particularly in Years 5 and 6.
- Pupils experience a wide range of practical activities, with teaching assistants giving very good support to pupils with special educational needs and those for whom English is not their home language.
- There is good emphasis on the use of specific technical language.
- Behaviour and relationships in lessons are very good.
- Standards at the end of Year 2 are below average.
- There is a very well planned exciting curriculum, which meets the needs of all pupils from Year 2, however there is a need to review the science curriculum in the lower infant phase.

Commentary

70. Currently, standards at Year 2 are below the national average. These pupils entered school with well below average knowledge and understanding of the world about them, and poor social skills. Despite this, they have made at least good progress in relation to their prior attainment in Year 2, and achieve well.
71. Standards at Year 6 are above average. This is a result of a very good, well planned curriculum for pupils in Years 3 to 6, very good teaching, very good relationships, insistence on the correct use of technical vocabulary, very good resources, focused learning objectives, high expectations of presentation of work and making the science curriculum meaningful and fun. No differences were observed between the achievement of boys and girls in the junior phase and they all achieve very well.
72. Very good use is made of the very able team of teaching support assistants; they consistently give very good support to pupils with special educational needs and any pupils with behavioural difficulties. They are able to explain difficult concepts and encourage pupils to try hard and persevere. Staff help to make scientific learning interesting and fun. Consequently, pupils with special educational needs and those for whom English is not their home language, achieve very well.
73. Practical investigations, very good resources and real life contexts for learning make science lessons interesting and stimulate good levels of pupils' motivation. In the best lessons, pupils in all ability groups show high levels of concentration and perseverance. For example, in a Year 5 lesson, pupils demonstrated very good engagement as they tried out several investigations to find out the sounds that are made when objects or materials vibrate. When swimming later they were observing sounds under water. In Year 6, pupils were applying their scientific knowledge to the cleaning of dirty water as they designed a water purifier for use where the water supply is impure. This lesson set a challenge for the pupils and they responded very well to the question: '*Why is it that water collected in caves and springs at the foot of mountains is drinkable and full of minerals?*' Throughout, relationships are very good, as is the behaviour of all pupils.

74. There is a very detailed analysis of statutory tests and optional test results to highlight strengths and weaknesses in relevant year groups. There are very good assessment procedures in place and teachers make effective use of these in their planning. As a result, most pupils have a good knowledge of their next steps in learning in science.
75. Improvement since the last inspection has been good in terms of results and achievement at the end of Year 6. There is a very committed, experienced co-ordinator who has worked extremely hard to address all the issues. She is providing very clear educational guidance for work in this subject. Resources are now very good, they are well-organised and readily accessible to staff. The co-ordinator has recently completed monitoring and evaluating teaching and sampling work in all classes. The school has already begun to review the curriculum in the lower infant phase and is making it more appropriate to the needs of all the pupils. ICT is used well to support pupils' learning throughout the school. There are many good examples of the use of mathematics to support work in science, in the use of charts, graphs and tables to help recording. In addition, good links are made with history, physical education and geography when scientific investigations are planned. The whole school visits to Littlehampton and the Roald Dahl museum gave pupils 'hands on' experience of elements of the science curriculum. The planned science afternoon for parents is intended to help them to experience and understand the type of investigations their children do.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology is **good**.

Main strengths and weaknesses

- Subject leadership is very good.
- Pupils achieve well.
- Good use is made of ICT in numeracy and literacy.

Commentary

76. Pupils have a wide range of learning experiences using ICT and achieve well in all elements of the subject. By the time they reach seven, standards of skills, knowledge and understanding are in line with national expectations. Pupils continue to achieve well in Years 3 to 6 so that by the time they leave school all but a few pupils have reached expected standards for eleven-year-olds and a significant number exceed these expectations. Improvement from the time of the last inspection is satisfactory.
77. Teachers' confidence and competence have improved from the time of the last inspection and the overall quality of teaching is good with evidence of very good teaching taking place in some classes. Teachers make good use of their time in the computer suite, making sure that lessons are well prepared and focused. Lessons are managed well and teachers and their assistants give good support to pupils, including those with special educational needs, who overall make very good progress. Learning tasks are often modified to make sure that pupils with special educational needs have a manageable starting point. An important part of teaching and learning is the work that pupils do away from the computers when they use pencil and paper to help them understand some of the processes they are using the computers for.

78. The subject co-ordinator is a very good role model for his colleagues as he provides a very good range of exciting learning experiences in ICT for the pupils in his class. Working with colleagues he has ensured that all teachers have received appropriate training and continues to support them with expert advice himself. The way in which he ensures that pupils' progress in all aspects of the subject is recorded is excellent. Organisation of the subject is very good, with all classes having time in the computer suite to use ICT for literacy and numeracy as well as time dedicated to improving their skills in ICT. The computer suite itself is rather small and becomes too uncomfortable to work in when the weather is very warm.

Information and communication technology across the curriculum

79. Although this aspect of the curriculum has been identified for further development there are already many examples of ICT being used to enliven learning in other areas of the curriculum. Pupils:
- Use word processing programs to draft and present their independent writing
 - Use paint and drawing packages in design and technology and in art and design
 - Make graphs and use spreadsheets in mathematics
 - Use the internet to find things out in history, geography and science
 - Use multi-media software to prepare presentations.

HUMANITIES

80. This is a school that celebrates humanities and encourages the pupils to become little historians and geographers through a very well planned, 'hands on', curriculum.
81. Only one lesson was seen in **geography**. It is therefore not possible to make a firm judgement about overall provision in this subject. The good quality resources and the extensive use of visits and visitors bring the curriculum alive. There is every indication from pupils' work that standards are broadly average by the end of Year 2 and at least average by Year 6 compared similar schools. Pupils' attitudes are very positive and the subject has maintained the good picture from the previous inspection. Younger pupils enjoy finding out about other places in the world from the adventures of Barnaby Bear. The very good planned 'Passport to the World,' extends this knowledge of people and places for the older pupils very well. Evidence shows geographical enquiry and skills are planned and taught very well from Year 2. Difficulties sometimes arise in the lower infants when work set is not always appropriately matched to the needs of the lower attaining pupils. It is clear that a range of visits and visitors play an important part in making the work interesting and relevant. For example, the whole school has made productive use of their visit to Littlehampton to learn more about the physical and human features of this type of environment and to help them recognise similarities and differences with Wooburn and High Wycombe. Good assessment procedures are in place and are used well to monitor pupils' progress and to plan the next steps in learning.

HISTORY

Provision in history is **good**.

Main strengths and weaknesses

- Enquiry skills are built into every well-planned unit of work.
 - The use of visits and visitors enrich the curriculum and bring history to life.
 - Teaching is very good for pupils in Years 5 and 6.
 - Displays in the classes where history is being taught challenge and celebrates pupils' work.
 - There are good links with other areas of the curriculum.
 - The work does not always match the ability of the pupils in the lower infants.
82. Standards of work indicate that by the end of Year 2 pupils achieve as well as those in similar schools. Standards are above what would be expected by the end of Year 6. Pupils, including those with English as an additional language and those with special educational needs, achieve very well as they move through the school.
83. Pupils have a very good understanding of the local area. The work based on the church, houses, school and people and events in the local community since Roman times in Years 3, 4, 5 and 6 show this good progression. The superb Tudor houses constructed in design and technology in Year 5 show how well they observed the Tudor houses in the village.
84. There is good coverage of people and events in Year 2. For instance, Guy Fawkes, the Gunpowder plot, Samuel Pepys, the Fire of London, Florence Nightingale and Mary Seacole. Some pupils in the lower infant phase find the historical concepts very difficult to understand as they still find it difficult to differentiate between the past and the present. The curriculum does not fully meet the needs of many of its pupils at the moment.
85. Mystery, suspense, challenges, investigation, interpretation and opportunities for individual opinion, built into lessons, ensure very good teaching and learning in Years 5 and 6. A Victorian Day and 'Digging for Victory' in the environmental area gave pupils a feel of what it might have been like. *'I feel like a helpless animal trying to get out of a trap'* wrote a Year 6 pupil.
86. Overall resources for teaching and learning are very good. The school makes productive use of visits to several museums, including the Imperial War Museum for first hand learning and to give pupils a better understanding of the periods of history they are studying. Good classroom displays celebrate the work of the periods being studied and ask challenging questions of pictures, photographs and artefacts.
87. There is a hard-working, committed, very good coordinator for geography and history. He has been responsible for the good improvement since the previous inspection and very successful integrating literacy and science into the curriculum. The teacher makes very good use of questions in his lessons to take pupils' learning forwards. For example, *How did the Ancient Greeks lift the stone blocks using a pulley? How did the Archimedes screw lift water?*

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- There is a very good curriculum that fully reflects the requirements of the locally agreed syllabus.

- Pupils are given the opportunity to learn from religion as well as about it.
- Teachers have secure subject knowledge; plan well and have very good relationships with pupils.
- Pupils demonstrate a secure understanding of their own faith commitment and other faiths.
- The very good level of new resources and artefacts, including visitors and visits to places of worship, ensures teaching and learning is of good quality.

COMMENTARY

88. Standards at the end of Year 6 are above those expected for pupils of this age. They are in line with expectations by the end of Year 2. All pupils, including those with special educational needs and English as an additional language, achieve well and make good progress across the school. Pupils demonstrate their knowledge of both aspects of the curriculum – Learning about Religions and Learning from Religions. A lot of work covered in religious education lessons, centres around the use of visual materials, discussions and visits to places of worship. The lower infant phase curriculum does not fully meet the needs of many of its pupils at the moment.
89. The study of world religions is planned clearly throughout the school. In the two lessons seen in the upper school, teaching was of a very high quality and relationships were very good. Teachers have very good subject knowledge and use a wide range of teaching strategies to involve all the pupils in discussions, which effectively promotes the pupils' spiritual development. Teachers encourage pupils to talk about their faith backgrounds, and pupils are very interested in listening to each other. In an excellent Year 6 lesson the pupils were able to produce their own personal motifs using symbols to describe their feelings related to personal experience, very well.
90. The presentation of the work in books is good and displays celebrate the pupils' efforts. Pupils have a good understanding of the place of celebration in religions, their meaning, purpose and their influence on people.
91. Improvement since the last inspection is very good. The previous co-ordinator worked very hard to address all the issues. The well qualified, recently appointed co-ordinator is well aware of these changes and has very high expectations for the subject. She is beginning to build up a portfolio of work. Good assessment procedures are in place and are used well to monitor pupils' progress and to plan the next steps in learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. It was only possible to see one lesson in design and technology and music, and two lessons in art and design. It is not therefore possible to make a firm judgement about overall provision. In addition to observing lessons, inspectors spoke to co-ordinators about their work, spoke to pupils about what they had learnt in art, design and technology and music, and looked at pupils' work. It was not possible to observe any physical education lessons during the inspection so it was not possible to make judgements on standards or the quality of teaching.
93. It is evident from teachers' planning, the prospectus and discussions with pupils that work planned in **art and design** is varied and interesting. The quality of the curriculum has improved since the last inspection and is very good overall. A lively approach was evident in a good Year 2 art lesson, when pupils concentrated very hard to improve their skills at drawing three-dimensional objects. The pupils then collaborated very well with their partners to praise and evaluate each other's work. Teacher and learning assistants

supported all pupils, including those with special educational needs and English as an additional language, well in their learning. Displays are bright and colourful around the school and the subject makes a very effective contribution to the spiritual, moral, social and cultural development of pupils.

94. The curriculum is enriched by experiences such as the Art Exhibition which features pupils' aboriginal art and visits. For example, Year 3 have observed sculpture in the environment. Pupils from each year group thoroughly enjoyed completing their own self-portraits. There is good use made of ICT to support pupils' learning and older pupils enjoy finding out about artists and their work from the websites. Pupils enjoy clay work, collage work, observational drawing and three dimensional art. Standards are in line with expectations for pupils by age seven and by age eleven. Pupils, including those with special educational needs and English as an additional language, achieve well according to work examined. The co-ordinator is providing good, clear, educational direction for the subject. There are good assessment systems in place and pupils' progress is tracked carefully throughout the school.
95. In **design and technology**, discussion with pupils and an observation of a very good Year 2 lesson showed that the pupils are gaining good experience of a wide range of materials and techniques. They are also developing well the expected subject skills through designing and making a wide variety of products. For example, Year 2 pupils have designed and made an interesting range of wheeled vehicles, while junior age pupils have made moving toys and games. Standards are above expectations for seven and eleven year olds.
96. During the inspection, a very well taught lesson in Year 2 resulted in highly motivated pupils successfully assembling, joining and combining materials to rescue *Pussy* from the well. The teacher captured their interest from the outset and all pupils, including those with special educational needs and English as an additional language, achieved well in relation to ability due to very good teaching. The teacher has very good subject knowledge and understanding, and is a very good role model. All pupils were excited about the challenge presented and watched very carefully as the teacher expertly modelled the skills. They co-operated very well with one another and eagerly produced an interesting range of good quality wishing wells. All pupils, including those with special educational needs and English as an additional language, were supported very well in their learning by the teacher and learning support staff.
97. In **music**, pupils were only observed in Year 3, although the whole school was heard singing enthusiastically in all assemblies. They sang '*Children of the Meadows*' well with full awareness of breathing, diction and dynamics. The standard of singing is good throughout the school. The quality of the curriculum is also good, which is an improvement on the previous inspection. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. The music scheme enables all teachers to be confident in teaching. All adults support pupils well in their learning.
98. In the lesson seen, pupils were developing a good understanding of long and short sounds. There was good pace to the teaching and high expectations of behaviour. All pupils achieved well, including those with special educational needs and English as an additional language.

99. Concerts and performance also contribute well to pupils' overall musical experience. Pupils benefit from being taught by a specialist teacher and pupils' recorder skills are developing well in Year 3. Pupils enjoy performing for others and good use is made of ICT to support learning.
100. Standards are broadly average in composition work and listening and appraisal by Year 2 and Year 6. Pupils achieve well in their singing due to the good, clear, educational direction provided for the subject. There are very good assessment procedures in place and pupils' progress is tracked well.
101. In **physical education**, two swimming sessions were visited, the subject co-ordinator was interviewed and school-planning documents examined. The subject co-ordinator has made an enthusiastic start to his leadership of the subject. All aspects of the subjects are taught, including dance, gymnastics, swimming, athletics and games. The time available for athletics and games is limited during the summer months owing to a school decision to concentrate upon swimming at this time. However, the swimming pool is a very good facility and enables pupils of all ages to develop water confidence. The vast majority of pupils can swim 25 metres unaided by the time they leave school. The subject is enhanced by a very good range of after-school activities, inter-school matches, the support of the local football team Wycombe Wanderers (who provide a coach for the pupils), swimming competitions and an annual sports day.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- Provision is planned well into the curriculum.
- Cross-curricular links are clearly identified and developed well.

Commentary

102. The arrangements for personal, social and health education and citizenship are very good. Pupils' citizenship skills are developed very well through circle time, religious education, science and music. This area contributes very well to pupils' spiritual, moral and social development. The school sees pupils' personal development as an important part of its work. The arrangements for drug and health education are good. Pupils learn about the importance of a healthy diet in science. Pupils are learning how to develop a healthy and safe lifestyle. They gain confidence and interact very well with others.
103. The very caring school ethos supports pupils' personal development and circle time provides very good opportunities for pupils to share feelings and to discuss a range of topics. These sessions are effective in building the pupils' confidence and enable them to share their feelings with others. Pupils are given increasing responsibility as they get older, preparing them well for the next stage of their education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	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).