

INSPECTION REPORT

WATCHFIELD PRIMARY SCHOOL

Watchfield

LEA area: Oxfordshire

Unique reference number: 123068

Headteacher: Mr H R Evans

Lead inspector: David Westall

Dates of inspection: 19th - 21st January 2004

Inspection number: 258312

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	300
School address:	North Street Watchfield Swindon Wiltshire
Postcode:	SN6 8SD
Telephone number:	(01793) 782 623
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Appropriate authority:	The governing body
Name of chair of governors:	Mr E G Happe
Date of previous inspection:	18 th May 1998

CHARACTERISTICS OF THE SCHOOL

There are 300 pupils on roll, aged between 4 and 11 years. There is a Nursery which takes children on a half-time basis, with different groups in the morning and afternoon sessions, and ten other classes. The percentage of pupils known to be eligible for free school meals is well below the national average, as is the percentage identified as having special educational needs. No pupil has a statement of special educational needs.

There has been a dramatic increase in the school's roll in recent years, due to the establishment of the Defence Academy of the UK at the nearby military base. At present, 85 per cent of the pupils have parents who are either students or staff at the Defence Academy. There are 38 different nationalities represented at the school, and 87 pupils are currently at an early stage of English language acquisition. Most pupils only stay at the school for one year because this is the length of most courses at the Defence Academy. Children start at the school across all age groups, and most are bright and able. However, many have minimal English language skills and no previous experience of the National Curriculum in this country, and this restricts their attainment.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2414	David Westall	Lead inspector	Science Art and design Design and technology Music
1333	Elizabeth Forster	Lay inspector	
3856	Sandy Wellsted	Team inspector	English History Special educational needs Physical education Personal, social and health education and citizenship
2420	Brian McCutcheon	Team inspector	Foundation Stage Mathematics Information and communication technology Geography
8153	Daphne Nock	Team inspector	Religious education English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which benefits from effective leadership by the headteacher. The quality of teaching is good, overall, and means pupils generally progress well in their learning. The provision for pupils who speak English as an additional language is particularly strong, and the personal development of all pupils is fostered very well. Overall, the school's strengths greatly outweigh its weaknesses, and it provides good value for money.

The school's main strengths and weaknesses are listed below:

- The standards reached in Years 2 and 6 represent mainly good achievement.
- Overall, the teaching is good and pupils learn well.
- The headteacher has good leadership skills.
- Provision for pupils with English as an additional language (EAL) is very good, and provision for those with special educational needs is good.
- Pupils' attitudes and behaviour are very good, and the school makes good provision for their spiritual development and very good provision for their moral, social and cultural development.
- The school is a caring community where pupils' welfare is a high priority.
- Monitoring and evaluation procedures often lack sufficient rigour.
- Standards are too low in design and technology in Year 6.
- Assessment procedures are not established in most subjects.
- The school has a very strong partnership with parents.
- The school improvement plan lacks planning beyond the current year.

Overall, the school has made sound progress since its positive inspection report in 1998. Good teaching has been maintained and pupils continue to do well in key elements of their learning. Current standards are a little lower in Year 6 than in 1998 but this does not signal a reduction in the school's effectiveness. It results from very significant changes in the school's intake in recent years, most notably from the increased numbers who are from parents at the nearby Defence Academy, who usually stay for only a year and often speak little English on entry to the school. Weaknesses identified in the last inspection report have been rectified, except in relation to the monitoring roles of subject co-ordinators which remain mainly underdeveloped.

STANDARDS ACHIEVED

Overall, standards are broadly average in Year 6 and represent good achievement.

The table below shows that the school's results dipped in 2003 in English and mathematics. This resulted from a significant number of pupils with minimal English joining the school in Year 6.

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

Key: A - in the top 5% nationally; A - well above average; B - above average; C - average; D - below average; E - well below average; E* - in the bottom 5% nationally. Similar schools are those whose pupils attained similarly at the end of Year 2 (only 50% of the pupils in Year 6 in 2003 were in schools in this country when in Year 2, and only four pupils were at Watchfield).*

Inspection findings show that current standards in Year 6 are above average in mathematics, average in science and below average in English. Overall, pupils achieve well in these subjects in relation to their various starting points on entry to the school. However, the standards tend to mask

pupils' good achievement, and need to be interpreted with the knowledge that just over one third of the current Year 6 class joined the school last September with minimal English language skills and with no experience of the National Curriculum. These pupils are making very rapid gains but their current standards, understandably, restrict overall attainment in Year 6. This is particularly evident in English but also occurs in science, where much of the content of the required curriculum has not been covered. In mathematics, pupils with EAL have less difficulty in demonstrating their skills and this is reflected in the above average standards reached by the class.

Standards in Year 6 are above average in information and communication technology (ICT) and religious education and reflect good achievement. Standards are average in art and design and geography and represent sound achievement. In design and technology, however, pupils underachieve in Years 3 to 6, and standards are consequently below average in Year 6. Insufficient evidence was collected to judge pupils' standards in other subjects in their final year at the school.

Pupils' attitudes, values and behaviour are very good, and the school makes good provision for their spiritual development and very good provision for their moral, social and cultural development. There are very positive relationships between pupils and adults, and racial harmony is excellent. Pupils enjoy school and the attendance rate is very good.

QUALITY OF EDUCATION

The quality of education provided is good and the teaching is good across the school. As a result, children make a good start in the Nursery and make mainly good progress in their learning across the school. The curriculum provides a broad range of worthwhile learning opportunities, and there is very good extra-curricular provision. The school makes very good provision for pupils with EAL and good provision for those with special educational needs. The only significant weakness is in the provision for design and technology, where deficiencies in teachers' knowledge and in planning mean pupils underachieve.

The care, guidance and support of pupils are good, and the school's partnership with parents is very strong. These factors have a beneficial effect on pupils' achievements at the school.

LEADERSHIP AND MANAGEMENT

School leadership is good, and management and governance are satisfactory. The headteacher has good leadership skills, and works with staff effectively so they feel valued, supported and motivated to do their best. His strong commitment, well-developed interpersonal skills and positive attitudes to change, contribute significantly to the school's success. The leadership provided by other key staff is sound, overall, and there are particular strengths in the work of the deputy headteacher and the co-ordinators for EAL. Good features in school management are balanced by weaknesses in self-evaluation procedures, particularly by subject co-ordinators, and by the lack of long-term strategic planning. The governors are conscientious, make a sound contribution to leadership and management, and ensure that statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views about the school.

IMPROVEMENTS NEEDED

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

- Raise pupils' standards in design and technology in Year 6.
- Develop more rigorous procedures for monitoring the quality of teaching and learning.
- Improve assessment procedures in most subjects.
- Ensure the school development plan includes longer-term strategic planning.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are mainly above average in Year 2 and are broadly average in Year 6. The lower standards in Year 6 result from a very significant number of pupils who have recently joined the school with minimal English. The standards reached in both Years 2 and 6 represent good achievement, overall.

Main strengths and weaknesses

- Standards are above average in speaking and listening, reading, mathematics, science, information and communication technology (ICT), art and design and religious education in Year 2, and represent good achievement.
- Standards are above average in mathematics, ICT and religious education in Year 6 and represent good achievement.
- Pupils also achieve well in writing in Year 2 and in English and science in Year 6, in relation to their starting points.
- Pupils with English as an additional language (EAL) achieve very well, and those with special educational needs achieve well in relation to their individual education plans.
- Standards are below average in design and technology in Year 6, and represent underachievement.

Commentary

Standards on entry to the school

1. Most pupils are bright and able. However, many have minimal English speaking skills when they start at the school and this restricts their attainment.

The school's results in national tests (SATs)

2. The table below shows that the results of the SATs in Year 2, in 2003, were very high in reading and mathematics, and well above the national average in writing. These results were well above the average results of schools with similar percentages of pupils known to be eligible for free school meals. Over the last five years, the trend in the school's Year 2 results is above the national trend.

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

Standards in:	School results	National results
Reading	18.7 (18.9)	15.7 (15.8)
Writing	16.7 (15.6)	14.6 (14.4)
Mathematics	18.6 (18.7)	16.3 (16.5)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

3. The table below shows that the results of the SATs in Year 6, in 2003, in English were notably lower than those achieved in 2002, and were well below the national average. The school attributes this reduction to the six pupils who joined the school in Year 6 with minimal English language skills and who were understandably unable to match the performance of other pupils in the class in the subject in such a short time. The results in mathematics and science were notably higher than the English results in 2003, and were well above the national average in

mathematics and above the national average in science. In these subjects, and particularly in mathematics, weaknesses in some pupils' English language skills had a less marked effect on their performance. Whilst the school exceeded its statutory targets in English and mathematics in 2002, its targets were not met in either subject in 2003. The results were close to the target in mathematics but fell considerably short of the target in English.

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

Standards in:	School results	National results
English	25.2 (30.4)	26.8 (27.0)
Mathematics	28.6 (28.9)	26.8 (26.7)
Science	29.5 (30.8)	28.6 (28.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

- When the results in 2003 in Year 6 are compared with schools whose pupils achieved similarly in Year 2, the statistics show that the English results were very low, the mathematics results were average and the science results were below average. However, interpretation of these results needs to be treated with caution since only 50 per cent of the Year 6 pupils in 2003 were in Year 2 classes in this country when aged seven, and only four pupils were in Watchfield. Over the last five years, the trend in the school's Year 6 results has been broadly in line with the national trend.

Standards at the time of the last inspection

- When the school was last inspected, in 1998, standards were above the national average in all aspects of English and in mathematics and science in Years 2 and 6. Standards were also above average in music in Year 6 but were below average in ICT in both Years 2 and 6. Standards were otherwise average.

Inspection findings

Foundation Stage

- Overall, children's achievement is good** in the Foundation Stage, as result of very good teaching in the Nursery and satisfactory teaching in the Reception class. The vast majority of children will meet the expected standards at the end of the Foundation Stage, and a significant minority will do better.

Years 1 and 2

- Overall, pupils' achievement is good** in these year groups as a result of good teaching. Inspection findings show that standards in Year 2 are above average in speaking and listening, reading, mathematics and science, and are broadly average in writing. Although lower than those shown in the school's SATs results in 2003, they represent good achievement given the significant percentage of pupils with EAL in the Year 2 classes and the fact that these classes include fewer higher ability pupils than in the last academic year. Although pupils with EAL do very well, they face their greatest challenge in writing, and this is reflected in current standards in Year 2.
- Standards are above average in Year 2 in ICT and art and design, and are above the expectations of the locally agreed syllabus in religious education. Pupils achieve well in these subjects across Years 1 and 2, and standards have been very significantly increased in ICT since the last inspection. Standards are average in Year 2, and represent satisfactory achievement, in design and technology and geography. Insufficient evidence was collected to judge standards and achievements in other subjects.

Years 3 to 6

9. **Overall, pupils' achievement is good** in these year groups and results from good teaching. Inspection findings show that standards in Year 6 are above average in mathematics, average in science and below average in English. Overall, pupils do well in these subjects, but the results mask pupils' good achievement, particularly in English but also in science. Just over a third of the current Year 6 class joined the school in September 2003 with minimal English language skills and with no experience of the National Curriculum in this country. These pupils are making rapid gains but, with so much ground to make up, it is unsurprising that their current standards generally restrict overall attainment in Year 6. This is particularly evident in English, but also occurs in science where these pupils have not covered much of the content of the required curriculum. In these subjects, the overall standards achieved by Year 6 pupils who are longer established in the school are above average. In mathematics, pupils with EAL have considerably less difficulty in demonstrating their skills, and this is reflected in the above average standards achieved by the class.
10. Standards in Year 6 are above average in ICT and are above the expectations of the locally agreed syllabus in religious education, representing good achievement in both subjects. Standards are average in art and design and in geography, and show sound achievement. However, pupils underachieve in design and technology, and standards are consequently below average in the subject in Year 6. Insufficient evidence was collected to judge standards and achievements in other subjects.

The achievement of different groups

11. Pupils with special educational needs achieve well in relation to their individual education plans. The significant number of pupils with EAL make rapid progress and achieve very well in relation to their starting points on entry to the school. There are no significant differences between the standards achieved by boys and girls.

Pupils' attitudes, values and other personal qualities

Very good overall. Pupils' attitudes, values and other personal qualities are very good. Behaviour is also very good and racial harmony is excellent. Provision for pupils' spiritual development is good, and provision for their moral, social and cultural development is very good.

Main strengths and weaknesses

- Racial harmony is excellent.
- Behaviour is very good and there is freedom from bullying and other forms of harassment.
- Pupils have very good attitudes to learning.
- Provision for pupils' spiritual development is good, and very good provision is made for their moral, social and cultural development.
- The attendance rate is very good.

Commentary

Attitudes and behaviour

12. In their answers to questionnaires, most pupils said they liked school. This prevailing view was also strongly confirmed in conversations with inspectors. The sight of pupils from such a varied range of cultures and countries so eager to learn and so happy at play tells more than mere words, and is one that each inspector will carry with them in their memories of this school. Most striking of all is the racial harmony that prevails, and with it, the strong sense of

'family' within the school community – a 'family' identity that survives, and is strong, in spite of the many changes in its members year on year. Pupils from the village community welcome all newcomers as friends, and there is a generosity of spirit in the ethos of the school that leads everyone, adult and child alike, to consider themselves fortunate to be here, with these people, at this time.

13. As in any community, adults give the lead; the very good relationships that exist amongst the staff and between staff and parents set the right tone for the children. As a result, pupils come to school with positive attitudes, determined to make the most of their time here, however long or short that might be. They offer friendship and receive it in return; they attack, head on, the challenges involved in learning and, if necessary, they quickly master a new language in order to learn more and to communicate with others. Engaged so positively in living and learning, – and keen to know about other countries, other ways of life and other cultures – very few children waste time on misbehaviour of any kind. There have been no recent exclusions, and there is no evidence of bullying or other forms of harassment.
14. In lessons, pupils focus on the work in hand and do their best to meet their teachers' expectations. When asked to work together in class, they co-operate well, and are at ease with themselves and with others. They have a well-developed sense of fairness: they listen to others with interest, take turns fairly, share resources, and are quick to help others when they feel they can. Pupils with special educational needs and those for whom English is an additional language are included in all activities on equal terms by adults and pupils alike.

Spiritual, moral, social and cultural development

15. The school provides well for pupils' spiritual development. Through assemblies, religious education lessons and through times set apart for discussion, the school gives all pupils the chance to develop their own spiritual and moral values, to see the best in others and to appreciate the examples set by those whose religious faith has inspired them to extraordinary acts of bravery, kindness and altruism. There are strong links with the local church whose vicar visits the school regularly to lead assemblies and to talk to pupils. Parents and pupils from different religious faiths represented amongst the school community also play a key role in pupils' spiritual development, for example by talking about their beliefs and about religious practices which accompany them. During the school year, religious festivals of many faiths are celebrated, while other key dates such as Saints' Days and Remembrance Day, are acknowledged and the stories of human courage, and endeavour behind, them explained.
16. Provision for pupils' moral and social development is very good. At the beginning of each year, pupils in each class draw up the 'golden rules' that will guide their behaviour. 'Golden time', which allows pupils a free choice of activity at the end of the week, can be forfeited by individuals who knowingly break these agreed rules. A house-point system also serves as an incentive to good behaviour as well as to special achievements and good deeds. More effective still, however, are the very good role models for behaviour set by adults in the school, and the opportunities provided for pupils to reflect on moral and social themes. In one assembly, for example, a memorable story and an ensuing discussion left pupils in no doubt about the best and worst meanings of the word 'pride'. Assembly songs are also chosen carefully to promote strong, positive social and moral values. In their daily interactions with pupils, teachers and other adults make clear what constitutes acceptable and unacceptable behaviour and, in their turn, pupils have a well-developed sense of what is right and wrong. Frequent opportunities are provided for pupils to work together in pairs and small groups, to meet others less formally during visits, club meetings and social events, and to belong as a member of the school 'family' community. Pupils are taught to respect the views of others and to take responsibility for the environment and for those less fortunate than themselves. Their social development is further promoted through involvement in fundraising to support local and national charities.
17. Very good provision is made for pupils' cultural development. The school takes pride in the diversity of nations and cultures represented amongst its pupils. The flags of all nations

represented are displayed around the school, multilingual welcome notices greet visitors to classrooms, and pupils frequently answer the register in languages other than English. An 'International Week' involves pupils of all ages in exploring the traditions, foods, languages and arts of other countries, while parents also visit classes throughout the year to talk to pupils about their way of life 'at home'. For example, during the inspection, a Korean parent showed a video about life in her country, answered pupils' questions and introduced them to various foodstuffs and to traditional Korean dress. Wherever possible, pupils with EAL are helped to understand British cultural traditions through practical activities. For example, in a history lesson in Year 2, 'a seaside holiday in the past' was brought to life when pupils prepared a real picnic, collected shells and took photographs of one another, their faces framed above cardboard figures dressed in Victorian bathing-suits.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.1
National data	5.4	National data	0.4

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

Attendance

18. The table above shows that the attendance rate was well above the national median in the last academic year, as it was in the previous year. Unauthorised absence was broadly in line with the national median. Pupils are keen to arrive at school on time. All aspects of attendance and punctuality are closely monitored and followed up where necessary.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	171	0	0
White – any other White background	49	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	6	0	0
Asian or Asian British – any other Asian background	12	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	6	0	0
Chinese	1	0	0
Any other ethnic group	39	0	0
No ethnic group recorded	2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

19. The quality of education provided is good. Teaching is good across the school. As a result, children make a good start in the Nursery and achieve well in the core subjects of English, mathematics and science in Years 1 to 6. In addition, effective teaching enables pupils to make good progress in their learning in ICT and religious education. The curriculum provides a broad

range of worthwhile learning opportunities, and there is very good extra-curricular provision. The school takes careful account of the learning needs of all pupils, making very good provision for pupils with EAL and good provision for those with special educational needs. The only significant weakness is in the provision for design and technology, where deficiencies in teachers' knowledge and in planning mean pupils underachieve.

Teaching and learning

Overall, the teaching is good and pupils learn well. Assessment procedures are good in English, mathematics and science but are otherwise unsatisfactory.

Main strengths and weaknesses

- Teaching and learning are good in English, mathematics, science, ICT and religious education.
- The teaching of pupils with EAL is good in class lessons and is very good when they are withdrawn from classes for specialist tuition.
- Children benefit from very good teaching in the Nursery.
- Pupils with special educational needs are taught well and make good progress.
- Pupils make insufficient progress in their learning in design and technology in Years 3 to 6, where teachers' expectations and knowledge need to be increased.
- Assessment procedures are underdeveloped in a range of subjects.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	14 (31%)	24 (53%)	6 (13%)	1 (2%)	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.

20. The table above shows the teaching observed during the inspection was good or better in eight out of every ten lessons, and unsatisfactory teaching was very rare. The quality of teaching was also a strength of the school when it was last inspected, and seven out of every ten lessons were good or better.
21. Across the school, teaching is characterised by very good relationships between teachers and pupils. Pupils like and respect their teachers and it is obvious that these feelings are reciprocated. Teachers' planning is thorough and they know exactly what they expect pupils to learn. Overall, teachers' knowledge about the subjects they teach is good, and this is particularly evident in English, mathematics and science. However, pupils' low standards in design and technology in Year 6 suggest that some teachers would benefit from in-service training in the subject. The management of behaviour is very good, resources are carefully prepared and teachers generally organise their lessons efficiently so that time is used well. Pupils respond positively to this good teaching. They demonstrate very good attitudes to learning by listening attentively to their teachers and concentrating on their tasks. Across the school, teachers liaise closely with teaching assistants and help them to use their considerable skills to benefit pupils' learning.
22. In the Nursery, the teacher and the support staff form an effective team. The teacher is very knowledgeable about the needs of young children and the requirements of the curriculum for this age group. She ensures there is a consistent approach to planning across the Foundation Stage, working closely with the temporary teacher who is currently teaching the Reception class. Overall, the teaching in the Nursery is very good. Activities are rich, stimulating and skilfully structured so that children can take part at the level they need for their all-round development. Clear routines and procedures are established at an early stage and this

ensures that children have a good understanding of what is expected of them. In the Reception class, pupils make sound progress in their learning, building on their very good start in the Nursery. Overall, the quality of teaching is satisfactory in Reception, and there are particular strengths in the promotion of children's personal, language and mathematical development in this class.

23. In Years 1 to 6, the teaching is good, overall, in English and includes some very good practice in Year 6. English lessons are planned well so that tasks are well matched to pupils' learning needs, and teachers make good use of questions to check pupils' understanding. Overall, the teaching enables pupils to make good progress in their learning in all aspects of English. Occasionally, however, teachers do not provide pupils with enough guidance about how to rectify weaknesses in the organisation and grammar of their writing. In mathematics, good teaching also enables pupils to make good progress, and there is very good teaching in one Year 2 class and in Year 6. In the most effective lessons, teachers are particularly skilled at explaining calculation strategies very clearly, and have very good mathematical knowledge.
24. In science, the teaching is good and, again, there is very good teaching in one Year 2 class and in Year 6. All teachers introduce and reinforce scientific language well, emphasise the importance of fair testing, and teach pupils to conduct scientific investigations systematically. In the best lessons seen, teachers had very high expectations of pupils' potential achievement, and knew just when to intervene to provide advice and when to stand back and let pupils work things out for themselves. As a consequence, pupils were working at the edge of their capabilities in these lessons. The only unsatisfactory teaching observed during the inspection was in a science lesson, when the task set needed to provide more challenge for some pupils. This weakness is very rare, and teachers generally make good use of assessment to inform their planning in science.
25. In ICT, the quality of teaching is good, and represents a notable improvement on the unsatisfactory teaching evident when the school was last inspected. Teachers are now better informed about the subject and are now enabling pupils to achieve well. The quality of teaching is also good in religious education, where teachers make good use of a range of religions to stimulate pupils' interest and to develop their understanding.
26. The teaching of pupils learning English as an additional language is very good. Most EAL pupils are taught the necessary skills for acquiring fluency in English through an immersion programme implemented by the two specialist teachers in the language unit. As most of these pupils are in school for just one year, this has proved to be the most effective method for integrating pupils into the curriculum over a short period of time. Pupils from Years 1 and 2 receive three sessions per week, whilst the older pupils have four sessions weekly. Lessons are planned in conjunction with class teachers according to the pupils' learning and language needs, so that when pupils are back in class they are able to operate on their own or with the help of an assistant. All the processes of effective EAL teaching are evident in the teaching of the specialist teachers. The work is challenging, there are enhanced opportunities for speaking and listening, good models of spoken and written language and a range of materials and visual aids used to promote learning. Pupils thrive in the welcoming environment of the unit and feel confident to use English in the presence of other early learners. Teaching assistants are effectively deployed to support learning in the classroom. All teachers are alert to the needs of pupils with EAL and ensure that these pupils are taught well during class lessons.
27. The few pupils with special educational needs are well supported in mainstream classes by teachers and teaching assistants. Where necessary, teachers provide reading materials and worksheets that best meet the pupils' needs, and every effort is made to give these pupils the encouragement and support they need to succeed. Some pupils with special educational needs also benefit from short but effective sessions of intensive teaching by the special educational needs co-ordinator on work related to targets in their individual education plans. On these occasions, they are temporarily withdrawn from mainstream classes.

Assessing pupils' progress

28. In the Nursery and in the Reception class, assessment procedures are good, overall. Teachers have a clear picture of the progress and standards of each child and use assessment well to inform planning. In Years 1 to 6, assessment procedures are good in English, mathematics and science and have a beneficial impact on pupils' achievement. In all three subjects, a careful evaluation is made of all statutory and non-statutory test results in order to track pupils' progress. The information gained assists with the grouping of pupils according to their needs, identifies those who require intervention programmes, and helps the co-ordinators to see areas for improvement. Assessment also enables teachers to set sensible targets for pupils in these subjects. In subjects other than English, mathematics and science, there are no coherent, whole-school strategies for assessment, and this is unsatisfactory. The school recognises that improvements are necessary and has begun to take steps to rectify the situation. Teachers' marking is satisfactory, overall, although it provides some pupils with insufficient guidance about how to improve their writing skills.
29. For pupils with EAL, assessment procedures are good. A profile is kept of pupils' developing language competence and the EAL teachers use this effectively to help plan future work for EAL. An initial assessment is carried out on entry and, thereafter, pupils are assessed yearly to monitor their progress in speaking, listening, reading and writing. Assessment is also effective for pupils with special educational needs, and ensures that they benefit from well-focused support.

The curriculum

The curriculum is broad and well-balanced and statutory requirements are met. A very good range of curriculum enrichment opportunities is provided.

Main strengths and weaknesses

- Curricular provision is good in the Foundation Stage, and in English, mathematics, science, ICT and religious education.
- Good provision is made for pupils with special educational needs and very good provision is made for those with EAL.
- Very effective use is made of visits, visitors and events to enliven the curriculum and there is a wide range of extra-curricular clubs and activities.
- Teaching assistants are well deployed and provide good support.
- There are weaknesses in the school's provision for design and technology and history.

Commentary

30. Good provision is made for children in the Foundation Stage. The curriculum is appropriately planned to meet the goals in the recommended areas of learning, with a well-judged balance between structured play and formal teaching. Nursery and Reception teachers plan collaboratively to ensure consistency; an integrated approach ensures that all opportunities are sensibly used to enhance areas of learning alongside each other. Good progress has been made since the last inspection when there was no specific curriculum for children under five, and work was not planned to the nationally recommended areas of learning.
31. In Years 1 to 6, the curriculum provides a good basis for pupils' learning. There is an appropriate emphasis on literacy and numeracy across the school and the national strategies are sensibly used as the basis for planning in English and mathematics. Overall, the promotion of literacy and numeracy skills across the curriculum is also good. The curriculum for science and religious education is well planned and provision for ICT is good throughout the school. Pupils make effective use of their computer skills in a range of subjects. Planning in other subjects is sound, apart from in design and technology and history where improvements

are needed so that pupils' key skills are developed progressively. The last report identified the need to provide more opportunities for pupils to develop their decision-making skills and initiative, and this aspect of pupils' learning is now soundly promoted. The school has recently formulated a programme for pupils' personal, social and health education, including sex and relationships education and alcohol and drug misuse, and provision is currently satisfactory.

32. All staff are mindful of the principles of inclusion, and they take great care to ensure that pupils with special educational needs and those with EAL have the same access to the curriculum as all other pupils. Because pupils with EAL receive very effective support, they acquire sufficient English to participate fully in the curriculum provided by the school. Every opportunity is taken to celebrate the diversity of the cultural and religious heritage of children in the school, which impacts positively on all pupils. Good provision is made for pupils with special educational needs. The special educational needs co-ordinator, teachers, teaching assistants and external specialists combine their varied expertise in order to meet each pupil's precise needs. The school values the support offered by a number of visiting specialists who carry out assessments and advise staff on suitable learning approaches and curriculum matters.
33. A very good range of enrichment opportunities is provided. Pupils benefit from a variety of educational visits, including a residential visit for pupils in Years 5 and 6. Visitors, including musicians, artists, a storyteller and an astronaut, also enrich pupils' learning experiences. In addition, an annual 'International Week' provides pupils with a rich range of opportunities to celebrate this unique and exciting aspect of the school. A wide range of extra-curricular activities is provided which currently includes recorders, guitar, clarinet, netball, football, an Italian Club, 'Funfit' and an art group.
34. There are sufficient teachers and they are generally well informed about the subjects they teach. However, evidence suggests that some need to increase their knowledge about design and technology and to raise their expectations of pupils' potential achievement in the subject. The school benefits from well-informed, conscientious teaching assistants who make an important contribution to pupils' learning.
35. Overall, the school's accommodation is satisfactory. Since the last inspection, the construction of a purpose-built Nursery and an ICT suite has considerably enhanced the school's accommodation. Temporary classrooms were erected because of the rapid expansion in pupil numbers in 2000 and it is anticipated that four new classrooms will be built to replace these in the near future. Playground space is just adequate and the hall is small for the number of pupils currently on roll. All teachers have enlivened classrooms and shared areas with attractive displays of pupils' work.
36. Learning resources are satisfactory, overall, and pupils with EAL benefit from a good range of multicultural artefacts and dual language books.

Care, guidance and support

The care, guidance and support for pupils are good.

Main strengths and weaknesses

- The school provides effective pastoral care.
- Induction arrangements for all pupils are good.
- Adults are well briefed on child protection matters.
- Health and safety has a high profile.

Commentary

37. Because the school takes great care to welcome, support and get to know all new pupils, they are able to settle in quickly to their new environment. Pupils are asked to act as mentors to those newly arrived and they help to ensure that any worries or uncertainties about school routines are addressed. The headteacher always meets new parents to explain the school procedures and to learn about any specific concerns or needs. Parents are encouraged to visit to see the school in action, and this helps to allay any worries they or their children might have. Adults are well briefed about pupils' particular pastoral needs and pupils know that any concerns they raise will be listened to sympathetically and appropriate action will be taken. There is a generous number of adults around at lunchtimes to ensure that pupils feel secure and some can speak other languages. Their relationship with pupils is invariably friendly and supportive. Consideration and sensitivity are shown to pupils from other faith groups, for example a special room for prayer was provided during Ramadan for Muslim boys.
38. There is good awareness of aspects relating to the health and safety of pupils, and all adults in the school are trained each year in relation to child protection awareness and procedures. There are very well established procedures for dealing with the medical needs of pupils and all minor accidents that require treatment by the trained first aiders are appropriately recorded. All areas of the school are accessible to wheelchair users. Risk assessments are in place and the Ministry of Defence police provide useful extra security when pupils use the swimming pool or other facilities at the Defence Academy. The school has introduced staggered playtimes and a wide variety of playground games in order to reduce the rate of collisions at lunchtime resulting from the large increase in numbers in the school. These have had a beneficial effect, and reflect the school's caring attitudes towards its pupils.
39. The involvement of pupils in the school's work and development is sound. The headteacher and staff welcome pupils' comments and ideas, and there are plans to establish a School Council.

Partnership with parents, other schools and the community

Links with parents are very good and good use is made of links with other schools and the community to enrich the curriculum.

Main strengths and weaknesses

- Very good links are made with parents, especially those whose children speak English as an additional language.
- A good range of information is provided for parents and they have ready access to information about their children's progress.
- Good links are established with other schools and the community.

Commentary

40. All parents receive a good range of information about the school and its activities, including termly summaries of what is to be taught, expectations about homework and how parents can support their children's learning at home. The Nursery, in addition, has a weekly newsletter and very clear summaries of the areas of learning in the Foundation Stage so that those unfamiliar with the British education system are clear about objectives and methods. Many of the more important letters and documents have been translated into the ten most commonly occurring languages of pupils. Parents of pupils with EAL also receive weekly newsletters to inform and update them on their children's work during the week. This means that well-judged support can be given at home, and parents are keen to provide this help.

41. Because of the turbulence in the school, parents are encouraged to make appointments at any time during the school year to seek information about how well their children are progressing. Teachers ensure that parents can see their children's work and share information on their targets, giving as much time as parents require at these sessions. Teachers invite parents to consultations if no appointment has been requested. These arrangements allow parents more than the normal amount of time for consultations and are well matched to parental needs. Discussions with parents, including during the pre-inspection parents' meeting, show they value these arrangements. Annual written reports provide all parents with detailed information about their children's achievements, and parents of pupils with EAL benefit from termly reports. There is no evidence to support the minority view, expressed in the parents' questionnaire returns, that they are not well informed about their children's progress.
42. The school takes care to establish very good links with the parents of EAL pupils. The headteacher liaises closely with the Defence Academy, takes time to talk to newly arrived parents, and shows them around the school. The assessment of pupil's capabilities in English is arranged jointly with the Academy so that appropriate support can be given as soon as pupils start. This open, efficient and welcoming style is highly appreciated by parents who feel that their children will be well received and cared for. All pupils benefit from being able to use Defence Academy facilities such as the swimming pool, tennis courts and theatre, and Academy staff are happy to help with cycle training. Strong links are established with local schools and staff benefit from shared training sessions. Effective liaison with the partner secondary school means that good arrangements are in place to ensure smooth transition for all pupils, including those with particular needs.
43. Parents of pupils with special educational needs are kept informed of their children's progress from the time their needs are first identified. All parents support the school's efforts on their children's behalf. They attend regular meetings with the special educational needs co-ordinator to learn about their children's progress, and are fully involved when new targets are drawn up in individual education plans. All parents willingly help their children with work at home, and some parents actively seek additional work to reinforce the work undertaken in school hours. Two parents, from within the local community, are trained by the LEA as 'volunteer readers'. They come into school regularly to work with special educational needs pupils on a one-to-one basis, sharing reading and discussing what has been read. The school values their work and speaks highly of their skills and commitment.
44. Parents are strongly encouraged to become part of the school community and to share aspects of their home culture. Some well-qualified parents are employed as teaching assistants or lunchtime supervisors and many others volunteer to help in classes. The flourishing Friends of Watchfield School organise well-supported social and fundraising activities, which have improved the equipment and environment for pupils. The International Week held each year allows parents to share aspects of their home culture with all pupils, and every opportunity is taken to encourage parents and the school community to contribute to pupils' learning.

LEADERSHIP AND MANAGEMENT

The school is well led by the headteacher. The leadership provided by other key staff is sound, overall, and there are particular strengths in the work of the deputy headteacher and the co-ordinators for EAL. The management of the school is satisfactory. Good features are balanced by relative weaknesses in the school's self-evaluation procedures.

Main strengths and weaknesses

- The headteacher's leadership skills contribute significantly to the school's success.
- The work of the deputy headteacher and the co-ordinators for special educational needs has a particularly beneficial effect across the school.
- Monitoring and evaluation procedures are insufficiently rigorous in most subjects.

- The school uses its financial resources wisely.
- The school development plan lacks planning beyond the current educational year.

Commentary

Leadership

45. **The headteacher's leadership skills are good, overall, and include some impressive features.** He is a strong and very positive presence in the school, and works with staff effectively so they feel valued, supported and motivated to do their best. His well-developed interpersonal skills, pragmatism and positive attitudes to change have been significant factors in the school's success in dealing with the challenges of increased numbers and very high pupil mobility in recent years. It is clear that the very positive atmosphere in the school stems from the headteacher's role model of care and concern for the welfare and development of pupils and staff, and it is to his considerable credit that this ethos is consistently maintained despite an annual turnover of well over 50 per cent of the pupils. The headteacher is held in high regard by staff, governors, pupils and parents, and is a key strength in the school.
46. The headteacher is fully committed to running an equitable and inclusive school where each individual matters, and this is evident in the care which is taken to support all pupils. His key leadership strengths include his ability to foster a good team spirit among staff, to secure their strong commitment to agreed school policies, and to promote a climate of high aspirations for pupils' personal and academic achievement. His leadership of teaching and the curriculum is sound, overall, but would be enhanced by more regular monitoring and evaluation of lessons across the school.
47. The headteacher has worked well with staff and governors to produce a sound development plan, which is making an important contribution to school improvement. This plan reflects and promotes the school's priorities for the current academic year, and is more detailed, rigorous and effective than the plan which was criticised in the last inspection report. However, there is no recorded planning beyond this year in the current plan, and this is a weakness.
48. The deputy headteacher fulfils her role well, works in close partnership with the headteacher, and provides a very good example for her colleagues through her conscientious approach and very good teaching skills. The last inspection found that, while the deputy headteacher was effective, her workload was too heavy. As a consequence, some of her earlier responsibilities have been sensibly allocated to other staff. The co-ordinators for the provision of pupils with EAL are highly effective. They quickly get to know the individual needs of the considerable number of pupils who join the school with minimal English, and ensure that these pupils are successfully settled and integrated into a new way of life and learning. They provide well-judged support, training and resources for their colleagues across the school and plan the development of provision wisely.
49. The leadership roles of subject co-ordinators are developing and are satisfactory overall. All provide useful advice to their colleagues, are keen to develop their subjects, and have produced action plans to secure improvement. However, their leadership is often impaired by weaknesses in their monitoring and evaluation of provision.

Management

50. **The management of the school is satisfactory.** While there are important strengths, these are balanced by relative weaknesses in the school's self-evaluation procedures. The day-to-day running of the school is very effectively managed by the headteacher and he copes very well indeed with the challenge of the constantly changing school population. He studies the results of statutory and non-statutory testing carefully, and benefits from useful guidance from the local education authority in relation to their interpretation. Overall, the headteacher's monitoring and evaluation strategies are satisfactory, and he keeps his finger on the pulse of

the school by regular brief visits to classrooms and through discussions with pupils and teachers. However, his formal, planned lesson observations are relatively infrequent, and this tends to restrict his leadership of teaching and learning. The headteacher ensures that initiatives included in the school development plan are discussed during staff meetings but there are no recorded examples of evaluations of the success of completed tasks.

51. The co-ordinators for EAL and special educational needs manage provision effectively. The co-ordinators for English, mathematics and science have a sound awareness of test results, all co-ordinators check planning in their subjects, and the co-ordinator for the Foundation Stage ensures continuity in planning between the Nursery and the Reception classes. However, sufficiently rigorous procedures to judge the quality of teaching and learning are not securely established in mathematics, science, art and design, design and technology, history and geography. The significant number of co-ordinators, who are relatively new to their roles, have not been informed by earlier evaluations of provision in their subjects and lesson observations have not been established as a common element of the school's culture. While many co-ordinators, including those new to their posts, have collected useful examples of pupils' work in their subjects, these have not been evaluated with enough precision to judge pupils' achievements accurately. The monitoring roles of subject co-ordinators were also underdeveloped when the school was last inspected, and insufficient progress has been made in rectifying this weakness.
52. The school's policy for performance management is implemented soundly. This is an improvement since the last inspection when appraisal systems were not implemented. Teachers attend a good range of training courses, newly qualified teachers are supported well and more experienced staff are also helped to settle in by mentors.
53. **Financial planning is good.** The dramatic increase in the school's number on roll, caused by the first major intake of pupils from the Defence Academy, in September 2000 had a negative effect on its finances since it occurred part way through the financial year. While some external funding was granted to address the demands of the increased numbers, this was not sufficient to cover the costs in 2001/02, and the local education authority allowed the school to overspend its annual budget to cope with the new situation. This deficit continues to be a burden to the school, and occurred through circumstances beyond its control. Prudent financial planning by the headteacher and governors means the deficit is being reduced each year, and is expected to be about £45,000 at the end of the current financial year. The headteacher and governors debate the annual budget rigorously, and ensure that the principles of best value are applied well. When pupils' academic progress is considered, alongside the very good provision made for their personal development, it is clear that the school is making good use of its financial resources and is providing good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	722,973
Total expenditure	704,977
Expenditure per pupil	2,358

Balances (£)	
Balance from previous year	69,817
Balance carried forward to the next	51,821

Aids and barriers to raising achievement

54. The most important aids to raising achievement are the good quality of teaching and pupils' very positive attitudes to learning. Achievement is constrained by teachers' low expectations in design and technology in the older classes, by weaknesses in assessment in some subjects, and by a lack of rigour in some elements of the school's self evaluation procedures.

Governance

55. **Overall, school governance is sound.** The governors are conscientious and have a strong commitment to the school. They discuss the results of statutory tests in sufficient detail and make a sound contribution to the creation of the school development plan. The chair of governors keeps in regular contact with the headteacher, provides good support and ensures that governors' meetings are organised effectively. The governors with specific responsibility for literacy, numeracy, special educational needs and ICT are taking a keen interest in the provision in these important areas. Statutory requirements are fully met, and governors have ensured that deficiencies, identified in the last inspection, have been addressed in relation to teacher appraisal and the content of the annual report and the prospectus. An appropriate range of committees is established and they provide sound support, overall, for the leadership and management of the school. The work of the finance committee is particularly effective, and the chair of the committee uses his good understanding of the school's financial position to provide valuable guidance about budget planning. Governors are highly supportive of the school. On occasions, there is scope for them to ask the headteacher more challenging questions but, overall, they have a sound grasp of the school's strengths and priorities for improvement.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

56. **Overall provision for children in the Foundation Stage is good.** Most children enter the purpose-built Nursery at the beginning of the term in which their fourth birthday falls and attend on a part-time basis before transferring to the Reception class where attendance is full time. At the time of the inspection, the Reception class was taught by a temporary teacher.
57. Children do very well in the Nursery as a result of very good teaching, while Reception children make sound progress as a result of satisfactory teaching. Overall, achievement is good for children in the Foundation Stage, including for those with special educational needs, and is very good for children with EAL. All children are well prepared for the next stage of their education. These findings represent a significant improvement since the last inspection, which identified important shortcomings in the provision for the under-fives.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- Children are making good progress in this key area of learning as a result of effective teaching.

Commentary

58. By quickly establishing good relationships and regular routines, and by making plain their shared expectations in regard to behaviour and effort, both the Nursery teacher and the Nursery nurse bring a swift sense of order and purpose to the children's experience of school. As a consequence, pupils are learning to take turns, to listen to others and to interact with adults and with other children in a kindly and constructive manner. In a more formal way, the children are also taught to care for others. For example, when bathing model babies and when sorting babies' shoes, clothing and food, most children show an appropriate level of understanding of how the needs of babies differ from their own needs. During snack time, when invited to taste baby food in the form of rusks, almost all the children show great patience as they await their turn, and all explore the experience with relish. In their work and play, the children are already establishing good relationships with others, while their developing sense of independence is evident when they dress themselves after a physical education lesson and when they carry out individual assignments.
59. Most children in the Reception class show good levels of concentration and perseverance. For example, some children work very hard, trying again and again to improve their formation of the letter 'b'. By now, most of the children are able to work together co-operatively in pairs without direct supervision, for example when using the classroom computer or when sharing books. As in the Nursery class, the children retain their curiosity about each new activity and strive to do their best. In both classes, children with special educational needs and those with EAL are supported well and develop the confidence they need to take a full part in lessons. It is anticipated that all children will meet the expected standard in this element of their learning by the end of the Foundation Stage, and a significant minority will do better.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Children with EAL are making very good progress and other pupils are making good progress.
- Teaching is very good in the Nursery.

Commentary

60. Many children in the Nursery class are from military families who have recently arrived in Watchfield, come from many different countries, and are in the early stages of learning English. It is therefore not surprising that the overall attainment of children in the Nursery in communication, language and literacy is below average when the language concerned is English. In the Reception class, overall attainment is average, with almost all children expected to achieve the expected standards for their age on entry to Year 1. In both classes, whilst children whose first language is English make good progress in relation to their starting points, those with EAL make very good progress indeed.
61. In the Nursery class, great emphasis is rightly placed on the development of speaking and listening, and the quality of teaching and learning is very good. Both the teacher and the Nursery nurse model spoken language well, and they also make effective use of the 'expertise' of those children who speak English as a first language and who also provide good examples in regard to speaking and listening. At this early stage, many children with EAL concentrate their efforts on assimilating and making sense of spoken English. They are able to follow simple greetings, instructions and questions, and they get the gist of what is said by working out links between what they hear and what they see or do. Children with EAL who joined the Nursery in September already have the confidence to speak up on their own within the class group. Their command of English vocabulary and sentence structure is developing well. Several children with EAL who joined the class this term are not yet ready to join in more 'formal' discussions, but are beginning to try out their new language skills in less formal settings, for example at play in the 'Baby Clinic' role-play corner and in the outside play area. All the children show interest in books, and some already know the difference between information books and storybooks.
62. In the Reception class, most children have learned the conventions of turn-taking in discussions and are confident enough to answer questions about everyday topics and about their work. All the children handle books appropriately and know that, in English, we read print from left to right. They know that illustrations and text both convey meaning, and they are beginning to recognise some common words on sight. All can recognise their own names. In writing, most children form letters accurately and can distinguish between capital letters and lower-case letters. Higher attaining children, including some whose first language is not English, can compose sentences for the teacher to scribe, and a few already write sentences independently.

MATHEMATICAL DEVELOPMENT

Overall provision for mathematical development is good.

Main strengths and weaknesses

- Children make good overall progress in their mathematical development.
- Children benefit from very good teaching in the Nursery.
- There is a good range of activities to support children's learning.

Commentary

63. The Nursery and Reception teachers plan together and provide a good range of appropriate activities to promote children's mathematical development. As a consequence, children make good overall progress in sorting, matching, ordering and counting and, at a later stage, calculating. They also develop a good understanding of shape and measures, often through play. During the inspection, for example, 'Baby Clinics' in both classrooms provided good opportunities through structured play for developing mathematical vocabulary such as 'heavier', 'lighter', 'longer', 'shorter', 'bigger' and 'smaller'. These play activities are soundly consolidated during focused mathematical sessions in the Reception class, where the teaching is satisfactory, and extended very effectively in the Nursery, where the teaching is very good. Sand and water are readily available in the Nursery and evidence indicates that these are used effectively to support children's mathematical development. Regular opportunities to use mathematical computer programs also promote the development of children's knowledge and understanding in both classes, as does the use of songs and number rhymes. All of these practical activities prepare the way well for future learning and are very appropriate for this stage of development. As a consequence, the majority of children will achieve the level expected at the end of the Foundation Stage and a significant minority will do better.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Overall provision is good. It is very good in the Nursery and is satisfactory in Reception.

Main strengths and weaknesses

- Children benefit from very good teaching in the Nursery.
- Role-play is used well to develop children's understanding in the Nursery and in Reception.

Commentary

64. In the Nursery, very good teaching enables children to achieve well when discussing how they have changed since they were babies, while Reception children make sound progress when observing and recording the appearances of natural materials found in the school environment. Particularly skilful use is made of questions in the Nursery to develop children's understanding. Walks in the area help Nursery and Reception children to learn about their locality and people who work in the community. Their growing knowledge and understanding is effectively fostered by well-organised role-play, for example, in the baby clinic, garden centre and post office. Parents provide interesting insights into life in various countries and this considerably enhances children's learning. Computers are in regular use in both classes and many pupils demonstrate sound mouse control skills. In addition, Reception children use the computer suite regularly, where they learn to access simple programs and to use icons. This resource enhances the opportunities for children to have sustained and regular use of computers. By the end of the Foundation Stage, most children will meet the expected standard in relation to their knowledge and understanding of the world and a significant minority will do better.

PHYSICAL DEVELOPMENT

Overall provision for children's physical development is good. It is very good in the Nursery and satisfactory in the Reception class.

Main strengths and weaknesses

- Children make good overall progress in their physical development.
- The teaching is very good in the Nursery.

Commentary

65. Children in the Nursery benefit from a well-designed outdoor area, which enables them to go outside all year round. It has two covered patios, a large tarmac area, a soft surface and also a grassed area. Reception children have a small, secure play area and have a weekly timetabled session in which they use the good Nursery facilities. Both classes also make effective use of the main school hall. For example, during the inspection, Reception children made good use of the additional space as they moved imaginatively to music chosen to match their snowflake dances. Nursery children have regular opportunities to play outside, and they achieve very well as a result of carefully planned activities, access to a good range of equipment, and very good teaching. All children develop their manipulative skills well by handling malleable materials, scissors and brushes, and they manage small construction equipment with confidence. The majority of children will meet the expected goals for physical development by the end of the Foundation Stage and a significant minority will do better.

CREATIVE DEVELOPMENT

Provision for pupils' creative development is good overall.

Main strengths and weaknesses

- Good provision is made for children's creative development in the Nursery.

Commentary

66. In the Nursery, children achieved well during the inspection when painting pictures of animals, choosing from a range of brushes to find the most suitable. They enjoy mixing their own paint colours, and have created interesting collage pictures and simple prints. They have learned a range of songs, and make good progress when experimenting with percussion instruments to create their own music. In the Nursery and in the Reception class, children's creative development is fostered well by role play, and through opportunities for 'small world' play. In the Reception class, children made limited progress during the inspection when using finger paints to colour photocopied pictures supplied by the teachers. However, completed work shows they have achieved sound standards when making their own interpretations of winter trees by printing with sticks, and when creating bold abstract paintings. Overall, children's creative development is good in the Nursery and is satisfactory, overall, in the Reception class. Children will achieve the expected standard in their creative development at the end of the Foundation Stage.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The quality of provision in English is good.

Main strengths and weaknesses

- Pupils achieve well from their various starting points in English, and the progress of pupils with EAL is impressive.
- Good provision is made for pupils with special educational needs.
- Teachers are not always rigorous enough in helping pupils to improve their writing; their marking often provides insufficient guidance.

Commentary

67. The results of the national tests in reading were very high in Year 2, in 2003, and the writing results were well above the national average. These results were well above the average results of similar schools. Current standards in Year 2 are above average in speaking and listening and in reading, and are broadly average in writing. Although lower than those shown in the SATs results in 2003, they represent good achievement, overall, and reflect both the significant percentage of pupils with EAL in the Year 2 classes and the fact that these classes include fewer higher ability pupils than in the last academic year.
68. The English results in Year 6, in 2003, were well below the national average and were very low in relation to the results of similar schools. The school accounts for these results, which were lower than those reached in 2002, by drawing attention to the six pupils who joined the Year 6 class with minimal English skills in 2003. Current standards in English in Year 6 are below average, overall, and mask the good achievements of the pupils. The current Year 6 class includes over one third of pupils who started last September with little or no English. In spite of the impressive progress made by these pupils, their overall standards are understandably below average, and this has a negative effect on attainment in Year 6. The standards reached by other pupils in the class are above average, overall, in English. Inspection evidence, including the school's tracking records, shows that pupils achieve well from their various starting points on entry to the school, and that the achievements of pupils with EAL are very good. Pupils with special educational needs receive good support and make good progress towards the targets in their individual education plans in English.
69. In all year groups, pupils listen well, assimilate new vocabulary and language structures quickly, and, within their capabilities, respond to questions thoughtfully and in considerable detail. Because the school ensures that pupils have many opportunities to read aloud to adults, and because parents also work with the school by supporting their children at home, pupils make good progress over time in reading. Pupils with EAL quickly grasp the basics of English pronunciation and, often within the year, read age-appropriate texts with reasonable fluency and understanding. The last OFSTED inspection found little evidence of pupils undertaking independent research. Evidence from the current inspection shows that pupils are given appropriate opportunities and training to read for information and to present their findings in other forms such as notes, pamphlets and brochures. They use books, CD-ROMs and the Internet to good effect to inform their research, and their achievements are above average in this aspect of their work.
70. When account is taken of pupils' individual starting points, all achieve well in writing. In the case of some pupils with EAL, writing involves mastering an entirely new writing system. In less time than the year most pupils with EAL spend in the school, most have mastered handwriting and have acquired a sufficient grasp of English vocabulary, spelling, grammar and sentence structure to be able to write competently, if not always entirely accurately, for various purposes related to learning in different subjects. The writing produced by the highest attaining pupils for whom English is a first language, in all year groups, is well above average, and standards of spelling, handwriting and presentation are generally above average across the school. There are, however, some pupils, mainly of average and lower ability, who could do better in certain aspects of writing, particularly, although not exclusively, in Years 3 and 4.
71. The teaching of English is mainly good, and is very good in Year 6. Most teachers have a very secure understanding of the subject and of National Curriculum requirements. Lessons are prepared well. Tasks and resources are suitably matched to pupils' differing needs, and the skills of well trained and well-informed teaching assistants and other adult helpers are used to good effect to support groups and individuals. Very good provision is made for pupils with EAL. Pupils with special educational needs are well supported in lessons and also benefit from short but effective periods of tuition with the special educational needs teacher. Teachers' questioning skills are good, and their ability to make immediate assessments of pupils' responses in lessons leads to teaching which, for the most part, challenges pupils of all abilities and at all stages of learning English. Without exception, teachers seek to include all

pupils in discussions and in short feedback sessions at the end of lessons. Occasionally, however, teachers do not give those pupils who need it enough help to recognise, and to overcome, weaknesses in their own written work that stem from poor organisation and from weaknesses in grammar and sentence structure. There are examples of particularly good feedback to pupils through discussion and through marking in one Year 2 class and in Year 6. Elsewhere, marking often falls short of helping pupils to understand what to do to improve their work.

72. The English co-ordinator has made a good start in her role. She has supported newly qualified teachers in their English teaching, and has improved reading resources. The analysis of national test results and her scrutiny of pupils' written work have enabled her to identify specific weaknesses in pupils' writing and in teachers' marking. She has drawn up a suitable action plan to address these identified priorities. With the exception of marking, assessment procedures in English are good. Resources are satisfactory, and ICT is used to good effect to support work in English.

Language across the curriculum

73. The presence in the school of so many pupils with EAL has raised teachers' awareness of the needs of language learners in general. As a result, all teachers place appropriate emphasis on the development of vocabulary, on careful listening and on the use of spoken language to develop ideas in all subjects. In most classrooms, commonly used words and specialist terms related to current studies are displayed prominently. Pupils are introduced to many different kinds of information texts in the course of their studies, for example in history and in science, and these serve as useful models for their own writing as well as for promoting the development of advanced reading skills.

MATHEMATICS

Provision for mathematics is good.

Main strengths and weaknesses

- Pupils achieve well in the subject, as a result of good teaching.
- Procedures for monitoring and evaluating provision are not sufficiently rigorous.

Commentary

74. Pupils achieve well in mathematics, across the school, and standards are above average in Years 2 and 6. Current standards in Year 2 are a little lower than in 2003, when the SATs results were very high and well above the average results of similar schools. This is not due to any reduction in the school's effectiveness but stems from the profile of the current Year 2 classes, which have fewer very able pupils than in the last academic year. In Year 6, current standards are also a little lower than in 2003, when the SATs results were well above the national average and in line with the results of similar schools. The reason for the reduction is the particularly high percentage of pupils in the current Year 6 class who have only recently joined the school, have minimal English language skills and no personal experience of the National Curriculum for mathematics. The slight fall in standards is therefore fully understandable. Inspection findings show that pupils do well, in relation to their starting points, in all aspects of mathematics. There is no significant difference between the achievements of boys and girls, and pupils with special educational needs make good progress. The considerable number of pupils with EAL do very well, reflecting the very good support they receive.
75. The school has built effectively on the good provision for mathematics identified in the last OFSTED report and has rectified the few weaknesses which were found. Pupils now have

more opportunities to solve problems and to explain their answers, and the use of ICT is now a strength rather than a weakness in mathematics.

76. The quality of teaching and learning is good, overall, and pupils in Year 6 and in one Year 2 class benefit from very good teaching. In one Year 2 lesson, for example, the teacher effectively used the school's computer suite to enable pupils to create graphical representations of data they had collected and to make good progress. Clear explanations were provided for each step of learning as the teacher demonstrated the program interactively. Very good class management ensured that pupils listened attentively and understood the task before making a start. As a consequence, no time was wasted as pupils 'logged on' and then worked in pairs with those more familiar with the program, assisting others with less experience. Pupils were engrossed in the task and received very good support, not only from their teacher, but also from a well-briefed teaching assistant and a volunteer parent. The achievements of all pupils were regularly assessed as they worked, and errors and misconceptions were addressed.
77. Across the school, the characteristics of good teaching and learning include:
- thorough planning with clearly defined learning objectives;
 - high expectations which promote pupils' very good attitudes and behaviour;
 - good use of ongoing assessment, particularly of pupils with EAL, ensuring that tasks are carefully matched to pupils' learning needs;
 - effective support from well-briefed teaching assistants.
78. All teachers set and review group and individual targets, mark pupils' work regularly and provide helpful and encouraging feedback. In the best practice, pupils are given accurate information about their strengths and clear guidance about how to improve.
79. The mathematics co-ordinator is conscientious, and works closely with the assessment co-ordinator to analyse and evaluate test results and to track pupils' progress across the school. This information helps to inform planning and intervention strategies to address weaknesses in pupils' achievements. However, monitoring and evaluation procedures are otherwise underdeveloped. For example, the mathematics co-ordinator has observed very few lessons to judge the implementation of the National Numeracy Strategy, and has not analysed examples of pupils' work with sufficient rigour to judge their achievements.

Mathematics across the curriculum

80. Pupils make good use of mathematics as part of their work in other subjects and consequently develop a growing awareness of the practical application of their skills. For example, they make accurate measurements in science and analyse and interpret rainfall and temperature graphs in their work in geography.

SCIENCE

The quality of provision is good.

Main strengths and weaknesses

- Pupils achieve well in the subject as a result of good teaching.

Commentary

81. In relation to their widely ranging starting points on entry to the school, pupils do well in science across the school. Standards are above average in Year 2 and are broadly average in Year 6. Standards are lower in Year 6 because just over a third of the class joined the school in

September 2003 with EAL and with no experience of the National Curriculum in this country. These pupils are making rapid gains in their learning in science, as a result of effective teaching and their good attitudes and ability. With so much ground to make up, it is unsurprising that their current standards generally restrict the overall attainment of the Year 6 class. Indeed, the overall standards achieved by pupils who have been at the school for a longer period are above average in science.

82. The results of the statutory teacher assessments in science in Year 2, in 2003, were very high in relation to the national average and average results of similar schools. In Year 6, the results in 2003 were above the national average. Statistics show that Year 6 pupils in 2003 had made below average progress from their standards in Year 2. However, these must be treated very cautiously, since they are based only on the 50 per cent of pupils in the Year 6 class in 2003 that were in schools in this country when aged seven. Current standards are not as high as the SATs results in 2003 due to a decrease in the percentage of very able pupils in Year 2 and an increase in the percentage of pupils with EAL in Year 6. When the school was last inspected, and the school had far fewer pupils with EAL, standards were above average in Year 2 and well above average in Year 6.
83. In Year 2, pupils achieve well when planning investigations to discover whether ice melts at different rates in the classroom. They are able to make sensible predictions about the places which will accelerate melting, and are making good progress in the development of their understanding of the principle of fair testing. Year 2 pupils can recognise and name a range of creatures living in the local environment, and many can suggest credible reasons why animals live in particular places. In Year 6, most pupils know that weight is a force and is measured in newtons. They can describe some situations when there is more than one force acting on an object, and made good progress during the inspection when planning investigations to test their ideas. Most Year 6 pupils have a sound understanding about the Earth, Sun and Moon, and can explain why shadows change during the day. They understand the characteristics of solids, liquids and gases, and demonstrate sound skills when conducting systematic investigations to discover the thermal induction properties of different materials.
84. The quality of science teaching is good, and reflects the situation when the school was last inspected. Teachers' planning is effective, and individual lessons form part of a coherent series to develop pupils' key skills and knowledge in science. All teachers introduce and reinforce scientific vocabulary well, and have secure subject knowledge. They ensure that pupils with special educational needs and those with EAL are given good support, including by well-briefed teaching assistants. In the best lessons seen, in one Year 2 class and in Year 6, teachers used questions particularly skilfully to probe pupils' scientific understanding and motivated pupils so strongly that many were working at the edge of their capabilities. These teachers have very high expectations of pupils' potential achievement, and know just when to intervene to provide advice and when to stand back to let pupils work things out for themselves. All teachers emphasise the importance of fair testing and the need to plan and conduct scientific investigations systematically. In one lesson seen, the pace of learning was too slow because pupils needed more challenging work. However, this weakness is very rare, and teachers generally make good use of assessment to inform their planning in science.
85. The science co-ordinator is conscientious and has very good expertise in the subject. She checks planning across the school, has undertaken some useful monitoring of pupils' scientific enquiry work, and provides her colleagues with valuable advice. However, she has observed very few lessons in science, and procedures for monitoring and evaluating the quality of teaching are not sufficiently developed.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Overall provision for ICT is good.

Main strengths and weaknesses

- Pupils make good progress in ICT and achieve standards that are above average overall.
- Good use is made of ICT to support and enhance work in other subjects.
- Assessment procedures are unsatisfactory.

Commentary

86. Overall, standards in ICT are above average in Years 2 and 6. This represents a significant improvement since the last OFSTED inspection when they were judged to be below average across the school. All pupils, including those with special educational needs and with EAL, have regular access to the school's computers and make good overall progress. They learn to use ICT for word processing, graphics, data handling, modelling, measuring and controlling, and the Internet. They also make good use of a variety of ICT resources to support and enhance work in other subjects. Discussions with pupils show that they are confident users of ICT both at home and at school.
87. Evidence from lessons seen and from samples of pupils' work shows teaching and learning are good overall. The quality of teaching in the four lessons observed was either good or very good. In a Year 1 lesson, pupils skilfully used the computer mouse to drag and reposition objects in Goldilocks' bedroom while those in Year 2 confidently entered data collected during a numeracy lesson in order to create graphs and pie charts to illustrate and interpret their findings. In Years 3 and 4, pupils made good progress as they created interesting pictures in the style of Mondrian, having first accessed an Internet website with their teacher to look at some of the artist's compositions. In Year 6, pupils extended their understanding of spreadsheets when using the results from a series of science experiments about forces to create graphs and then draw conclusions. All the lessons observed were characterised by meticulous planning, well-defined and appropriate learning objectives, effective modelling, clear instructions and good questioning to establish pupils' understanding. As a consequence, time was used efficiently and pupils were able to work confidently, either in pairs or individually.
88. Since the last inspection, resources for the subject have been significantly improved through the creation of a spacious ICT suite with sufficient computers to enable a whole class to be taught at the same time. The school appropriately purchases technical support to assist in the maintenance of the suite and classroom equipment.
89. The co-ordinator assumed responsibility for the subject at the beginning of the current school year. She has good subject knowledge and is enthusiastic about the development of ICT across the school. A good action plan has been formulated through the combined efforts of the co-ordinator, the governor with responsibility for ICT and a local authority advisory teacher. The co-ordinator scrutinises teachers' termly planning but has not yet had any opportunities to observe teaching. She appropriately recognises that assessment procedures are not sufficiently developed.

HUMANITIES

Geography

Provision for geography is satisfactory.

Main strengths and weaknesses

- Good use is made of the 'international' nature of the school to promote pupils' knowledge and understanding of the world.
- Assessment procedures are underdeveloped.

Commentary

90. At the time of the last inspection, standards were judged to be in line with those expected in Years 2 and 6 and this remains the case. Pupils' achievements in the subject are satisfactory, overall, across the school. They make steady progress in developing their knowledge and understanding of places, patterns and processes and of environmental change and sustainable development. The development of pupils' geographical enquiry skills is more spasmodic but is satisfactory overall. No geography lessons were observed, so it is not possible to make an overall judgement about the quality of teaching and learning. However, an analysis of pupils' completed work and of planning shows:

- pupils and parents provide valuable insights about life in different countries;
- there are insufficient good quality resources for the study of contrasting localities overseas to promote the development of geographical enquiry and skills;
- assessment procedures are underdeveloped;
- sound use is made of ICT to support and enhance pupils' learning; and
- too much use is made of worksheets in some classes.

91. The co-ordinator has only been in post since the beginning of the current school year and has not yet had any opportunities to monitor and evaluate teaching and learning. Evaluation procedures are underdeveloped in the subject, so she has little evidence of earlier monitoring to inform her priorities.

History

There is insufficient evidence to make a judgement about the overall quality of provision in history. However, from evidence from the few lessons seen, from an analysis of the limited amount of completed work available for scrutiny, from planning and from discussions with the co-ordinator some judgements can be made.

Main strengths and weaknesses

- The lessons seen were taught well.
- Pupils' key skills are not progressively developed.
- Assessment is unsatisfactory.
- Procedures to monitor and evaluate progression are insufficiently rigorous.

Commentary

92. Two history lessons were seen, one in Year 2 and one in Year 6. Both lessons were taught well, involved pupils appropriately in enquiry methods and research, and contributed well to pupils' knowledge and understanding of history. Year 2 pupils learned about seaside holidays in the past, and Year 6 pupils used secondary sources of evidence to draw conclusions about life

in Ancient Egypt. In both lessons, pupils attained average standards for their age, and the Year 2 lesson catered particularly well for the needs of EAL pupils. However, further evidence from the scrutiny of pupils' written work and from discussions with the co-ordinator show that the scheme of work and timetable arrangements do not ensure continuity in pupils' acquisition of key skills. Procedures for monitoring and evaluating provision are underdeveloped, and the co-ordinator is new to her role. There are no coherent systems for assessment.

Religious education

Provision in religious education is good.

Main strengths and Weaknesses

- Pupils achieve well, as a result of good teaching in the subject.
- Good use is made of the school's diverse intake to inculcate respect for different religious beliefs.

Commentary

93. Religious education has a high profile in the curriculum. All the major world religions are studied and good use is made of the range of beliefs represented in the school community to promote pupils' understanding. The implementation of the locally agreed syllabus provides teachers with a clear structure and helps them systematically develop the pupils' knowledge and understanding. Overall, pupils achieve well in religious education, and their standards exceed the expectations of the locally agreed syllabus. Standards have risen since the last inspection, when they were in line with these expectations.
94. The quality of teaching is good, and means pupils make good progress in their learning. Pupils are encouraged to respect all religions and look for common threads in faiths and beliefs. Pupils from different faiths are sensitively encouraged to share their experiences. A very good example of this was seen in a Year 1 lesson where the discussion on Christian weddings and traditions invited enthusiastic responses from the class. A pupil described in detail his experiences of being a pageboy at a relative's wedding in Malaysia; others listened attentively and some made their own contributions. The following day, another pupil brought in a chart she made at home displaying her parents' wedding photographs. These had been specially e-mailed from Pakistan and had captions explaining the significance of mehndi patterns at Muslim weddings.
95. As pupils move through the school, their knowledge and understanding increases systematically and there is a more in-depth study of Christian principles and practice. Using different strategies to capture the pupil's interest and to encourage thinking and questioning skills, a Year 3 teacher referred to the attributes of Jesus. 'What do we know? What did he look like? What did he say and do?' Stories from the four Gospels of the Bible were frequently referred to so that, by the end of the lesson, most of the pupils had grasped important messages about humility, worship, love, compassion and power.
96. The curriculum includes appropriate plans to take pupils to various places of worship and also to invite religious leaders to the school. During the inspection, the local vicar visited a Year 5 class to talk to pupils about his experiences as a pilgrim. The talk was well illustrated with a PowerPoint presentation and an interesting selection of artefacts which the pupils were allowed to handle and discuss. This was an effective partnership lesson with the class teacher who ensured that all pupils, including those with EAL, made relevant contributions to the discussions.
97. The subject co-ordinator has been in post for a year, during which time she has shown great enthusiasm. She has re-written the scheme of work to provide an organised structure which is easy for non-specialists to use and which ensures progression across the school. However,

procedures to monitor the quality of teaching and learning are not established in the subject. Following a recent audit, a good range of resources is now available for staff and pupils to access. Religious education makes an important contribution to all aspects of pupils' spiritual, moral, cultural and personal development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

The quality of provision in art and design is satisfactory overall. Provision is good in Years 1 and 2 and satisfactory in Years 3 to 6.

Main strengths and weaknesses

- Pupils achieve well in Years 1 and 2, and their standards are above average.
- Assessment procedures are unsatisfactory.
- The quality of provision is not evaluated with sufficient rigour.

Commentary

98. An analysis of pupils' completed work shows that pupils' standards are above average in Year 2, and represent good achievement. In Years 3 to 6, pupils' achievement is satisfactory, overall, and standards are broadly average in Year 6. The school has improved on the average standards found in the last inspection in Year 2, and has maintained standards in Year 6.
99. In Year 1, pupils have benefited from discussing the work of Van Gogh, and their own bold paintings and pastel pictures of the night sky reflect elements of the artist's work. In Year 2, pupils have created vibrant paintings of Bonfire Night, after mixing their own colours. Their abstract collages and paintings, stimulated by the work of Paul Klee, are well executed and represent good achievement.
100. The best progress in Years 3 to 6 is made by pupils in Year 3. They have created an interesting range of interpretations of the work of Mondrian, using paper collage, paint or ICT. The printed flower patterns made by Year 3 are particularly effective and reflect their discussions about the designs of William Morris. Pupils' progress slows in Year 4, where they derive little benefit from printing from paper doilies and make limited creative use of their rubbings from textured surfaces in the local environment. In Year 5, pupils achieve satisfactory standards when drawing and painting still-life compositions, and make interesting abstract designs using painting and printing techniques. However, their geometric patterns, produced after discussing the work of Escher, are simplistic and represent underachievement. In Year 6, pupils have benefited from looking at the work of Bridget Riley, and their own abstract designs reflect her work well. Their card shields, decorated with representations of aspects of different cultures, are rather simplistic and lack visual impact. However, their painted interpretations of Navajo rug designs represent sound achievement.
101. No art and design lessons were observed, so it is not possible to make an overall judgement about the quality of teaching. However, an analysis of pupils' completed work shows that the teaching enables pupils to make good progress in their learning in Years 1 and 2, and satisfactory progress, overall, in the older classes. The art and design curriculum is sound. However, there is scope for more work which derives from pupils' own response to the world around them, through direct observation. At present, there is a little too much emphasis on the work of artists as the prime stimulus for pupils' work.
102. There are two art and design co-ordinators, and they are both conscientious and enthusiastic. They have very recently introduced a new scheme of work for the subject, and have provided their colleagues with useful advice about its implication. This scheme should rectify the slight imbalance in the curriculum which is identified above. However, there are no rigorous

strategies for monitoring teaching and learning and there are no coherent assessment procedures in the subject.

Design and technology

The quality of provision in design and technology is unsatisfactory overall. While it is satisfactory in Years 1 and 2, it is unsatisfactory in Years 3 to 6.

Main strengths and weaknesses

- Standards are too low in Year 6, as a result of pupils' underachievement in Years 3 to 6.
- Teachers' expectations are too low, overall, in Years 3 to 6.
- Pupils' key skills are not developed systematically.
- Provision is not evaluated with enough rigour.
- Assessment procedures are not established.

Commentary

103. In Years 1 and 2, pupils' achievement is satisfactory in design and technology. Standards are average in Year 2, as they were when the school was last inspected. In Year 1, pupils have made sound progress when designing and creating fruit salads, and their paper and card owls and nest boxes represent satisfactory achievement. Year 2 pupils know how to use paper fasteners to create paper figures with moving limbs, and have achieved sound standards when making models which incorporate simple winding mechanisms. They can identify the materials and equipment they need to create stick and glove puppets, and have made a sound start in making the puppets.
104. In Years 3 and 6, pupils' progress is too spasmodic, and this is evident in their work in Year 6, which is below average. Standards have declined since the last inspection when they were average. In Year 3, pupils have stitched very simple 'Victorian style' samplers, using cross-stitch on 'binca' material. While these are carefully made, the considerable time taken for pupils to complete the work is not fully reflected in the benefits to their learning. In Year 4, pupils have made sound progress when examining a range of torches, deciding how they work and are made. Subsequently, they have made satisfactory designs for their own torches, which demonstrate their secure understanding of simple electrical circuits. However, these designs have not been implemented, since all pupils were required to create identical torches based on a design provided by the teacher. As a result, their learning was impeded. In Year 5, pupils' books show they have learned to make biscuits but often need to evaluate the success of their products with more precision. In Year 6, pupils have designed and made model shelters. Whilst many show creative ideas in their designs, too few demonstrate clear planning about how materials will be joined. Their completed models, made mainly from card and wood, confirm they have limited strategies for joining materials and show their making skills are below average.
105. No design and technology lessons were seen, so it is not possible to make judgements about the quality of teaching. However, a careful analysis of pupils' completed work shows the teaching enables pupils to make satisfactory progress in their learning in Years 1 and 2 but unsatisfactory progress, overall, in the older classes. Teachers' expectations of pupils' potential achievement are often too low in Years 3 to 6, and some would benefit from well-focused training to increase their knowledge and skills in the subject. At present, the curriculum does not secure the progressive development of pupils' key skills in design and technology, and there are no coherent strategies for assessment.
106. The co-ordinator has very recently taken on her role, and has made a good start by improving resources for the subject and providing teachers with useful documentation to inform their planning. However, procedures for monitoring and evaluating the quality of provision, including

pupils' standards, are not established. As a consequence, the school does not have a sufficiently clear picture of how well pupils are doing, and is in a weak position to secure improvement.

Physical education

There is insufficient evidence to make any key judgements about the subject.

Music

There is insufficient evidence to make any key judgements about the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

No lessons were seen in this area of the school's work, so no judgement is made about overall provision. However, an analysis of planning and discussions with the co-ordinator mean that some judgements can be made.

Main strengths and weaknesses

- Regular opportunities are provided for pupils to discuss social and moral issues.
- Resources to support health education need to be improved.

Commentary

107. The school places great importance on pupils' personal development and is currently introducing more formal aspects of its work through a planned programme of personal, social and health education (PSHE) based on the LEA 'SMILE' scheme (School Matters in Lifeskills Education.) Certain elements of the scheme are already in place and regular opportunities are provided for pupils to discuss social and moral themes. However, some resources needed to support teaching and learning about healthy eating and a healthy lifestyle are not yet in place, and a proposal to involve pupils more actively in the life and work of the school through a School Council remains at the planning stage.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

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	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	2
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	5
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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