

# INSPECTION REPORT

## **BRAYWOOD CofE FIRST SCHOOL**

Windsor, Berkshire

LEA area: Windsor and Maidenhead

Unique reference number: 109952

Headteacher: Mrs Christina Hibbins

Lead inspector: Mrs Lesley Robins

Dates of inspection: 7<sup>th</sup> – 9<sup>th</sup> February 2005

Inspection number: 266480

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	First
School category:	Voluntary Controlled
Age range of pupils:	5 – 9
Gender of pupils:	Mixed
Number on roll:	80
School address:	Oakley Green Road Oakley Green Windsor Berkshire
Postcode:	SL4 4QF
Telephone number:	01628 623660
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Appropriate authority:	The governing body
Name of chair of governors:	Rev. George Repath
Date of previous inspection:	1 March 1999

## **CHARACTERISTICS OF THE SCHOOL**

Braywood is a small rural school located in Oakley Green, on the outskirts of Windsor. At the time of the inspection, there were 80 pupils on roll, with many more boys than girls. The pupils come from a wide catchment area. Most are from economically advantaged backgrounds. Nearly all the pupils are of white British heritage. Of the very few pupils from other ethnic groups, two are at an early stage of learning English. The pupils' attainment on entry is broadly average, although some children come to school with above average attainment. The proportion of pupils identified as having special educational needs, although about average, is greater than was the case in 1999, when the school was last inspected. The proportion of with statements of special educational need is much higher than is normally found. Amongst other awards, the school has Investors in People status.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
5848	Lesley Robins	Lead inspector	English, Information and Communication Technology, geography, history, religious education, special educational needs, English as an additional language.
8941	John Fletcher	Lay inspector	
5358	Cherry Jackson	Team inspector	Foundation Stage, mathematics, science, art and design, design and technology, music, physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Braywood is a very good school, providing good value for money.** The pupils achieve very well. Teaching is good, and improving. The curriculum caters very well for the needs of all pupils and is enriching. The school is very well led and effectively managed. Parents hold the school in high esteem and pupils enjoy school very much.

#### The school's main strengths and weaknesses are:

- The reception children make a very good start to their time in school.
- Pupils in Years 1 to 4 achieve high standards in English, mathematics, science and music.
- The pupils have very good attitudes to learning and behave well.
- Teaching is good, with much that is very good or excellent.
- Occasional difficulties with managing behaviour in lessons for the older pupils adversely affect their learning.
- Teaching assistants make a significant contribution to the pupils' learning, but sometimes are not used as effectively as they could be.
- The school's partnership with parents is excellent.
- The school is very well led by the head teachers and the governors, but the work of subject leaders, although good overall, lacks consistency.

**Since the school was inspected in 1999, improvement has been very good.** The pupils' overall achievement has moved from good to very good. High standards in English and music have been maintained. Effective attention to reversing the downward trend in standards in writing has ensured that they are now very good again. Teaching is improving with a higher proportion of very good and excellent teaching than was the case last time. Assessment systems are now very good and have clearly helped in raising standards. Better staffing levels have also contributed to improvements in the pupils' achievements.

Issues from the last inspection have been dealt with well. Notably, there is much better provision for the pupils to learn about other cultures and religions, and the school's improved accommodation is another factor leading to better achievement. Homework is now well used to support the pupils' learning, and the parents are very supportive here.

The last inspection did identify a minor weakness in behaviour management and this is still evident in a few lessons for the older pupils, so remains an issue to be tackled.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	A	A	A	<b>C</b>
Writing	C	D	A	B
Mathematics	A	A*	A*	A*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Pupils' achievement is very good.** Test results show that the seven year olds have reached very high standards in mathematics in the past two years, with results in the top 5% of schools. Standards in writing have improved. In 2004, compared to similar schools, the pupils' achievements dropped to being in line with the average in reading, mainly because there were three pupils with

particular difficulties in reading. The results were above the average in writing and very high in mathematics.

The reception children are on target to exceed many of the goals they are expected to reach by the end of reception. Their personal and social skills are developing very well. They have very good knowledge of numbers and counting, and are making significant gains in their reading and writing and their knowledge and understanding of the world because of high quality, imaginative teaching. Overall good teaching, with much that is very good, ensures that the pupils in Years 1 to 4 gain very good literacy and numeracy skills and good skills in Information and Communication Technology, (ICT), which they use well in different subjects. Achievement in music and science is also very good for these pupils. Careful attention to boys and girls, able pupils and the very few learning English ensures that all pupils make good and often very good progress in lessons. The school is very successfully meeting an increased and more complex range of special needs, so these pupils make very good progress.

**The pupil's personal qualities, including their spiritual, moral, social and cultural development are very well developed.** They bring very enthusiastic attitudes to their learning and behave well. Their productive working in lessons contributes to their very good achievement. They enjoy very good relationships with each other and with the adults in the school. Attendance is very good and punctuality good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good, with many strong features. Teaching and learning are good, often very good.** Teaching for the reception children and pupils in years 1 and 2 is very good, with excellent features, so that they achieve very well. Good teaching for the pupils in Years 3 and 4, strengthened by very good additional teaching support, sustains these high levels of achievement for the eight and nine year olds. Key strengths in the teaching and learning include good planning, hard working pupils, imaginative use of resources and very good assessment. Very good teaching and learning in science and music owe much to good subject knowledge. Teaching is sometimes less successful when classroom assistants are not used as effectively as they might be, or when ineffective management of behaviour mars the learning. The very good curriculum is enriched by the school's excellent partnership with parents and the very good levels of care shown to the pupils.

## **LEADERSHIP AND MANAGEMENT**

**The leadership of the school is very good and its management good.** The governors challenge and support the school very well to improve. They make well considered judgements to spend their budget to best effect for the pupils' learning. The head teacher's clear sense of purpose and strong evaluative approach have successfully led improvements in standards. Her work is much appreciated by the parents and she has most effectively established a committed and enthusiastic staff team. Subject leaders carry much responsibility conscientiously but there is a variation in the thoroughness with which they carry out their work.

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

The parents have nothing but praise for the school and the pupils really enjoy their time here. The parents are very pleased with the progress their children make. The pupils know that they are valued and that their voice is heard.

## **IMPROVEMENTS NEEDED**

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

- Develop more effective ways of using the very good expertise of teaching assistants to support learning, particularly in whole class sessions.

- Improve the management of behaviour for the older pupils.
- Make consistent the work of subject leaders in checking and improving standards in their subjects.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is very good. The reception children achieve very good standards. Pupils in years 1 to 4 achieve very well, reaching high standards in English, mathematics, science and music.

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

- The pupils' achievements have improved overall since the last inspection from good to very good.
- The reception children achieve very well in many aspects of their learning.

#### **Commentary**

1. High standards in English have been maintained since the last inspection, and achievement in mathematics and science has improved, so that now achievement is very good overall.

Key factors contributing to these improvements are:

- The school's strong evaluation work
- Improving teaching quality, with more very good and excellent teaching
- Much better assessment systems
- Enhanced staffing levels
- Improvements to the accommodation.

2. The reception children are on target to exceed many of the standards expected of them by the end of the reception year. Very good and often excellent teaching helps these children to achieve very well in their personal and social development, in mathematics, reading and writing and in their knowledge and understanding of the world. They achieve well in their creative and physical development.

3. Pupils in Years 1 to 4 pupils develop very good language and literacy skills. Standards in writing were much better in 2004 than in previous years, and this improvement is being sustained, so that achievement is very good again, as it is in reading. Standards in mathematics are high. The pupils gain very good mathematical skills which they use well in other subjects. The pupils are now much better at scientific enquiry than was the case in the last inspection and standards in this subject are now high.

4. Very good standards and achievement in music have been maintained through high quality specialist teaching, good use of well provided resources and good use of ICT to support learning.

5. Good standards in ICT have been maintained since 1999 and the pupils achieve well. Their good ICT skills across the curriculum stem from effective teaching and well planned opportunities for pupils to use ICT in many subjects.

6. Very good provision for pupils with SEN and thoughtful attention to gifted and talented pupils and the very few learning English as an additional language ensures that these pupils also achieve very well in English, mathematics and science.

7. There is insufficient evidence to make secure judgements about standards in other subjects. The work seen was in line with what is expected for pupils of this age. There is some good work in history, with the pupils developing good research skills. In religious education, (RE) the pupils have better knowledge of other religions than was found last time.

### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
Reading	17.1 (17.3)	15.8 (15.7)
Writing	16.4 (13.9)	14.6 (14.6)
Mathematics	19.5 (19.5)	16.2 (16.3)

*There were 23 pupils in the year group. Figures in brackets are for the previous year*

8. These test results show that in 2004, the seven year olds achieved high standards compared to those found nationally in all schools. The figures demonstrate the dramatic improvement in writing from 2003. The school's own internal assessments show that these standards are sustained for the eight and nine year olds. Assessments in science provide a similar picture.

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

Pupils' attendance is very good and their punctuality, good. Their attitudes are very good and their behaviour is good. The provision for pupils' personal development is very good and improved since the last inspection.

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

- The pupils' very good relationships with each other and their very good attitudes contribute positively to their achievements.
- Standards of behaviour which are good throughout the school and very good in the earlier years ensure an orderly and successful learning environment.
- The school's positive ethos and consistent approach effectively help children to mature and to develop their personal skills very well.

#### **Commentary**

9. The very good relationships between pupils are a strength of the school. Pupils are polite and articulate with each other; they listen carefully and are uninhibited in their questioning and discussion. In lessons, pupils work harmoniously together, sharing equipment amicably, taking turns unselfishly and being helpful to each other. In a Year 1 ICT lesson pupils worked enthusiastically and supportively in pairs exploring directions and developing a sequence for an automated robot.

10. The pupils' very good attitudes are exemplified by the natural interest they show in their work and in the enthusiasm and effort they put in to completing tasks. In a Year 1 science lesson pupils had the chance to lay bricks and use a spirit level. Their naturally high level of excitement matched the level of concentration and effort that went in to completing the task. They were very proud of their achievements.

11. The pupils' behaviour around the school is always good and often very good. The school is a safe and orderly environment in which pupils know and understand the behaviour expectations. They follow routines respectfully and respond enthusiastically to reward schemes. At breaks and lunchtimes pupils organise themselves into groups and become very involved in their chosen activities. They naturally observe the common courtesies of holding doors and acknowledging greetings. Records show, and both pupils and parents confirm, that rare instances of unacceptable behaviour or harassment are quickly and effectively dealt with.

12. In the vast majority of lessons, behaviour is also good. Pupils follow instructions without fuss, concentrate very well and generally work in a calm and positive manner. They are enthusiastic about their learning and accepting of those who find learning more difficult. As a result there are very few arguments or unhappy situations, and the pupils' efforts are directed towards successful learning. In a very few lessons the pace and quality of learning is adversely affected by some

unsatisfactory behaviour. These lessons affecting pupils in Years 3 and 4 are where the strategies to manage pupils' behaviour are not being effectively used or where timetabling arrangements result in very large groups having overlong lessons.

13. The strong, caring and supportive school ethos and the consistent approach of staff, which values all pupils equally, ensures very good levels of personal development. Pupils are secure, confident and have good self esteem. The school encourages the qualities prevalent in an orderly society, such as trust and respect. Through lessons and assemblies, pupils are beginning to understand the values, beliefs and feelings that have an impact on human lives. They have a very good understanding of the difference between right and wrong. They are taught to respect the feelings of others and are helped to think through the consequences of their actions. Since the last inspection the school has significantly improved the opportunities provided for pupils to study, experience and celebrate alternative faiths and cultures in preparation for life in the wider community.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	3.3	School data	0.0
National data	5.1	National data	0.4

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

14. Attendance levels are very good and last year were very high compared to other schools. The school has effective systems in place to follow up unexplained absence and to support any pupils having problems. Punctuality is good.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education for its pupils, with many very good features. Teaching and learning are good, often very good. Assessment is very good and improved since the last inspection. The curriculum is very good. The pupils are cared for very well. Partnership with parents is excellent and with the community very good.

### Teaching and learning

Teaching and learning are good, improving and have many strengths.

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	6	9	3	1	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

## **Main strengths and weaknesses**

- Lessons cater very well for the different needs and abilities of the pupils.
- Resources are used very effectively, and homework effectively, to support learning.
- The pupils work hard and productively.
- Thorough assessment approaches very successfully guide the teaching.
- Teaching assistants make a strong contribution to the pupils' learning, but are sometimes not used effectively enough in whole class teaching sessions.
- The teachers are positive and encouraging with their pupils, but some difficulties with behaviour management occasionally mar lessons for the junior pupils.

## **Commentary**

15. The teachers know their pupils well and organise activities to match their needs. This aspect is an excellent feature of lessons for pupils in the mixed reception and Year 1 class. In a literacy lesson, the older pupils very successfully worked on sound blends and writing simple character portrayals, while the younger children were engrossed in a story and then played with alphabet letters, learning their names and sounds very well. In mathematics and science lessons for older pupils, questions to different pupils are often of varying complexity, enabling them to make good progress in their understanding. Pupils with SEN are sensitively and very well supported by teaching assistants, who keep these pupils well focused on the task in hand. Work is often challenging. In a Year 3 mathematics lesson the pupils had to work hard to find 8 different ways of fixing four plastic cubes together. In a Year 4 literacy lesson, the pupils found writing just the middle part of a story difficult but fun.

16. The teachers are making good, effective use of the new interactive whiteboards in two classrooms. They use them well to introduce lesson objectives, and to demonstrate skills. In the very best sessions, pupils are actively involved in using the whiteboards themselves. In a Year 1 mathematics lesson, they wrote up their sums for making 10. The use of a Tudor costume and real artefacts in history enhanced the junior pupils' learning quite significantly. Stimulating pictures help the pupils with their writing. Rich provision and very good use of musical instruments contributes to high levels of achievement in music. ICT, such as digital cameras to record the brick building in Year 1, is frequently used most effectively to support learning. Homework is now provided in a number of subjects, including history and geography, where pupils are encouraged to undertake research at home. This, and regular reading and mathematics practice is very well supported by parents.

17. The pupils bring their very good attitudes to their lessons. Generally well paced, interesting lessons capitalise on this. Mostly very practical approaches to learning in mathematics and science are examples of this. In a science lesson, the pupils got on very well with their fair testing, working independently. Year 4 pupils were engaged well with making Venn diagrams on the playground. In music lessons, pupils are very successfully involved in playing instrumental accompaniments to their classmates' singing.

18. Since the school's last inspection, there has been substantial and effective work to improve assessment and its use, and it is now very good. The system is thorough, but manageable. Each year, the teachers use tests and assessments to note the levels pupils have reached in every subject of the curriculum. These help to inform the reports for parents. The results in reading, writing, mathematics and science are used to set challenging targets for the levels the pupils are to reach by the end of the subsequent year. Good tracking of pupils' progress in Years 3 and 4 is used effectively to identify pupils for additional support in English or mathematics. The teachers accurately and conscientiously assess their pupils' progress at regular intervals to make sure they are making appropriate gains. Pupils also have individual targets, which are monitored by the teachers and discussed with the pupils so that they have a good opportunity to review their own progress. Targets are shared with parents, so they know what their children are aiming for and can help them. Marking of pupils' work has also improved, with the teachers mostly writing constructive comments indicating how pupils can improve their work. There is room, however, for this aspect of

assessment to be more rigorous, by making improvement targets as specific as possible, for example.

19. Teaching assistants make a real difference to the quality of the pupils' learning, through their intervention and support, most notably in the reception and infant classes. In group work, even when pupils initially show difficult behaviour, calm management by assistants ensures that they settle to their tasks. In the best lessons, teaching assistants support whole class sessions well, by making assessment notes, for example, or helping pupils with behavioural difficulties to attend to their teacher. Too often however in Years 3 and 4, teaching assistants are passive observers of the session, or sometimes the teacher does management tasks that assistants could easily do. Thus, their expertise is wasted.

20. The teachers' good relationships with their pupils and their encouraging approach ensures that the pupils are nearly always well behaved and responsive. For the junior classes, however, where there is some challenging behaviour, strategies are occasionally not effective, with the result that learning is adversely affected. Better use of teaching assistants would be helpful here. Managing behaviour well is sometimes made more difficult because of rather long lessons, or when pupils are taught in a very large group. Then it is hard for the pupils to keep up their concentration. Some weaknesses in managing behaviour were noted in the school's last inspection and so this remains an area still to be tackled.

### **The curriculum**

The curriculum is very good. It is very well planned and enriching. There is a good range of clubs outside the school day. The curriculum is very well staffed and resourced. The accommodation is good and much improved since the last inspection.

### **Main strengths and weaknesses**

- The curriculum provides very well for pupils of differing ages and abilities and offers stimulating learning experiences.
- Provision for pupils with SEN is very good.
- Very good staffing levels contribute significantly to the pupils' achievements
- The accommodation is now good and resources have improved.

### **Commentary**

21. The Foundation Stage curriculum is very good, meeting the developmental needs of young children very well. In Years 1 to 4, very careful planning and grouping of pupils that provides support for the less able pupils and extension for the more able ensures that they achieve very well. Careful thought has been given to meeting the needs of the very few gifted and talented pupils in the school to help them achieve highly. For example, two pupils with high mathematical ability will join the Borough's Maths Master Class in the summer term. A talented writer will join the 'Writers Workshop' to be run by the school. Pupils learning English are sometimes given individual support and are helped by the use of dual language texts, and this helps their very good achievement.

22. Some very good linking between subjects enhances the pupils' learning very effectively and makes their learning coherent. Practising Tudor dance in history is one good example of this, as are the strong links between science, geography, history, art and RE. In science, pupils made some observational drawings of skeletons. The curriculum is enriched well through a wide range of activities, including educational trips and many visitors to the school. During the school year, the school offers a good range of out of school clubs. At the time of the inspection, there was enthusiastic take-up of the choir by boys and girls. All of the Year 4 pupils participate in the English Speaking Board course after school. This course strengthens the pupils' speaking and listening skills.

23. The school has maintained the very good provision for pupils with SEN that was found in the last inspection. Now, however, there are more pupils with special needs in the school and a higher proportion of pupils with statements. The school is very successfully meeting this increased and more complex range of needs. Careful early screening ensures that pupils' needs are identified as swiftly as possible. For those pupils who need them, well constructed Individual Education Plans, (IEPs) that are regularly monitored, support these pupils' very good progress. Every effort is made to ensure that SEN pupils are fully included in all lessons. Parents of children with SEN are very pleased with the support they receive. In one very successful initiative, an SEN pupil has been effectively integrated into this mainstream school from a special school. Liaison with other agencies is most effective as are links with other special schools and the middle school to which the pupils transfer. In one case, for example, a teaching assistant accompanied a pupil to middle school for a few weeks to support that transition.

24. Very good staffing levels have enabled the school to teach the pupils in Years 3 and 4 in single age groups for English and mathematics. This has helped sustain the very good achievement in reception and Years 1 and 2 into these year groups. Year 2 pupils are also very helpfully kept as a single age group class. The many very well trained and extremely competent teaching assistants provide sensitive and well informed support to pupils of different ability as well to those with statements of special educational need.

25. Since the last inspection, a great deal of effective work to improve the school's accommodation has been accomplished. These improvements have contributed to the raised levels of the pupils' achievements. The comparatively new classroom for the reception and Year 1 children is spacious and attractive. The outdoor learning area, which is still under development, is most inviting, giving good opportunities for robust physical activity and exploratory learning, to pupils in Years 1 and 2, as well as the reception children. The teaching spaces for pupils in Years 2 to 4 and the ICT suite are now well organised. The new administrative suite has significantly improved working, (and resting!) conditions for the head teacher, office staff and the teaching team. Resources to support learning in science and RE are better provided. There is a better range of multi-cultural books. Resources are now very well organised, so that teachers can access them easily. Recently introduced interactive whiteboards are clearly enhancing teaching and learning.

### **Care, guidance and support**

Procedures to ensure pupils' care, health and safety are very good. Good quality support and guidance help pupils to make good progress. Pupils' views and opinions are routinely sought and always valued.

### **Main strengths and weaknesses**

- The school looks after pupils very effectively.
- Pupils enjoy very good and trusting relationships with all adults which positively influence the progress they make.
- Good quality guidance and support are significant in promoting the pupils' ongoing achievement and development.

### **Commentary**

26. Very good procedures ensure that the pupils are safe and very well cared for. Very good arrangements for child protection are in place and the school is both vigilant and sensitive in exercising its responsibilities. All staff show high levels of care for pupils. In lessons and at breaks appropriate supervision is always provided. Good systems ensure that identified hazards and safety concerns are quickly eliminated. Risk assessments ensure that individual pupil participation in activities is safely and carefully supervised. Equipment is regularly tested, there are frequent evacuation practices, clear procedures covering medicines on site and appropriate rules relating to internet access are closely followed. The care and support package is effectively enhanced through the contribution of external support agencies, such as the educational psychologist.

27. The pupils respond positively to the consistently and genuinely caring approach shown by all adults. Strong and trusting relationships successfully help pupils to become more confident and happy to seek help, if needed. From the pupil questionnaire it is clear that pupils know who to approach with any difficulties and there is no doubt that they feel well cared for and involved. Discussions with pupils confirmed these views and resulted in one girl revealing that she thought of the teachers as her friends.

28. Systematic assessment procedures effectively enable teachers to establish base line positions in academic achievement and personal development within the first term at the school. Good recording systems ensure that progress and achievements are carefully monitored as pupils move through the school. Teachers use the records effectively to personalise the support and guidance provided to individual pupils. All pupils have personal development targets agreed annually with parents. The rewards and sanctions records together with the close day to day observations of staff ensure that any pupil experiencing problems is rapidly identified. Tailored improvement programmes are quickly implemented. Where necessary the school enlists good support from outside specialists in agreeing the programmes. For example the behavioural support specialist has helped effectively with a few pupils.

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

The school enjoys an excellent partnership with parents and very good links with the wider community which enrich learning. There are good and developing links with other schools.

### **Main strengths and weaknesses**

- Parents are very supportive and respond enthusiastically to the wide range of initiatives that involve them in school life and in their children's education.
- Excellent communication between school and home ensures that parents are very well informed about their children's progress and are very well prepared to support their children's' learning at home.
- The school draws very effectively from the community to enhance the pupils' achievements.

### **Commentary**

29. A very strong partnership exists between the school and parents. Views expressed by parents indicate high levels of satisfaction with the school and widespread pleasure at the progress they see their children making. An overwhelming majority say their children like attending and agree that behaviour is good, that children are expected to work hard and that the school is well led. Parents comment favourably on the consistently high level of care shown towards pupils and there is broad agreement that the school is effective in encouraging maturity and preparing children for later life.

30. On entry to the school parents are fully involved in the settling in process and the school establishes good home links. Very effective communication is maintained through the reading record, telephone calls, newsletters, parents' evenings, social events and the formal annual report. Reports provide a very good overview of what pupils know, understand and can do and for most subjects there are useful comments on what needs to be done to improve. Attendance at formal evenings and at social events and performances is high. An active Home School Association raises significant funds for the school. Parents are quickly involved if problems occur and the school is always available if parents have any concerns. The school values parental opinions and always takes note of suggestions for improvement.

31. The school has successfully introduced a number of initiatives that are extremely popular with parents. These have effectively succeeded in involving parents in different ways in their children's education. The termly class meeting where parents are given details of the proposed work programme and guidance on how they can support their children is well attended. "Dad's day", where fathers spend time in class with their children is, following requests, due to be supplemented

with a “mum’s day”. The regular workshops organised on aspects of curriculum teaching, such as writing and the National Curriculum tests are well supported and appreciated.

32. The school is outward looking and enjoys very good links with the community. The resources and skills in the local and wider community are very well used to enrich pupils’ learning and to enhance their understanding of the world. Pupils visit places of historical and geographical interest like Windsor Castle, Hampton Court, a reconstructed Victorian schoolroom and the local gravel pits. There is regular interaction with the church and visits to other places of worship. Visitors to the school include theatre groups, the fire service, the school nurse, an artist in residence, representatives of various religious groups and soldiers from the local barracks. A developing link with a neighbouring school gives pupils a good opportunity to understand better the important rituals and festivals of other cultures.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is very good and its management is good. The governors fulfil their role very well. The head teacher’s very good leadership has steered the strong staff team to raise standards.

### **Main strengths and weaknesses**

- The governors challenge and support the school very well to improve.
- The headteacher is very successfully leading the school to raise pupils’ achievements.
- The school evaluates its work very well
- The staff collaborate as an enthusiastic team.
- The subject leaders’ work is committed but not consistently well organised

### **Commentary**

33. The governing body is an aware and astute group. They know very well the strengths and weaknesses of their school, using for information the head’s careful reports, their focused discussions in meeting and their daytime visits. They work in very good partnership with the headteacher and appropriately challenge as well as support the work of the school. They play a significant part in shaping strategic development by ensuring that the school development plan focuses on standards and pupils’ needs.

34. The headteacher has a clear sense of purpose and provides very good leadership. The parents appreciate this and value her work. She has successfully led the school to raise standards and has ensured that the school continues to include and value every individual pupil. The pupils’ inspection questionnaires show that they appreciate this. The head teacher has also ensured that the recommendations of the previous inspection were well implemented, as well as moving the school forward with a competent school development plan with particularly good ways to evaluate its effect.

35. In her work, the headteacher stresses the need for evaluation at all levels; staff respond well to the rigour of this. The head evaluates test data and progress against the school development plan clearly and formally to guide future planning. Subject leaders also evaluate test data and have recently all done a written evaluation exercise for their subject which helped them consider fully all aspects of the work. One subject leader has helpfully analysed individual test scripts for one year group to see exactly where more work is needed.

36. The staff team is large for such a small school. Workloads and individuals are very successfully managed to maintain the enthusiasm and effectiveness of the team. Part time teachers interlock their roles well. The teaching assistants are very supportive to the teachers and pupils. Good management ensures that they have a weekly briefing time with the teachers. Different sizes of pupil groupings for different subjects mean staff are used flexibly with a focus on the core

subjects. Everyone has very good access to in-service training provision. This is recognised in its status as an Investor in People.

37. In such a small school every subject leader has a heavy load. They all carry out useful, and time consuming, management activities, like monitoring teachers' lesson plans, looking at pupils' work, and watching lessons. Whilst they get a great deal done they do not always record their findings and they do not all have action plans for their subjects. This makes busy people rather over reliant on memory and makes the oversight of their work more difficult.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	303,447	Balance from previous year	10,578
Total expenditure	292, 871	Balance carried forward to the next	10,576
Expenditure per pupil	3,405		

38. The governors receive clear and detailed financial reports from the bursar which help them to manage the school's finances very well. Recently they have used their funding helpfully to support separate teaching for the older year groups who are in a mixed class, and to provide teaching assistants in all the classes. These two strategies have been very instrumental in raising achievement. The school's costs are comparatively high, and so overall it is providing good value for money.

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

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

Provision in the Foundation Stage is **very good**.

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

- The curriculum is very well planned.
- The teaching is very good and sometimes excellent.
- The assessment and tracking of children's progress is very good.
- Parental support for learning is excellent.

#### **Commentary**

39. At the time of the inspection, there were four reception children who had started school just five weeks previously. They were being taught in a class with 19 Year 1 pupils. Children enter the reception class with broadly average attainment. Most children learn very well, thanks to teaching which is very good and sometimes excellent. Teaching is excellent in communication, language and literacy, very good for personal, social and emotional development, mathematics, and knowledge and understanding of the world and good for creative and physical development. The children are likely to exceed the expected levels in most areas of learning by the end of the reception year. The children achieve very well in their personal and social development, in language and literacy, mathematics and knowledge and understanding of the world. The teacher is well supported by a teaching assistant, and a second assistant works in the class to support a child with special needs. Together they provide a very good curriculum for the reception children, dividing them from Year 1 when appropriate. They carry out a very good programme of observing and assessing the children's attainment and progress. The adults make detailed notes on individual children and their needs. At home, parents support classroom learning with appropriate activities, which the teacher values well. The governors have made a good improvement in the accommodation and outdoor learning space since the last inspection.

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

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

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

- Most children are likely to exceed the early learning goals.
- Adults are sensitive and supportive towards the children.

#### **Commentary**

40. Although the classroom is very busy the reception children settle quickly and participate in class activities with understanding. Their attitudes are very positive. They concentrate in whole class sessions with the older year group and select and use their own materials during individual activity. They behave very well, share equipment and take turns. The adults give them very good support, ensuring that they understand what is happening and giving them appropriate choices. Adults are careful to watch and not intervene too soon. One gave sensitive guidance to a reception child about how to share with a pupil who has special needs; the reception child was able to be gracious and was thanked.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is very good.

### **Main strengths and weaknesses**

- The children make very good progress.
- Lessons are very well organised, with excellent teaching

### **Commentary**

41. The children are already meeting some of their early learning goals: they enjoy listening to a story and talking about the events and characters; they grasp key elements of the narrative; they understand how print runs from left to right and represents words; they begin to link sounds to letters; they hold a pencil correctly, spell their names and were able to write them with a magic marker on the rough surface of a masonry brick! The adults make sure that reading material is interesting and relevant. More structured activities about, for example, letter sounds follow on from the interest and are well supervised and supported by an adult. A very good range of teaching strategies are used. Reception children work separately in a small group with specific objectives and support of their own. They are usually engrossed because work is set at the right level for them. Adults are clear about exactly what they are to learn and use good judgement about when to move them on so that learning is well paced. The teacher's planning and the teaching assistants' implementation both make a significant contribution to the learning.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is very good

### **Main strengths and weaknesses**

- The children are already meeting some of their early learning goals and likely to exceed them.
- The learning is very practical, but structured.
- Assessments of the children's progress are carefully made.

### **Commentary**

42. Most children say and use number names and count reliably up to ten; they read numerals to nine and find "one more than" a number between one and ten. They are gaining mathematical language successfully, learning to use words such as "more" "the same" "less". Lessons are very carefully structured so that reception children have some input with the others before going off to a task specially planned at their level. Work is active, for example, the children moved toys over squares, counting how many, and then jumped and counted the squares they passed. While they were working, a teacher's assistant watched them and helpfully noted what they could do.

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

Provision in knowledge and understanding of the world is very good

### **Main strengths and weaknesses**

- The children are meeting some of their goals now and are likely to exceed them
- Computer work is well linked to topics of interest
- Parents and staff give excellent support for learning

## **Commentary**

43. During the inspection the children took part in discussions about materials and objects, using their senses to investigate and identifying various features. They had real bricks and mortar to examine and use, having been well prepared in class discussion to understand the features of the material. Their ICT work was well linked to this experience as they used the digital camera to record their brick laying. A father who is a builder had given his afternoon to patiently answering the children's questions and helping them to lay their bricks and check the result with a spirit level. During the same week, another child's mother sent him to school with a pancake he had made, to link with the school celebration of pancake day. One of the teaching assistants showed the children her wedding veil and allowed it to be used for their wedding enactment. All these adults were giving excellent help to the children.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is good

### **Main strengths and weaknesses**

- The effective outside learning area has been developed to satisfy the needs of the reception class curriculum.
- The staff ensure that the children make very good use of their outside area throughout the year

## **Commentary**

44. The outside playhouse is helpfully used for a variety of fantasy and practical activities and was a music house for playing instruments during the inspection. The grass area and canopied space accommodate wheeled toys, and a variety of other activities. The area is well used to give the children outdoor experience throughout the year. Inside, the adults plan activities such as cutting with scissors and using pencils and paintbrushes, which promote well the children's small manipulative skills.

## **CREATIVE DEVELOPMENT**

Provision in creative development is good.

### **Main strengths and weaknesses**

- The children's achievement in music is good
- They have a wide range of opportunities to express themselves and develop creative skills

## **Commentary**

45. The children are already meeting some of their goals. They recognise and explore how sounds can be changed. Part of the work planned for them during the inspection was to use musical instruments outside and march about with them to feel the rhythm of their own movement; then to settle peacefully to experiment with the sounds they could make. One child was able to develop a drum pattern with three or four different items used as drums, and to repeat the pattern with pleasure. Lesson planning shows that similarly well planned activities are provided for graphic art, dance and role play.

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

### **ENGLISH**

Provision in English is **very good**.

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

- The pupils achieve very well in speaking and listening, reading, spelling and handwriting.
- There has been recent, effective work to improve the pupils' achievements in writing.
- Teaching and learning are very good in Key Stage One and good in Key Stage Two.
- The subject leader is very supportive to her colleagues, but her checking of the pupils' and teachers' work is not recorded formally.

#### **Commentary**

46. The very good standards seen in the last inspection have been maintained.

47. Well planned opportunities for pupils to practise speaking and listening enable them to become articulate and confident speakers with good questioning skills. In a Year 2 lesson, pupils divided into two ability groups for 'News Time', and the teacher made clear her expectations for the work. The pupils shared personal accounts successfully and their friends asked interested questions. Strategies such as 'hot-seating', (when a child or an adult takes on a role, to answer questions) and talking partners are equally successful through the school. The pupils learn to read very competently, though effective group reading sessions in school, and good support from their parents. Spelling patterns are taught imaginatively and systematically so that the pupils' spelling is nearly always accurate or they make very plausible attempts at spelling new words. In a Year 1 lesson, the interactive whiteboard was used most effectively for the pupils to learn about blends. For the older pupils, activities such as the literacy challenge when they make as many words as they can from a given set of letters is motivating and fun. Every teacher demonstrates and teaches a good standard of joined up writing, which the pupils learn to use very successfully from reception onwards. As a result, their work is neat and well presented.

48. Test results in reading for the seven year olds show the pupils achieving consistently high standards compared to national averages, and above average standards compared to similar schools despite a slight drop in 2004. The school's own testing shows that these high standards are maintained for the junior pupils.

49. The results for writing dropped in 2002 and 2003, but improved dramatically in 2004 to above average levels of achievement. This improvement has been brought about by careful analysis of test results and a strong focus on the content of pupils' writing, supported by structured discussion and better stimuli for the pupils' writing, such as pictures, drama, and a museum visit. The teachers very helpfully remind their pupils how a writing skill they are learning will be applied. In a Year 2 lesson, the teaching of time connecting words was linked to subsequent writing the pupils were going to do on how to make a pancake. There is good attention to pupils learning about different styles of writing. The range in their work includes instructions, stories, poems, recounts, modern versions of traditional tales.

50. Significant strengths in the teaching seen, which enabled pupils to make good and often very good progress in lessons, include:

- Well prepared lessons, where careful account is taken of the needs of different pupils, so that time is well used for learning.
- Good and interesting starts to lessons that swiftly engage the pupils' attention.
- Very good use of resources such as the interactive whiteboards, puppets, individual whiteboards, that keep variety and interest for the pupils.

- Very good support for pupils with special educational needs, some challenging work for more able pupils, and sensitive guidance to the two pupils learning English as an additional language, so that pupils with different needs can learn well.

51. Areas where teaching is sometimes less effective are:

- Insufficient discussion of an idea and a lack of clarity in tasks so that pupils are confused.
- Occasional loss of pace so that learning slows.
- Teaching assistants are sometimes not used well enough to support learning and behaviour in the whole class teaching sessions.

52. The subject leader for English gives her colleagues enthusiastic and helpful support. She has done some very useful checking of teaching and learning, but the lack of formal recording of this makes systematic improvement more difficult to sustain, for example by knowing where a particular focus is needed and tracking that. Her leadership and management of the subject are good.

### **Language and literacy across the curriculum**

53. The pupils' strong literacy skills mean that they can very successfully access learning in other subjects. They have some good opportunities to write in other subjects, most notably in history and science, but more opportunities would be beneficial.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards are improved since the last inspection and the pupils achieve very well
- Improvement is partly due to well focussed adult support
- Teaching is well organised and very challenging, although occasionally tasks are too hard for pupils to understand.
- The pupils with SEN are very well provided for
- The school monitors its performance data carefully, looking for ways to improve.

### **Commentary**

54. Since 2000, the national test results for the school's seven year olds have improved and have compared very favourably with national results. Results for 2004 show good standards for seventy percent of the school's seven year olds, and sound standards for the rest. There are no national comparisons for the nine year olds but the school's own data shows that standards remain high and achievement is very good. The pupils' work during the inspection confirms those judgements.

55. The good improvement since the last inspection is partly attributable to clear management decisions taken by the head and governors. They have raised staffing levels to allow the large mixed age grouped class of Year 3 and 4 pupils to be taught in separate year groups. This allows unusually small classes and a good focus on appropriate learning objectives. The budget also provides support from at least one teaching assistant to each teacher. This very usefully gives more pupils adult support. Teachers' assistants could, though, be better deployed for some tasks; for example, in two (KS2) lessons the teachers took time to give out paper and pencils when their assistants were ready nearby and could have been prepared in advance to do that. Parental support has also been successfully encouraged since the last inspection. The teachers helpfully set mathematics homework and parents appreciate their termly opportunity to discuss with teachers the learning ahead.

56. The teachers use good tracking systems so that they know where their pupils are in their mathematics. They plan their lessons carefully and know exactly what they want pupils to learn. They make that clear to the pupils. They stress technical vocabulary. They ask very useful questions to move the children forward in their understanding, often knowing the children well enough to pitch the question at just the right level for the individual. They expect their pupils to remember, think, and work hard. The teaching is very good for Years 1 and 2. The pupils have very positive attitudes and do work hard. They pay attention and enjoy the games and discussions their teachers plan for them. The teaching for Years 3 and 4 is generally good although there is the occasional lesson which does not succeed. Nevertheless, the pupils' very good application to their work and the very good additional teaching support enables pupils to maintain their earlier very good achievement.

57. The behaviour of the older pupils can however be difficult to manage in that they can be noisy and inattentive. Practical work, as when Year 4 pupils were making a human Venn diagram on the playground, keeps their attention. A more abstract lesson in Year 3 about measuring angles drawn on a worksheet, using a folded paper right angle as a measure, was too far from their interest to motivate all of the pupils. Lessons are rather long and if they are not very engaging, pupils can be restless.

58. The pupils with SEN are well supported by their teaching assistants and well integrated in mathematics lessons.

59. In collaboration with the head teacher, the subject leader for mathematics leads well. She analyses test results each year. She also, very usefully, identifies learning needs from the pupils' test papers, pinpointing the questions where they did well or struggled. During recent years, she has co-ordinated work on a series of action plans for improving the subject. The school helpfully uses test data to challenge itself by setting a demanding target for each pupil.

### **Mathematics across the curriculum**

60. The pupils' very good mathematical skills are used very well in other subjects. In geography, pupils make maps and use grid references. In science they independently measure distances and quantities, recording their results with pencil and software. They can use tally charts and make line graphs in paper and block graphs on the computer.

### **SCIENCE**

Provision in science is **very good**.

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

- The school has made a very good improvement since the last inspection.
- Very good teaching allows the pupils to be active.
- The assessment system supports focussed teaching.

#### **Commentary**

61. The 2004 assessment results suggest that the school's seven and nine year olds are reaching very good standards and their work during the inspection confirms it. They are achieving very well. The pupils are knowledgeable and have a good specialist vocabulary. For example, Year 3 pupils know the different names and functions of incisor and molar teeth. The pupils are also much better at scientific enquiry, which was a weakness at the previous inspection. Seven year olds, making pancakes for Shrove Tuesday, could use simple equipment, like scales, understood why it was important to measure, and could record their observations of what happened to ingredients in cooking. Nine year olds can understand the need for evidence in science, competently carry out a fair test and discuss the variables.

62. Science teaching for the pupils in Years 3 and 4 has benefited from the provision of an extra temporary teacher with good subject knowledge who leads the teaching for these pupils. Additionally, the science teaching is very good because it allows the pupils to be active in conducting interesting experiments and measuring results. Pupils respond to the practical work by showing application and understanding. Science lessons are very structured and are planned in detail to give pupils these opportunities. The teaching assistants do valuable work to ensure materials are to hand as well as helping specific groups of children. The teachers helpfully use a three part lesson structure which gives opportunity for learning-packed discussion at the start and end. There is a helpful focus on pupils' using technical vocabulary, thinking of their own questions and making their own predictions. Careful questions pushed the pupils to think hard. Whilst many pupils record their experimental findings on adult-prepared worksheets, the teachers are freeing the more able pupils to record independently. These opportunities are not used to their full potential for other pupils.

63. The school's thorough assessment system also supports the teaching. Progress is checked at the end of each unit of work and at the end of the year. Test results are helpfully used to set challenging targets for pupils' attainment. Particularly useful, in raising standards, is the record sheet which the teachers are using with the older year groups to record progress in scientific enquiry. Each pupil can fill in their own record when they know they have gained another skill. This is clear and motivating for everyone and helps pupils take responsibility for their own learning.

64. The science co-ordinator provides sound leadership and management of the subject. She has usefully developed the assessment system with her colleagues, and has helpfully supported work to improve the pupils' investigative skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are above average and the pupils achieve well, as was the case in the last inspection.
- The ICT curriculum is very well planned and record keeping is very good.
- Subject leadership in ICT is knowledgeable and very helpful.

### **Commentary**

65. The pupils gain good knowledge and understanding of a range of ICT applications as they move through the school. By Year 2, the pupils competently manage operations such as clicking and dragging, making pictures and controlling programmable toys. They make good progress in skills such as editing their writing, using the internet, data handling and making graphs. By Year 4, the pupils very competently organise, edit and develop their writing. They collect and present data using an ICT programme; average and high attaining pupils can discuss their results. In both key stages, pupils with SEN are enabled to do these ICT tasks with support from adults.

66. The ICT curriculum is planned thoroughly, to ensure good coverage of the different aspects of the subject. Teaching is good. The pupils benefit from ICT lessons which introduce and consolidate skills. In the lessons seen, skills were carefully taught, in interesting contexts and the pupils learned them well. Appropriate opportunities to apply these skills in different subjects are built into the planning. Pupils' progress in ICT is successfully promoted through a very good assessment system. Each pupil has 'My ICT Record Book'. National Curriculum level descriptions are very usefully turned into 'I can' statements that are meaningful to the pupils. Each pupils' achievement is noted at the end of units of ICT work. Assessment of pupils' work is helpfully supported by a portfolio of work, built up over time. This shows examples of pupils' work, levelled against National Curriculum expectations and annotated.

67. The subject is well led and managed. Over time, there has been a good programme of checking the quality of teaching and learning in ICT. This has included checking planning, pupils' work, observing lessons and talking to pupils. The training needs of staff have been assessed and this has led to a good two year development programme for the subject. The subject leader knows her subject well and is a good role model for its use in lessons. She provides good support to her colleagues by helping them with their planning and giving practical advice.

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

68. The pupils have good ICT skills and use them well in a range of subjects. They use word processing for presenting their writing in different fonts and colours. They can cut, copy and paste to make repeating patterns in their art work. They successfully produce bar charts and pie charts in their geography and history work.

### **HUMANITIES**

69. During the inspection, it was not possible to observe any lessons in geography or RE. One history lesson was observed. So no firm judgements about provision can be made for these subjects.

70. In **geography**, the pupils' work indicates sound standards and achievement. They are successfully gaining knowledge of localities beyond their own, and are learning to compare and contrast lifestyles. The younger pupils have sound early mapping skills and the older pupils competently use grid references. A strength in the geography curriculum is the support it gives to pupils' cultural understanding. For example, good curricular links with the work on India helped pupils know more about the Hindu and Sikh faiths.

71. In **history**, indications are that the pupils achieve well, reaching above average standards. The youngest pupils are developing a good sense of differences between past and present by looking at and comparing aspects of peoples' lives that interest them: homes, breakfast and toys. The pupils' learning in history is very well supported by regular educational trips to places such as Windsor Castle, Hampton Court, the Roman Museum at St Albans, and the Greek museum at Reading University. All of these activities also contribute very well to the pupils' cultural appreciation. Learning in lessons is successfully supported by the use of real artefacts, which encourage good investigative skills. As with geography, there is successful linking between subjects. As part of their studies of the Tudors, for example, Year 4 pupils practised a dance of the period, learning to be elegant and graceful in their movements.

72. Some of the work seen in geography and history was copied text, rather than the pupils' own work and this is not helpful to their learning.

73. In **RE**, indications are that standards are in line with the expectations of the locally agreed syllabus and the pupils' achievement is satisfactory. There is clear and evident improvement, since the last inspection, in their knowledge and understanding of other faiths. The work the pupils have done on religious symbols is of good quality, with the older pupils developing more sophisticated understanding of their meaning. There is, however, insufficient attention given to helping the pupils reflect on and evaluate the knowledge they have gained. The work linked to Remembrance Day, when the pupils thought about their own important memories made a good contribution to their spiritual development.

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

74. During the inspection it was not possible to observe any lessons in physical education, art and design, or design and technology to make a firm judgement about provision. However, evidence from pupils' work and teachers' plans, together with discussions with pupils and staff did allow some judgements to be made.

75. In **art and design**, the recent national Artsmark award, which Braywood has won, is good evidence that the school places a high value on art. Visiting artists enrich the curriculum by working with the pupils and the teachers take the pupils on interesting visits, like the recent one to the National Gallery. The teachers' lesson planning shows that they make careful provision for art and link it well with other subjects. Pupils' work available now shows similar sound standards as at the time of the last inspection. Recent work in Year 2 includes collage, printing and painting as part of a study of "homes" where the pupils have explored the textures of house building materials. There are some particularly good self portraits in Year 1, where paint is sensitively used, and some useful drawings from observation in Year 3. The printing and texture work seen is better than the standards in drawing and painting. Some helpful improvements have been made over recent years so that the art workspace and the resources are better and an interesting portfolio of work is maintained.

76. In **design and technology**, the pupils' work and the teacher's sound lesson planning show that the young pupils are experiencing a range of materials and the older ones have opportunity to design and make things that work like hinged photo frames. Sound standards were evident in the work seen which is similar to the position in the last inspection. There is a little evidence of pupils' evaluation of their work this time, but not a great deal. There are useful improvements in that the subject coordinator has kept a portfolio record of the pupils' work and the teachers record the national curriculum levels the pupils have reached. Currently, there is no plan for the development of the subject which could help clarify priorities for improvement.

77. In **PE**, the school works well to compensate for its lack of indoor gymnastics apparatus by using its attractive outdoor Trim Trail. The position is broadly as it was at the last inspection. The teachers have made two sound improvements in the light of that inspection. Now, they give pupils the chance to evaluate their own and other people's movement as part of the lesson, and they also helpfully show their pupils how seriously they take the lessons by putting on suitable kit. The subject has a relatively new co-ordinator who is leading well and has a suitable action plan. She knows broadly what standards are, has assessed the provision by watching lessons and is anxious to raise the profile of the subject further, to increase teacher confidence and training.

## **MUSIC**

Provision in the subject is **very good**

### **Main strengths and weaknesses**

- The pupils' standards and achievement are very good.
- Specialist teaching provides a progressive challenge to all the pupils and links well with other subjects.
- Pupils can participate in a good range of performances

### **Commentary**

78. As at the time of the last inspection, the school has sustained standards in music which are well above average and the pupils achieve very well. They sing energetically and very tunefully with a very good sense of when to sing loud or soft and with clear enunciation. Pupils in Years 3 and 4 accurately clap different rhythms, following notation and symbols. They practise hard and concentrate in their lessons, obviously well motivated and having high standards for themselves. Everyone has the chance to play the recorder. About a quarter of the pupils do so and they are taught in three groups by the music teacher. There are also six pupils who are learning to play the guitar.

79. The specialist music teacher is in school for one day a week. The pupils have very good teaching. The teacher supports the school curriculum well by planning all the music lessons carefully to complement work in other subjects. At the same time she ensures that the specific

music content is at the right level and allows the pupils to make very good progress. She records the attainment of each pupil, knows them all and provides them with work which meets their learning needs. The lesson seen developed in difficulty and complexity and as pupils mastered their learning, more instruments were introduced. The pupils were fully engaged because of the variety and pace of the lesson. The pupils use music software which enables them to play phrases, alter the instrument they are using and vary the style. This supports their musical composition skills well.

80. The school emphasises performance, so many opportunities are provided. The music teacher helps the school choir practice twice a week after school and prepares the pupils to give two or three performances a year. They regularly win choral awards at the annual Slough Festival and are currently practising rigorously for an Easter Cantata. The music teacher supportively tape records her own piano accompaniments and leaves the tapes at school for practice when she is not there. She also arranges for visiting music groups to enrich the pupils' experience. At performances, the music teacher takes the opportunity to liaise with families and talk to parents about their children's progress. She leads and implements the music curriculum well and makes a tangible contribution to the school's success.

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

81. Although no PSHE or citizenship lessons could be observed during the inspection, all the evidence indicates that provision here is very good. PSHE is very well planned. There is good coverage of topics such as relationships, keeping safe, drugs, and healthy eating. Lessons are well supported by detailed and thorough medium term plans. Sessions such as Circle Time, when pupils have opportunities to reflect on issues, are regularly timetabled. The number of relevant awards the school has gained, such as the Silver Healthy Schools Award and the Mars Environment Award is testimony to this successful programme. PSHE is well led by a knowledgeable and well qualified co-ordinator. The successful introduction of the School Council has enhanced the pupils' understanding of democracy and decision making. The strong and caring ethos of the school very successfully promotes the pupils' self awareness and personal development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
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	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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