

INSPECTION REPORT

WILDRIDINGS PRIMARY SCHOOL

Bracknell

LEA area: Bracknell Forest

Unique reference number: 109941

Headteacher: Mr R D Donaldson

Lead inspector: Mrs L Brackstone

Dates of inspection: 5th - 7th July 2004

Inspection number: 258426

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	367
School address:	Netherton Bracknell Berkshire
Postcode:	RG12 7DX
Telephone number:	(01344) 425 483
Fax number:	(01344) 360 988
Appropriate authority:	The governing body
Name of chair of governors:	Mrs E Dolby
Date of previous inspection:	5 th May 1998

CHARACTERISTICS OF THE SCHOOL

Wildridings is a large primary school with 367 pupils on roll who are accommodated in 13 classes. There are equal numbers of boys and girls. The vast majority of pupils are white British, but there are a small proportion of pupils from minority ethnic backgrounds. However, none of these are at an early stage of English language acquisition. About 12 per cent of pupils are eligible for free school meals, but that is not a clear indicator of the socio-economic status of the families, which is below average. A significant minority of families consist of one parent and, although most are employed, few are involved in professional occupations. The surrounding estates are a mixture of council, social and private housing. About one quarter of the pupils have special educational needs and this is a significant proportion of the school. Difficulties include dyslexia, moderate learning, speech, visual and hearing problems and social and emotional issues. Twelve pupils are statemented for special educational needs. The headteacher has been at Wildridings since becoming deputy headteacher of the previous junior school, 29 years ago. The school has won various awards including gold status as a healthy school and two prestigious Charter Mark awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	The Foundation Stage English as an additional language
9942	Mrs S Stevens	Lay inspector	
20614	Mr D Kimber	Team inspector	Science Information and communication technology Geography History
23917	Mr T Clarke	Team inspector	Mathematics Art and design Design and technology Music Physical education
24342	Mrs D Franklin	Team inspector	Special educational needs English Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wildridings is a good school where children achieve well. Generally, children enter the Nursery with standards that are below the expected level. However, by the end of Year 6, overall standards are average. Achievement is good because teaching and learning are effective and the school is well led and managed. The curriculum provided is adequate and all pupils are fully included in the life of the school. Pupils are looked after well and their personal development is good. Their attitudes to and behaviour in school are good. The school provides good value for money.

The school's main strengths and weaknesses are:

- All pupils achieve well and, by Year 6, overall standards attained are average. Standards in art and design and technology are above expectations.
- The overall quality of teaching and learning is good, but planning and the use of resources are unsatisfactory in the Foundation Stage.
- Pupils are well looked after and effective tracking procedures are used to monitor individuals.
- Leadership and management are good.
- Provision for pupils with special educational needs is good.
- Pupils have good attitudes to their work, behave well and make sensible contributions to school life.
- The cultivation of personal development is good. Provision for personal, social and emotional development is good.
- Links with parents are very good. There are effective links with the local community.
- In Reception, the match of staff to the needs of the children is not always appropriate, resources are unsatisfactory and there is no safe and secure area to promote physical and social skills.
- Attendance is very good and pupils arrive punctually.
- Not all statutory requirements are met with regard to the prospectus and in the governors' annual report to parents.

The school was last inspected in May 1998 and has made satisfactory progress since then. Most of the teaching is more challenging and better use is made of assessment procedures to help pupils know how they can improve. At the time of the last inspection, it was felt that the pupils could benefit from more opportunities to use and apply their skills and this remains a weakness. The previous inspection also highlighted the need for more systematic programmes for class observations. The headteacher is involved in lesson observations of staff for performance management, but other senior staff are not able to monitor and evaluate teaching and learning because of budgetary constraints.

STANDARDS ACHIEVED

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

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

Overall, achievement is good from Nursery to Year 6 because the overall quality of teaching is consistently good. Generally, children enter school with standards that are below expectations for children of this age. By the time they start Year 1 of the National Curriculum, they have achieved satisfactorily in their learning. The current reception children will meet the expected levels at the end of the Foundation Stage. However, inspection evidence confirms that other groups of children do not meet the nationally agreed levels by the start of Year 1 of the National Curriculum. The current Year 2 entered school with standards well below the expected levels. Standards in Year 2 are below average, overall, but in relation to prior attainment, achievement is good. Pupils continue to achieve well in Years 3 to 6 and, by the time that they are ready to transfer to secondary school, they have attained average standards in English, mathematics and science. This is similar to the results displayed in the table above for mathematics and science. However, there has been a drop in English, which reflects the high number of pupils with special educational needs in the current Year 6. Standards in art and design are above expectations. Except for music and physical education, where no judgement could be made, standards in all other subjects are as expected for this age. By the end of Year 6, the pupils meet the expected standards of the locally agreed syllabus in religious education. Pupils identified with special educational needs make good progress in relation to their prior attainment. There are no differences in the attainment or achievement of boys and girls or of any minority ethnic group.

Pupils' personal development is good and this results in positive attitudes and behaviour. It is promoted well through provision for their spiritual, social, moral and cultural development. Pupils have positive attitudes to school and the vast majority of pupils behave well in lessons and at playtimes. Attendance is very good and punctuality is good.

QUALITY OF EDUCATION

The school provides a good standard of education. Teaching and learning are good overall. Teaching in the Foundation Stage and in Years 1 and 2 is satisfactory overall. It is good in Years 3 to 6 where teachers challenge pupils well, and use a good range of teaching methods and resources. In Years 1 to 6, particular strengths in the teaching include subject knowledge, effective engagement of the pupils, and high expectations of behaviour. Teaching assistants are used well throughout the school. However, planning in the Foundation Stage, is not consistent and resources are not always used to best effect in Reception. **Procedures for checking and tracking pupils' work are good. The curriculum is suitably planned and a satisfactory range of activities are organised to stimulate the pupils in their learning.** Provision for pupils with special educational needs is good. The personal, social, emotional and health education programme is well developed. Pupils are well cared for and provided with high quality support and advice. Links with parents are very good and there are close partnerships within the community.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are good. The leadership of the headteacher is good. He has a clear sense of purpose and is always striving to provide the best for his pupils and staff. The role of key staff, such as the literacy, numeracy and special educational needs subject leaders, is effective. They carefully ensure that inclusion and equal opportunities are an integral part of the school. The very experienced bursar manages financial matters very well, whilst the assessment consultant successfully ensures that all data available is analysed and

used to evaluate practice in school. Governors are supportive and have a secure knowledge and understanding of the strengths and weaknesses of the school. Under the very good direction of the competent and knowledgeable chair of governors they are confidently developing their role as a *'critical friend'* to the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school and value the very positive relationships that their children share with all the adults. Pupils feel they have a strong voice in the school. They are confident that their views are taken on board and valued. They appreciate the chance to be involved in school issues and take on their responsibilities with thought and maturity.

IMPROVEMENTS NEEDED

- Enliven the curriculum through increased creativity and more use of cross-curricular activities.
- Improve provision in Reception through the development of a safe and secure outdoor area, better use of resources and more consistent planning across both classes. *
- Ensure that governors fully meet their statutory requirements. These include:
 - Providing information in the prospectus of numbers on roll, the national comparative data for the standardised tests at seven and 11 and details about the governors' implementation of the governing body's policy for special educational needs.
 - Including, in the annual report to parents, details about the professional development of teachers, results of the most recent standardised tests, with comparative data and details of the governors' accessibility plan.

* The school has already identified this in its improvement plan.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

By the end of Year 6, overall standards are average. In relation to prior attainment, achievement is good.

Main strengths and weaknesses

- Standards in art and design in Year 6 are above national expectations and good achievement has been made.
- Current standards in Year 2 are below average in mathematics and well below in writing. However, in relation to prior attainment achievement is good.
- Overall achievement has improved since the last inspection.

Commentary

Standards in the Foundation Stage

1. Attainment on entry is below national expectations. However, attainment on entry is variable each year and this relates to the high mobility within the local area. It is evident, from the data collected by the school that it ranges from well below expectations to average overall, depending on the level of skills on entry into school. For example, the current nursery and reception children are clearly an average group, who are on course to achieve the expected level of the early learning goals within all areas of learning of the recommended Foundation Stage curriculum. However, it is also clear that the current Year 2 pupils started school with skills that fell well short of expectations. The school carefully tracks attainment on entry into school and uses it to assess how well the pupils are achieving through the school. Overall achievement in the Foundation Stage is satisfactory for all groups of children, including those with special educational needs, the gifted and talented and those from ethnic minority backgrounds. Although the children have a part-time nursery education, they spend limited time in the Reception class. This is because there is no Reception class during the autumn term. Consequently, the maximum time spent in full-time education, prior to starting the National Curriculum, is two terms. This means that the school cannot employ a full-time and permanent reception teacher to work closely with the nursery team during a complete academic year. Recruitment for these temporary teachers is also a problem for the school, which means they cannot always employ staff with the necessary experience. As a result, children's achievement over the last term in the Foundation Stage could be less than expected while their teacher settles in and becomes acquainted with their specific needs.

Standards in the national tests of 2003

2. The table below shows that, at the end of Year 2, standards in reading and mathematics were in line with the national average. Standards in writing were below the national average. When compared to the results of those schools, who have similar numbers eligible for free school meals, standards were average in reading and mathematics but below average in writing. There are no national tests for science in Year 2, but the number of pupils attaining the expected level in the teacher assessments was in the

highest five per cent. However, the number of pupils who attained the higher than expected level was below average.

Standards in national tests at the end of Year 2 – average point scores in 2003¹

Standards in:	School results	National results
reading	16.0 (16.6)	15.7 (15.8)
writing	14.0 (15.1)	14.6 (14.4)
mathematics	16.6 (16.8)	16.3 (16.5)

There were 42 pupils in the year group. Figures in brackets are for the previous year.

- The results of the Year 6 National Curriculum tests are shown in the table below. Standards at the end of Year 6 in English were above the national average. When compared to the prior attainment of these pupils in their Year 2 tests, attainment was good. In mathematics and science, standards were in line with the national average. In relation to prior attainment, standards in science were average, but below average in mathematics. When compared to the results of similar schools, standards were above average in English, average in science but below average in mathematics.

Standards in national tests at the end of Year 6 – average point scores in 2003²

Standards in:	School results	National results
English	27.6 (26.4)	26.8 (27.0)
mathematics	26.5 (27.5)	26.8 (26.7)
science	29.1 (29.1)	28.6 (28.3)

There were 66 pupils in the year group. Figures in brackets are for the previous year.

Inspection findings

- Although overall standards are below expectations in this Year 2 group, in relation to their prior attainment, which was considerably lower than expected, pupils' achievement is good over time. Standards, in the current Year 2, in speaking and listening and science are average. However, they are below average in reading and mathematics and well below average in writing. Standards in information and communication technology, art and design and design and technology are as expected. Despite their considerably low writing skills, standards in history and geography meet the expected levels. This is because the pupils use their adequate speaking and listening skills well in these subjects. This is a similar picture to standards in religious education, which meet the requirements of the locally agreed syllabus. No judgements were made on physical education and music.
- The current Year 6 pupils have a significant number of pupils with special educational needs. In addition to this, mobility is high with a substantial number of pupils entering the

¹ All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age seven is 15.5. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

² All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age 11 is 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

school at different stages in their primary education. However, in relation to prior attainment in Year 2, the achievement of these pupils is good. This is confirmed by the thorough analysis of data that has been undertaken by the school. Inspection findings indicate that standards in the current Year 6 in English, mathematics and science are average for this age group. Standards in information and communication technology, design and technology, history and geography meet national expectations. Standards in art and design are above expected levels and pupils achieve well in this subject. Pupils meet the expectations of the locally agreed syllabus for religious education. No judgements were made on physical education and music. However, standards in swimming are good by Year 6.

6. Pupils' levels of language and literacy skills are secure enough for them to be used to support other subjects across the curriculum, such as in history and geography. Mathematical skills are adequately used to support their achievement in everyday situations, such as when measuring materials in design and technology and creating graphs to support their scientific findings. Competence in the use of information and communication technology is reasonable and enables the pupils to gain access to information for subjects across the curriculum and to record their findings in different ways.
7. Pupils with special educational needs achieve well and make good progress in relation to their prior attainment. The school identifies pupils with special needs at an early age and as much support as possible is provided for them. Most individual education plans have clear measurable targets, although some teachers do not make these as sharp as others. Support from teaching assistants is good. The school has identified gifted and talented pupils, but as yet does not make additional provision for them. However, they achieve as well as their peers.
8. There are no differences in the standards or achievement of boys and girls. Pupils from different ethnic minority groups achieve as well as their peers. Trends, over time in the Year 2 standardised tests, are variable in reading and writing and reflect the differences in ability with each cohort. Overall, they are judged to be above national patterns. Trends over time in the Year 6 standardised tests are similar to the national ones. Standards have been steadily rising in English since 2000, but there is a mixed picture in mathematics and science.
9. Standards, at the time of the last inspection, were broadly average in both Year 2 and Year 6 and overall progress was considered satisfactory, although, in comparison, standards are not as high in Year 2 as they were at the time of the last inspection, but pupil achievement in relation to prior attainment is now good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are satisfactory in the Foundation Stage and good overall in Years 2 to 6. Behaviour reflects similar patterns. Spiritual, moral, social and cultural development is good in all areas of the school. Attendance is well above average and punctuality is good.

MAIN STRENGTHS AND WEAKNESSES

- The school is rigorous in maintaining and promoting very good levels of attendance and pupils are generally punctual and eager to attend school.

- A caring ethos based on mutual trust and respect forms a strong foundation for personal development.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- Where class management is less well focused, some pupils show immature and disruptive behaviour.

COMMENTARY

10. The school has improved on the good levels of attendance seen at the time of the last inspection, the levels of unauthorised absence remain low and most pupils are punctual. The school has consistent and rigorous systems for monitoring attendance, following up unexplained absence and enlisting the support of parents to ensure the regular attendance of its pupils.
11. Attitudes to school are good overall. They develop well as children progress from a low level on entering the Nursery, rising satisfactorily through the Foundation Stage. In lessons, attitudes vary from very good to unsatisfactory and are directly related to the quality of the teaching in the majority of cases. Where teachers motivate and inspire them, pupils respond with enthusiasm, listening and participating in question and answer sessions and show confidence in making observations of their own. However, in some lessons when teaching lacks pace or content, pupils become bored too easily and show little inclination to think for themselves. In Year 6, some pupils, particularly a few girls, seem more interested in making observations about what is 'cool' and what is not, rather than on the content of the lesson. However, the majority of pupils enjoy coming to school, are polite and eager to discuss aspects of their school or share in a joke with staff and visitors.
12. Pupils show an understanding of the school rules, which stress the rights of others, with a need to have regard and respect for adults and other pupils. Behaviour is generally good around the school, in lessons and in the play areas. Examples of very good considerate behaviour were seen, such as in the swimming pool, when moving in the corridors and at lunchtime in the hall. Because all staff are vigilant and caring, the school strives to provide an environment free from harassment of any kind. Peer mediators and school councillors, work closely at break times with support from supervisory staff, as well as teachers, to maintain a safe and secure school where bullying is not tolerated and respect is shown to all pupils.
13. Relationships flourish where pupils feel at ease and they are good between staff and pupils and generally amongst pupils themselves. Pupils turn to peer mediators if they cannot resolve a minor conflict and mediators in turn are confident in seeking adult assistance. The calm, orderly atmosphere in the school reflects the quality of relationships in the classrooms, where pupils often share moments of humour or good-natured banter with their class teachers. Pupils are tolerant of those with special educational needs or those with behavioural difficulties, continuing with their lessons as staff manage any outbursts with professional sensitivity. There have been no exclusions in the school year prior to the inspection.
14. Pupils' spiritual awareness is promoted well through a programme written by the headteacher, which focuses on the human values of peace, truth, love, right conduct and non-violence and provides opportunities to reflect during assemblies. During an art and design lesson in Year 6, music was playing as pupils studied a landscape, creating a

tranquil environment in which to create their own version of the picture. Collective worship has a clear and confident Christian character, but is also accepting of individual differences. Pupils' moral and social development is good. All staff have high expectations for good behaviour and the promotion of interpersonal skills through the extensive personal, social, health and citizenship education programme, which permeates the curriculum. Children are taught the difference between right and wrong from the earliest entry into the school, but teachers still have difficulties with a small number of children in Reception. As they move through the school, staff support pupils closely to reinforce acceptable social behaviour. Older pupils learn to accept each other's different ways of coping with a situation on residential visits, encouraged by staff who set good role models. Cultural awareness is developed through cultural activities, such as pupil participation in a Northern Indian project of art and drama, and supporting a children's village, also in India. Curriculum support, in geography and in religious education lessons, widens pupils' understanding of other cultures. Art and design, design and technology, music, history and other curriculum areas contribute to the pupils' knowledge and understanding of their own cultures. Support for charities, such as Help the Aged and the National Society for the Prevention of Cruelty to Children and visits from members of the Burma Star Association, for example, bring home the responsibilities of living in a wider world for the pupils in the school. Citizenship is reinforced by the work of the school council, whose members debate and evaluate ideas and suggestions put forward by pupils of all ages in the school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. Pupils' achievement is good overall. This is because the quality of teaching is good overall and the provision for pupils with special educational needs is effective. The curriculum is satisfactory and pupils are involved in all aspects of school life. Pupils are well looked after and their views carefully considered. There are very good links with parents and strong links with the local community.

Teaching and learning

The overall quality of teaching and learning is good. The assessment of pupils is also good.

Main strengths and weaknesses

- The overall quality of teaching is good in Years 3 to 6 with particular strengths in expectation and challenge, and use of a good range of teaching methods and resources.
- In Years 1 to 6 teachers have good subject knowledge, effectively engage their pupils and have high expectations of behaviour.
- Teaching assistants are used well throughout the school.
- Planning in the Foundation Stage is not consistent.
- Resources are not always used to best effect in the Foundation Stage.

Commentary

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (15%)	26 (49%)	16 (30%)	2 (4%)	1 (2%)	0 (0%)

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

15. The overall quality of teaching in the Foundation Stage is satisfactory. Most of the teachers have an adequate understanding of the needs of the children and respond well to this age group. However, teaching is less than satisfactory when class teachers are not experienced with this specific age range and lack the knowledge and understanding of the needs of these young children. Most of the Foundation Stage teachers encourage the children appropriately and there are suitable levels of challenge in most sessions. For example, in a session with the older nursery children, they were observed matching different objects to a range of initial letter sounds. A good creative development session was observed in a Reception class where the teacher encouraged the children to develop their musical skills by tapping out rhythms on wooden sticks. However, this is not the case when uninteresting tasks are given, such as colouring in pictures, which have been drawn by their teacher. For example, one group of children asked to colour in a picture of a toucan that was inappropriate and resulted in an unsatisfactory session. A satisfactory range of teaching methods are used, which includes working in whole class sessions, groups and with individuals. This promotes the children's application to work. Time is used appropriately and generally high standards of behaviour are insisted upon. For instance, children are expected to sit quietly on the carpet during whole class sessions and put their hand up when they want to speak. Suitable praise is given for good behaviour and hard work, such as fun stickers.
16. Planning in the Foundation Stage is weak because it is inconsistent throughout the three classes. It is very detailed in the Nursery with lesson objectives clearly linked with the Foundation Stage curriculum. However, this is not always the case in the Reception classes where some of the planning is merely a list of activities to be carried out. There are also weaknesses in the use of resources, which are not always used to best effect. For instance, in the Reception classes, play is not always structured enough to promote all the areas of learning. This was particularly evident where the outdoor area was not used sufficiently well as an integral part of the school day.
17. In Years 1 to 6, subject knowledge is good and this helps the pupils to develop their knowledge and skills. Pupils are encouraged well in their learning and this promotes their capacity to work independently. High standards of behaviour are insisted upon and this enables them to apply themselves thoroughly to their work. This was evident in a good art and design lesson in Year 5, where the pupils worked well independently, because rules were set firmly by the class teacher, which the pupils respected. Teaching assistants are used well in Years 1 to 6. For example, in a Year 3/4 mathematics lesson with the less capable pupils, two teaching assistants made a good impact on the quality of teaching and learning, because they supported those pupils with special educational needs well.
18. Expectation and challenge are satisfactory in Years 1 and 2 and generally good in Years 3 to 6. This is particularly evident where the pupils are put into different ability groups for

mathematics. For example, in a very good lesson in Year 6 with the most capable pupils, the teacher really challenged them with a good range of questioning and at a very brisk pace. The teaching methods used in Years 1 and 2 are adequate and used satisfactorily to promote learning. In Years 3 to 6 they are good. For instance, an effective balance is achieved between sessions where they must work quietly and those where they are able to discuss issues with their classmates. This was observed in a very good information and communication technology session where the pupils worked enthusiastically on their Power Point presentations. The session consisted of teacher input, then time was given for them to work together. Opportunities for discussion and evaluation were also available. In most lessons, resources are used particularly well in Years 3 to 6. For example, in a mental mathematics lesson for Years 3 and 4 pupils, good use was made of whiteboards to ensure that all pupils were involved in the session and that the concepts were fully understood. However, in a poor history lesson, the resources used were not stimulating and had no challenge. The pupils were required to cut out and stick pictures to create a guidebook and this was totally inappropriate for their age group. Time is used satisfactorily throughout the school. Lessons are usually well paced and teachers make use of the time available. However, one unsatisfactory lesson was observed when teaching and learning were unsatisfactory because the pace was too slow and too many pupils were not involved in the activity. Homework is given out and marked regularly. This makes a satisfactory contribution to the pupils' learning.

19. Good use is made of support staff to ensure that pupils, who find learning or conforming difficult, are well supported in the classroom. They are also well trained to deliver specific learning programmes that meet the specific needs of the pupils. For example, teaching assistants support well by delivering speech therapy programmes.
20. Assessment is good overall. The procedures used in the Foundation Stage are used satisfactorily to respond to the needs of individual children, which are verbally communicated to the children in a relaxed and informal way. The procedures for tracking and monitoring pupils in Years 1 to 6 are good in English, mathematics and science and used satisfactorily to respond to the needs of the individual. Pupils in Years 1 and 2 have a satisfactory understanding of how they can improve. In Years 3 to 6 targets for improvement are set and pupils use these to measure against how well they are doing.

The curriculum

Curriculum provision is satisfactory and meets statutory requirements. There are satisfactory opportunities for enriching pupils' learning. The quality and quantity of accommodation of resources and accommodation are satisfactory overall, except for deficiencies in Foundation Stage.

Main strengths and weaknesses

- The provision for pupils with special educational needs is good.
- There are many good facilities to support learning, but accommodation and resources are unsatisfactory for reception children.
- There are some useful curriculum innovations, but there is little monitoring or evaluation of their impact upon learning and they are not consistently sustained.

- There is good provision for personal, social, health and citizenship education (PSHCE) which pupils enjoy.
- Some aspects of curriculum delivery lack sufficient opportunities for creative and imaginative approaches.

Commentary

21. Children in Nursery and Reception experience a satisfactory curriculum that is based on the Foundation Stage programme of study for this age group. The school provides a satisfactory curriculum experience for pupils in Years 1 to 6 that is broad and appropriately matched to their needs. It meets all the statutory requirements, including the provision of personal, social, health and citizenship education and those laid down by the locally agreed syllabus for religious education. Staff have developed schemes of work that are based on national guidelines and they have ensured that all pupils have equal access to these programmes.
22. Provision for pupils with special educational needs is good. All pupils are fully involved in the life of the school. They are well supported both in the classroom and on the occasions when it is necessary for them to be working on individual programmes outside of the classroom. The comprehensive assessment details, provided by the assessment consultant, help the school to identify pupils who require assistance as early as possible and many support services are consulted to ensure that the needs of the pupils are met.
23. The provision for personal, social, health and citizenship is good. In discussion, pupils indicate their enjoyment of this area of the curriculum. The scheme of work was successfully introduced last September to support teaching and learning through the school. The programme also links well to the headteacher's programme for assemblies through the school. Pupils are prepared satisfactorily for their next stage of education. The school links closely with the eight or more secondary schools to ensure that pupils meet staff from their new school during their last term. Their parents are also fully informed about times when they can visit the new school. The transfer process for pupils begins when they are in Year 5 with an initial visit from the school to which about half the Year 6 pupils eventually go.
24. Curriculum innovation is satisfactory overall. There have been useful developments including the introduction of '*brain gym*', which is a programme of exercises that help pupils to learn. The school is currently working upon extending the links between subjects to enhance pupils' learning. Imagination and creativity are lacking in some lessons where the curriculum presentation is stereotyped and dated and offers limited interest to pupils. The long morning lessons also create a challenge for pupils, especially those with special educational needs. However, the school recognises the need to enliven the curriculum and has plans to increase its creativity and excitement, partly by way of more cross-curricular activities.
25. Year 6 pupils speak very appreciatively of the ways in which visits and visitors to the school help their learning. Theme days, such as Greek Day and Victorian Day, were greatly enjoyed and usually involve dressing up and role-play. They are left with vivid feelings and memories, such as '*Now I know what it was like to live in a workhouse*'. Pupils, in Years 2 and 3 gain much from visitors to school to support their learning about Saxons and famous people. Pupils in Years 5 and 6 have the opportunity to go to the Isle of Wight on a residential visit; very nearly all pupils go in Year 5 for an outdoor pursuits

adventure, but just over half of Year 6 pupils participate in a visit with a history and geography focus. This has a negative impact on their learning back in school when they are required to discuss issues relating to this visit, because not all of Year 6 pupils have had this experience.

26. The enrichment of the curriculum offers a satisfactory range of after school clubs and other activities. Both girls and boys take part in games activities such as football and netball and other clubs, such as those for science and homework. Recorder groups, the school choir and an initiative for learning to play brass instruments, enhance musical skills.
27. The main facilities of the school are satisfactory overall and include two halls, two libraries and a swimming pool. The match of teachers and support staff to the needs of the curriculum is satisfactory in Years 1 to 6 and resources are adequate. However, in the Foundation Stage, the Reception classes do not have ready access to safe and secure outdoor play areas, which are essential for the development of their physical and social skills. There is a lack of resources to support class-based learning in these Reception classes and not all teachers are suitably qualified for this specialist age range.

Care, guidance and support

The care, welfare, support and guidance of all pupils, based on knowledge of their needs, are good. The involvement of pupils, through taking their views into account, is good.

MAIN STRENGTHS AND WEAKNESSES

- Procedural matters and practices with regard to health and safety, child protection and welfare of pupils are good; the premises are maintained well and are very clean and bright.
- Staff know the pupils well and give them clear guidance and support.
- Support and guidance for pupils' personal development are good and focused on each individual; their views are sought and valued.
- The wearing of backless slippers indoors by some pupils poses a potential tripping hazard as pupils move about the corridors and classrooms.

Commentary

28. The school provides a caring, orderly, supportive environment for all the children from the Nursery to Year 6. Parents and pupils endorse the welcoming ethos and 'open door' policy of the headteacher and staff. Pupils say they 'do not want any changes at their school' and feel they are able to talk to adults about any concerns they may have and that they will be listened to. The school follows the recommendations of the local child protection committee and staff are very vigilant in the school. There are clear health and safety procedures, including full risk assessments, which are implemented well. However, the wearing of backless slippers in the school by some pupils is a possible hazard as pupils move about the school. The premises and all facilities are maintained to a high level of cleanliness and classrooms are bright and reasonably spacious. Pupils feel comfortable in their surroundings, which enable them to concentrate on their learning. Trained staff provide first aid and these incidents are recorded conscientiously.

29. The good relationships the majority of pupils have with their teachers and other staff, are based on mutual respect and trust. Older pupils are encouraged to take on a range of responsibilities, such as those of peer mediators or school council members. They act as role models for young children in the school, assist in setting up games for them at break time and take any views expressed by the pupils to regular school council meetings for group discussion. Staff have consistently high expectations that all pupils will behave in a mature and sensible manner. They are supported well in these expectations and those with special educational needs or behavioural difficulties are encouraged to participate in all the school has to offer in a sensible and knowledgeable manner.
30. Outside agencies are involved as necessary. Children in the Foundation Stage often experience difficulties in sharing and other socially related issues and there are many with emotional and behavioural problems. Staff are sensitive and caring in their efforts to settle these pupils and support them as they adapt to the rules and constraints of a classroom environment. Academic monitoring systems are used satisfactorily to target support where needed. Induction arrangements are satisfactory. The school has very good links with support services so that they can provide as much support as possible for pupils with special educational needs. Regular liaison meetings, chaired by the headteacher, ensure that the specific needs of individuals are being catered for in the school.
31. Teachers track the progress of pupils' personal, social and emotional development through listening to pupils, such as in personal, social and health education and citizenship sessions and the work of peer mediators and school councillors. Support staff, midday supervisors and outside agencies work alongside teaching staff, enabling all adults working in the school to make significant contributions to raising pupils' self-esteem and encouraging independence. Pupils' achievements are celebrated in daily assemblies with merit certificates and medals awarded for academic or personal development. Reports contain helpful comments for parents about the personal development of their children. Because pupils are confident that staff will give them serious consideration and act on their views, they express their ideas thoughtfully and sensibly, such as in question and answer sessions during lessons. The school has an appropriate induction programme for those children who start in Nursery, which helps the staff get to know them before they begin school. Transition arrangements, for Year 6 pupils into secondary education, are organised well and pupils feel confident that they know staff, working procedures and what is expected of them when they enter this next stage of their education.

Partnership with parents, other schools and the community

The school's partnership with parents is very good and well established. Links with the community are good and there are satisfactory working relationships with other schools and colleges.

MAIN STRENGTHS AND WEAKNESSES

- The majority of parents are supportive of the school and play a part in the education of their children.
- The school is open in its dealings with parents and staff are accessible and friendly.
- There is active participation in community events.

- The school deals swiftly with any concerns or complaints.

COMMENTARY

32. The school is active in encouraging parents to feel welcome in the school. Parents who attended the pre-inspection meeting and those who responded to the questionnaire, agreed that the school is very open, encouraging them to help in class, assist on trips and support project work at home. The school newsletter, '*The Chronicle*', covers events and activities fully; it is sent out six times a year and also posted to a large number of friends of the school and the local community. Consultation evenings are well attended, where parents are able to discuss their child's progress with teachers. Annual reports to parents are sent to them three times during the school year. They are clear, well focused, contain targets for improvement, the progress made and general comments on how pupils' personal development is progressing in their relationship with the school and work.
33. The information pack supplied to parents is detailed, informative and well presented. Parents are consulted from time to time and their views valued on subjects, such as the support for compulsory school uniform or satisfaction with other services provided by the school. The School Association organises fund raising events and visits, which enable staff, parents and friends of the school to socialise at functions, such as discos. Funds raised enable extra resources to be purchased for the school. Parents appreciate the speed with which the school deals with any concerns they may have and feel reassured by the importance with which this aspect of school life is viewed.
34. Parents have a very high opinion of the school and place great trust in the work that goes on there. Parents of pupils with special educational needs are kept fully informed and are included in discussions as soon as any needs are identified. Parents are involved in reviews and know how they can help their children at home, in relation to their individual education plans.
35. The school participates in activities with other schools in the area, such as art, drama, musical, and sporting events. Year 4 pupils recently took part in a project with neighbouring schools, which was based on an environmental project in a remote part of India. The show included art and drama and told the story of the illegal logging of trees in Northern India and the steps taken to prevent further damage in the area.
36. The school has developed successful links with a local company, arranged through the Education Business Partnership. The company sends staff in regularly to help listen to pupils read. There is a well-established link with the Burma Star Association and visitors from the association feature in assemblies and discussions with the pupils. There is a close relationship with the local church, the local community police and students from various colleges training as teachers or students on work experience. Satisfactory arrangements are made for the transfer of pupils to their secondary school.
37. Parents of pupils, who find learning or conforming difficult, are fully involved in their children's education. They are invited to attend meetings with teachers to discuss their child's progress in relation to their individual education plans.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and key staff are good. Governance of the school is good. The school is effectively managed.

Main strengths and weaknesses

- The leadership of the headteacher is good.
- The leadership of key staff is good.
- Governance is good.
- The school is effectively managed.
- Financial management is very good.

Commentary

38. The headteacher provides good leadership. He has a strong sense of purpose and is totally dedicated to all aspects of school life. The headteacher always wants the best for his school and is extremely committed to ensuring that the school has a high profile in the local community. For example, he is very proud of the awards that the school has received, notably the Charter Mark twice and the Gold award for healthy schools.
39. The leadership of key staff is good. Co-ordinators for literacy, numeracy, information and communication technology and religious education fully understand their role as subject leaders and are good role models for both staff and pupils. They know what they need to do to improve standards in their subjects and are keen to work with their colleagues. They are very well supported by the assessment consultant who provides them with analysis of data from standardised testing results. This ensures that the needs of all pupils are being considered. The deputy headteacher, a Year 6 teacher, is responsible for the day-to-day systems that are in place and, as the other part of the senior management team, meets with the headteacher weekly. There is also a strategic planning committee, to which all staff are invited to attend, to discuss curriculum innovations and plan for the future development of the school. However, although teachers from the Foundation Stage and Years 1 and 2 are involved in a strategic planning committee, there is under representation at senior management level from staff who teach these younger pupils.
40. The leadership and management of special educational needs provision is good. Both co-ordinators manage the paperwork effectively. They have a comprehensive action plan of the next stages of development of this provision in the school. The governor, responsible for special educational needs, supports the school well.
41. The governors are very well lead by a chairperson who is astute and uses her professional expertise well in school matters. The very competent clerk to the governing body ensures that paperwork is effectively managed and meetings are organised well. Governors have a good understanding of the strengths of the school and have a clear view of those areas that need to be improved. This is because most of them visit the school regularly where they meet staff and observe lessons. Governors are actively involved in decisions regarding the future of the school and are fully consulted through the well-developed committee structure. Individual governors confidently challenge the senior staff and their own professional advice is well received by the school. However, there are a number of minor statutory requirements missing from their prospectus and annual report to parents.

42. The school development plans clearly reflects the ambitions and goals of the school and are mapped against rigorous success criteria and linked appropriately to staff development. The assessment consultant monitors all data available. The information gained from this analysis is used to review emerging patterns and put support in where weaknesses in performance are noted. There are good procedures in place for the performance management of all staff. There is an appropriate mix of established staff, who have been at the school for some time and younger teachers who are fairly new to the profession. In response to government initiatives, the school is working hard to establish a balanced workload for its staff. The school's contribution to initial teacher training is satisfactory.
43. Day-to-day administration is very good and is well organised by the office staff who warmly greet visitors to school. The site controller is very efficient and maintains a very safe and well-maintained environment. The school has dealt with its budget deficit extremely well. This was as a consequence of the local Ministry of Defence staff college closing and the subsequent, but sudden, loss of about 60 pupils. In the last academic year, the school faced a substantial deficit in the budget. However, predictions for the start of the next financial year indicate that the school will be able to start afresh. This has been achieved through very careful but rigorous savings in all aspects of school life. The competent and efficient bursar manages the school's financial affairs very well. Senior staff and governors have a good understanding of best value. They frequently compare themselves to similar schools in the South Bracknell area and are fully aware of how well their pupils perform in national tests. Parents are consulted on major issues and the school council is able to comment on decisions from a child's point of view. Any commercial tenders are carefully scrutinised to ensure that the school gains the best deal. An example of this, was when the tenders to build the new Munro library were received. The quotation accepted was not necessarily the cheapest one but was based on the quality that could be provided.
44. The school has certainly experienced a difficult time working within a budget deficit. However, it has a good capacity to succeed if it maintains its good quality staff and the links with the local education authority.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	900,768
Total expenditure	853,554
Expenditure per pupil	2,453

Balances (£)	
Balance from previous year	-44,097
Balance carried forward to the next	3,117

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage curriculum³ is satisfactory. No overall judgement on standards was made at the time of the last inspection, so it is not possible to make a comparison. The children enter the Nursery on a part-time basis just after their third birthday where they can stay for up to six terms. They continue their Foundation Stage education in the Reception class on a full-time basis. Older children have two terms in the Reception class but younger ones only have one term. Attainment on entry is variable; generally, children start Nursery with levels of attainment that are below those expected and do not meet the nationally recommended levels by the start of Year 1 because they have not had two full years in the Foundation Stage. However, it was evident that the current group of children, in both the morning and afternoon sessions in the Nursery, had levels of skills that were as expected for this age group and were on course to meet the nationally recommended areas of learning by the start of Year 1 of the National Curriculum.

The quality of teaching and learning in the Foundation Stage is satisfactory overall, although some good teaching was seen in the Nursery and one of the Reception classes. However, there are no permanent teachers in the Reception classes, which means that it is difficult to achieve consistency in planning and teaching methods. Teachers encourage the children in their learning and generally insist on high standards of behaviour. Children's progress is carefully checked and tracked and their achievement is carefully monitored. The curriculum is based on a nationally recommended programme of work. There are a satisfactory number of adults employed in the Foundation Stage, but there are no opportunities for the co-ordinator of this age range to oversee the provision. Although there is a small safe and secure outdoor area for the Nursery children, which is used well as an integral part of the school day, there is no such provision for the Reception classes and this is a weakness.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The current group of nursery children are on task to meet the nationally recommended levels at the start of Year 1 of the National Curriculum.
- Teaching is good in the Nursery.
- Achievement is good in the Nursery.
- At times, the children are over directed in Reception and this has a negative impact on their attainment.

Commentary

³ This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or 'stepping stones', from which both progress and standards can be measured.

45. The quality of teaching in this area of learning is good in the Nursery and satisfactory in Reception. All children in the Nursery leave their parents and carers willingly and settle quickly into the organised school routines. They become independent enough to answer their name when called and know that they must take turns to talk when sat in a group situation. Most are confident to select an activity and concentrate for short periods of time without adult intervention. They play alongside each other and have started to appreciate the needs of others. They are approaching the third stage or 'stepping stone' when they move to the Reception class. All children, including those with special educational needs and those from different ethnic backgrounds, achieve well. Most children clearly understand what is acceptable behaviour and have a good awareness of the consequences of inappropriate actions. They form good relationships with the adults around them and are generally happy to share equipment and play alongside their classmates. Their progress is generally maintained in Reception and, by the start of Year 1 of the National Curriculum, they have reached the final stage or 'stepping-stone' of the early learning goal for personal, social and emotional development. However, teachers do not always give the children adequate opportunities to operate independently within the environment and this means that they direct the children too frequently. This was evident in an unsatisfactory lesson where the organisation of the classroom was weak, there was too much interference by the teacher and this did not have a good impact on their relationships or the quality of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children enjoy listening to stories.
- Assessment information is not used well enough on transfer from Nursery to Reception.

Commentary

46. The current cohort of children in the Nursery and Reception started school with satisfactory communication, language and literacy skills. Achievement is satisfactory. The quality of teaching is satisfactory in both Nursery and Reception. Children, who find learning or conforming difficult, or those who are from minority ethnic groups, make good progress in relation to their prior attainment, because they receive additional help from support staff. By the end of Reception, attainment is average overall and many children achieve the early learning goals. This is not as good as at the time of the last inspection, when many achieved above average attainment by the end of Nursery. However, it does reflect a change in the nature of the catchment area since the closure of the Ministry of Defence staff college.
47. Children in the Nursery listen carefully to stories and are confident to ask questions about the pictures. The more capable children predict what might happen next and recall repeated phrases in the text. They recognise their names and understand that writing communicates meaning. For example, more capable and average children copy under the teachers' writing. The less capable children are just beginning to trace over the teachers' writing.

48. In Reception, children speak clearly in sentences and listen carefully to adults and to each other. For example, they are beginning to ask simple questions, so that other children can guess what letter the objects in a suitcase begin with. In writing, they copy the first part of a sentence from the board, mainly accurately and then complete the sentence, trying hard to use their knowledge of letter sounds to spell unfamiliar words.
49. The quality of teaching and learning is satisfactory. Planning is satisfactory, but following the full literacy hour strategy is not always appropriate for children who have only been in a Reception class for one term. Assessment procedures are satisfactory, but are not always used sufficiently well so that children move smoothly from Nursery to Reception. Consequently, on entry into Reception the children are given simple activities, which they were able to do when they first started in the Nursery, such as tracing over their name.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Good use is made of number rhymes to promote mathematical vocabulary.
- There is an overuse of worksheets to record the children's work.

Commentary

50. The current Nursery and Reception classes are on target to meet the expected level by the start of Year 1 of the National Curriculum, because they are an average group of children who are working within the recommended levels for this age group. However, because there are distinct variations in the attainment of different groups of pupils, it is evident that other year groups in the school did not reach the expected level when they started Year 1 of the National Curriculum. All children make steady progress in both Nursery and Reception and, overall, achievement is satisfactory. Teaching is satisfactory overall. Interesting lessons are planned and this stimulates the children's learning. Teachers know their children well and progress is checked and tracked effectively. Children with special educational needs are supported well to ensure that they are fully involved in all activities. In the Nursery, the children enjoy singing number rhymes and songs such as '*Five Little Monkeys*' and '*Mr Crocodile*'. Most of the children recognise numbers 1 to 10 and are able to confidently count up to 10. In the Reception class, the vast majority of children add and subtract numbers between 1 and 10. They understand mathematical language such as '*in front of*', '*under*', '*inside*' and '*on top*'. The children also recognise different shapes and order objects by size. However, one weakness is the overuse of worksheets, which lack stimulation for the children and are not a full reflection of their capabilities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children respond well to novel experiences, including visits.
- Children use computers confidently.

Commentary

51. Current Nursery children have started school with standards of attainment that are as expected for their age group. They make sound progress in the Nursery, enjoying a range of interesting activities, which develop their natural curiosity. The children have opportunities to find things out for themselves. For example, walks in the school grounds and local environment are used well to broaden their experience of the world around them. Computers are available for children to develop information and communication technology skills and the children enjoy using them.
52. In Reception, many children quickly increase their knowledge of people and of the world around them, as they respond appropriately. They make satisfactory progress and achievement, so that they are ready to start Year 1 of the National Curriculum in this area of learning. For instance, stories about elephants help them to link to the extended topic on world animals. The children have also looked closely at eggs and eggshells and they are developing early science and geography skills through these observations on animal life and the growth of plants. A visit to *'Bird World'* enabled them to link parrots and jungle animals with other animals they had talked about including lions. They also make distinctions between male and female animals. In addition to ideas of place, they develop their sense of time, in group sessions, when they discuss owning and losing pets. Part of the theme of Jungle Day, which took place during the inspection, included opportunities to use sand and water as they tried to find plastic animals that had been buried. They understand how to use a 'mouse' as a control device and show their confidence in using computers in graphical work on pets.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is no secure outdoor area for children in Reception to enable them to improve skills of co-ordination, control, manipulation and movement.

Commentary

53. By the end of the Foundation Stage, most children move around the classroom, playground and hall with confidence showing an appropriate awareness of space. They handle pencils, paintbrushes and scissors with increasing control. Nursery children follow instructions carefully and were observed working together well to make a parachute move up and down. With some adult support, children roll a large ball across the room to another child in the circle with reasonable accuracy.
54. Teaching is satisfactory overall. Physical education lessons in the hall are satisfactorily planned and support staff are used well to support children's learning. Outdoor facilities

for children in the Nursery are appropriate. However, there is no suitable outdoor facility for children in Reception to move freely between inside and outside the classroom. The school is aware of this issue and there are in plans to rectify this situation.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- A good range of activities are organised to interest the children.
- Too much use is made of ready-made templates.

Commentary

55. Children make sound progress in their creative development and achieve satisfactorily against their attainment on entry to the school. This is because nursery and reception staff organise a range of interesting opportunities for children to learn how to use their imagination, explore a range of materials, respond to music and express themselves. These are linked to themes and topics, which make them meaningful to these youngsters. For instance, the children were observed learning about jungles. They were encouraged to paint bright flowers onto a sheet to create a backdrop for their '*Jungle Day*'. Each Foundation Stage class had also organised a '*Jungle*' theme role-play area that was being used to develop the children's imagination. However, the success of this depended on how much use had been made of this area to develop other skills, such as writing and co-operating with each other. A weakness of the provision is the way that some teachers prepare templates for the children to use in their artwork and this means that the children are not always able to develop their own drawing, painting and cutting skills.
56. Children in the Foundation Stage make good progress in their musical awareness because of the enthusiasm of the teachers, which motivates the children well. Activities are challenging and interesting. For example, nursery children enjoyed singing and dancing to the '*Jungle Boogie*'. Reception children used wooden sticks to maintain a steady beat as they made up rhythms about jungle animals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Currently, standards at the end of Year 2 are below national averages in reading and well below in writing.
- The school has a comprehensive programme for developing pupils' speaking and listening skills.
- There are insufficient opportunities for pupils to write creatively and independently for a sustained period.
- The co-ordinators provide good leadership and manage the subject well.

Commentary

Standards

57. Standards in English are below the national average by the end of Year 2 in reading and well below the national average for writing. This attainment is not as good as that at the time of the last inspection or the test results of 2003, which were average for reading and below average in writing. Inspection evidence indicates that attainment by pupils in Year 1 is much better than that of the current Year 2. Achievement over time, for all pupils, is satisfactory because this particular group of Year 2 pupils started school with limited communication and language skills and they have made satisfactory progress. There are also a higher proportion of boys than normal in this year group. The current arrangements for pupils at the lower end of the school to work together according to their ability, has resulted in one of the two classes in Year 2 having more pupils than normal who find learning difficult. Consequently, these pupils do not have good role models to aspire to, or to help them attain higher standards and this is having a detrimental effect on their learning.
58. By the end of Year 6, standards in English attained by pupils are average. This is similar to attainment at the time of the last inspection. Test results last year were better than average and the trend over the recent years has indicated a steady improvement in results. However, the current Year 6 has a high proportion of pupils who find learning or conforming difficult. The evidence provided by the school indicates that these pupils have made good progress since the end of Year 2 and are achieving well. There is also an indication, from looking at samples of pupils' work in Year 5, that attainment is better and more pupils are expected to attain the higher levels in English. There is no difference in the achievement of boys and girls or pupils from minority ethnic groups.

Speaking and listening

59. The standards of pupils' speaking and listening skills throughout the school are average. Pupils speak with confidence and maturity within formal and informal settings. For example, pupils in Year 2 satisfactorily discuss what they are good at and what they would like to be when they are older. In Year 4, pupils confidently discuss their favourite foods and pupils in Year 6 are well able to discuss the relationships between characters in a story. Teachers give pupils opportunities to talk to a partner before sharing ideas with the class and this strategy is developing pupils' speaking and listening skills well. The school has a comprehensive programme for developing pupils' speaking and listening skills. Some teachers are beginning to use this, but it is too early to make a judgement on the impact of this programme on standards.
60. Reading skills are just below average at the end of Year 2 and average by the end of Year 6. Most pupils, including those who find learning difficult, are achieving well. Younger pupils, in the more capable Year 2 class, enthusiastically join in reading simple poems together. They are beginning to use a range of strategies to read unfamiliar words and show a satisfactory interest in reading. By the end of Year 6, most pupils read confidently with expression and talk about their favourite authors.
61. Attainment in writing is well below the national average in the current Year 2. Almost half the year group is unable to write independently and develop their ideas in short sections,

using a range of vocabulary appropriate to the subject matter. Pupils regularly write their 'news', but have few opportunities to write for a range of different purposes. By the end of Year 6, writing standards are average. Pupils, including those with special educational needs and those pupils from minority ethnic groups, are achieving well and have a satisfactory understanding of the different structures to use when writing for different purposes. For example, pupils in Year 6 explained clearly the format to use when writing a diary and Year 5 pupils confidently prepared an advertising leaflet. However, there are insufficient opportunities for pupils to write independently and creatively for sustained periods.

Teaching and learning

62. Teaching and learning are good overall. Lessons usually have a brisk pace and teachers use praise effectively to raise pupils' self-esteem and to promote expected behaviour. This was evident in a very good lesson in a Year 2 class, where the teacher moved at a fast pace to keep the pupils really interested in humorous verse. Relationships were very good and explicit instructions meant that the pupils knew exactly what they had to do. Pupils with special educational needs are well supported in English by experienced teaching assistants and this enables these pupils to achieve as well as the rest of the pupils in the class. Lessons are satisfactorily planned and appropriately follow the National Literacy Strategy. However, teachers are not yet being imaginative enough in their lesson planning to enable pupils to write creatively for longer periods, or develop pupils' literacy skills through other subjects such as history or geography. Where teaching is very good, teachers are enthusiastic and share their love of literacy very effectively with the pupils and this impacts very well on the pupils' learning. Assessment procedures are thorough and are used satisfactorily to set targets and to decide which classes pupils in Years 1, 2, 3 and 4 are to be placed in for literacy lessons. The quality of marking is satisfactory and older pupils know their National Curriculum levels of attainment in English and what they need to do to improve.

Leadership and management

63. The two co-ordinators provide good leadership and management. They work closely together and are well supported by the assessment consultant, who regularly provides them with detailed data analysis, so that they can identify key areas for development in order to raise standards across the school. The school has already identified writing, speaking and listening as areas for development and the co-ordinators have attended in-service training to help them support staff in the school. A comprehensive programme for developing pupils' speaking and listening skills is being introduced in order to improve pupils' vocabulary and imaginative skills. However, because of budget constraints, the co-ordinators have not recently had the opportunity to monitor the quality of teaching and learning except by looking at samples of pupils' work. The subject is well resourced and resources are further enhanced by visits from theatre groups, local authors and book fairs. These opportunities have a positive impact on pupils' learning.

Language and literacy across the curriculum

64. There are satisfactory opportunities for pupils to use their language and literacy skills when recording their work in other subjects such as history, geography religious

education and science. However, the school has not yet developed their literacy lessons enough so that these sessions can be used to teach literacy skills through other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards attained by pupils in Year 2 are below average.
- Pupils in Years 3 to 6 achieve well.
- The quality of teaching overall is good.
- Pupils do not sufficiently investigate, solve problems and apply their mathematical skills in a range of contexts.
- The leadership of mathematics is good.

Commentary

Standards

65. At the end of Year 2, standards are lower than those attained in the national tests in 2003, which were average. Inspection findings indicate that just over three-quarters of the Year 2 pupils are working within and above the expected level for their age. However, with over a fifth of pupils attaining below these levels, overall standards fall short of expectations. Standards of work seen, at the end of Year 6, are average and similar to those attained in the 2003 national tests. This is despite a much higher than usual proportion of pupils with special educational needs in both classes. Standards have been maintained since the time of the last inspection.
66. Although many pupils begin schooling with low levels of mathematical awareness, achievement is promoted well by allocating pupils to ability groups and using information gathered from lessons to provide appropriate work. In the upper school, pupils are given realistic, challenging targets. With good teaching and the support given by teaching assistants, many pupils achieve standards above expectations by the time they leave the school. Inspection evidence indicates that boys and girls, pupils from minority ethnic origins and pupils with special educational needs are given equal consideration and make similar good progress.
67. The school's effective delivery of the National Numeracy Strategy has had a positive impact upon pupils' computation and mental calculation skills. Brisk, challenging mental activities are a feature of all lessons. Pupils enjoy these activities; they respond eagerly and as a result become more confident and proficient at making speedy, accurate calculations. By the end of Year 2, more capable pupils have progressed sufficiently to sequence numbers to 100. They can make simple standard measurements and recognise two-dimensional shapes. The values of coins are understood and simple calculations involving the giving of change are made accurately. More capable Year 6 pupils interact well with the teacher and each other when predicting and recording the probability of two independent events happening. Pupils' understanding in this area demonstrated mathematical competence above that expected.

Teaching

68. The quality of teaching and learning is good. Generally the teaching of numeracy skills is accurate and thorough. Lessons are well planned, continue at a good pace and usually challenge most pupils. Good use is made of resources and questioning extends understanding and encourages pupils to consider different strategies for solving problems. However, there are occasions, when working independently, that more capable pupils do not achieve as much as they might. This is because the work presented to them does not offer sufficient challenge to their higher abilities. In general, teachers do not provide enough opportunities for pupils to demonstrate and apply their skills and strategies in investigations or independent problem solving activities. This limits the development and extension of mathematical competence, particularly amongst the more capable pupils. The effective direction of the learning assistants, together with their own good subject knowledge and teaching skills, is a considerable addition to the provision.

Leadership and management

69. Overall the leadership and management of mathematics are good. The subject leader gives very good leadership and her own teaching of the subject provides a splendid model for her colleagues. Management could be good, or very good, if the conscientious leader had the time to observe lessons in other classes in order to judge the delivery of mathematics across the school. Pupils' performances in tests are analysed closely by an assessment consultant and the results used to provide teachers with information of any gaps in pupils' knowledge and understanding. The subject leader has introduced a record sheet of key mathematics objectives, which is used to track pupils' performance and identify the progress being made.

Mathematics across the curriculum

70. The use of mathematics across the curriculum is satisfactory. Although there is evidence that mathematics is used in science, design and technology, history and geography, currently there is no formal mechanism to incorporate mathematics into other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching and learning are good and have enabled pupils, in Year 6, to achieve well.
- There are limited opportunities for extended writing.
- Pupils enjoy science and this promotes learning.
- There are insufficient opportunities for pupils to engage in independent enquiry and investigation.
- The subject leader is not able to monitor teaching in lessons to assess the progress of pupils and to help spread good practice because of budgetary constraints.

COMMENTARY

Standards

71. At the end of Year 2 and Year 6 standards are average. This broadly reflects the attainment levels in the standardised tests of 2003, when they were satisfactory. Standards, at the time of the last inspection, were judged to be average at the end of Years 2 and 6. However, current inspection findings indicate an improvement in the proportion of Year 6 pupils now gaining grades higher than the average. Another improvement is in the overall quality of teaching and learning. This is now good rather than satisfactory. Year 6 pupils have achieved well in relation to the overall levels of performance they gained in the teacher assessments in Year 2. However, pupils do not have sufficient experience of suggesting and devising their own tests, which was also identified as a weakness in the last report.
72. In Year 2, most pupils have a sound understanding of living things. They know how they grow and reproduce and understand that living things have distinctive habitats. The pupils recognise and describe similarities and differences between materials. They know how heat can have different effects upon different materials. In studying forces, the pupils develop their ideas of fair testing with observations of cars going down ramps. However, they have insufficient opportunities to start developing some of their own ways of recording. By Year 6, pupils have developed their understanding of life forms with study of germination of seeds and photosynthesis. Their knowledge of reversible and irreversible changes in materials is appropriate and they are able to talk about electrical circuits with confidence. However, opportunities for their own investigations are limited. The pupils make some use of mathematics in graphs, but the opportunities to use mathematics, develop writing and apply information and communication technology, are not fully exploited. Pupils with special educational needs achieve as well as their peers. Boys and girls make similar rates of progress. Pupils from minority ethnic groups also make good progress.

Teaching and learning

73. Teaching and learning are good overall. Teachers make good use of visual resources in lessons and use approaches that help to get all pupils active and involved. For example, Year 5 teachers, in two different lessons, introduced seed germination to their classes before pupils started to make investigations with cress seeds. Pupils responded to questions the teacher spread around the class and then matched diagrams of seeds to the corresponding descriptive text. Year 3 pupils studied the movement of the earth, spinning on its path around the sun. A group of five pupils held hands turning slowly to represent the earth spinning on its axis. Pupils enjoy the practical work and this has positive impact upon their learning. Classroom management is good, which enables good concentration and this contributes well to their learning. Some teachers consistently get pupils to assess how well they think they have learnt during the lesson. In marking work in books, there are variations in the degree to which comments provide helpful feedback, so that pupils know how to improve their work.
74. During the inspection, Year 2 pupils spent an interesting and rewarding afternoon at a science event. This was organised by a local '*Education Business Partnership*' for Year 2 pupils. The two class teachers worked closely with support staff to ensure pupils gained from their varied activities. These were linked to topics such as electric circuits, healthy diets and air pressure. While at the event, the pupils were very well behaved and concentrated fully, including those who experience difficulty in maintaining full concentration in the classroom.

Leadership and management

75. The subject leader has recently taken on this role and shows enthusiasm and commitment in developing this area of responsibility. There is a recently updated policy. The curriculum is based on national guidelines and the quality of resources is satisfactory to support learning. However, the subject leader is not yet empowered to exercise fully the responsibilities of the job. This is because she has not had the opportunity to attend local education authority in-service day courses this year, because of the current deficit budget. There are no opportunities to observe standards of teaching and learning in science lessons. This has curbed the acquisition of knowledge of standards of attainment, of curricular 'gaps' through the school and of skills progression. The scope to share good practice has also been restricted. However, the school has plans to improve this situation when the budgetary issue has eased.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are as expected in Year 2 and Year 6.
- The subject is well led and managed.
- The subject leader is not able to monitor standards by lesson observations.

Commentary

Standards

76. At the end of Year 2 and the end of Year 6, standards attained meet national expectations. This maintains the position at the time of the last inspection. Pupils also achieve satisfactorily in information and communication technology. However, as national expectations are now more advanced than they were at the time of the last inspection, it does mean that the level of skills acquisition by pupils has also increased. There are no differences in the achievement of girls and boys. Pupils with special educational needs and those from minority ethnic backgrounds also make satisfactory progress.
77. In Year 2, pupils are competent in using the mouse for word processing and can store information as graphs. When using graphic programs, they use tools to change brush size and colour and print their work. By Year 6, pupils search the Internet to research topics and have a good appreciation of the use of spreadsheets. They have sound skills to develop multimedia presentations.

Teaching and learning

78. Teaching and learning are satisfactory overall. However, some very good teaching was observed in a number of classes. Teachers' confidence and expertise has increased with training and pupils' enjoyment of information and communication technology also contributes to the progress they make. In the lessons observed, teachers showed good management skills, had high expectations and sustained lively and productive lessons with all pupils participating fully in the activities. Year 6 pupils enjoyed their work with multimedia presentations and responded well to the very good guidance and high expectations of their teacher.
79. The very positive response of pupils with special educational needs was strongly demonstrated in lessons. For instance, pupils in a Year 1 class, of which a third of pupils had special educational needs, worked really hard, responding well to the warm support of their teacher. Year 2 pupils, of whom half had special educational needs, settled well into work once they were in the computer suite. Again they were well supported by their teacher. They worked successfully in pairs to log on to a program, used tools to produce a coloured graphics image and then printed their work.

Leadership and management

80. Subject leadership and management are good. All staff are supported well with comprehensive plans, which have been developed from national guidelines. The co-ordinator has also worked closely with local education authority colleagues. This has also contributed well to the provision and to standards of work pupils achieve. The process of monitoring and evaluating is in the early stages of development as the subject leader has not been able to observe lessons across the school because of budget constraints. This has also inhibited the sharing of good practice throughout the school. Good systems are developing for assessing and recording pupils' progress through the school. Pupils are encouraged to reflect upon their personal progress, at the end of lessons and this further supports their learning and achievement.

Information and communication technology across the curriculum

81. The use of information and communication technology to complement learning in other subjects is developing satisfactorily and with the planned installation of nine interactive whiteboards in the coming weeks, has a good capacity to improve further. Examples include: graphs in Year 5, relating to mathematics and geography; writing for different audiences in Year 4 for English; and developing images inspired by the styles of Matisse and Kandinsky. However, opportunities to use information and communication technology are not fully exploited in subjects such as science and mathematics. Computers are used well in the suite, but underused in class-based lessons.

HUMANITIES

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The school has good resources that are used well by teachers to support pupils' learning.

Commentary

Standards

82. Pupils' attainment by the end of Year 2 and Year 6 meets the expectations of the Bracknell Forest locally agreed syllabus. This judgement is similar to the one at the last inspection. All pupils, including those who have minority ethnic backgrounds and those with special educational needs, are achieving satisfactorily.
83. By the end of Year 2, most pupils retell religious stories such as the Christmas story and well-known bible stories. They identify some religious beliefs and practices and are beginning to compare them. For example, in Year 2 pupils satisfactorily compare the places of worship, holy books and important celebrations practised by Jews and Christians. They understand the significance of celebrations such as '*Diwali, Christingle and Hanukkah*,' to believers of different faiths and respond sensitively to experiences and feelings of others. Although pupils' writing skills are well below those expected for their age, they satisfactorily share their knowledge through discussions and role-play activities.
84. By the end of Year 6, most pupils can describe the key beliefs and teachings of a number of world religions and show an understanding of what belonging to a religion involves. For example, in Year 3 pupils understand how being a believer in the Christian faith influenced the work of Mother Theresa and pupils in Year 4 explain the significance of '*The Shema*' to people of the Jewish faith. Pupils in Year 6 know and understand some of the signs and symbols associated with Christianity and create a range of interesting symbols to signify friendship.

Teaching and learning

85. Satisfactory teaching and learning ensure that achievement of all pupils is satisfactory. Lessons are appropriately planned and teachers have satisfactory subject knowledge. In lessons where teaching is good, teachers use the resources well to support their teaching and opportunities are provided for pupils to reflect on their beliefs and those of others. This was evident in a Year 4 lesson where the teacher maintained the pupils' motivation by displaying an interesting range of resources. This supported their learning about the most important prayer in the Jewish faith. Pupils work successfully in pairs to discuss their thoughts and to share their knowledge and understanding. This impacts well on pupils' learning and attainment is better than expected of these pupils. New assessment procedures are being introduced and a move to base assessment from the national guidelines has been initiated, pending guidance linked to the locally agreed syllabus. The school has an extensive range of resources to support the teaching of religious education. These are generally used well in lessons and attractive displays are a key focal point in some classes. These have a positive impact on pupils' learning.

Leadership and management

86. The co-ordinator has very good subject knowledge and provides good leadership and management. She has reviewed the scheme of work and provides good support to colleagues with planning. Effective monitoring of attainment has been mainly through looking at samples of pupils' work and planning, but there has been little opportunity for the co-ordinator to monitor the quality of teaching because of budget constraints.

Therefore the co-ordinator has limited information to support her in raising attainment in religious education.

HISTORY AND GEOGRAPHY

It was possible to see three lessons in history, but only one in geography. It is not possible to make a secure judgment overall about provision in geography. However, the evidence from talking with pupils and with staff and from looking at pupils' work and teachers' planning, indicates that provision in geography is satisfactory.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils' learning is successfully enriched by visits, practical activities and use of the local area.
- The subject leader is not able to monitor standards by observing lessons.
- There are insufficient opportunities for pupil led enquiry and using evidence from primary sources.

Commentary

87. Standards are as expected in Year 2 and Year 6. This maintains the position noted at the time of the last inspection. Achievement throughout the school is satisfactory. Pupils, with special educational needs and those from minority ethnic backgrounds, also progress at similar rates to their classmates.
88. Year 6 pupils recount satisfactorily their experiences of visits, or visitors. They talk with particular enthusiasm about visits where they were able to engage in practical activities, including role-play. Work based on the local area also stimulates pupils' interest. These features all contribute well to the progress pupils make.
89. Pupils in Years 1 and 2 appropriately develop their knowledge and understanding of people and past events as they talk and write about famous people, such as Florence Nightingale and Guy Fawkes. A sense of chronology is further developed satisfactorily with the study of the Great Fire of London. Differences between '*old and new*' are studied in detail when they work on old toys and comparing the seaside of 100 years ago with that of today. These topics all contribute to a growing vocabulary of time and the past. Pupils in Years 3 to 6 continue to develop their knowledge and understanding of past societies and events with work on the Romans, Tudors and ancient Greeks. Their learning is supported well by visits to museums such as Reading Roman Museum. They use the Internet well to research some topics, such as the ancient Greeks. The residential visit, in Year 6 to the Isle of Wight, also offers very valuable experiences for learning history, but not all pupils participate in this, which means that they cannot be fully included in lessons back at school that relate to this visit.
90. The quality of teaching and learning is satisfactory overall. Teachers make sound use of resources to motivate pupils and are supported well by the schemes of work. Examination of pupils' work suggests that they have insufficient opportunities for pupil-led

enquiry and limited experiences of using primary sources as evidence to find out about the past. This view was supported by the observation of a poor lesson, in the upper part of the school, where the pupils were given a very mundane task, which involved cutting and sticking prepared pictures to make a booklet.

91. The recently appointed subject leader is settling well into her post and has identified the need for systematic approaches to assessing pupils' progress in history as a focus for development. Currently, she is not able to monitor standards by observing lessons across the school and this limits the sharing of good practice.

Geography

92. Only one lesson was observed in geography and therefore judgements cannot be made on teaching and on overall provision. Evidence from scrutinising samples of pupils' work and teachers' planning, indicates that pupils are attaining standards in line with expectations in Year 2 and Year 6 and that appropriate schemes of work are in place.
93. Pupils gain satisfactory experience of maps, people and places. Environmental issues are raised in some topics, such as *'Improving the Environment'*, in Year 4 and *'High Street Traffic'* in Year 5. Contrasting localities are studied in Year 2 and, later in Years 4 and 5, looking at communities in an Indian village and in St Lucia.
94. The subject leader is committed and is developing ways of assessing and recording pupils' progress throughout the school. She does not currently have opportunities to monitor standards by observing lessons.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Aspects of design and technology, music and physical education were sampled. Art and design technology is reported on in full.

ART AND DESIGN

Provision for art and design is **good**.

Main strengths and weaknesses

- Standards are above national expectations by the end of Year 6.
- The quality of teaching is good so pupils achieve well.
- Displays of pupils' work are colourful and carefully presented.
- Leadership of the subject is good.

Commentary

95. Standards meet national expectations at the end of Year 2 and are above expectations in Years 5 and 6. This is a good improvement since the last inspection when standards were as expected at the end of Year 6. Throughout the school, pupils are encouraged to develop their observational skills and learn to use a variety of media and techniques, for example, using watercolours to create portraits and capture seascapes. Sketchbooks show thoughtful use of shading for effect and pencil drawings on the theme of *'A sense of place'* are both accurate and individual. As part of a Year 5 topic on the Aztecs, pupils

produced a variety of clay pots that were made and decorated to a very high standard. The accompanying masks and tie-dye decorated fabrics were of equal merit.

96. Pupils enjoy their artwork. In discussion, it was often proposed as a favourite subject. All were proud of their efforts and keen to identify their work attractively displayed. The recognition and celebration of their work throughout the school has a very positive impact upon their attitude to art and design. Pupils talked enthusiastically of working with visiting artists and all said how much they enjoyed the 'Mexicolore' visit and being involved in the combined arts 'Chipko' project.
97. The good quality teaching has a positive influence on pupils' attitudes and the standards of work they produce. Teachers have good subject knowledge; they are enthusiastic and give great encouragement to their pupils. A range of novel approaches to encouraging creativity was noted, for example, using the sounds of the Blitz as a stimulus for painting. In one of the lessons seen, pupils used photographs as a stimulus for the creation of good watercolour landscapes. Throughout the school the very well presented displays do much to enhance the standing of art and design.
98. The co-ordinator provides good leadership. She is knowledgeable and enthusiastic and her own classroom is a model of good quality pupils' work, thoughtfully and attractively displayed. Currently, whilst considering how best art and design might be covered across all subjects, she is unable to monitor its teaching and consequently presentation throughout the school.

Design and technology

99. In **design and technology**, standards of work in Years 2 and 6 are average and achievement is satisfactory in both Years 1 and 2 and in Years 3 to 6. This is a similar picture to the last inspection. Pupils in Year 2 show sound cutting and fixing skills when using a template to make a mock up of a glove puppet. Older pupils recall, with enthusiasm, some of their favourite projects, for example, making slippers and '*baby buggies*'. Teachers' planning, samples of work and displays show that pupils can plan, design, make and evaluate their work and make choices about design and materials.

Music

100. No lessons were seen in **music**. However, scrutiny of the subject leader's file and teachers' planning documents, along with discussions with staff and pupils, show that pupils cover the full range of musical activities. Planning and delivery is aided by the recent introduction of a commercial scheme of work. Pupils sang enthusiastically during collective worship. Provision for extra-curricular music across the school is satisfactory. The school choir, of approximately 20 older pupils, meets regularly and takes part in annual concerts both in school and in conjunction with other Bracknell schools. Recorder groups run at lunchtimes and, following an initiative by the Berkshire Young Musicians Trust last year, close on a dozen pupils continue to have privately funded tuition in a number of instruments. Resources for music are adequate and carefully stored and the music room provides a good space for practical music making activities.

Physical education

101. In **physical education**, standards in swimming are good by the end of Year 6. The school, as holder of a 'Gold Healthy School' award, places importance on the provision of physical education and the adherence to a healthy regime. Consequently, pupils are enthusiastic about the subject and, overall, achieve expected standards in physical education.
102. The teaching of swimming is good. Here, teachers have good subject knowledge and pay due regard to safety. Practices are appropriate for the majority of pupils and instructors are well informed. However, a considerable number of older pupils are good swimmers and cannot develop their stamina or stroke extension in the small pool. Consequently, they would benefit from alternative provision to further their skills. Occasionally, various games coaches attend and give well-informed instruction.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- The co-ordinator provides good leadership.
- A good quality scheme of work appropriately covers drugs awareness and sex and relationships education.
- There are good links with the headteacher's '*Human Values*' theme, which is used for assemblies.

COMMENTARY

103. The arrangements for personal, social and health education, including drugs awareness and sex and relationships education, are very effective. Year 6 pupils talk enthusiastically about lessons in this subject. The emphasis is upon raising pupils' self-esteem and respect for each other. There are very good links with the '*Human Values*' programme, which is a set of themes that the headteacher has written for assemblies. There are also good links with the '*peer mediation*' programme and with the school council. The subject leader provides good leadership and management. A whole school programme, with regular planning of timetabled lessons, was introduced at the beginning of the school year.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	4
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	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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