

INSPECTION REPORT

KATESGROVE PRIMARY SCHOOL

Reading

LEA area: Reading

Unique reference number: 109920

Headteacher: Mrs. Melinda Gane

Lead inspector: Marie Gibbon

Dates of inspection: 13th – 15th June 2005

Inspection number: 267122

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 – 11
Gender of pupils: Mixed
Number on roll: 276

School address: Dorothy Street
Reading
Berkshire

Postcode: RG1 2NL

Telephone number: 0118 9015490
Fax number: 01189015492

Appropriate authority: Governing Body
Name of chair of governors: Mr. S Halliday

Date of previous inspection: 19 / 4 / 99

CHARACTERISTICS OF THE SCHOOL

Katesgrove Primary School is slightly larger than most schools of the same type. It is situated in the centre of Reading in a mixed residential and commercial area and pupils come mainly from the area around the school. The school has 33 pupils on the register of special educational needs. This is lower than in most schools and significantly lower than at the time of the previous inspection. Most of these pupils have speech and communication difficulties. Five pupils have statements of special educational need and this is similar to most other schools. Thirty two per cent of pupils are eligible for free school meals which is higher than in most schools. The proportion of pupils from ethnic minority backgrounds is fifty per cent and most of these pupils are of Asian or Asian British heritage. Pupils who are learning English as an additional language form thirty two per cent of the school population and twenty five of these pupils are at an early stage of language learning. These proportions are much higher than in most schools and higher than at the time of the previous inspection. During the last school year twenty six pupils entered the school and thirty seven pupils left the school other than at the normal time of transfer. This rate of mobility is higher than in most schools and in some year groups has a significant impact on the attainment profile of the group. Attainment on entry to the school is well below average but there is some variability from year to year. In some years attainment on entry is low. The school has been awarded Healthy School's status in 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23434	Marie Gibbon	Lead inspector	English, art and design, music and English as an additional language (EAL).
9691	Jon Vincent	Lay inspector	
18083	Judith Howells	Team inspector	Foundation Stage, history, religious education (RE), personal and social and health education.
10808	Allan Britton	Team inspector	Mathematics, geography and physical education (PE)
11769	Jim Bishop	Team inspector	Science, information and communication technology (ICT); design technology (DT) and special educational needs (SEN).

The inspection contractor was:

Phoenix Educational Consultants

37 Broadlands Ave.,
North Petherton
Taunton
Somerset
TA6 6 QS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	7
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	34

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Katesgrove Primary School provides its pupils with a sound education. It has areas of strength, which include the strong ethos of the school, which promotes very good relationships and a very good degree of racial harmony and respect for individuals. The school provides well for pupils' spiritual, moral, social and cultural development. As a result, pupils have good attitudes to their work and behave well. The quality of teaching and learning is satisfactory. Pupils' achievement is satisfactory. Good teaching and a good understanding of children's needs in the Foundation Stage are leading to good achievement. Provision is good for those who are learning English as is the provision for pupils who have special educational needs (SEN). The school has faced significant barriers to improvement in terms of changes of staff and management since the last inspection. These difficulties are now being overcome due to the good leadership of the acting headteacher. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The good leadership of the acting headteacher and the commitment of staff and governors are creating a secure foundation on which to build.
- Good teaching in the Foundation Stage gives children a good start to their education.
- Standards are well below average in English and science and below average in mathematics.
- Pupils achieve well in mathematics because teaching is good in this subject.
- Relationships within the school are very good because the school makes all individuals feel valued and respected.
- The use of assessment, in subjects other than mathematics, is not sufficiently rigorous to ensure a consistent rate of progress for all pupils.
- Co-ordinators in subjects other than English and ICT do not sufficiently emphasise how their roles can support the raising of standards.
- The school's good provision for pupils' personal development helps pupils to develop mature and responsible attitudes as they move through the school.
- Attendance is good.
- Outside accommodation for the Foundation Stage is unsatisfactory.

Since the school's previous inspection, the ethos of the school, pupils' attendance and behaviour have improved. Standards are lower in English, mathematics and science in Year 6 and in English and science in Year 2 and teaching and learning are not as good. The key issues relating to curriculum planning and pupil management, the involvement of governors and the implementation of performance management have been satisfactorily addressed. Other issues have begun to be addressed since the appointment of the acting headteacher eighteen months ago. When the barriers to improvement are taken into consideration the school has made a satisfactory improvement since the last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	D	D	A
Mathematics	A	C	E	D
Science	C	D	E	C

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

Achievement is satisfactory. Children enter the school with well below average attainment in all areas of learning except language, communication and literacy where standards are very low. They achieve well in the Foundation Stage and, by the end of Reception, they are on course to achieve the goals expected of them in personal and social development, physical development and creative

development. Standards in other areas of learning are below average. In Year 2 and Year 6, achievement is satisfactory except in mathematics where achievement is good. In Year 2, standards are well below average in reading, writing and science and below average in mathematics. They are average in ICT, RE, PE and art. In Year 6, standards are below average in mathematics, science and art, well below average in English, and average in ICT, PE and RE. These were the only subjects where it was possible to make firm judgements.

Pupils' attitudes, behaviour and attendance are good. Their spiritual, moral, social and cultural development is good. Pupils enjoy school and are positive about their work. They are interested in learning and behave well in lessons and around the school. Their attendance rate is above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The quality of teaching and learning is satisfactory. Teachers and teaching assistants have very good relationships with pupils and provide good encouragement for pupils to work hard and do their best. As a result, pupils behave well and pay good attention. There are some inconsistencies in teachers' planning, expectations and the use of assessment information to set target for pupils' development. This affects the rate at which pupils' progress. Assessment systems are good in English and mathematics and enable the school to track pupils' progress effectively. In mathematics, information from assessment is used well to ensure that teachers plan consistently to meet pupils' needs. In other subjects, formal assessment systems are developing. Curricular provision is satisfactory as are the school's links with parents and the community. Provision for pupils' health, welfare and safety are good. Guidance and support for pupils' personal and academic development is satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The acting headteacher has created a strong team spirit in the school and has renewed a clear sense of direction. In this, she is well supported by the deputy headteacher and a committed and enthusiastic staff, many of whom are new to teaching and most of whom are new to the school. All staff make a good contribution to the management of the school but many are still developing their understanding of their roles. The governors are well led and the many new governors are developing their understanding of the strengths and weaknesses of the school satisfactorily. Financial management is prudent and rigorous and seeks best value appropriately. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school and appreciate the recent improvement in communication, which they would like to see continued. They would like to see more parents involved with the school and expressed some concerns about the quality of accommodation and the proposed refurbishments. Pupils like their school and appreciate the additional opportunities provided by the school.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and science.
- Improve the use and application of assessment information to ensure that all pupils achieve consistently well.
- Ensure that subject co-ordinators understand how their roles contribute to raising standards.
- Improve outdoor accommodation and access for Foundation Stage children.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is satisfactory. Standards are below average in mathematics across the school and in science in Year 6. Pupils achieve well in these areas because teaching is good. Standards in English and science are well below average in Year 6. Achievement is good in the nursery and Year R. Pupils with SEN and those who are learning English achieve well against their individual targets because they receive well targeted support.

Main strengths and weaknesses

- Standards in English across the school and in science in Year 2 are well below average.
- In mathematics pupils achieve well across the school because teaching is good and teachers make effective use of information from tests and assessments.
- Children achieve well in the nursery and Year R because provision is well matched to their needs.
- The achievement of some more able pupils is variable because teaching does not provide consistent challenge.
- Pupils with SEN and those who are at an early stage of learning English achieve well against their individual learning targets because teachers and specialist staff have a good understanding of their needs.

Commentary

1. Achievement in the Foundation Stage is good. On entry to the school children's attainment is generally well below average with literacy being the lowest element in their attainment profile. Children in the Reception class in the current year are likely to achieve the expected standards in personal, social and emotional development and creative and physical development. Standards are below those expected of them in their communication, language and literacy development, in mathematical development and in knowledge and understanding of the world by the end of the year.

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

Standards in	School results	National results
Reading	13.7 (13.7)	15.8 (15.7)
Writing	11.8 (13.0)	14.6 (14.6)
Mathematics	14.9 (14.4)	16.2 (16.3)

There were 36 pupils in the year group. Figures in brackets are for the previous year

2. In the end of Year 2 national tests in 2004, standards were well below average in reading, writing and mathematics compared with all schools. Compared with similar schools, on the basis of the number of pupils known to be eligible for free school meals, standards were well below average in reading and writing and below average in mathematics. Over the past three years standards have been well below average in all three subject areas.

3. The findings of the inspection are that standards in Year 2 are well below average in speaking and listening, reading and writing and science, below average in mathematics and average in ICT, art, PE and RE. These were the only subjects where sufficient evidence was gathered to make reliable judgements. Where the evidence allows comparisons to be made with standards in the previous inspection, similar standards were observed in mathematics, ICT, art, RE and PE. Standards are lower in speaking and listening, reading and writing and science. The attainment of the current Year 2 was very low in entry to the school, particularly in communication, language and literacy. The judgements of the inspection are similar to the school's results in the national tests in reading and writing but they are higher in mathematics. This is because a higher proportion of pupils is now reaching the higher levels in this subject.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.3 (25.6)	26.9 (26.8)
Mathematics	24.6 (26.5)	27.0 (26.8)
Science	26.8 (28.0)	28.6 (28.6)

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

4. In the national tests in 2004 standards in Year 6 were below average in English and well below average in mathematics and science when compared with all schools. When compared with similar schools based on pupils' attainment in Year 2, standards were well above average in English, below average in mathematics and average in science. Standards have varied over the last three years. They have fallen in mathematics and science and risen in English. This reflects the significant level of staff changes the school has experienced during this time and its impact on pupils' achievement.

5. The findings of the inspection are that standards in Year 6 are well below average in English and below average in mathematics and science. They are average in ICT, PE and below average in art. Standards meet the requirements of the Agreed Syllabus in RE. This represents similar standards to those found in the previous inspection in ICT, RE and PE but a fall in standards in English, mathematics, science and art. The school recognises the weaknesses in language and communication skills when pupils enter the school. It has identified as a priority the improvement of standards in the core subjects of English, mathematics and science and is focussing particularly on the improvement of standards in writing. Strategies are newly in place and it is too soon to be able to assess their impact on older pupils' attainment. There are missed opportunities to develop pupils' writing skills in other subjects of the curriculum. There has been a whole school focus on reading during the current year and there is evidence that standards are gradually improving.

6. Overall pupils achieve satisfactorily as they move through the school with the Year 2 national tests for the current Year 6 being very low. The school has experienced a period of significant staff changes including four changes of headteacher since the last inspection and this has had an adverse impact particularly on the rate of progress of older pupils. However there has been greater stability since the appointment of the current acting headteacher and this is reflected in the fact that children achieve well in the Foundation Stage and in mathematics across the school. This is because teaching is good in these areas and assessment is used well in the Foundation Stage to track children's development. All pupils achieve well in mathematics because teaching is good. In all other areas pupils achieve satisfactorily. Girls attain significantly higher standards than boys in the national tests in both years 2 and 6. The school recognises differences in learning styles and is beginning to develop strategies to address the disparity but these are newly in place and it is too soon for them to have had a significant impact.

7. Pupils who have special educational needs make good progress towards the targets set for them. The school identifies these pupils at a relatively early stage and from then on provides them with good support and teaching. Parents are pleased with the progress their children make. Pupils who are learning English as an additional language make good progress in their language acquisition. Those pupils who are at an early stage in learning English achieve well because of the effective support of specialist staff who make good use of pupils' first language. The progress of both pupils with SEN and those who have English as an additional language is due in large part to the ethos of the school and the care given to these pupils' support by all staff.

8. The school makes good use of the flexibility of mixed age classes in the school to provide appropriate challenge and support for lower attaining pupils. The achievement of more able pupils, while generally satisfactory, is not always consistent because in some lessons teachers' expectations are not sufficiently challenging. Parents and pupils feel that the school expects pupils to work hard and that they are doing as well as they can.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are good and they behave well. Pupils' personal development is good and supports the very good relationships in the school. Pupils' spiritual, moral, social and cultural development is good. Pupils' attendance is good and their punctuality is satisfactory.

Strengths and weaknesses

- Racial harmony and relationships are very good because the school has a strong ethos which values all individuals and their contributions.
- The school has put rigorous systems in place to promote continuing good attendance levels and improved punctuality.
- Behaviour in class and around the school is consistently good amongst all pupils.
- Pupils' spiritual, moral and social development is effectively fostered.
- Pupils are made well aware of cultures other than their own and they are given a good introduction to life in multi-cultural Britain.

Commentary

9. All pupils have a good awareness of the behaviour expected of them and they behave well accordingly. They are courteous and friendly and behave confidently around the school. The positive school ethos is providing pupils of all ages with a good understanding of their responsibilities of living in a community. Observations during the inspection, in the school and playgrounds showed no incidents of bullying or racism even though a minority of parents felt that it was sometimes a problem.

10. Pupils are given many opportunities for taking on additional responsibility and they respond in a positive way, for example in the work of the School Council. Responsibilities are also given to older pupils regarding their links with younger pupils and their voluntary tasks such as manning the school office during the lunchtime break. Every class has its own behaviour and achievement rules and these are celebrated by house points, certificates and sharing assemblies. The school rules, shared with parents, clearly set out the boundaries between right and wrong.

11. Overall, the provision for pupils' spiritual, moral, social and cultural development is good which is in line with the judgement of the previous inspection. The school's programmes for collective worship and religious education provide good guidance for pupils' moral and social values. They include traditional Christian celebrations, other religious traditions and whole world issues such as poverty and human rights. A range of visits and visitors also help to provide for these areas of pupils' personal development. The school has developed its curriculum in order to include pupils' awareness of multi-culturalism in Britain. Pupils in the school come from a wide range of ethnic minorities and every opportunity is taken to introduce and respect their cultures through lessons, visits and visitors. The social aspects of pupils' personal development are well catered for across several areas of the curriculum, for example in lessons that encourage pupils to work together cooperatively and in the annual residential visits made by the Years 5 and 6 pupils. This provision is effective in supporting the very good relationships pupils have with each other and with adults in the school.

12. Pupils who have special educational needs show appropriate interest in their work. As a result of well-planned activities, teaching and support, most pupils are able to sustain their attention and concentration. Their attitudes to their work are good and they form constructive relationships with fellow pupils, teachers and other adults.

13. Pupils who have English as an additional language are well involved in all the activities of the school. The very good relationships within the school community ensure that all individuals are treated with respect and valued. This positive atmosphere enables pupils to feel confident to try new elements of the language and to participate in classroom discussions fully.

Attendance in the latest complete reporting year (%)

Authorised absence	Unauthorised absence
--------------------	----------------------

School data	5.8	School data	0.4
National data	5.1	National data	0.4

14. Attendance is now good and has improved over the last academic year. The school's continuous efforts to impress upon both pupils and parents the importance of punctual attendance at school are having the necessary impact on attendance rates. These rigorous and effective methods have also resulted in a significant reduction of unauthorised absence. The school is determined to maintain these higher attendance rates. Most pupils enjoy coming to school and a much more enthusiastic approach to monitoring attendance has been adopted since the last inspection. During discussions with parents and pupils it was very evident that they enjoyed school and their lessons. There have been no exclusions in the past two years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided by the school is satisfactory. Strengths include the good achievement of children in the Foundation Stage and pupils' achievement in mathematics. This is promoted by good teaching and effective use of the information from tests and assessment. Relationships in the school are very good and these combined with good provision for their social, moral and cultural development and the good range of extra curricular opportunities ensures pupils develop their confidence, have positive attitudes to their work and behave well. There are weaknesses in the rate and the consistency of pupils' achievement because information from tests and assessments is not used sufficiently rigorously. Curriculum provision is satisfactory. Care and support for pupils' health, welfare and safety are good. Guidance and support for pupils' personal and academic support are satisfactory. Links with parents and the community are satisfactory. Outdoor accommodation for the Foundation Stage is unsatisfactory.

Teaching and learning

The quality of teaching and learning is satisfactory overall. Teaching and learning are good in the nursery and Year R and good in mathematics. Assessment is satisfactory.

Main strengths and weaknesses

- Good teaching of mathematics enables pupils to achieve well in this subject.
- The very good relationships of all staff with pupils promote positive attitudes to learning and confidence in the classroom.
- Well focussed planning and a good understanding of children's needs enables staff to provide well for pupils in the Foundation Stage.
- Good provision for pupils with SEN and those who are learning English enables them to achieve well.
- Information from tests and assessments is not used sufficiently sharply to ensure a consistent rate of achievement for all pupils.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	5 (15 %)	14 (41%)	15 (44 %)	0 (0%)	0 (0%)	0 (0%)

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

15. In the school's previous inspection teaching was judged to be good. Since the previous inspection the school has experienced a significant staff change and mobility. Teaching continues to

be good in the Foundation Stage and some good teaching is now evident across all areas of the school. In this inspection there was no unsatisfactory teaching. Teaching is good overall in mathematics

16. The quality of teaching and learning in the Foundation Stage is good overall, with some very good features in the Nursery. The Nursery and Reception staff know the children very well as individuals and are skilled at developing warm relationships. Consequently, the children settle happily into the Nursery, gain in confidence and move into the Reception classes with good attitudes to learning. A strength of the teaching in the Nursery and Reception is the very good teamwork between teachers and support staff. The use of assessment to monitor the development of the children is satisfactory and enables the teachers to plan appropriately for future learning experiences.

17. In all classes there are very good relationships which means that pupils' attitudes to their work are good and that teachers do not have to devote time to maintaining good attention. This is an improvement on the last inspection when the management of some groups was an issue for improvement. In most lessons the teacher explains the purpose and focus of the lesson clearly at the beginning of the lesson so that pupils have a clear sense of what they should be thinking about. These are features of most lessons seen during the inspection. However where teaching is good, or very good teachers plan carefully for the often wide range of abilities in the class, ensuring that resources are adapted to provide an appropriate level of challenge for all pupils. There is a brisk productive pace which sustains a good level of interest and concentration and activities are varied and focused closely on the main learning objectives.

18. These qualities were well illustrated in a good mathematics lesson in Year 2 where pupils were learning to find combinations of numbers to equal ten and twenty. After a clear explanation of what they were going to learn the pupils really enjoyed the brisk start and took part in the review of the previous lesson and the introduction of new ideas with interest and enthusiasm. The teacher used questions well to encourage all pupils to respond and had high expectations for all pupils to use the correct mathematical vocabulary. The lesson had been well planned and provided a good match of activities and resources for all the levels of ability in the class. The pupils enjoyed number games which provided good reinforcement in an enjoyable atmosphere but enabled all to feel successful in their participation. As a result most pupils worked hard throughout the lesson and made good progress in both their mathematical knowledge and in their confidence in using that knowledge.

19. Where teaching has weaknesses these are related to both planning and teaching methods. In some lessons activities and resources do not provide a good level of challenge for all the ability groups in the class and as a result some pupils do not achieve as well as they could. These weaknesses were seen in a Year 4 science lesson where pupils were learning about the different parts of a plant that are eaten. Practical activities were interesting and varied but the written task did not provide sufficient challenge for more able pupils. In a Year 6 English lesson the teacher was developing pupils' analytical skills by asking them to compare selected passages from three different books by Michael Morpurgo. The task and activity provided a good level of challenge for more able pupils in the class but did not provide sufficient adaptation to enable lower attaining pupils to be involved in the task without considerable individual support. This slowed down the pace of their learning and the pace of the lesson.

20. The quality of teaching of pupils with special educational needs is good. Most pupils make good progress because they receive work and activities that are both appropriate to their needs and their levels of attainment. Effective "precision teaching" is used extensively, and there is good cooperation and planning between the SEN co-ordinator, learning support assistants and class teachers. They ensure that pupils' individual education plans are regularly reviewed and pupils with SEN are provided with resources that have been specially selected to enhance learning. Teachers and teaching assistants have positive attitudes towards their pupils and this promotes both the pupils' self-esteem and their ability to succeed at work.

21. Pupils who are learning English as an additional language receive good support from specialist staff, particularly when they are at the early stages of language learning. Their language knowledge

is quickly assessed and their needs are discussed with parents, if necessary in their first language. This helps pupils to settle quickly and confidently into school. Teachers make good use of other pupils who have the same first language to help with the initial stages of language learning. There are regular reviews of their progress in which both specialist staff and class teachers take part to discuss provision for the next stages of their development.

22. Overall assessment is satisfactory. An issue for improvement in the school's previous inspection was to improve the use of assessment to set appropriate targets for the progression of skills across the key stage. Many of the systems and procedures identified in the last inspection have not been maintained and since the appointment of the acting headteacher new systems and procedures have recently been introduced. There are now good procedures in place to assess pupils' progress in English and mathematics throughout the school. The school uses a good range of tests and assessments in these subjects and the information from these assessments is used well to analyse the progress of groups of pupils in the school, including the progress of pupils from ethnic minorities. Information is also used to set individual targets for pupils in literacy and numeracy. These procedures are still relatively new and information from assessment, of which target setting is one aspect, is not used sufficiently sharply to focus teachers' planning on the different groups of pupils in the class and to support a consistent rate of progress for all pupils in all classes. Teachers' expectations for the rate at which pupils progress are variable and focus more closely on satisfactory progress rather than good progress. Assessment procedures in other subjects are still too dependent on individual teachers' record keeping and the school is aware of the need to further extend the good practice in English and mathematics to other subjects of the curriculum. When the barriers to improvement have been taken into consideration, the school has made satisfactory progress on this issue.

23. Day to day assessment and the marking of pupils' work are overall, satisfactory. Where teaching is good, teachers clearly recognise both in lessons and in their comments in pupils' books, where pupils have achieved well and explain what they need to do to improve their work. They maintain consistent expectations and ensure they review pupils' responses to their comments. However these good practices are too variable and do not happen consistently in all classes and in all subjects of the curriculum.

24. Parents and pupils believe that teaching is good and that teachers treat pupils fairly and expect them to work hard.

The curriculum

Curricular provision overall is satisfactory. It provides well for pupils with SEN and those who have English as an additional language. There are good opportunities for enrichment. Staffing, accommodation and resources generally meet the needs of the curriculum.

Main strengths and weaknesses

- The curriculum for the Foundation Stage provides well for children's needs.
- The curriculum is supported by a good range of enrichment opportunities.
- Pupils with SEN and those who have English as an additional language have effective curricular provision which meets their needs.
- The accommodation for the Foundation Stage is unsatisfactory.

Commentary

25. All pupils have good access to the curriculum which meets statutory requirements. It is planned against national guidelines to provide breadth and continuity of learning. Time allocations are broadly in line with recommendations with an emphasis on literacy and numeracy. Children in the Nursery and Reception classes follow a broad and balanced curriculum that meets all children's learning needs and ensures a good start to their education. Schemes of work are in place for all subjects to guide planning although most of those for the foundation subjects have been recently

introduced and are being further developed. Pupils in Years 1 to 6 follow the National Curriculum and the National Literacy and Numeracy Strategies. This indicates a good response to the key issue from the previous inspection.

26. The curriculum is effectively adapted to take account of pupils with SEN and those who speak English as an additional language. These pupils receive good support from well qualified teaching assistants. Good use is made of support programmes in literacy and numeracy and the school is ready to consider new programmes and strategies which would provide additional or more effective support for pupils' learning. Specialist staff have a secure understanding of the needs of pupils who join the school with little or no English and provide good individual or small group support in the initial stages of learning. They make good use of the first language skills of staff and other pupils to provide reassurance and clarification for pupils when they first join the school. There is good communication between all support staff and class teachers to ensure that pupils' needs are clearly understood and the best form of support is identified.

27. A good range of clubs, visits and visitors enhances the curriculum. These include sporting activities where pupils play soccer, netball and participate in athletics sometimes in competition with other schools. There are also country dancing, computer and gardening clubs and pupils can become members of the choir. Pupils make visits locally and further afield and Years 5 and 6 pupils make a residential visit to North Wales or the Isle of Wight. There is a staffed Victorian schoolroom on site which is run by Reading Museum services and is also used by other local schools.

28. There has been a high turnover of staff in recent years. This has posed some challenges for the school and a period of some instability before the acting headteacher assumed her post. However, senior staff have established a good induction process for new and supply staff in order to ensure consistency and continuity for pupils. The introduction of teaching teams across the different areas across the school provides a good basis for joint planning and the sharing of good practice. The teams also provide good support for teachers new to teaching. There are a satisfactory number of well qualified teachers and support staff to provide for the needs of the pupils and to support the curriculum. The newly qualified members of staff are all keen and enthusiastic and eager to take on curriculum responsibilities in the new academic year.

29. Overall, accommodation is satisfactory, old but well proportioned buildings and classrooms provide a good amount of space. Large working spaces in the two main buildings provide extra accommodation for withdrawal groups of pupils including those with special educational needs. However, significant improvements are needed in the lower building for the Foundation Stage children and this has been recognised by the local authority. The school works hard to create a bright and cheerful environment in which pupils can learn. Particularly of note are the large, colourful murals around the walls bordering the playgrounds. These playgrounds are spacious and hard surfaced and the school also has the use of a large playing field.

30. The school is suitably resourced to meet the needs of the curriculum in Years 1 to 6 and in the Foundation Stage. Teachers make good cross curricular links and provide generally appropriate opportunities for numeracy skills to be taught as part of work in other subjects. Opportunities for literacy skills to be developed in other subjects are more limited. Although the school has a computer suite the use of information and communication technology to support learning is still relatively under-developed.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance for pupils' personal and academic development is satisfactory. The involvement of pupils through seeking and acting on their views is satisfactory.

Main strengths and weaknesses

- Pupils are well looked after in a safe environment.
- Relationships with adults in the school are very good.
- There are strengths and weaknesses in the support and guidance for pupils' academic development.

Commentary

31. The school has good health and safety procedures in place with both formal and informal risk assessments carried out regularly. There is a dedicated and experienced health and safety governor who works closely with all school staff to ensure the school is a safe place for everybody. The school caretaker, who lives nearby, inspects the whole school site on a daily basis.

32. All members of staff have received appropriate first aid training and will be undertaking a 'refresher' course shortly. There are full child protection procedures in place with the headteacher as the designated child protection officer and all members of the school staff are trained in the appropriate procedures. The school has good relationships with all the appropriate outside support agencies. The family culture that permeates the school ensures pupils' well being. This, coupled with the fact that the staff know their pupils very well, ensures a caring environment which encourages learning.

33. All adults who work in the school form close and trusting relationships with the pupils. They know them well and provide very good role models for behaviour. The very good relationships between pupils, regardless of race, creed or gender ensure that the school is a happy, safe and secure place to be. Discussions with parents during the inspection confirmed this finding. The opinions and views of pupils on the work and life of the school are encouraged both on an informal basis and through the school council.

34. Support and guidance for pupils with SEN and those who are learning English is good. Teachers and teaching assistants know their pupils well. They communicate well to discuss pupils' needs and to monitor their progress.

35. Pupils' personal development is monitored on an informal basis and the support, advice and guidance on personal and social matters are satisfactory. The guidance and support for pupils' academic development are satisfactory. The school has good assessment procedures for English and mathematics which provides a strong basis for tracking pupils' progress through the school and for setting targets for pupils to improve their performance in these subjects. However the use of these targets and their review are not consistent across the school and does not always provide sufficient challenge for more able pupils. In particular the school has not identified and catered for pupils who are gifted and talented. The lack of assessment information in other subjects means that pupils do not receive sufficient guidance in these areas. The quality of day to day assessment and the marking of pupils' work are variable in their quality and pupils' involvement in evaluating their own work is at an early stage.

36. Nursery age children receive a home visit and spend a day in the nursery before they start their school career. When nursery children move up to primary education they are already familiar with the school routine, which helps to make a smooth transition. Other children about to reach the age of five and start school also visit with their parents and are introduced to school life. Overall, induction arrangements for children starting school are satisfactory and most parents feel their children settle in well.

Partnership with parents, other schools and the community

The school's links with parents and the community and other schools are satisfactory.

Main strengths and weaknesses

- Genuine 'open door' policy.
- There are strengths and weaknesses in the range of the school's information to parents.
- Procedures dealing with complaints and concerns are good.

Commentary

37. Parents and carers have very positive views of the school and the school works well with parents, encouraging them to support the school through the Friends of the School Association and to help their children with their learning. Some parents help in school and also help supervise pupils on school trips.

38. The Friends of the School Association organises fund raising events and the school is working closely with it to build more parental involvement.

39. The school provides a satisfactory range of information for parents. Regular newsletters keep parents up to date with school events and letters are sent when necessary. School staff check to ensure that this information has been received. A few parents felt that they were not well informed about their children's' progress and what their children are learning. The school is aware of this and has plans in place to remedy this. The school plans to introduce termly diaries of events and curricular foci and curriculum evenings for parents in addition to the termly parent/teacher meetings held at present.

40. The school has established good links with outside agencies to support its provision for pupils with educational needs. Especially effective links have developed in recent years with the school's Educational Psychologist. As a direct result, many SEN pupils have benefited considerably from the expertise of the advice provided by the agency.

41. The school has good links with the parents of pupils who are learning English. The school establishes a good level of communication by ensuring that the school's main letters and forms are translated into the main languages of families represented in the school. If the family has little knowledge of English before the pupil begins to attend school, one of the specialist staff visits the child's home to ensure that parents have all the information they need and to assess the pupil's use of their first language. This provides a very useful basis for the school to ensure that good provision is made from the start. In addition a member of the school's staff holds a class for parents who want to improve their knowledge of English. The school has useful links with the local education authority Equality Services which provide support, including additional translation services when required.

42. Parents find the detailed annual reports helpful, especially as they set out pupil targets for the following year. The school has a genuine 'open door' policy and the administration staff in the school office strive hard to build strong relationships with parents and carers. Parents and carers are encouraged to make contact with teaching staff should they have any problems or queries. Procedures for dealing with any concerns and complaints are good and parents say they find the school 'very approachable'. The school prospectus and the governors' annual report to parents are informative and fulfil statutory requirements.

43. There is satisfactory liaison with the secondary schools the school feeds and the school makes every effort to ensure smooth progress to secondary education. Links with other schools and colleges are satisfactory. An example of this is the involvement of Reading College whose students undertake child care education training in school. Local secondary school pupils also enjoy work experience, help with a sports group and assist with ICT work.

44. The school has satisfactory links with the local community. The Asian Mothers' Group meets every week in school. The school hall is used regularly by local groups and the car boot sale held on school grounds also generates income for the school budget. In the school building Reading museum maintains an original Victorian school room complete with the appropriate teaching artefacts which attracts parties from other schools in the area. The school supports various charities throughout the year.

45. Pupils have enjoyed visits to a local cinema, taken part in a circus skills event and younger pupils have visited a Hindu Temple, a Mosque and a Church. The school choir took part in the Reading Primary Schools' Music Festival and sang for residents of a local care home. Older pupils have taken part in football and cricket matches. All these links have a positive effect on the quality of education the pupils receive.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is good. The leadership of the other key staff is satisfactory. The management of the school is satisfactory. The school's governance is satisfactory.

Main strengths and weaknesses

- The leadership of the acting headteacher has created a secure foundation for the school's future development after a period of significant instability.
- There is a good team spirit on the school with new staff developing their understanding of their roles with energy and enthusiasm.
- The governing body is well led but with a significant number of supportive and committed governors who are new to their roles.
- There is a clear recognition of the importance of raising standards in the school's strategic planning but the focus is not sufficiently sharp to ensure all pupils achieve consistently as well as they should.
- The school has good systems to analyse and collect assessment data in English and mathematics.

Commentary

46. The acting headteacher has worked with commitment and energy, since her appointment eighteen months ago, to create a stable foundation for the work of the school, following a period of significant staff change and instability. Many of the school's systems and procedures have been newly established and for the first time for several years the school is retaining a stable staff for the following academic year. These improvements are a result of the acting headteacher's clear vision for the development of the school and the hard work of a new and committed staff team. She is well supported and complemented by the deputy headteacher who has been largely responsible for the good assessment procedures newly in place for English and mathematics.

47. The acting headteacher monitors teaching and learning regularly and new staff are beginning to develop their monitoring roles appropriately. Performance management is now fully in place and has a strong focus on staff development and reflects the school's priorities appropriately. This is a satisfactory improvement since the last inspection when there were weaknesses in the full implementation of performance management. The school recognises the value of the good support it has received from the advisory services of the local authority towards achieving their priorities. However performance management has not been fully effective in ensuring that pupils' achievement is consistent across the school.

48. Almost all teaching staff have been appointed in the past eighteen months and some are new also to teaching. Staff have been carefully selected to meet the school's needs and to reflect the ethos of the school. They have been well supported in their introduction to the school. A significant aspect of this support has been the formation of teaching teams, providing a good mix of experienced and newly qualified staff who work together well. New, more experienced staff are developing their understanding and management of the subjects of the curriculum appropriately. Coordination is good in the Foundation Stage, English and ICT. In all other subjects coordination is satisfactory.

49. The leadership and management of SEN are good. The SEN co-ordinator has ensured there is a whole-school approach which fully meets the pupils' particular needs. She has also established

overall consistency within the school's provision for pupils of all ages. Analyses of performance data and procedures for assessing the progress of pupils who have SEN are satisfactory. Effective use of funding has enabled the school to develop good learning resources and to provide additional training for teachers and learning support assistants.

50. The leadership and management of the provision for pupils who are learning English is good. The co-ordinator has a good understanding of her role and together with the two members of her team works effectively with parents and staff to ensure they provide the best support for each child. Good records are kept of the progress pupils make, both against their levels of language acquisition and against National Curriculum levels in English and mathematics. Plans are in place for the co-ordinator to provide in service training for teachers in the school to ensure that those pupils who no longer require specialist support continue to develop the range of their language and their comprehension.

51. The school makes good use of a range of tests and assessments to measure and record pupils' progress in English and mathematics and to provide an overview of the progress of different groups of pupils within the school. There are good procedures to organise and present the information in an easily accessible format and to enable the information to be effectively analysed. Strengths and weaknesses in pupils' performance are identified and form the basis of school priorities for further development. The results of the end of year national tests and assessments in Years 2 and 6 are analysed by the school and weaknesses identified. However this practice is new this year and has not had time to ensure a sufficiently sharp and rigorous focus on raising standards and teachers' consistent and effective use of individual pupil targets. Analysis of assessment data in other subjects is restricted by inadequate procedures.

52. Overall the school's finances are well managed with good regard for the current and future needs of the school. Clear, transparent and well organised systems have been recently developed to create a foundation for sustaining existing provision and for the future development of the school.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	774,890	Balances from the previous year	7,259
Total expenditure	755,891	Balance carried forward to the next	18,999
Expenditure per pupil	2,738		

53. Governors are appropriately involved with the work of the school and ensure that all statutory requirements are met. They are fully supportive of the acting headteacher and the staff and share their vision for a stable and forward looking school. The new members of the governing body are ably led by a more experienced Chair and Vice Chair and are developing a satisfactory understanding of their role. They now have a clear committee structure and are suitably involved in the establishing of priorities for the future development of the school. Governors are now more effectively involved in the strategic planning of the school than at the time of the previous inspection and are aware of the principles of seeking best value. However the school makes limited use of financial data to compare its costs and effectiveness with other similar schools. A further aspect for improvement identified in the previous inspection was the establishment of a long term strategic view of the school's development, including a three year plan to identify the whole school priorities. In view of the intervening period of instability since the last inspection, the acting headteacher and the governors made the strategic decision to form a two year plan which would allow the improvements instituted by the acting headteacher to consolidate before a permanent appointment is made. This represents a satisfactory improvement since the last inspection. The school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good**.

At the time of the inspection there were 128 children in the Foundation Stage. Sixty six of these were in the Reception classes attending school full time and 62 children were attending the Nursery part-time.

54. The children enter the Nursery with attainment that is well below average and a significant number have poorly developed speaking and listening skills and personal, social and emotional skills. Many are at an early stage in their ability to communicate in English. Despite this they achieve well and by the time they enter Year 1 of the school, most children's attainment is in line with expectations in personal, social and emotional development and creative and physical development. This is because the teaching is good overall with some very good features in the Nursery and the good curriculum provides a wide range of worthwhile activities that are well matched to all pupils' different needs and learning. Learning is suitably play based and so the children are interested and motivated to take part in all activities. The teachers concentrate on the development of language and social skills, although because of the low starting point there are still some weaker areas in their communication, language and literacy skills, mathematical development and in their knowledge and understanding of the world. Consequently most children are unlikely to attain the goals they are expected to reach in these areas of learning.

55. Leadership and management are good. The recently appointed Nursery teacher is knowledgeable and has taken on the role of Foundation Stage co-ordinator with great enthusiasm and has worked hard to put a number of new initiatives in place under difficult circumstances. Development has been especially effective in creating a team of teachers, nursery nurses and teaching assistants who work together very well to ensure that each day's activities are well organised and run smoothly. Assessment procedures are satisfactory and the information gathered is used appropriately to match learning tasks to the needs of the children during group time and in general when children are taught in whole class lessons. The accommodation although spacious, is unsatisfactory and has been identified by the school as needing a radical overhaul. There is no direct access to the outdoor area from both Reception classrooms and this restricts opportunities for the children. Plans are underway to update the Foundation Stage physical environment both indoors and outside. The strengths recognised during the last inspection have been maintained.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Good relationships between children and adults ensure that children feel happy and confident.
- Children achieve very well because of the very good teaching and high expectations set by the staff.
- Children reach standards expected for their age by the end of the Reception year, even though standards were well below average when they started.

Commentary

56. On entry to the Nursery, many children have well below average social skills. By the time they leave the Reception class, most children are on course to meet the Early Learning Goals expected of them. This is very good achievement and reflects the very good teaching and learning. Because the staff make sure that individual needs of all children are identified early and met effectively, all children; boys and girls; those with special educational needs and the children with English as an additional language achieve equally well. In the Nursery and Reception classes, the very supportive relationships ensure that children learn the difference between right and wrong. They know and trust

their teachers and supporting adults and will ask them for help when needed. While younger children in the Nursery are more comfortable playing and working alongside each other, the sensitive adult support ensures that they soon learn to get along with others in the class. Consequently, older children in the Reception classes confidently join in with all activities and learn to work with each other.

57. All adults encourage the development of social skills in a variety of ways, such as encouraging children to make choices and become independent learners. The children show interest in what they are doing, are enthusiastic and in the Reception classes rapidly become independent in their learning and manage to dress and undress themselves independently, when for example getting ready for physical education. Children with special educational needs and those with English as additional language are very well integrated and receive good support. They, and others, are helped to maintain concentration by the nature of the activities offered. As a result, most children in the Reception classes are able to maintain attention, sit quietly and are confident to try new things.

Communication, Language and Literacy

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

Main strengths and weaknesses:

- The development of children's vocabulary is good.
- Teachers and support staff take every opportunity to develop children's language skills.

Commentary

58. From a well below average start for many children in the Nursery, children make good progress throughout the Foundation Stage. However, because of the well below average starting point for many children, a significant number do not reach the nationally expected levels by the time they enter Year 1. They are encouraged to develop a wider vocabulary because there are a range of good activities planned to enable children to communicate with each other as well as with the good numbers of supporting staff. Achievement is good and the most confident English speakers express their own ideas well, but even so standards are below average overall. Those children with English as an additional language are very effectively encouraged to learn English vocabulary and gain confidence through speaking in front of other children, with high levels of support and encouragement. Learning new vocabulary is consolidated, by providing children with a language environment that is enriched with good use of labels and displays in classrooms and the opportunity to improve their competence through imaginative play and when working in small groups.

59. Good teaching is characterised by a clear understanding of the needs of young children and the way in which all adults work together to make all experiences enjoyable. The early stage of writing is developed well with many opportunities provided for children to express themselves by making marks on paper. A good number of children in the Reception classes are able to write their name clearly. They make marks on paper and attempt to 'write' their own words, as for example when writing a 'shopping list' to take with them to the class shop. By the end of Reception, however, only a few children use their knowledge of letter sounds to write simple words. The development of reading skills also has high priority. Most children in the Nursery recognise their own name and are encouraged to read it at every opportunity. Adults positively encourage the love of books. Activities such as looking at books are carefully planned to develop children's language skills and adults make good use of story props to encourage discussion. The children enjoy listening to stories and in the Reception are able to discuss the characters from a story in simple terms. Most children are aware of the way books are structured but in general are still at the stage of 'reading' the pictures or 'pretend reading' the words that accompany the illustrations.

Mathematical Development

Provision in mathematical development is **good**.

Main strengths and weaknesses:

- The development of children's counting and number recognition is good.
- Adults question children well and use a wide variety of activities to support learning.
- Children find it difficult to explain their mathematical ideas.

Commentary

60. The good teaching and provision in the Nursery and Reception, successfully promote children's mathematical development. When they first start school most children have very little idea of number. Many opportunities are provided during the day for children to count and play with numbers and recognise number shapes as well as learn about capacity and volume in free play activities such as sand and water. Adults take every opportunity to develop the children's mathematical skills and particularly the development of mathematical language. Children in the Nursery are encouraged to count at every opportunity. In the Reception classes, children continue to develop their ideas through practical experiences, such as, comparing the size of objects and playing games that reinforce counting skills. They make shape pictures, estimate how many jumps a friend can do in 10 seconds and with support create a picture graph to show the results. Adults ask children many questions, always trying to draw out and encourage mathematical understanding in child initiated activities as well as in more formal activities when they work in groups. By the end of the Reception year, the more able children add and subtract numbers up to twenty by combining two numbers practically. Most children however, need the support of a number line to work with numbers up to ten. The children are better at counting than they are at aspects of mathematics that demand more language, for example using words to describe quantity or position. Most know if something is 'bigger' or 'smaller', but find using language such as 'more' or 'less' to compare two numbers more challenging. By the end of the Reception year standards are below what is expected, but achievement is good.

Knowledge and Understanding of the World

Provision for children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses.

- A wide range of interesting activities is planned to promote learning in this area.
- The cultural background of children in the school is used well to introduce the importance of other lifestyles.
- Role-play is used well to deepen and extend children's experiences.

Commentary.

61. When children first start in the Nursery, many have a limited general knowledge. The teaching and learning in this area are good. Although the majority of children do not attain the goals expected of them by the end of the Reception, they achieve well. The Nursery provides a stimulating indoor and outdoor environment, that ensures the children's natural curiosity and enthusiasm are captured and enriched. Children develop their observational skills well. Children in the Nursery for example enjoyed looking closely at snails using magnifiers and showed great curiosity and interest as they watched them move and touched them. The many children who are still at the early stage of learning of English respond well, often non-verbally, using gestures and facial expression and with the encouragement of the teacher have the emerging self-confidence to use simple statements to explain their observations. They make good progress as Reception children watch the change of caterpillars into butterflies and frogspawn to tadpoles and talk animatedly about their observations.

62. Computer programs let children practise and extend their knowledge of language, while learning how to use the equipment competently, developing their control of the mouse to click on items on the screen to make things happen and to draw pictures. Reception children also use a digital camera to take pictures of one another. The construction work is purposeful, and reclaimed materials, as well as commercial kits and large building bricks are provided for children to explore and create models.

63. Role-play is used well in the Nursery and Reception to increase children's knowledge and understanding of everyday life. Play areas are converted to enable children to use their imagination, for example by visiting the farm's vet. In the Nursery, many of these activities are extended well outdoors on a daily basis, for example in the sand pit or home corner where children have the opportunity to develop imaginative and co-operative play. However, the Reception children do not have direct access to their outside area, which although timetabled, restricts opportunities for children to choose to extend their learning outdoors.

64. Children's awareness of religious and cultural traditions is well enhanced through special events such as the celebration of festivals and through music, role-play and stories such as 'Handa's Surprise'. The wide cultural backgrounds of children are an additional advantage to the school's promotion of cultural and racial awareness.

Physical Development

Provision in physical development is **good**.

Main strengths and weaknesses:

- Children use wheeled toys with increasing skill and control.
- There is limited access to the outdoor area for the Reception children.
- The Reception teachers make good use of the hall for physical education sessions.

Commentary.

65. Children achieve well in developing physical control and mobility because teaching is good. Good learning in this aspect is due to the wide range of stimulating and purposeful physical activities provided for children in the Nursery to experience on a daily basis. The designated outdoor area for children in the Nursery is spacious and used well to allow children freedom to move spontaneously between the indoor and outdoor environment. Good opportunities to ride wheeled toys ensure the children develop a good awareness of space and knowledge of how to move safely. In Reception, staff use the hall well to develop children's body control and help them use their imagination when moving to music, which is suitable for their age. However, there is limited opportunity for the children to practise the skills learnt through activities they can choose themselves because independent access to the outside area is limited by its position. They do however, have regular allocated times, which are used well to promote the development of their physical and social skills. As a result, the children are reaching standards close to what is expected in terms of their capacity for larger movement.

66. All children develop their manipulative skills well by handling dough, filling containers in the water tray and completing simple jigsaws. A wide range of materials are available from which the children make models and learn to handle scissors, tape and glue with a good degree of dexterity.

Creative Development

Provision for creative development is **good**.

Main strengths and weaknesses

- Good opportunities to paint, print and use a range of modelling materials enable children to work creatively.
- Role-play is used well to help children use their imagination.

Commentary

67. Children achieve well in most aspects of this area of development and most will reach the national goals by the end of the Reception year. Teaching is good overall. Good learning in this aspect is particularly due to the many creative activities on offer that allow children to explore and use their imagination. Resources are organised well, enabling children to select activities in the classroom and in the Nursery outdoors. In the Nursery and Reception, children work with a range of different media such as play dough and collage materials, paint freely, make prints with their hands and feet, explore sounds and combine different materials to create pictures of scarecrows and farm animal mobiles.

68. There are many opportunities for imaginative play and the children need no encouragement to participate. Adults provide sensitive support to the children while they play without dominating their activities. When in the home area outside, for instance, children in the Nursery play willingly and by the time they move to the Reception class are playing co-operatively with other children in the 'farm vets' or classroom shop. The classroom organisation in the Nursery and Reception class enables all children to experience the activities on offer.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Good procedures for assessment provide an effective overview of pupils' progress in reading and writing.
- Teachers and pupils have very good relationships and these give pupils confidence to respond to questions and contribute their ideas.
- Pupils in Year 1 achieve well because the teacher has a very good understanding of their needs.
- Good leadership in the subject is providing an effective foundation for further development.
- The school does not give a sufficiently high profile to strategies for developing the range of pupils' language and expression.
- Information from tests and assessments is not used sufficiently sharply or consistently to set pupils' individual targets or to inform teachers' expectations.

Commentary

69. Overall, standards in English are well below average and pupils' achievement is satisfactory. In Year 1 pupils achieve well because teaching is good. Pupils enter the school with lower attainment in areas of literacy and the attainment in literacy of the current Year 2 was very low on entry to the school. The current group of pupils in Year 6 also had low levels of attainment in the national tests in Year 2. Pupils with SEN and those who are learning English achieve well against their individual targets and in their targets for language acquisition. This enables them to achieve satisfactorily in the different areas of English. By Year 2 and Year 6 standards are well below average. In the school's previous inspection standards were below average in Year 2 and average in Year 6. Standards in Year 2 are similar to those seen in the national tests in 2004 but they are lower in Year 6 and reflect the lower attainment of this group of pupils when they were in Year 2.

70. Throughout the school pupils listen appropriately in lessons. In many lessons they listen well because teachers are clear about their expectations and have encouraged good habits of listening. Pupils also listen generally well to each other in their pair and small group work. The range of pupils' language on entry to the school is limited and only a few pupils in the different year groups have an appropriate range of vocabulary and expression. Although pupils answer and respond to questions relevantly and confidently, their abilities to extend their answers and ideas are often restricted by the range of their expression. Teachers are aware of the need to develop expressive language but there is not a sufficiently high profile given to creating a dynamic language environment or to developing pupils' language skills progressively.

71. Standards in reading are well below average in both Year 6 and Year 2. The school's evidence shows that standards of reading are gradually improving as a result of a whole school focus on reading strategies and skills during the current year. While this has not yet had a significant impact on the overall results of national tests, a higher proportion of pupils are achieving both the higher and average levels in the current Year 2 and achievement is more consistent across the school. In Year 2 above average and some average pupils are secure in using their knowledge of sounds to help them in their reading. They are able to give brief accounts of the story they are reading and to talk about their favourite stories. Lower attaining pupils are uncertain about some simple combinations of sounds and need support to help them read simple texts.

72. In Year 6 above average pupils read confidently and accurately with a good regard for meaning and expression. They discuss their reading preferences thoughtfully and make appropriate comments about characters and authors in the books they have read. However they are too often selecting books to read which are comfortably within their range and which do not provide sufficient challenge. While most pupils are able to locate and identify points of information from the texts they read in class, only a small proportion are able to discuss in appropriate detail aspects that are implied or inferred. Lower attaining pupils often need support to use an appropriate range of strategies to help them in their reading. The school has focussed this year on developing the use of guided reading outside the literacy hour. In the lessons seen most teachers organised the sessions purposefully ensuring that all pupils were productively engaged with their reading whether they were working with adults or independently.

73. The school rightly recognises the need to make the development of pupils' writing skills a priority. Pupils at this present time do not have sufficient opportunities to develop their writing skills in the other subjects of the curriculum and older pupils do not have sufficient opportunities to write independently or at length. Standards in writing in both Years 2 and 6 standards are well below average. In Year 2 more able pupils are able to write well organised accounts of their holidays and visits made to places such as the local library. They are beginning to use a range of more complex connectives and understand how to use basic punctuation correctly. However while most pupils show an awareness of sentence structure, the writing of a significant minority of pupils does not always communicate meaning. A good number of pupils are using a joined form of writing and most are forming their letters clearly.

74. In Year 6, analyses of pupils' work showed that pupils write in an appropriate range of forms, including narrative, report writing, letter writing, playscripts, instructive and discursive writing. In the best writing pupils have a secure grasp of how to structure narratives and some pupils include examples of an interesting and effective range of expression and organise their work into paragraphs. However the range of their vocabulary is generally straightforward rather than wide ranging and average and lower attaining pupils sometimes use an oral tone inappropriately. Average and lower attaining pupils generally sequence their ideas logically but the depth and detail of the ideas are often too limited. Basic punctuation is too variable in the work of the majority of pupils.

75. Teachers are secure in their understanding of the national literacy strategy and implement it appropriately. Teaching in English is satisfactory overall with good teaching seen in all sections of the school. There was no unsatisfactory teaching. In all classes there are very good relationships between pupils and between pupils and adults that develop pupils' confidence well and encourage

positive attitudes to the subject. Teachers are clear about what they expect pupils to learn and in most lessons they explain their objectives to pupils at the beginning of the lesson. This good practice gives lessons a sense of purpose and focus.

76. In the best teaching teachers maintain a brisk pace ensuring that pupils are well involved and their attention is productive. They have high expectations for pupils' behaviour that are consistently maintained. Activities and resources are well matched to pupils' abilities and provide a good level of challenge. These lessons provide a good range of opportunities for pupils to work together and to contribute to discussions. These qualities were well illustrated in the very good lesson in Year 1. The teacher had a very good understanding of the needs of pupils of this age and of the pupils in her class. Her bright energetic approach sustained a purposeful pace in an enjoyable variety of games and activities to develop pupils' awareness and use of phonics. The whole class then worked together to produce a performance poem for an assembly. Very effective questioning enabled the teacher to review the word patterns identified in a previous lesson and to reinforce pupils' awareness of a good range of interesting vocabulary. The teacher encouraged all pupils to participate demonstrating high expectations for pupils to develop their reading and writing skills. Together with teaching assistants she provided a good level of challenge, learning and enjoyment for all pupils.

77. Where teaching has weaknesses these are mainly concerned with the slow pace of some parts of lessons and with the match of activities to the abilities of pupils to provide a good but realistic level of challenge. In a Year 2 lesson activities for more able pupils did not provide sufficient challenge and in a Year 6 lesson there was insufficient adaptation of texts used in class. As a result lower attaining pupils and those who were learning English were not able to undertake the activity without a significant amount of individual support. The scrutiny of pupils' writing over the year indicated that expectations for the rate at which pupils progress are not consistent and this applies more particularly to more able pupils.

78. The leadership of the subject is good. The two co-ordinators, who have been in the role for just over a year, have a good overview of the strengths and weaknesses of the subject through their monitoring and have identified clear and relevant priorities for the development of the subject. There are good assessment procedures in place for monitoring reading and writing and these provide a clear overview of pupils' progress across the school. However the information from these assessments is not used sufficiently rigorously to establish a consistent sharp focus on pupils' individual targets and on the rate at which pupils are learning.

Language and literacy across the curriculum

79. Speaking and listening skills are well established in all subjects but there is too limited awareness on the progressive development of these skills. Opportunities to write in other subjects are not sufficiently developed and there are missed opportunities for pupils to develop their recording and writing skills. Overall, the development of pupils' range and use of language does not have a sufficiently high profile.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Standards are below average at the end of Year 2 and Year 6.
- The quality of teaching and learning is good, overall.
- Pupils achieve well by the end of both key stages.
- Pupils with special educational needs and those with English as an additional language are supported well in their learning.
- Teachers' marking of pupils' workbooks does not always encourage pupils to further develop their knowledge and understanding of mathematics.

Commentary

80. Standards are below the national average in the current Year 6. This finding shows an improvement on the 2004 national test results but is below the standards found in the last inspection. Standards in comparison with similar schools were also below average. Pupils' achievement, which takes into account their capabilities and previous levels of attainment is good and includes pupils' achievement observed during the inspection. This is because of the introduction of comprehensive individual pupil tracking and the good standard of teaching and learning. No significant gender differences in standards or achievement were observed during the inspection, although girls outperformed boys in last year's national tests. The school has recognised this and has introduced measures to balance any gender differences.

81. In the current Year 2 standards are also below average. This judgement is better than the 2004 national test results and is in line with the findings of the previous inspection. Standards have been maintained because of the improvement in the quality of teaching in recent years. Girls outperformed boys in the last national tests, but not significantly. Pupils' achievement in lessons and over time is good due to the low attainment on entry standards of this cohort.

82. The quality of teaching and learning is good, overall, in both key stages. In the lessons observed four were good and two satisfactory. In the scrutiny and analysis of pupils' past work all teaching and learning were judged to be overall, satisfactory. No unsatisfactory lessons were observed in the teaching and learning of mathematics during the inspection. Teachers plan their lessons well and good knowledge and understanding of the subject are evident in all classes. Equality of opportunity is promoted well and pupils with special educational needs and those using English as an additional language are well supported by differentiated work and experienced teaching assistants in all aspects of their mathematics learning.

83. Most teachers use practical resources well to give pupils 'hands on' experience of mathematics. In the Year 2 lessons observed pupils are encouraged to use whiteboards and number fans to develop their mental agility in recognising number bonds. They were also being introduced to the concept of using mental strategies to solve problems. Years 3 and 4 pupils' activities started with a fast paced mental session concerned with counting on and back in twos and fives. Some pupils had difficulty in dividing by these numbers. Pupils in Year 5 are involved practically, using small mirrors to recognise the position of various shapes after reflection. All pupils are well supported by three adults to enable them to make appropriate learning progress in their understanding of shape and space. Pupils are required to complete a self assessment sheet at the end of the lesson to enable the teacher to record their progress and understanding. The Year 6 teacher produced a very comprehensive lesson plan containing differentiated work for three abilities and extension work for those of higher ability. Most pupils could identify prime numbers on a large number square and this knowledge is used for problem solving by using the prime numbers in lettered codes. All teachers emphasise the use of appropriate mathematical vocabulary by pupils in their lessons.

84. In all the lessons seen, pupils who have special educational needs and English as an additional language were given a good level of support by teachers and support staff. In a scrutiny and analysis of the work books of all age groups teachers planned appropriate work for different abilities, but not all teachers' marking was helpful enough to enable and encourage their pupils to move forward.

85. Most teachers have established good classroom routines. As a result, pupils behave well, remain on task and are generally keen and interested in mathematics, leading to their overall, good progress in the subject. Homework is regularly set and is matched to pupils' work in classrooms. Thorough assessment is used well by class teachers to plan lessons and for responding to the needs of individual pupils from both age groups.

86. Leadership and management in the subject are satisfactory, overall. The two subject coordinators have a particularly heavy work load at the moment due to the large number of relatively

inexperienced teaching staff in the school. However, this will be rectified in the autumn term when all the new staff will assume curriculum responsibilities. Individual pupil target tracking has been introduced for all year groups and is beginning to be developed enough to ensure that targets and predictions are accurate and useful to raise standards in both key stages. The subject co-ordinators had the opportunity to monitor the quality of teaching and learning in some classes but this is planned for further development later in the year. Resources for the subject are appropriate and are used well in all aspects and areas of mathematics.

87. Standards at the time of the last inspection were reported as below average at the end of both key stages. These standards have been maintained after a period of falling standards due to the introduction of the whole school tracking system and an improvement in the quality of teaching and learning. Accordingly, the improvement in the quality of provision for mathematics since the last inspection is good.

Mathematics across the curriculum

88. Several examples of the use of mathematics in other curriculum subjects were evident during the inspection. These included pupils' work in science, geography and physical education. Mathematics also plays a part in the design and technology curriculum. All teachers are eager to promote speaking and listening in the subject and they encourage the use of appropriate mathematical vocabulary. Large interactive whiteboards are not yet widely available for teachers to use in their lessons.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Across the school there is a good emphasis on learning through investigation.
- Teachers manage and control classes well, and this results in good behaviour and attitudes from pupils.
- The use of ICT in lessons is becoming a strength of the school's provision for science.
- Pupils with SEN make good progress.
- More able pupils are not consistently presented with sufficiently challenging work.
- There is insufficient use of assessment information to provide the co-ordinator with a clear overview of standards and achievement in the subject.

Commentary

89. Standards in science in Year 2 are well below average. This matches the results of the school's 2004 teacher assessments in national tests. It is also similar to the findings of the school's last inspection. This inspection finds that children start school at well below average standards, and, that all pupils achieve satisfactorily and make sound progress throughout Years 1 and 2. Pupils with SEN achieve well and make good progress.

90. In Year 6, pupils' attainment is below average. This is an improvement on the school's national tests results for 2004 where they were found to be well below average, but below the standard judged in the previous inspection. All pupils make sound progress and achieve satisfactorily. Pupils entering Year 3 with SEN achieve well and make good progress in each class.

91. Pupils are taught an appropriate range of concepts and skills as they move through the school. In Year 2, pupils know some of the names of the main external parts of the human body and why some foods are healthier than others. They understand how forces can change the shape of materials. However, their knowledge of physical processes is weaker. Most pupils are developing a scientific vocabulary to explain their observations as they regularly undertake investigations. As a

result, by Year 6, many pupils are able to provide clear explanations. In Year 6, pupils investigate whether plants need light and the effect of exercise on the pulse rate.

92. Strengths in the provision in science include the way in which topics are introduced through an investigative approach wherever possible, and the interesting way in which work is presented and introduced. This is increasingly combined with the effective use of ICT. An example of this was the Egg Project, which was a virtual experiment, with many pupils across the school, watching the development of hatching eggs via a video link. A shortcoming throughout the school is that teachers do not consistently expect high enough standards from their most able pupils. One result of this is reflected in the quality and quantity of their recorded work, which is not always extended to an appropriate level. As a result, too few pupils reach above average levels which lowers overall standards.

93. The quality of teaching and learning across the school is consistently satisfactory, with some good teaching observed during the inspection in Years 5 and 6. These findings also largely reflect the findings of the previous inspection. Strengths in teaching across the school include the ways in which teachers prepare lessons, use resources and adopt effective teaching methods. As a result, most pupils enjoy their work, behave well and show positive attitudes towards their learning. Teaching in Years 1 and 2 in particular benefits from a child-centred approach where pupils are readily encouraged to experiment and participate in scientific investigations. Teachers across the school make effective use of teaching assistants, by fully involving them in lessons to ensure they promote pupils' learning. Pupils with SEN are particularly well supported by the teaching assistants which enables pupils to make good progress and to achieve well.

94. During lessons teachers manage their pupils consistently well, which enhances the pupils' interest and helps them to concentrate. During the inspection there was clear evidence of teachers being really enthusiastic about their science as a subject and a genuine desire to continue to raise the quality of their teaching. The good teaching observed in a joint Year 5/6 class included brisk pace and the use of an effective plenary session to reinforce the lesson's main learning objectives.

95. Leadership and management in the subject is satisfactory. The co-ordinator's enthusiasm and scientific expertise has contributed positively to the improving confidence and subject knowledge of the teachers. Assessment tasks set at the end of teaching units of work have provided teachers with more effective tools to raise standards of attainment across the school. Gaps in learning are now addressed and areas deemed to require further attention receive additional teaching. The results of recently administered school tests have indicated valuable improvements in pupils' attainment in Years 3 to 6 since the beginning of this year. However, insufficient use of national performance data is made currently, with the result that the co-ordinator does not yet have a comprehensive over-view of attainment across the whole school.

96. The co-ordinator has encouraged greater use of ICT in the teaching of science. This has led to most teachers having greater confidence in the use of computers, digital cameras and in data logging. The subject has adequate resources but requires further items to enable the pupils to communicate data in more appropriate and systematic ways, and to test ideas using observation and measurement activities. The co-ordinator has high aspirations for the subject and there is a strong commitment to improve attainment further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Teachers have good subject knowledge and growing confidence, which has resulted from effective training and good subject planning.
- Pupils enjoy their work and are committed to their learning.
- Teachers make increasingly effective use of ICT across the curriculum and in all year groups.
- The subject co-ordinator has increased the quantity of learning resources and has ensured that ICT is developing well.
- Assessment procedures are not fully developed.

Commentary

97. Pupils across the school attain average standards in all aspects of the subject. Although this judgement is similar to the findings of the previous inspection, the school has progressed significantly since that time. This is largely the result of improvements in the range and quantity of equipment and the growing confidence of the teaching staff in using and applying it. The influence of the effective subject co-ordinator has been important in these developments. The potential for improving pupils' ICT skills is now good. Most pupils' learning and achievement are at least satisfactory and they make sound progress. However, pupils with SEN achieve even better, often because they are given good support and enjoy the opportunity to explore a variety of programmes. Pupils in Year 1 are developing sound keyboard skills from activities such as producing art work using Word Art. Pupils in Years 5 and 6 created some graphic modelling and a multimedia presentation on their return from their residential visit to North Wales, to accompany their diary of events. This enabled them to present information in a variety of forms and to show the need for quality in promoting the interest of their intended audience. This and other examples observed during the inspection revealed that pupils really enjoy their work, behave well and apply themselves productively to their learning.

98. Overall, the quality of teaching and learning in lessons seen was consistently satisfactory. Teachers make effective use of the available resources and present lessons confidently and demonstrate good subject knowledge. They also take full advantage of the school's well-equipped Computer Suite. Their lessons are carefully planned and thoroughly organised. Direct instruction is clear and this not only ensures that pupils know what to do, but also stimulates their interest. Apart from the most able pupils, the tasks set during lessons provided sufficient challenge for most pupils. Very occasionally, teaching was less effective when there was too little insistence that pupils listened carefully and followed instructions.

99. The current subject leader has been responsible for the subject for less than a year, but she has managed the subject well since her appointment. A comprehensive action plan has been established and it is beginning to be implemented. Priorities for further development have been identified and include the need for updating hardware, extending internet provision and improving the arrangements for pupils' assessment. Currently, there is an inadequate process or procedure for the assessing and recording of pupils' progress and therefore the assessment provision is unsatisfactory. The action plan for the subject does not sufficiently emphasise the monitoring and evaluation of teaching and learning. The new co-ordinator has already recognised the need for increasing the school's provision of software to improve the delivery of ICT in other curriculum subjects and the need for more controlling devices and monitoring equipment to be used in teaching the curriculum for the older pupils.

Information and communication technology across the curriculum.

100. The use of information and communication technology in other subjects is satisfactory. Teachers increasingly use ICT to support and enhance both teaching and learning. Examples of this developing practice include Year 1 drawings of mini-beasts using an art-based programme and Year 6 using the internet to research for their Design and Technology Topic on musical instruments. Pupils use digital cameras to support their work in several subjects and make graphs in mathematics and science to display data.

HUMANITIES

During the week of the inspection it was not possible to observe any lessons in history and only one lesson was observed in geography. Judgements are made on the one lesson seen, analyses of pupils' work and discussions with teachers and pupils. There was insufficient evidence to make a judgement about teaching and learning and provision in these subjects.

101. The curriculum in **geography** covers all the required areas of the subject and curriculum planning is appropriate to the needs of pupils. The evidence from one lesson and a scrutiny and analysis of Years 2 and 6 pupils' work indicates that standards are at least average by the end of these years. This represents a good improvement from the previous inspection when standards and provision were found to be unsatisfactory.

102. In the very good lesson observed pupils in Years 3 and 4 developed their knowledge and understanding of other areas of the world by asking questions and discussing the physical and human processes in Russia. The primary source for the lesson was a teacher from Russia who prompted by questions from pupils gave an account of life in Russia. She used an interactive whiteboard well to illustrate her answers to pupils' questions. Pupils' speaking and listening skills were encouraged well and appropriate use of geographical language was evident.

103. An analysis of Year 6 pupils' folders indicates a sound knowledge and understanding of the local and world environment in their topic on 'water'. They have identified the waterways of Reading using their map skills and identified various sites alongside the River Nile. Year 2 pupils are using their geographic knowledge and understanding in their current topic on 'The Sea-side' prior to a visit during the following week. Although geography is not being taught during this term evidence from pupils' folders indicates knowledge of the location of various countries in the United Kingdom and Africa.

104. Resources for the subject are satisfactory and the geography curriculum is based on a nationally recommended scheme. However, the assessment of pupils' progress is not yet fully used to record pupils' progress across the school. The curriculum is enhanced by outside visits by all year groups and a longer residential visit by pupils from Years 5 and 6.

105. During the inspection, no **history** lessons were observed but an analysis of pupils' work indicated that younger pupils have a developing sense of chronology and good understanding of why people in the past acted as they did. By the end of Year 6, pupils have a secure understanding of the topics they have studied, such as the Ancient Egyptians, everyday life in Tudor times and details of the beliefs and way of life in Ancient Greece. There are close links with Reading Museum and very good use is made of the school's own history and the on site Victorian Schoolroom to find out about the past. Further interest in the subject is promoted well by visits to places of historical interest such as Ufton Court.

106. Coordination in history and geography is satisfactory. The roles are currently being shared by an experienced teacher who maintains an overview of both subjects assisted by a newly qualified teacher who will take over the leadership of geography next year. Both co-ordinators are clear about how the subjects need to develop. Monitoring is at an early stage and assessment in both subjects is individually organised by class teachers.

RELIGIOUS EDUCATION.

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are encouraged to respect the rich diversity of religious beliefs.
- Learning makes an effective contribution to pupils' personal, social, moral and cultural education.
- Procedures to monitor the pupils' progress in the subject are under-developed.

Commentary

107. By the end of Year 2 and Year 6, pupils reach the expectations of the locally agreed syllabus. This is similar to the findings of the school's last inspection. Achievement by pupils, including those with special educational needs and English as an additional language is satisfactory. The wholly inclusive ethos of the school supports the teaching of religious education and together with collective worship, it makes a distinctive contribution to pupils' personal development.

108. In Years 1 and 2, pupils have a good understanding of the main events of the Christian calendar and explain why, for example Christian's view Easter as both a period of sadness and happiness. Pupils' written work available showed a satisfactory standard of understanding of elements of Islam. In discussion however, the pupils' knowledge indicated that they had begun to appreciate the distinctive richness of that particular religion. In Years 3 to 6, pupils' work showed they have a satisfactory understanding of Christianity and other faiths such as Hinduism. Further studies into the Muslim faith indicated a secure knowledge and understanding of the key values and beliefs and the importance of the Qur'an and the mosque in the community.

109. Overall, the quality of teaching and learning is satisfactory. No lessons were observed in Years 1 and 2 and only two lessons were observed in the Year 5 / 6 classes. During both lessons teachers made good use of a range of interesting resources to make the subject interesting and meaningful for the pupils. In one lesson, the teacher made good use of pictures, photographs and figures to help pupils understand that art can be a way of expressing faith. Pupils were able to identify a range of symbols including important symbols for Christianity. In the other Year 5 / 6 class, pupils were learning about how Islamic art helps Muslims to worship and how the design of prayer mats show things that are important to them. The lessons were taught at a suitable pace and combined with the good use of questions, promoted pupils' understanding of how images are used to teach religious beliefs.

110. In Years 3 to 6, pupils are provided with good opportunities to discuss, for example, the moral themes that often underpin their learning. This enables pupils to make good progress in their understanding of the part that religious education has to play in their daily lives and that they too have a moral responsibility in behaving fairly and reasonably towards others. Assessment is unsatisfactory. At present, there are no whole school procedures to evaluate pupils' progress in the subject. As a result, teachers do not know pupils' levels of attainment clearly enough to be able to plan their subsequent learning accurately.

111. The leadership and management of religious education are satisfactory. The co-ordinator is new to the subject but has identified several areas for development. This includes greater use of information and communication technology and the need to develop her monitoring role. The subject benefits from a good range of resources. Religious education makes a very good contribution to pupils' spiritual, moral, social and cultural development. The school values the cultural and religious background of pupils and their knowledge is used well as a resource in religious education lessons.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

During the week of the inspection music was not inspected and it was not possible to observe any lessons in DT. One lesson was observed in art. In these subjects it was not possible to make a secure judgement on the quality of teaching and learning or provision overall. The judgements made

are based on the lesson seen, analyses of pupils' work during the year where it was available and discussions with teachers and pupils.

112. Observations of pupils' work on display, their work in sketchbooks and the lesson seen in Year 2 indicate that standards in **art and design** are below average in Year 6 and average in Year 2.

113. Year 2 pupils develop their observational drawing skills through sometimes well detailed drawings of familiar shapes and objects such as fruit, flowers and toys. They explore colour and colour mixing and develop their awareness of pattern when they study the work of painters such as Kandinsky and Mondrian. They are given very good opportunities to explore natural materials and three dimensional shapes as was seen in the very good lesson observed in Year 2. The teacher had prepared a very well selected range of photographs of natural shapes and patterns to stimulate discussion and observation about installation art forms. Her personal enthusiasm and very good use of questions encouraged pupils to explore and extend their range of descriptive language. All pupils were thoroughly involved and contributed interesting ideas. They then explored the school grounds to bring back as many different shapes and textures as they could find to create their own 'installation art' work. The classroom 'buzzed' with excitement as pupils shaped, arranged and experimented with different patterns and forms. A very positive atmosphere for collaborative and individual work was established because the teacher and the teaching assistant encouraged pupils to talk about what they were doing and to give suggestions to each other as to how they might improve or add to their work. By the end of the lesson pupils felt they had been successful and were happy to have their work recorded more permanently by the teacher's use of the digital camera.

114. In a useful link with their work in DT and history, older pupils create framed clay tiles of brick patterns they have observed during a recent visit to Reading. They develop their awareness of tone and texture in pencil and pastel exercises in their sketchbooks and explore the effects of colour in their weather sketches and a range of observational skills in their drawings of fruit. However the control of shape and detail of their drawings indicates that only more able pupils reach average standards. This is because skills and opportunities have not been developed progressively.

115. The co-ordinator for the subject has very recently been appointed and is developing her understanding of the role satisfactorily. She has identified relevant key areas for improvement and is developing a portfolio of pupils' work in order to monitor standards. There are no formal systems for assessing the standards pupils achieve. The subject and pupils' interests are well enhanced by whole school art days and weeks.

116. From the evidence that was provided or observed, indications are that standards in **DT** are average in both Year 2 and Year 6. This would match the findings of the last inspection. Examination of pupils' work, displays and photographic evidence indicates that Year 1 pupils have designed, created and marketed fruit kebabs. Additionally Years 5 and 6 pupils have designed and made musical instruments. They have also performed research and investigations, such as studying shelters for withstanding air-raids, in connection with history lessons.

117. The leadership and management of the subject are satisfactory. The subject's co-ordinator has only very recently been appointed. The subject already has an Action Plan for its development. The curriculum has many cross-curricular links, especially in Key Stage 1 and also benefits from designated design technology days. The subject has adequate resources but storage provision does not enable ready access for staff and pupils.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**

Main strengths and weaknesses

- The subject is well linked to other curriculum subjects like geography and mathematics.
- Pupils with special educational needs are well supported.
- Extra-curricular sports activities are well established.
- The number of Year 6 pupils able to swim for at least 25 metres by the time they move to secondary education is below average.

Commentary

118. In the three lessons observed, pupils reach standards in the dance and outside activities aspects of physical education similar to those found in most schools. No gymnastics or games lessons were observed during the inspection. Only approximately 60 per cent of Year 6 pupils are likely to be able to swim for at least 25 metres by the time they leave the school and this represents below average performance. The standards achieved, lead to satisfactory achievement by most pupils and this is promoted by overall, satisfactory teaching and learning although some good teaching and learning was observed during the inspection. These judgements are in line with the findings of the previous inspection.

119. The Year 2 dance lesson observed was linked well to the pupils' current topic, 'At the Seaside'. Pupils' development of their dance skills was enhanced by the use of appropriate music when they were asked to imagine various beach activities to perform as individual dance routines like, drawing a shape in the sand with their toes and running backwards and forwards to dodge the incoming sea. The teacher and teaching assistant were actively involved in the lesson and used pupils to demonstrate good performance. Pupils demonstrate a sound awareness of the effect of exercise on their bodies in their 'warm up' and 'cool down' activities.

120. Pupils from Years 5 and 6 developed their orienteering skill in their physical education lesson. The lesson was well linked to geography and mathematics as pupils were encouraged to use a map of the school grounds to plot a route around the grounds, visiting several locations to achieve the fastest time. Grid references were also used in this activity. All the staff concerned with the two year groups are actively involved and it is evident that nearly all pupils are able to sustain energetic activity over a period of time. All pupils are keen and enthusiastic in their physical education activities, they achieved well during their lesson and had fun.

121. Leadership and management in the subject is satisfactory. The co-ordinator has a sound understanding of the role and provides a good model in his own teaching. There are have been limited opportunities for monitoring the quality of teaching.

122. Facilities for physical education are generally good. The school has the use of three adjoining hard surface playgrounds, a large playing field and two indoor halls. Resources are generally good but there is some lack of storage facilities. The physical education curriculum is strengthened by several extra-curricular sports clubs and participation in competitive events with other schools within the area. Aspects of physical education are enjoyed by older pupils during their residential visits to Wales and the Isle of Wight. Inclusion in the subject is good, evident by the active support given to a pupil with special educational needs in the Year 1 lesson, to enable her to participate with her classmates and achieve well in her dance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

123. No judgement was made about overall provision in personal, social and health education and citizenship because too little teaching was seen. The school's strong ethos of equality, and high expectations of conduct, underpins pupils' personal, social and health education in all aspects of school life. A well planned curriculum provides all pupils with a weekly lesson in which a range of topics are covered ranging from personal health to behaviour and bullying. Pupils in Years 5 and 6 consider aspects of safety, peer pressures and children's rights and do more work about growing up, and puberty, and adolescence.

124. Through science, physical education and other, specifically planned, lessons pupils are taught the importance of, and ways to, keep themselves healthy and safe. This process is further enhanced by visits from specialist health workers who discuss health and other matters, including sex and relationships education and drugs awareness. The importance placed on good health is strengthened through a wide range of health education events that make a good contribution to pupils' personal development. For example, pupils across the school had presentations from fire prevention and police officers. The school has received the bronze *Healthy Schools Award*. Pupils have the chance to be on the school council, which gives them opportunities to serve the community and to learn about taking responsibility.

125. Throughout the school, many aspects of personal development are effectively planned to be included in discussions during *Circle Time*, when pupils have the opportunity to discuss a wide range of personal and general issues. Sensitive teaching and learning observed in the lessons seen enabled pupils to feel sufficiently at ease to share their thoughts and feelings openly. Pupils are very positive about the school and feel confident that they can discuss problems with an adult.

126. The co-ordinator has been instrumental in developing the school's personal, social and health education programme and provides good leadership and management. The PSHCE co-ordinator has recently received accreditation for achieving the DfES Certificate for the teaching of personal, social and health education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
--	----------

How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	4

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

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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