

INSPECTION REPORT

TRINITY ST STEPHEN C of E AIDED FIRST SCHOOL

Windsor

LEA area: Royal Borough of Windsor & Maidenhead

Unique reference number: 110023

Headteacher: Miss P Wells

Lead inspector: Ms R Frith

Dates of inspection: 24 – 26 May 2004

Inspection number: 258240

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary aided
Age range of pupils:	5 to 9 years
Gender of pupils:	Mixed
Number on roll:	111
School address:	Vansittart Road Windsor Berkshire
Postcode:	SL4 5DF
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Appropriate authority:	The governing body
Name of chair of governors:	Miss E J Burr
Date of last inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Trinity St Stephen Church of England Aided School is a smaller than average size first school which provides for boys and girls aged five to nine years. Pupils come from a range of social backgrounds but overall, the socio-economic status of families is favourable and a lower than average percentage of pupils receives free school meals. When children join the school, overall they show levels of attainment which are below the borough average and there is an increasing number of pupils with special educational needs. Currently, 29 pupils have been identified as having special educational needs, representing 26 per cent of all pupils. Of these, 17 pupils are on School Action, 11 pupils are on School Action Plus and one pupil has a statement of special educational need. Approximately 87 per cent of pupils are from White – British heritage with others coming from a narrow range of minority ethnic groups. Five pupils are identified as coming from homes where English is not the first language and are at the early stages of learning English. Ten pupils joined the school and nine left other than at the usual times during the last school year. Teacher mobility over the last few years has been high and the headteacher is in her third year at the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2490	R Frith	Lead inspector	Science Design and technology Music Areas of learning in the Foundation Stage English as an additional language
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22831	C Lewis	Team inspector	Mathematics Information and communication technology Art and design Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Trinity St Stephen Church of England First School is a good school that is emerging well from a period of significant change and has a strong commitment to improve further. Staff create a happy and supportive environment and pupils become confident and enjoy learning. Teaching is good and this results in pupils achieving well. The school runs effectively and parents very much value the ethos and provision for learning. Overall, the school provides good value for money.

The school's main strengths and weaknesses are:

- Teaching and learning are good across the school and pupils achieve well. The use of teaching assistants is particularly effective. The school is now in the position to increase the amount of very good teaching in order to raise standards further.
- Pupils with special educational needs and those learning in English as an additional language, receive very good support and frequently achieve well.
- Overall, pupils receive a satisfactory curriculum but more opportunities are needed for them to use their information and communication technology skills across all subjects.
- Pupils' personal qualities are developed very well and this leads to very good relationships and behaviour.
- Pupils' attitudes to school are very good and help them to maintain good attendance.
- Leadership by the headteacher is good, as are the management and governance of the school. Leadership by subject leaders is satisfactory and ready for further development now that the new teachers are settled into their posts.
- Links with parents are good and they, in turn, support the school well.

The school has shown satisfactory improvement overall since the last inspection and successfully addressed all the main issues identified in the last report. There has been a complete change of staff and changes to the management, curriculum and accommodation. The good management of these changes has been crucial for the development of the whole school community and the maintenance of good practice. Some aspects of health and safety have not been sufficiently addressed.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A*	C	A	B
writing	A	E	A	B
mathematics	C	C	C	D

Key: A - very high; A - well above average; B - above average; C - average; D - below average; E - well below average*

Similar schools are those with similar percentages of pupils eligible for free school meals

Throughout the school, pupils achieve well due to the good quality teaching and their attitudes to learning. Good provision for the children in the Foundation Stage ensures that by the time they enter Year 1 most are working at the levels expected nationally for children of that age in all areas of learning. Throughout the school pupils achieve well and currently, pupils in

Year 2 and Year 4, are working at levels in line with those expected nationally for pupils of that age in speaking, listening, mathematics and science. They are working at below average levels in reading and writing. The latter reflects the high level of pupils with special educational needs and lower attainment in these year groups who, although achieving well, experience particular difficulties with reading and writing.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils enjoy school, have very good attitudes to learning and are eager to take part in activities. Consequently, they behave very well and the attendance rate is above average.

QUALITY OF EDUCATION

The quality of education provided by the school and the quality of teaching are good. Teachers have good subject knowledge and use this well to plan lessons which encourage pupils to learn and enjoy what they do. Expectation and challenge are good for all pupils and their needs are well met. This results in them achieving well and developing very good independent learning skills as well as the ability to work very well with other pupils. Teaching assistants make a positive contribution to the pupils' learning and are key members of the school team. The school provides a satisfactory curriculum overall with very good provision for pupils with special educational needs and good provision for pupils' personal, social and health education. Staff have not yet fully developed the use of information and communication technology across all subjects. Accommodation is continuing to be improved and is currently satisfactory, as are the resources for learning. Pupils are well cared for and supported. Their views are taken into account well so they become involved in school developments. Staff have good links with parents, the community and other schools and colleges.

LEADERSHIP AND MANAGEMENT

Leadership by the headteacher, management and governance of the school are good. The headteacher and governors share a clear vision of how the school should develop and are committed to running a school where all pupils' needs are met and where pupils are helped to achieve well. They have managed change sensitively and have built a good team with a shared sense of purpose. Subject leaders are now ready to be encouraged and supported to develop their roles further.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' and pupils' views are very positive. Parents believe the school is well led and managed, teaching is good and pupils are expected to work hard. Children settle into school life well, are treated fairly and encouraged to develop both academically and socially. Pupils feel that they can approach a member of staff if they have a problem, that teachers encourage them to work hard and listen to their ideas. They find lessons interesting and enjoy working and playing with other children.

IMPROVEMENTS NEEDED

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

- Further raise the standard of teaching to that seen in very good lessons.
- Develop the use of information and communication technology across all subjects.
- Further develop the role of subject leaders.

and, to meet statutory requirements:

Ensure that all the required information is provided in the school prospectus and governors' annual report to parents.
In terms of health and safety, the governors have more to do to ensure that all required risk assessments are in place.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well and by the time they leave school, their standards are frequently well above average in English and science.

Main strengths and weaknesses

- In the 2003 national tests, pupils in Year 2 reached well above average standards in reading and writing and average standards in mathematics.
- Throughout the school pupils achieve well.
- Pupils with special educational needs achieve well because they receive very good support.
- Higher-attaining pupils achieve well because they are appropriately challenged.
- Pupils who are learning English as an additional language respond well to the good support provided and achieve well.

Commentary

- 1 On entry to school, children's attainment is below the borough average overall. This is because an increasing number of pupils have special educational needs. Also, although most have had pre-school provision and are also well supported by their parents, their experiences vary considerably and they do not enter school until the beginning of the term after their fifth birthday. This means that a group of children each year move straight into Year 1 on entry to school. Due to the good teaching overall and provision of a broad and interesting curriculum, most children achieve well and are likely to at least reach the standards expected for their age nationally in all areas of learning by the time they start in Year 1.
- 2 Attainment in the 2003 national tests for pupils in Year 2 was well above average in reading and writing and average in mathematics when compared with pupils in all schools. These results show an improvement in overall standards from the previous year. When compared with schools with a similar number of pupils claiming free school meals, they attained above average standards in reading and writing and below average standards in mathematics. Teacher assessment in science indicated a very high percentage of pupils attained the standard expected for their age (100%) with a well above average percentage achieving a higher level. The school's trend of improvement over the last five years was below the national trend mainly due to a fall in standards in 2002. However, results in 2002 were unusual and reflect that particular cohort when there was a significant number of pupils with special educational needs and younger children with summer birthdays. This reflects the changing profile of pupils in the school and the fluctuation of attainment between years. Although over the last three years, girls did better than boys in reading, writing and mathematics, evidence gained from this inspection shows that girls and boys are achieving equally well.

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

Standards in:	School results	National results
reading	17.2 (16.3)	15.7 (15.8)
writing	16.0 (13.2)	14.6 (14.4)
mathematics	16.8 (16.8)	16.3 (16.5)

- 3 Evidence from this inspection shows that the pupils in Years 1 to 4 achieve well and those currently in Year 2 and Year 4 are working at average levels in speaking, listening, mathematics, science, information and communication technology (ICT), geography, history, art and design and games. Standards are also average for pupils in Years 1 and 3 in design and technology and Year 4 in music. Religious education was not inspected. Although pupils' attainment in ICT is average overall, they do not have sufficient opportunities to practice their skills across all subjects of the curriculum. Pupils generally achieve well because of the good quality teaching, the work in lessons which builds systematically on their prior learning and their very good attitudes to learning.
- 4 The apparent decline in standards is explained by the fact that, at the time of the last inspection, pupils entered the school with standards that were above those expected for their age; current standards on entry are below those expected and, in the case of the current Year 2 and Year 4, standards were well below those expected, on entry. In addition, only 2 per cent of pupils had special educational needs at the time of the last inspection; now, 26 per cent of pupils in the school, and 35 per cent of the pupils in Year 2, have special educational needs. The school is broadly achieving the targets set which vary from year to year according to the factors identified above.
- 5 Pupils of higher attainment are usually appropriately challenged and this helps them to achieve standards in line with their capabilities. Results of the 2003 national tests for Year 2 pupils showed that the percentage of pupils attaining a standard higher than that expected for their age was above average in reading, writing and science. The percentage gaining a higher standard in mathematics was broadly average. In recognition of this, the school is focussing on developing the teaching of mathematics and the raising of expectations. The school has not specifically identified pupils who are gifted and talented but takes into account the needs of higher attaining pupils when planning work in class and providing school clubs to ensure that they are appropriately challenged. Pupils with special educational needs make good progress towards their individual learning targets. They achieve well in relation to their prior attainment. There is early identification of their needs and they are set clear and achievable targets. There are not enough pupils from specific minority ethnic groups to analyse any trend in their progress and attainment but school data and test results indicate that individual pupils have achieved well by the time they leave school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is also very good. Attendance is good and punctuality is satisfactory.

Main strengths and weaknesses

- Pupils' very good attitudes, behaviour and relationships contribute to their good learning and achievement.
- Planned opportunities for pupils' spiritual, moral, social and cultural development across the curriculum contribute very effectively to pupils' high level of respect for the feelings, values and beliefs of others.
- Pupils enjoy going to school and this reflects well in their above average attendance. However, some pupils arrive late.

Commentary

- 6 The school stimulates in pupils a desire to learn. Children in the Foundation Stage make good progress in their personal, social and emotional development and complete the tasks that they are given conscientiously. Pupils are given increasing responsibilities as they progress through the school. They show a very high level of interest in school life and demonstrate very good confidence and self-esteem. Most pupils take full advantage of the range of opportunities on offer to them, both within the curriculum and through extra-curricular activities. Pupils willingly accept responsibility as 'buddies' to new pupils and younger children. Their friendliness and courtesy reflect the positive climate for learning and the inclusive attitudes that they encounter.
- 7 The school sets very high expectations for pupils' conduct and works hard to achieve very good relationships, including racial harmony. Although a few pupils perceive occasional unkind remarks by other pupils as bullying, there is no evidence of bullying or oppressive behaviour. The school deals effectively with any form of harassment, however slight. The success of its efforts is evident in the fact that there have not been any exclusions in the last year.
- 8 Very good provision for pupils' spiritual, moral, social and cultural development contributes effectively to their personal development. Opportunities to develop pupils' spiritual awareness and self-knowledge are very good. They are built into daily assemblies and the curriculum. Provision for moral development is very good, and pupils' understanding of right and wrong is reflected in their very good behaviour and self-discipline. Pupils devise their own class rules and are fully aware of the way that their actions affect other people. Opportunities for social development are also very good. They are incorporated into every lesson. This leads to very constructive relationships, promotes a very good working atmosphere and has a significant impact on pupils' achievement. Pupils with special educational needs play an active part in all aspects of school life. Their very good attitudes and relationships contribute to their integration and good achievement.
- 9 Pupils' cultural development is good. The school's sensitivity to the cultures and religious beliefs of its pupils and of people in the community is evident in the respect that staff and pupils show towards each other. Pupils are encouraged to reflect on the beliefs and expectations of other cultures, in addition to those of their own culture. They are prepared very well for their responsibilities of living in the community of the school, the parish and the wider community.
- 10 Pupils' attendance is good and above the national median. This contributes to the positive environment for learning. The school gives parents clear information about the action they should take if their child is absent and parents understand what they should do. As a consequence the level of unauthorised absence is low. Holidays in school time are discouraged. Systematic analysis of the attendance of individual pupils and groups of pupils is not yet carried out but will be facilitated when an electronic system for registration is introduced later in the year. Very good support is given by the Educational Welfare Officer and by the School Nurse when concerns are raised about the attendance of particular pupils and this support has helped to bring about an improvement. Inspectors agree with parents who think that the school could do more to encourage punctuality. The school day does not begin promptly enough and time at the

start of the morning session is wasted sometimes because of the disruption caused by individual pupils arriving up to ten minutes late.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum is satisfactory overall with very good provision for pupils with special educational needs and good provision for pupils' personal, social and health education. Pupils are well cared for and their views are sought so that they contribute to the development of the school well. Links with parents, the community and other schools and colleges are good.

Teaching and learning

Teaching, learning and assessment are good throughout the school.

Main strengths and weaknesses

- The quality of teaching and learning is good overall and supports pupils' good achievement.
- Teaching assistants support pupils very well and help them to achieve.
- Arrangements for teaching pupils with special educational needs are good so their needs are well met.
- Teachers assess pupils well and use this information to plan work that meets pupils' needs.

Commentary

11 Pupils make good progress throughout their time in school and achieve well. This is because of the good overall quality of teaching and their very good attitudes to learning. The table below gives an outline of the quality of lessons seen during the inspection and shows how the headteacher has been effective in building a good teaching team. She has managed to outline her expectations in relation to teaching and learning and the responses by staff are helping to maintain the pupils' good achievement. The headteacher has shown good leadership in creating a team of staff with a shared sense of purpose and has helped them to improve their teaching skills through good quality continuing professional development. Staff are now in a position to increase the amount of very good teaching as seen in the lower part of the school and disseminate it throughout. This now needs to be addressed.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	3 (10 %)	22 (71 %)	6 (19 %)	0 (0 %)	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 Across the school, teachers are particularly effective in encouraging pupils to work on their own and with others. Pupils quickly become independent as, for example, in the Foundation Stage they are encouraged to choose what they will be working on in a session and then report back on how well they have done. This builds a good platform from which pupils develop confidence in their abilities and the desire to do well.
- 13 The quality of relationships between staff and pupils is very good and this has a significant influence on how staff successfully manage the pupils in their care. Teachers are very encouraging and supportive, which results in pupils becoming confident in their abilities and

involved in their work. Teachers use assessments of pupils' work well so that the activities provided build systematically on prior learning. Most teachers use their knowledge of pupils well in lessons and encourage them to improve and work harder if they think they can or offer support, when appropriate. Some are also effective in indicating through their marking how pupils can improve their work. Staff have high expectations of behaviour and pupils respond well to these. This creates a good climate for learning.

- 14 In the best lessons, teachers have a clear idea of what they want pupils to learn and share that with them. They provide appropriate support and challenge, which ensure that pupils of all levels of attainment maintain a good pace in their learning. Teachers use the expertise of teaching assistants very well in lessons and this enhances pupils' learning. Pupils benefit from this teaching which is specifically targeted to their level of attainment and they learn well. Teaching assistants are very effective in supporting pupils of all levels of attainment as, for example, when a child with special educational needs is encouraged to fully participate and put forward his ideas and when higher attaining pupils are challenged with mathematical problems.
- 15 Pupils who speak English as an additional language make good progress and have their needs met well. Teachers and support staff are effective in ensuring their good participation in lessons by teaching the meaning of unfamiliar vocabulary and enabling them to ask and answer questions. Pupils from minority ethnic groups are also well supported, so that they are included in all class activities and progress at a similar rate to their peers, in line with their levels of attainment.
- 16 The quality of teaching and learning for pupils with special educational needs is good. Their work is carefully planned, in accordance with their individual needs. They benefit from working alongside their peers in the classroom, with valuable help from teaching assistants who support them during group activities and encourage them to play an active part in whole-class discussions, thereby raising their confidence. The support of teaching assistants is particularly effective in English and mathematics.

The curriculum

The overall quality of the curriculum is satisfactory. Support staff are well matched to the needs of the pupils and what they are taught. The quality and range of learning resources are satisfactory, as is the quality of the accommodation.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good and helps them to achieve well.
- The school makes very good provision for equality of opportunity and inclusion for all pupils.
- Provision for pupils' personal, social and health education is good.
- Currently, there is insufficient planning for the use of information and communication technology across all subjects.

Commentary

- 17 The school plans the curriculum carefully to meet the requirements of the National Curriculum and other national initiatives. There are consistent whole-school approaches to teaching and applying literacy and mathematics across the curriculum and there is evidence that the school's willingness to adopt new strategies and to seek and accept guidance on reformulating the curriculum has been particularly successful in recent times, notably in English and mathematics. Inspection observations and a scrutiny of planning, however,

indicate that although provision for information and communication technology is satisfactory, the use of information and communication technology across the curriculum is currently underdeveloped and insufficiently planned for. The curriculum provides well for personal, social and health education, including sex/relationships and drugs/medicine awareness education appropriate to pupils' age. Through their day-to-day interactions with pupils, staff also confirm Christian values and the caring ethos of the school. These ensure that pupils relate very well to their peers and adults and become aware of other's needs and values. Pupils are well prepared for transfer to other schools.

- 18 The positive atmosphere of the school promotes the very effective inclusion of all pupils into every aspect of the school's life. There is a very good level of equality of opportunity for all pupils and the school is very "inclusive" in all its policies and practices. Staff are aware of the unusually wide range of pupils' attainment and meets their needs well. The provision for pupils with special educational needs is very good and is organised to meet their specific needs. Pupils are supported very well by class teachers and experienced teaching assistants. Individual education plans contain targets relating to areas of learning or behaviour, and suggest teaching and learning strategies. The targets are discussed with pupils and parents and are reviewed each term.
- 19 The school is committed to ensuring that all pupils, regardless of attainment or gender, have good equal access to the opportunities it provides. Staff are also aware of the needs of pupils who come from homes where English is an additional language. For example, in Year 1, the teacher ensures that such pupils fully understand what they are to do and spends time introducing and explaining new words and phrases. This enhances learning and ensures that pupils achieve well.
- 20 The school provides pupils with a satisfactory range of interesting, relevant and well-attended extra-curricular activities. An appropriate range of visitors work in the school during the year and pupils are provided with opportunities to participate in a good range of other activities, most notably the annual "residential" visit provided, unusually, for the Year 4 "leavers".
- 21 Although there has been a complete turnover in teaching staff since the last inspection and, at times, there have been some difficulties in recruiting staff, there is currently a satisfactory range of teachers for the taught curriculum and a good range of conscientious support staff. The accommodation, although limited in some aspects, is well-utilised and there is a satisfactory quality and range of learning resources in most areas of the curriculum.

Care, guidance and support

Provision for pupils' welfare is good and flows from a friendly, caring environment where pupils feel valued and well listened to. Pupils achieve well because they receive good support and guidance based on a recognition of their needs. Governors' procedures for meeting health and safety requirements are not fully in place.

Main strengths and weaknesses

- Very good, trusting relationships between pupils and staff ensure that pupils are confident that they will receive help when they need it.

- Pupils feel valued and supported and have good opportunities to contribute their ideas about the school.
- The school's provision for equal opportunities for all pupils is very good.
- Children who enter the Foundation Stage have good support and settle in well.
- The governors have more to do to ensure that all required risk assessments are in place.
- There are no formal written procedures for recording and monitoring pupils' personal development.

Commentary

- 22 Pupils are happy and confident at school because the school encourages them and helps them to achieve well. Parents say they value the strong family atmosphere and feel that their children are valued and are very well cared for. The good provision for pupils' welfare has been continued since the previous inspection.
- 23 Procedures for child protection are satisfactory but there is a need to extend training for staff to ensure that all adults with responsibility for pupils are aware of child protection issues and of how to respond when concerns arise. The involvement of the school in the Healthy Schools Project is effective in helping pupils to learn how to take care of themselves and to keep safe. Visiting specialists, including the school nurse, contribute very well to this programme. Provision for first aid is satisfactory but there is no suitable area for treatment. Additional first aid training for staff is needed to ensure that the school makes the best provision it can for the safety of pupils and adults.
- 24 The previous inspection found that governors did not have formal procedures for assessing the risks associated with all school activities. Governors have made some progress but still do not have all the required risk assessments in place. There are good procedures for protecting pupils on the annual residential visit for Year 4 pupils but risk assessments for other school activities are not thorough or specific enough. Risk assessments about the school site and buildings are also not completed.
- 25 Children make a good start in the Foundation Stage because they have a good opportunity to get to know the school and classroom routines before they enter. There are good links between home and school which support the children well. There are very good links between the Foundation Stage and Year 1 classes which help children to make a smooth transfer at the end of the year.
- 26 Pupils are able to flourish and succeed at school because they are helped to gain self-confidence and self-esteem. Their achievements are valued and celebrated. They are able to share their concerns with staff because the adults in the school know them very well and have very good relationships with them. Pupils with behavioural problems are helped to remain in school and to make significant progress because they are well supported and have help from the local Behaviour Support Team. Pupils with special educational needs and pupils who learn in English as an additional language also achieve well because provision for their needs is very good. Pupils are confident learners and have the ability to work well independently. They have some good guidance, particularly in English, about how well they are doing and what they need to do to improve. Pupils also have good guidance about how to develop mature attitudes and social relationships but the consistency of the school's provision is limited by a lack of systematic procedures to record and monitor pupils' personal development.

- 27 There are very good procedures for identifying, assessing, supporting and monitoring pupils with special educational needs. The school draws on a range of information to set and review appropriate targets for each pupil, track their progress, and direct support to those who need it. It receives very good support from external agencies and the governor with responsibility for special educational needs. Teaching assistants play a very effective role in developing pupils' basic skills and extending their knowledge and understanding. Pupils' progress is monitored, and the information gained is used to plan for individual pupil's learning.
- 28 There are good opportunities for pupils to express their views about the school in lessons and in assemblies. Pupils have also discussed ways to improve the school environment and have suggested developments for the playground areas. Their ideas are valued and pupils are confident that their views are listened to and acted on.

Partnership with parents, other schools and the community

Parents are very supportive of the school and good links between home and school contribute to pupils' good achievement. The school has good links with the community and other schools and colleges which extend and enrich pupils' experience.

Main strengths and weaknesses

- Parents have very positive views of the school and value its family atmosphere.
- Good information about the day-to-day life of the school helps parents to be involved.
- Good advice to parents about how to help at home supports pupils' good achievements.
- Good links with parents of pupils with special educational needs contributes to their good progress.
- Good links with local nurseries and middle Schools help pupils to transfer smoothly between phases of their education.
- Governors do not give parents all the information that is required.
- Governors do not consult parents enough on the future development of the school.

Commentary

- 29 Parents feel welcome in the school and say that they feel comfortable approaching the head and class teachers if they have a problem to discuss. There is a strong sense of community in the school and families are well known by all the staff. Parents and some grandparents are actively involved in the life of the school as volunteer helpers and through activities organised by the Parent Teachers Association. They contribute significantly to the friendly, supportive environment for learning.
- 30 Parents are able to give their children good support when they enter the Foundation Stage because they have good information about the school and about how they can help at home. In later years, good information is given about what pupils will learn, for example in Mathematics, which also helps parents to support their child's learning at home. This contributes to pupils' good achievements. Information in annual reports about how pupils have got on is good and there are good opportunities to discuss pupils' progress. Information for parents has improved since the previous inspection but governors still do not ensure that all the required information is given in the school prospectus, their annual report to parents and in the section about attendance in pupils'

annual reports. Governors also have no procedures for consulting parents on the future development of the school and this limits parents' opportunities for contributing to plans for school improvement.

- 31 Some parents expressed concerns about the effectiveness of links between the school and parents of pupils with special educational needs but inspectors found that there are good systems for sharing information and for helping parents to support their child's learning at home. Parents receive information regarding the school's provision for special educational needs and are regularly informed about their child's progress. They are welcome to share concerns with the school, at any time. Evidence supplied by the school indicates that complaints are responded to positively. Pupils' progress is enhanced as a result of the good partnership between home and school. The school works well with the schools to which pupils transfer, in order to facilitate their transition.
- 32 The very close links with both Trinity and St Stephen's Churches establish a strong Christian ethos in the school which contributes significantly to its family atmosphere. Pupils recently enacted a wedding ceremony in church which helped them to understand how faith is part of people's lives. Good opportunities are taken to use the local area for learning and pupils regularly visit a local theatre to experience live performance. Senior Citizens are welcomed into the school to watch school productions which enables pupils to entertain them and contribute to the life of the community.
- 33 Close links with local nurseries provide good support for staff and some shared resources. Staff links help the smooth transition of children into the Foundation Stage and contribute to their confident start at school. Links between first schools are also good and enable pupils to experience a wider range of activities than they would otherwise enjoy, for example a 'Sing Along' with a large number of children taking part. Liaison with middle schools is effective and contributes to good provision for pupils' transfer into Year 5. There is a good programme for pupils to prepare for the transfer and this helps them to make a good start at their new school. There are good reports from parents and from the middle schools that pupils are prepared well, settle in quickly and make good progress.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is good and the leadership of other staff is satisfactory. The governance and management of the school are good.

Main strengths and weaknesses

- The leadership of the headteacher is clearly focused on promoting equality, raising attainment for all pupils and improving the quality of provision.
- Leadership and management of the provision for pupils with special educational needs are very good.
- New staff are now ready to extend their leadership and management skills which are currently only satisfactory.
- Good management enables the school to evaluate its effectiveness and improve its practices so that pupils can achieve well.
- Governors are involved well in shaping the school's future direction and contribute effectively to the school's leadership and management.

- Some statutory duties have yet to be fulfilled by the Governors in terms of information for parents and health and safety.
- Financial management and control are good and help the school to achieve its educational priorities.

Commentary

- 34 The headteacher demonstrates good leadership which ensures that pupils experience a good learning ethos and effective teaching. These contribute strongly to the pupils' good achievement and the standards they attain by the time they leave the school. She has been particularly effective in building a good team with a shared sense of purpose and has managed sensitively recent changes such as those connected with staffing, the curriculum and building works. She has gained the confidence of staff, parents and governors.
- 35 The headteacher's vision underpins the work of the staff and governors and this is reflected in the way everyone is involved in planning for school development. This ensures the understanding and commitment of all those involved and helps the smooth running of this small school. The school improvement plan provides the school with a valuable guide to help it move forward and monitor progress. The headteacher has reviewed and developed this aspect of the school's work and the plan now in place gives a realistic guide for development. Clear targets for improvement are identified together with timescales and appropriate resource implications. Systems for monitoring and evaluating the school's performance are in place so that strengths and weaknesses can be accurately diagnosed and appropriate action taken. The school's contribution to initial teacher training and the continuing professional development of staff are managed well by the headteacher and are well regarded by staff.
- 36 The headteacher and governors are committed to developing effective leadership through the role of subject leaders. However, because teachers are relatively new to the school and two are new to teaching, they correctly encouraged teachers to focus on teaching their own classes and to get familiar with the school's policies and procedures. Now that staff are more settled in school, it is recognised that subject managers need to develop their roles and focus more on identifying whole school issues in order to raise standards further. Within this small school, the headteacher's good management is also demonstrated by the appropriate allocation of responsibilities and effective support provided so that the workload of teachers is not too onerous.
- 37 The leadership and management of special educational needs are very good. They are significant factors in the good progress made by pupils with special educational needs. The co-ordinator's expert knowledge, and guidance and support for staff, results in very good support for pupils with special educational needs. The school fulfils its legal responsibilities with regard to special educational needs and the specific grant is used effectively. The governor with oversight for special educational needs liaises with the co-ordinator, on a regular basis, and reports back to the governing body. This ensures that all governors are aware of developments and can identify key issues that need to be addressed. Work in this area and the very effective support given to pupils who are learning in English as an additional language, reflect the school's strong commitment to equality and inclusion. The organisation and training of teaching assistants are also effective and result in the expertise of these valued members of the school team being used well to support pupils' learning.

- 38 There is a strong commitment to the school by all governors who support and challenge staff well. They are particularly effective in maintaining the school's ethos and links with the community and in maintaining and promoting the school's vision and direction. Governors are well informed and show a good knowledge of the school's strengths and areas for development. They have good relationships with all staff and pupils through their regular visits to classrooms and they operate effectively as a critical friend. There are omissions in the governors' annual report to parents and the school prospectus, of which the school is aware. Some health and safety issues have yet to be addressed. Finances are well managed and governors ensure that financial resources, including specific grants and additional funding, are used effectively. For example, funds have been built up to cover the cost of improvements to the provision for the Foundation Stage and Year 1. Principles of best value are implemented well through use of data, methods of consulting those connected to the school and targeted use of the budget. The school provides good value for money overall.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	316,457
Total expenditure	302,610
Expenditure per pupil	3,034

Balances (£)	
Balance from previous year	20,797
Balance carried forward to the next	13,847

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There have been good improvements since the last inspection, most of which have taken place within the last year or two. Earlier this year, the school building was extended to allow for the teaching of Foundation Stage children and those pupils in Year 1. This has allowed for greater flexibility and teachers now use the area well to provide activities for children of different levels of attainment across this age range. Staff are currently extending provision for children's outside play in line with national expectations for children of this age. These recent developments have helped to provide a smooth transition for those pupils entering school either straight into Year 1 or into the Foundation Stage. The standard of attainment on entry is below the borough average, and progress is good in all areas of learning. Most children are on track to at least meet the early learning goals by Year 1 in all aspects of the curriculum. In some cases, children will exceed the standards expected, for example, in their personal and social development. However, a few children need additional time to get used to formal schooling.

The key factors underpinning the improvements are the good leadership and management, the good quality of teaching and learning and the strength of the teaching team. Staff have a good understanding of how young children learn and activities are planned in line with the statutory guidance for children of this age. All areas of learning are adequately emphasised and staff provide flexibility within this structure to follow-up the children's interests. Children have good opportunities for practical work, and there is a good balance between adult-directed and independent play activities. Individual assessments of how children are doing are used well when planning future activities. Because of this, activities move children forward in each area of learning and capture their interests. Children with special educational needs are given very good support, while there is additional challenge for those who have higher levels of attainment.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The quality of teaching is good and this helps children to achieve well.
- Staff have developed good relationships with parents.
- Children are encouraged to develop good behaviour, relationships and attitudes to learning.

Commentary

39 Procedures for introducing children and their families to the work of the school are effective in building good relationships with parents. Parents are helped to understand how they can support their children and they value this aspect of the school's work. Staff have created a caring learning environment where children understand the structure of the day and by the time they enter Year 1, they have developed good attitudes to learning and behaviour. Most sustain good levels of concentration because they are interested in what they are doing as, for example, when groups of children worked very

well together using construction equipment to make their models. In some sessions, children are also encouraged to make choices about what they want to do, thereby developing confidence, independence and initiative. At the end of these sessions they are encouraged to report back to the class and talk about their learning. One boy was very effective in gaining the attention of his peers when reporting back on his painting of the planets. His question 'What is the difference between a space rocket and a shuttle?' proved to be quite challenging for all. Children are encouraged to play and work with each other like this and consequently are helped to develop very good relationships. Teachers and support staff make appropriate comments to encourage co-operation and children learn how to share and take turns. Overall, those children observed during the inspection are likely to exceed the standards expected nationally for children entering Year 1 due to the good quality teaching.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children receive a good range of activities that develops their speaking, listening, reading and writing skills.
- The quality of teaching is good which helps children to achieve well.
- Children receive good support from their parents.

Commentary

40 Most children, including those with special educational needs, make good progress and have the confidence to speak with adults and each other. They are keen to talk about their work and enjoy stories and reading. This leads to good responses and good achievement. Links between reading and writing are well developed when, for example, by the teacher providing a range of books about space and then encouraging the children to write their own. The teacher in one good lesson encouraged the children to write and achieve well by first showing them what to do and creating a written piece with their suggestions. This developed their confidence with writing and encouraged them to 'have a go'. A structured approach helps the children to match letters to the sounds that they make (phonic development). This was used well in the lesson and resulted in most children writing about the planets or the sun and reading their work back. All children are encouraged to read regularly with their parents at home, which has a significant effect on the progress that they make and the standards that they achieve. Most pupils achieve well because the teaching is good. They are likely to reach the standard expected for their age by Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children reach average standards and achieve well.
- Teaching is good and a good range of practical activities reinforces the children's learning.
- Children are interested in their learning.

Commentary

- 41 The children's mathematical skills and understanding are taught well during specific sessions, and consolidated through daily play activities. Children enjoy their work and respond enthusiastically to the activities provided because much of it is practical and they feel they can achieve. This was seen when the class were asked to taste a range of fruit and identify their favourite. These answers were then recorded on the board showing the children how data could be collected and what it tells them. The children enjoyed this activity and consequently achieved well. A good range of teaching methods is used to develop the children's learning and also helps to maintain their concentration. Puppets are used to stimulate the children's thinking and develop their number skills. Effective use of questions stimulates children's mathematical understanding and prompts responses that demonstrate understanding. Children with special educational needs and lower attaining children are very effectively supported by the teaching assistant and teacher as both ask questions at an appropriate level and encourage them to work out the answers. This results in them developing their confidence and number skills. Children achieve well and many are likely to reach the levels expected for their age when they move into Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good and children achieve well.
- A good range of activities is provided to stimulate the children's interests.
- Little use was made of information and communication technology during the inspection.

Commentary

- 42 A good range of activities are provided to stimulate the children's interest and encourage their early scientific skills. Examples include the challenge to make something from a construction kit and discover if it will float or sink. Children enjoy this activity and are well supported by the teacher and a parent helper. Their thinking is developed well as they predict what might happen in response to some good questioning by the adults. Good teaching develops the children's understanding that plants are living things which change and grow and the area outside the classroom is being develop to encourage investigation and observation. Model making skills are good and children work well independently to develop their ideas. In the 'castle' children develop their understanding of times in the past by acting out the roles of King, Queen, their children and the soldiers. Their imagination is well developed, 'We must lock up our treasures' and 'You must guard us while we go to sleep'. Whilst generally there is a good range of activities provided, little evidence was found of information and communication technology being used systematically, particularly the computer. Overall, it is clear that children receive a good range of learning experiences and achieve well. They are likely to reach the standards expected for their age by the time they enter Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching is good and children achieve well.
- A good range of activities encourages children's physical development both in the class and in formal lessons outside.

Commentary

43 The quality of teaching is good and this helps children to achieve well. By the time they enter Year 1, the children are likely to be working at the levels expected nationally for that age. A good range of activities is provided to develop the children's physical education both indoors and outside. Children develop a satisfactory sense of space and move around the school well with due regard for others, holding doors open when appropriate. They throw and catch and handle items such as scissors, pencils and paintbrushes well. They use construction materials confidently and enjoy using objects when developing their small world play. The children also experience formal physical development lessons and these are instrumental in furthering their learning. In one good lesson observed, the children were very excited when playing a warm-up game in the hall. The teacher quickly took control of this and confirmed her expectations, particularly to those who were new to school. The children were taken outside and followed instructions well, thereby developing their learning and raising their achievement. By the end of the lesson, due to the teacher's high expectations and demonstrations, the children had improved their throwing skills and their movement across a bench.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy their creative work and achieve well.
- Teaching and learning are good and children reach the standards set nationally for children of their age.
- Good links are made between areas of learning.

Commentary

44 The children's creative skills are developed well through a range of activities and different aspects of the creative curriculum are linked well. This was seen in a good lesson when the teacher linked aspects of art, poetry, music and drama. She read some poetry well which gained the interest of the children and her effective questioning encouraged them to respond by associating each poem with a season. The theme of seasons was further developed as the teacher managed well a whole-class activity where children evaluated each others' art work. Because of the high expectations of the teacher, the children spoke confidently making suggestions sensitively and sensibly. Children enjoyed talking about their work and others were keen to identify the seasons which were represented. The last part of the lesson took place outside where a 'performance area' had been developed. Here, the children demonstrated very good skills when organising themselves to perform in front of the class using musical instruments, noises, actions and songs to represent different times of the year. The children's cultural development is also extended through the singing of songs associated with different countries. Children become involved in a range of activities

and work hard because they are interested in what they do and receive good support. Children's creative development is further enhanced through the use of imaginative play areas. During the inspection, children were keen to play in the castle they had made and acted out the roles of royalty, soldiers and servants well.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Strong emphasis on teaching the basic skills of speaking, listening, reading and writing enables pupils of average or above average attainment to achieve national expectations.
- The good use of literacy skills in all subjects of the curriculum and the encouragement of language development through role-play, weekly assemblies and school productions is having a positive impact on standards.
- The high percentage of pupils with special educational needs in some year groups reduces the possibility of that cohort overall gaining higher results in the national tests.

Commentary

- 45 Standards in speaking and listening match those expected of pupils in Year 2 and Year 4; standards in reading and writing are below those expected. Overall, standards are below those found at the last inspection and also lower than those achieved in the 2003 national tests. Differences from year to year are partially explained by variations in the overall level of attainment of each year group. In addition, attainment on entry for the current Year 2 and Year 4 was below that of the pupils who took the national tests last year. Pupils in the current Year 2 achieve average standards in reading comprehension. Their attainment in reading and writing at the higher Level 3 is close to the national average, but the high level of pupils with special educational needs, mobility of pupils and the recent arrival of a small number of pupils for whom English is an additional language, brings overall attainment below national expectations. Nevertheless, pupils make good progress and achieve well, due to good teaching and a very good climate for learning.
- 46 Standards in speaking and listening match those expected of pupils in Year 2, and Year 4. Most pupils listen attentively to the teacher and each other. They respect the contribution of others and generally wait their turn when others are speaking. Most pupils are articulate when speaking informally. They reach higher standards of proficiency in lessons where they are asked challenging questions and are expected to justify and illustrate their answers. In a few classes, teachers encourage pupils to carry out discussions in small groups. Drama is increasingly being used throughout the school to encourage pupils to develop a character or sustain a discussion.
- 47 Standards in reading are below those expected of pupils in Year 2 and Year 4, overall, for reasons explained above. A new phonics scheme is proving particularly helpful with younger children and pupils with special educational needs. The purchase of more non-fiction books to engage the interest of boys has significantly reduced the gender gap.

Attainment in reading is tracked and analysed to improve standards. Pupils are introduced to a range of books and authors. Opportunities for individual reading are helping to raise standards. Discussions with staff and pupils indicate that most pupils are well supported in their reading at home.

- 48 Standards in writing are below those expected of pupils in Year 2 and Year 4. The focus on writing continues to have a positive influence on standards, particularly of average and higher attaining pupils. Emergent writing is encouraged in the Foundation Stage and staff are continuing to develop the writing skills of pupils who experience difficulties. Most pupils structure their stories with a clear beginning, middle and end and there is increasing use of extended sentences in Years 2 to 4. Pupils link their ideas with words such as, 'however' and 'nevertheless'. Spelling and punctuation throughout the school are improving. Pupils' handwriting is generally well-formed and joined, and presentation of work is neat.
- 49 The quality of teaching and learning is good. Teachers are very successful in engaging and retaining pupils' interest. Work is matched well to the needs of all pupils, and pupils with special educational needs receive good support from teaching assistants and volunteer helpers. Pupils work very well, both independently and collaboratively. Good assessment and tracking procedures are used well to respond to individual needs. Teachers' marking is good, targets are set and pupils have a good understanding of how to raise their attainment.
- 50 Leadership and management are good. The subject is being led temporarily by the headteacher, who has a very good knowledge of the standards and progress of each child. She has been instrumental in implementing new approaches to raise standards and has a very clear vision for the future development of the subject. The curriculum is enriched by book days, visits to the theatre, visits by puppet theatres and other theatre groups, and creative weeks. School productions involve all pupils. The quality of provision shows satisfactory improvement since the last inspection.

Language and literacy across the curriculum

- 51 Opportunities for pupils to use language and literacy skills in other areas of the curriculum continue to be developed. There are particularly good examples in history and geography, where pupils are encouraged to record their work in a variety of interesting ways, such as an eye-witness account of an historical event. Drama and role-play enhance pupils' speaking and listening skills

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching is good overall and helps pupils to achieve well.
- The new subject co-ordinator is yet to develop a sufficiently whole-school view of standards and teaching and learning in the subject.

- 52 Standards in mathematics for pupils in Year 2 and Year 4 are in line with national expectations. Given the low level of attainment of a significant number of these pupils on

entry to the school and the high proportion of special educational needs in both years, this constitutes good progress over time.

- 53 Teaching in mathematics, which ranges from satisfactory to good, is good overall throughout the school. In most instances teachers demonstrate good subject knowledge, they have good classroom-and behaviour-management skills and they match tasks well to pupils' levels of attainment and learning needs. In a number of otherwise 'satisfactory' lessons, however, the overall pace of the first half of the lesson was rather pedestrian and led to some minor restlessness amongst pupils. As the school has itself identified, there is a need to develop more flexible strategies for the class-teaching aspect of the "Numeracy Hour" to ensure pupils of higher attainment are consistently challenged. In a significant proportion of lessons observed, although the pupils of higher attainment were given appropriately challenging work in the group tasks, they frequently had to spend the first part of each lesson covering work they could do easily whilst the rest of the class were being taught a concept. In the best cases, teachers are skilled in targeting and levelling questions so as to 'stretch' and, thus, motivate pupils of higher attainment whilst at the same time ensuring that pupils of lower attainment enjoy an appropriate level of success. Work for pupils with special educational needs is well planned for and pupils are supported well by teaching assistants. As a result, pupils make good progress. Similarly, pupils who are learning in English as an additional language have their needs met well.
- 54 The subject-co-ordinator is very new to the role and, understandably, is yet to develop a whole-school overview of, or have any significant effect on, standards or teaching in the subject. In particular, although school test results are analysed in detail by senior management, the co-ordinator has limited information about standards in the Junior classes. Assessment in the subject is good, however. In addition to the detailed analysis of test results and trends noted above, pupils are monitored individually as they move through the school. There have been very significant changes in teaching staff and curriculum, for example, the introduction of the "Numeracy Hour" and wide fluctuations in standards since the previous inspection. Improvement in provision for mathematics has been satisfactory overall in that period.

Mathematics across the curriculum

- 55 Pupils make satisfactory use of their skills in subjects such as science, geography and design technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and in the 2003 National Curriculum teacher assessed work reached standards in Year 2 which were well above average.
- Teaching is good and this ensures that pupils make good gains in their learning.
- Higher-attaining pupils are well challenged.
- The subject has been effectively managed and the newly appointed subject leader has identified clear plans for improvement.
- The use of ICT is not systematically planned across the school.

Commentary

- 56 Inspection findings and recent national test teacher assessments for pupils in Year 2 indicate that they make good progress in science and achieve well. This trend is continued in Years 3 and 4 so that by the time they leave school, pupils are well prepared for work in a middle school. However, standards vary according to each cohort. For example, in 2003 pupils reached standards which were well above average overall, whereas pupils in the current Year 2 and Year 4 are working at average levels for their age. Within the current Year 2 and 4, pupils of higher attainment are well challenged and work at levels above those expected for their age. However, there is a higher proportion of lower attaining pupils and pupils with special educational needs and this affects the overall standards. This accounts for what might appear to be a decline in standards compared with those at the time of the last inspection. The subject has been effectively managed over time with a strong focus on improving standards and providing a broad and interesting curriculum with an emphasis on investigative science. The latter has been a key feature in maintaining pupils' good achievement and stimulating their interest.
- 57 Most pupils in the school respond well to the way science is taught and enjoy the practical nature of the tasks. Because they enjoy what they are doing, pupils behave well and sustain good levels of concentration. From entry to school, they are encouraged to work independently and with others and these skills support their learning in science. Staff have focused well on developing the pupils' skills of scientific enquiry so that by the time pupils leave school they can select a suitable way of finding things out when trying to answer a scientific question. Most base their predictions on previously gained scientific knowledge and understanding and identify key factors to be considered when a fair test is part of the investigation. For example, in a good Year 4 lesson they talked about how they could observe the effects of exercise and rest on the body. Similarly, in Years 1 and 3, pupils investigate the growth of plants. The younger pupils enjoy predicting what will happen to a plant's growth when placed in a box with a small hole to give light or what will happen if a plant is put in a cupboard. In the former, most predicted that the plant would grow around the obstacles towards the light whilst in the latter they stated 'It will go droopy' and 'It will die'. A pupil with higher attainment stated that if the cupboard had a little light, the plant would grow some leaves but no petals. Key features of this good lesson were the way in which the teacher developed the pupils' scientific thinking by good questioning and also encouraged autonomy over their learning. In the Year 3 lesson, the teacher used her good subject knowledge to provide challenge for pupils of all levels of attainment so they achieved well and were working at levels above those expected for their age. By the end of the lesson, they all understood how water enters a plant and that plants need an appropriate amount of water to grow well.
- 58 In the Year 2 lesson, teaching was good because it motivated pupils to learn through investigating the habitats of minibeasts. The school grounds were used well as the pupils described what they had found in the different areas on campus. They used the correct terminology well when talking about their work and suggested why some creatures are likely to be found in damp, grassy, quiet or dark areas. The pupils' learning in all year groups is helped by teachers providing differentiated planning frames when developing an investigation

and worksheets to record their findings. This particularly aids the thinking of average and lower attaining pupils. Pupils learning in English as an additional language are also well supported by learning new vocabulary and talking about what they have done.

- 59 The subject has been led and managed well over time and this has resulted in good curriculum coverage. The recently appointed subject leader has good expertise and subject knowledge and has used these well to identify areas for improvement. She has recognised that pupils' ICT skills are not developed systematically at a whole-school level so it is difficult to see how pupils progress over time. She has an enthusiastic approach and has ensured that the curriculum fully meets national expectations and the pupils' needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

The school's provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- There is insufficient planning for the systematic use of ICT across the curriculum.

Commentary

60 Although no information and communication technology lessons were observed, a number of small group activities were observed. Work in pupils' folders and annotated examples of work in the subject co-ordinator's portfolio were scrutinised. Although no secure judgements can be made on the quality of teaching and learning in the subject on this limited evidence, observations and scrutiny indicate that pupils' standards in Year 2 and Year 4 are broadly in-line with expectations for their age. Pupils are provided with a satisfactory range of opportunities in word-processing, graphics, e-mail, modelling and control and measurement as they move through the school. In the small group activities observed, Year 2 pupils were inputting data about their 'cuddly toys' into a prepared database; Year 4 pupils were transferring their pencil and paper 'branching diagrams' about 'mini-beasts' into a 'branching database' and saving and printing their resultant 'trees' independently. The school's small "ICT Suite" with its' six desktop computers is a valuable resource and is used appropriately for small-group withdrawal activities, such as the Year 4 activity described above.

61 Leadership and management of the subject are broadly satisfactory. The new co-ordinator has introduced an assessment system but she has not yet had the opportunity to observe teaching and develop a good overview of standards and teaching in the subject across the school. The school has good relationships with the local boys' school which undertakes maintenance of the hardware.

62 Although the judgement on provision is the same as that made at the previous inspection, it is important to note that national expectations in information and communication technology have increased dramatically, both in terms of the level of resources expected and in terms of pupils' and teachers' skills since that time. The school has successfully kept pace with these rapid national improvements, adopting a government-recommended scheme of work, installing a small "ICT Suite" and re-training the teachers.

Information and communication technology across the curriculum

63 Although a small number of lessons in other curriculum areas were observed where there was some use of information and communication technology, generally there is

insufficient whole-school planning for the use of ICT across the curriculum. Provision varies considerably, with the classroom computer frequently switched-off or otherwise unused during lessons.

HUMANITIES

Inspectors observed two geography and two history lessons. They also looked at pupils' work and teachers' planning.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Geographical enquiry skills and mapping skills are taught well and are instrumental in pupils' good achievement.

Commentary

- 64 Standards in Year 2 and Year 4 match national expectations for pupils of their age. Pupils, including those with special educational needs, make good progress and achieve well. They enjoy geography and their attitudes and behaviour are very good. As a result of good teaching and practical experience in submitting their ideas for adaptations to the school environment, pupils in Year 1 understand the part that people play in developing and changing an area. Through carrying out local studies, pupils in Year 2 successfully compare and contrast the physical and human features of Windsor and the Isle of Struay. Pupils in Years 3 and 4 have a developing knowledge of places further afield through a study of world weather and hot and cold countries. When carrying out an environmental survey at a local leisure centre, pupils in Year 4 developed an interest in managing and sustaining the environment. During the inspection, they wrote a report to the local authority, describing how the area is being affected, and suggesting some realistic improvements.
- 65 The quality of teaching is good and leads to pupils' good learning and achievement. Strengths of teaching are teachers' enthusiasm, their ability to engage pupils' interest, breadth of coverage and encouragement of independent learning. Pupils are encouraged to use their literacy skills in discussion and when carrying out research. Pupils in Year 4 use their mathematical skills, when working on plans, direction and co-ordinates, particularly during their residential visit to a contrasting area in Oxfordshire. However, the use of ICT is, as yet, under-developed.
- 66 Leadership and management are satisfactory. The subject manager has a clear vision for the future development of the subject. Her role is, as yet, under-developed. She has not had the opportunity to monitor classroom practice and assessment is not used sufficiently well to enable teachers to respond to individual pupils' needs. Improvement since the last inspection is satisfactory.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The emphasis on historical enquiry skills promotes independent learning.
- Literacy skills are used well to encourage historical reporting.

Commentary

- 67 Standards match national expectations in Year 2 and Year 4. Pupils of all levels of attainment achieve well. Their well-presented and detailed written work shows clear evidence of progress over time. Pupils in Year 1 have a developing knowledge of life in their grandparents' day. When learning about Florence Nightingale, and The Great Fire of London, pupils in Year 2 are asked to consider their influence on subsequent generations. A school governor helps them to understand what seaside holidays used to be like, inspiring them to carry out further research, and write a postcard describing an imaginary holiday at a seaside in the past. Pupils' work in Years 3 and 4 demonstrates a good knowledge of Invaders and Settlers, Angles and Saxons, and the Saxon settlement of Windsor. During the inspection, pupils in Year 3 successfully worked in groups, using historical sources to learn about everyday life in Ancient Greece and recorded their findings, pictorially and in writing, in an imaginative way.
- 68 Teaching is good and leads to good learning. Strengths of teaching are teachers' good subject knowledge, emphasis on enquiry skills, encouragement of independent research and presentation, and expectation and challenge. Pupils' interest is engaged and they apply a high level of effort to their work. They are encouraged to use their literacy skills to write chronological and non-chronological reports and eye-witness accounts of historical events, such as The Great Fire of London. They develop their mathematical skills and a sense of chronology through the use of time-lines, dates and historical periods. ICT is used for research and pupils' cultural development is enhanced through the study of ancient cultures.
- 69 Leadership and management are satisfactory. The new subject manager is enthusiastic and has a clear vision of how to raise standards. She recognises the value of visits and visitors and is keen to extend these. Her class have made some high quality Greek style clay vases. The curriculum is enriched through historical role-play and drama, particularly during Year 4's residential visit to a Tudor house, visiting historians and visits to Windsor castle and other local buildings and sites of historical interest. Assessment is, as yet, under-developed and the subject manager has not had the opportunity to monitor teaching and learning. Improvement since the last inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons were seen in design and technology, one in music and three in physical education. No lessons were observed in art and design. Further evidence was gained by looking at pupils' work and teachers' planning. It was not possible to make overall judgements on provision in art and design and music.

Art and design

- 70 A scrutiny of the work on display around the school and in pupils' folders and books and in the co-ordinator's portfolio of work undertaken indicates that standards in art and design are broadly satisfactory for pupils in Year 2 and Year 4. Pupils throughout the

school undertake an appropriate range of activities, based broadly on the government-recommended scheme of work for art and design.

Design and technology

71 Standards in design and technology in the two lessons observed were similar to those expected nationally for pupils of that age. In a good Year 1 lesson, the pupils developed a good understanding of healthy eating by looking at a variety of fruit and ways of preparing it. Pupils understand terms such as 'mashing', 'slicing', 'chopping' and 'grating' and fun ensued when one pupil suggested that the teacher grate a strawberry. The teacher follows this suggestion and the pupils find the result very amusing. She then presented an interesting recipe book which helped the pupils to clearly see the importance of preparation and presentation. She also used the book very effectively to support a pupil speaking English as an additional language, in order to develop the use of fruit names by pointing to pictures. By the end of the session, pupils realised that there are appropriate ways for preparing different types of fruit. In a Year 3 lesson, pupils developed their skills of planning and making when presented with the challenge of making a box to hold six chocolates. They responded well to this task and were particularly interested in decorating their boxes. When asked, most could give reasons for their use of decoration and made suggestions on how they could improve their work.

Music

72 In the good Year 4 lesson taught by the music subject leader, pupils achieved well and demonstrated standards similar to those expected for pupils of that age nationally. This was because they were interested in the activities presented and teaching was good. The teacher quickly gained their attention by encouraging them to take part in an activity which developed their understanding of pitch, dynamics and tempo and encouraged them to copy or improvise patterns in music. Because they listened well and used previously gained knowledge, they successfully completed their tasks. Later, good links were made between music and physical education as the pupils worked well together to make up their own singing games. This lesson also made a positive contribution to pupils' spiritual, social and cultural development. Pupils sing well in unison during assemblies and show enjoyment in coming together as a community.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses:

- No significant strengths or weaknesses were identified.

73 All lessons observed were outdoor 'games' lessons, and these confirmed that standards in the 'games' aspect of physical education are average for pupils in Year 2 and Year 4. Pupils in Year 2, focussing on developing their under- and over-arm throwing skills, made satisfactory progress during the lesson, reciting "Stay low, step forward as you throw" thus developing their ability to throw accurately. In a Year 4 lesson, pupils demonstrated a satisfactory understanding of the need to 'warm-up' in preparation for exercise and a satisfactory understanding of why activity is of value for their well-being. They were playing and devising new net, striking and fielding games

modified for small sides, employing skills and tactics and using basic principles appropriate for attacking and defending. Teaching in physical education lessons ranges from good to satisfactory and is satisfactory overall. Where teaching was good, in the Year 4 games lesson described above, the teacher demonstrated good subject knowledge, changed activities frequently to maintain interest and concentration and set and maintained a good pace throughout. Her good relationships with the pupils made control relatively easy, with pupils responding quickly to their teacher's 'cues'. Overall, teachers demonstrate satisfactory subject skills, move lessons along at a good pace and give clear instructions, with the result that pupils have a good idea of what is expected of them, the amount of time they have to do it in and, if appropriate, what they need to do to achieve the targets.

- 74 From a scrutiny of planning it is clear that all strands of the subject, including outdoor activities, are regularly taught and the school continues to put an appropriate stress on the teaching of swimming. A whole-school scheme of work for physical education, based on government recommendations has now been adopted, and provides secure continuity and progression in learning as pupils move through the school. Due to satisfactory leadership and management, there has been satisfactory improvement in the subject since the last inspection. Resources for the subject are satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 75 This area of the school's work was sampled by looking at one lesson and provision throughout the school's everyday practice, in assemblies, during extra-curricular activities and through speaking with pupils.
- 76 Provision for personal, social and health education is good overall. All classes cover aspects of development relevant to the age of the pupils. The co-ordinator has identified the need to strengthen this programme, for example, by developing their work on the Healthy Schools initiative. She also demonstrated by her good teaching, the school's good development of personal and social education through Circle Time¹ when she encouraged pupils to further their social skills in order to co-operate with others. Activities were well chosen to encourage pupils to work together thereby developing their relationships. Pupils achieved well because they were interested in what they were doing and they understood the relevance of working together in order to complete a task.
- 77 Personal and social education is also implicit in all aspects of school life. Pupils talk confidently to adults and know that their ideas are valued. The school is planning to create a school council which will formally introduce pupils to the concept of democracy, but currently gives them the opportunity to make suggestions on how to improve the school grounds, for example. Pupils readily take responsibility and put forward their ideas. They are confident and support each other well. Relationships are very good as they rise to the expectations set by staff.

¹ Circle Time is a weekly session for all pupils when they sit in a circle listening to the views of others and put forward their own. These may be of concern to them or may have been introduced by the teacher through a regular programme of activities which focus on pupils' personal and social development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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