

INSPECTION REPORT

SPEENHAMLAND PRIMARY SCHOOL

Newbury

LEA area: West Berkshire

Unique reference number: 109822

Headteacher: Mrs Eleanor Brooks

Lead inspector: Mr Steve Hill

Dates of inspection: 4th to 7th July 2005

Inspection number: 267708

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 281

School address: Pelican Lane
Newbury
Berkshire
Postcode: RG14 1NU

Telephone number: 01635 41077
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Appropriate authority: Governing body
Name of chair of governors: Mrs Nicola Tindall

Date of previous inspection: 1st to 5th March 1999

CHARACTERISTICS OF THE SCHOOL

This is a larger than average primary school in the town centre of Newbury. It caters for 281 pupils aged from four to eleven. Pupils' attainment on entry to school varies considerably, but overall is below average. The number of pupils with special educational needs is broadly average, but a high number have substantial special needs. Eighteen pupils have statements of special educational needs, a very high number. These include nine pupils with physical disabilities who are on the roll of the Keevill Unit and are fully included in the mainstream classes. There are also a significant number of pupils on the autistic spectrum and others have moderate learning difficulties, speech and communication problems or emotional and behavioural difficulties. Almost all pupils are of white British heritage and have a home language of English. They come from a wide range of social backgrounds, but their overall social circumstances are average. The school population is largely stable, with few starting or leaving at other than the usual junctures.

The school has been awarded a *Basic Skills Quality Mark* and has *Investors in People* status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21277	Steve Hill	Lead inspector	Mathematics Information and communication technology Art and design Design and technology Physical education
9052	Helen Barter	Lay inspector	
22398	Lynne Wright	Team inspector	Science Foundation Stage Geography History
22704	Garry Williams	Team inspector	English Music Religious education Special educational needs Personal, social and health education Citizenship
22729	Bob Arnold	Team inspector	Inspection of the Keevill Unit for pupils with physical disabilities

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school where pupils achieve well and attain good standards. There are high levels of pastoral care and all pupils are fully involved in school life and enjoy learning. The school is well led and managed and gives good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in English, mathematics, science and information and communication technology (ICT).
- Teaching and learning are good throughout the school.
- Good leadership and management are leading to improvements in provision and standards.
- Pupils behave very well and have very positive attitudes to school because of the very good provision for their personal development.
- There are weaknesses in assessment that detract from pupils' learning.
- There is a good curriculum with very good arrangements for enrichment.
- Very good links with parents contribute to pupils' good standards and positive attitudes.
- Good provision for pupils with special educational needs, including those in the Keevill Unit, leads to them making good progress.
- Weaknesses in accommodation detract from provision, particularly in the Foundation Stage.

Improvement since the last inspection is satisfactory. Good standards and teaching have been maintained. The role of curriculum co-ordinators has been strengthened, although there is still need to consolidate this in some subjects. Better use is made of assessment in curriculum planning, although improvement is still needed in setting targets for individual pupils. The use of ICT in different subjects has been considerably improved. The governing body now has good systems to monitor the provision for pupils with special educational needs.

STANDARDS ACHIEVED

Achievement is **good** throughout the school and overall standards are above average.

Children start in the Foundation Stage with a wide range of standards, but overall they are below average because of weaknesses in their early skills in reading and writing. They achieve well in the reception class and most meet the early learning goals (the goals children are expected to reach by the end of reception) by the time they go into Year 1. However, children's attainment is still relatively weak in aspects of reading and writing and many of the children who have only been in reception for one term lag behind their older classmates.

Pupils in Years 1 and 2 achieve well and standards are above average in English, mathematics, science, ICT and music. Results of national assessments at age seven over several years support this positive picture.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004

English	B	D	A	C
Mathematics	B	C	C	E
Science	B	C	A	B

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

Pupils in Years 3 to 6 continue to achieve well and maintain above average standards in English, mathematics, ICT and music. Standards in science are well above average by Year 6. Results of national assessments at age eleven have varied from year to year as can be seen from the table above, but have been above average overall. The school successfully analysed the reasons for the weaker results in mathematics last year and worked effectively to overcome them. As a result, standards have risen and provisional results from the 2005 national tests are better. Analysis of school records shows that the current Year 6 pupils have made good progress in the last few years, particularly in English. Standards in religious education meet the expectations of the locally agreed syllabus throughout the school.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Pupils have very positive attitudes to school and form very good relationships with each other and with staff. Pupils in the Keevill Unit are very well integrated with their classmates and take a full part in the life of the school. Pupils' behaviour is very good. Attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a **good** education for its pupils. Teaching and learning are **good**. Good teaching was seen in every class during the inspection. Teachers manage pupils well, establishing very good relationships and encouraging them very well. As a result pupils are keen to work hard and they enjoy learning. High standards of behaviour are successfully encouraged, which support pupils' good achievement. Teachers make good use of the skilled support staff to support pupils' learning. This is particularly effective in ensuring that pupils with special educational needs are fully involved in all lessons and achieve well. Pupils are encouraged to work together throughout the school and older pupils have very good collaborative skills. Teachers are good at ensuring that pupils are given work that matches their needs and their progress is monitored effectively during lessons. Assessment is satisfactory overall. There are significant strengths in assessment in English, but there are weaknesses in other subjects. Marking is weak, as is pupils' understanding of their own learning. Teachers mark work conscientiously but marking does not explain to pupils why they have done well or how to improve, except in English. There is a good curriculum and the school provides a very wide range of interesting enrichment activities that add considerably to pupils' interest and enhance their achievement. Accommodation is satisfactory overall but is cramped in the ICT suite and inside accommodation is poor in the Foundation Stage. Pupils are cared for very well and very good arrangements are in place to take account of their views. The school's very good links with parents and good links with the community and other schools all support pupils' learning well.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides very clear direction to the school's work and is well supported by a committed staff team. Co-ordinators are keen to support work in their curriculum areas and do so well in subjects that have been school

priorities. Governance is good and the governing body ensures that the school meets its statutory responsibilities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views on the school and particularly value the good teaching and the good progress that their children make, as well as the good behaviour. Pupils like school, enjoy the company of their classmates and like and respect their teachers. They value the way their views are taken into account through the school council.

IMPROVEMENTS NEEDED

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

- improve the consistency of assessment procedures;
- improve the accommodation for the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** in all age groups. Standards are generally above average.

Main strengths and weaknesses

- Achievement is good in English, mathematics, science and ICT and pupils have good basic skills.
- Children in the Foundation Stage achieve well, particularly in their personal, social and emotional development.
- Pupils with special educational needs make good progress.
- Children who spend only a short time in the reception class lag somewhat behind their classmates when they go into Year 1.

Commentary

1. Achievement is good throughout the school because of consistently good teaching.
2. Children in the Foundation Stage achieve well in most areas of learning and achieve very well in their personal, social and emotional development. They come into the reception class with below average standards overall, although this varies between different areas of learning, with aspects of mathematics, early reading and writing skills, and knowledge and understanding of the world being weaknesses, and speaking and listening and personal, social and emotional development being strengths. By the time they go into Year 1, most children will have reached the expected levels (the early learning goals) in most areas of learning, except for the reading and writing components of communication, language and literacy. Many children, by then, exceed the early learning goals in their personal, social and emotional development. However, the younger children in the age group spend far less time in the reception class before going into Year 1. To some extent, they still lag

behind their classmates in many areas of learning, despite the good teaching they receive, because of this shorter time in reception.

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

Standards in:	School results	National results
reading	16.0 (16.4)	15.8 (15.7)
writing	15.4 (15.9)	14.6 (14.6)
mathematics	17.2 (18.4)	16.2 (16.3)

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

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

Standards in:	School results	National results
English	28.6 (25.9)	26.9 (26.8)
mathematics	26.9 (26.7)	27.0 (26.8)
science	30.4 (28.6)	28.6 (28.6)

There were 41 pupils in the year group. Figures in brackets are for the previous year

3. In Years 1 and 2 standards are above average in English, mathematics, science and ICT. Pupils achieve well in these subjects. These good standards are generally confirmed by the results of national assessments at age seven, although there are variations from year to year. Although there has been a slight trend downwards in recent years, the evidence from inspection shows that this has been reversed and results of tests in 2005 are likely to be better than those in 2004 given above.
4. In Years 3 to 6, standards continue to be above average in English, mathematics and ICT and are well above average in science. Achievement continues to be good in these subjects. Results of national tests at age eleven have varied from year to year, but have generally reflected these good standards in English and science. However, results in mathematics have generally been only average and in 2004 lagged behind English and science. Compared with similar schools, results have often been disappointing, particularly in mathematics where they were well below average in 2004. The school have focused on developing mathematics over the last year, particularly in improving pupils' skills in calculation. This has been effective and standards have improved, with results likely to be much better this year. Although inspection evidence shows that pupils have good skills in writing, reading is much stronger than writing, particularly in the older classes. Throughout the school, pupils' skills in reading, as well as their good skills in speaking and listening, help them to make progress in other subjects. Their good skills in using computers are used effectively in lessons in the suite, but are too seldom used or consolidated in lessons in the classroom.
5. From Years 1 to 6 in religious education and geography pupils achieve satisfactorily and they achieve well in music. Standards are in line with the expectations of the locally agreed syllabus in religious education throughout the school. In each year group, standards meet the national expectations in geography and exceed them in music. In lessons in other subjects, pupils generally make satisfactory progress. In art and design, much of the work seen was of a good standard.

6. Pupils with special educational needs make good progress overall. In different subjects their progress is similar to that of their peers. This is because of the good teaching and the effective help they receive from support staff. Pupils achieve good standards when measured against their starting points. Pupils in the Keevill Unit make good academic progress and make very good progress in their social development because of the commitment of all staff to their inclusion in the life of the school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Overall their spiritual, moral, social and cultural development is **very good**. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Pupils' very good attitudes and behaviour contribute significantly to their learning.
- Pupils are keen to learn and work very well collaboratively and independently.
- Very good social, cultural and moral development all support pupils' achievement.
- Staff are very good role models, setting high expectations for pupils' behaviour.

Commentary

7. Pupils throughout the school have very positive attitudes to their work. Most behave in an exemplary manner both in class and around the school. They show high levels of maturity and responsibility in all they do. Pupils with special educational needs display positive attitudes in class and around the school. All pupils are keen to do well and make a meaningful contribution in lessons. The high standards of behaviour and attitudes at the previous inspection have been maintained.
8. Examples of very good collaboration between pupils were seen in many activities, fostering very good social and moral awareness. Pupils work very well together and help each other with care and enjoyment. They are keen to learn and take a pride in their finished work. They show a very good understanding of right and wrong and have very positive moral attitudes. The high levels of co-operation and collaboration throughout the school exemplify the cohesive, interactive, tolerant and harmonious school community that these pupils and the adults working with them have created. Staff, pupils, parents and governors form very good working relationships, characterised by mutual respect and trust. Pupils are eager to take responsibility for their own learning and to share in the ownership of the school. Pupils assume their role as school councillors very seriously and Year 6 pupils suggest and manage many of the after-school clubs across the total age range. This has a very positive impact on standards.
9. Provision for spiritual development is good, reflecting the Christian ethos of the school. This is promoted well in the daily Act of Worship when pupils consider the values and the skills of others in their time for reflection. Moral development is very good and reflected in pupils caring for others less fortunate than themselves. The very good relationships within the school community contribute well to pupils' confidence and self-esteem. Cultural development is promoted very well through an appreciation of pupils' own and other cultural traditions, particularly in music and art. This contributes very positively to pupils' personal development. Pupils care for each other, showing very high levels of maturity in their understanding and support for those who have special needs. The very good inclusion of pupils from the Keevill Unit into mainstream

classes contributes very effectively to their social development, as well as to that of their classmates. There is no evidence of bullying or oppressive behaviour. Staff are very good role models and pupils indicate that, should there be the need, they could confidently approach any adult for help or advice.

Attendance in the latest complete reporting year (2003-4) (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.2
National data	5.1	National data	0.4

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

- Records just completed for the reporting year 2004-5 show an improvement on the above figures. Pupils' attendance is good, being slightly above the national average and with low levels of unauthorised absence. Parents value their children's education and want them to come to school. Most pupils come to school on time ready for registration and the start of lessons.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are good throughout the school. Assessment is satisfactory. Very good provision is made to include all pupils fully in the life of the school, including those with physical disabilities. There is a good curriculum, with very good provision for enrichment. Accommodation is satisfactory. Pupils are cared for very well and very good systems allow their views to be taken into account. There are very good links with parents and good arrangements for involving pupils in the community. Good links are in place with other schools.

Teaching and learning

Teaching and learning are **good** throughout the school. Assessment is **satisfactory** overall.

Main strengths and weaknesses

- Teachers have good subject knowledge and are good at enthusing pupils, who are keen to learn as a result.
- Teachers consistently and effectively promote collaborative skills so pupils are very good at working together.
- Teachers generally prepare different work for groups of pupils according to their ability so they make good progress in most lessons.
- High standards of discipline, resulting from very good relationships, support pupils' good progress.
- Pupils are not always clear about their own learning because marking and target setting are weak, except in English.

Commentary

- A strength of the teaching in the school is its consistency. Most lessons are at least good and good teaching was observed in every class during the inspection.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	13 (28%)	25 (53%)	9 (19%)	0	0	0

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

12. Teachers have good subject knowledge so that their explanations are clear and they plan work in a structured way that helps pupils to develop their skills and knowledge systematically. Teachers back up their planning by including good opportunities for pupils to undertake practical work, to use computers in the suite and to relate what they are learning to their everyday lives. When older pupils used ICT to plot data onto a spreadsheet, for example, they had collected the data themselves when they visited a local river and measured its depth at different points. Teachers are starting to make good use of the interactive whiteboards in the classrooms, particularly in mathematics lessons. This enables teachers to demonstrate points to pupils very clearly, but also livens up lessons and helps engage pupils' interest and attention. Teachers are good at conveying their own interest and enthusiasm to pupils, who enjoy lessons and develop a genuine interest in learning.
13. Very good relationships between pupils and staff strongly support good learning. Pupils like and respect their teachers and are keen to please them by working hard and behaving well. Expectations are made clear and routines are firmly established. As a result, little time is wasted as pupils quickly settle to their work, try hard and concentrate well. Classrooms are orderly and well managed and this supports the good learning that takes place in most lessons. Initiative is encouraged and pupils are confident in offering opinions or making suggestions because they know that their views will be valued by the teacher. They are not afraid of making mistakes because they know that teachers and their classmates will respond positively and help them put things right.
14. Pupils' collaborative skills are developed well throughout the school and are very good by the oldest classes. Pupils are consistently encouraged to talk through ideas in pairs before either committing them to paper or contributing to the class. Pupils of all ages share ideas confidently and work together effectively in pairs or small groups. This supports their speaking and listening skills effectively, as well as improving their understanding of a range of subjects. Their good collaborative skills are particularly valuable when they share computers in the cramped space in the suite.
15. Assessment is satisfactory. Teachers effectively monitor how pupils are getting on during lessons to make sure they are keeping up and challenge them to improve their work. They plan different work for different groups, with potentially higher-flying pupils being given genuinely more difficult work that enables them to do well. Pupils who struggle with their work are given easier tasks and are often provided with help from learning support staff who help them to cope and to concentrate. Teachers make good provision to enable pupils with physical disabilities to take a full part in all lessons.
16. Pupils with special educational needs are taught well because teachers are very aware of their needs and plan work that is carefully matched to these. This ensures pupils address their tasks with confidence which helps develop their self-esteem. The good teaching they receive is effective in raising their attainment. The additional good-quality support in the classrooms gives them the confidence to take part in all classroom activities. Support staff, through well-developed questioning, encourage

pupils to think through their ideas and and respond appropriately. This results in improved literacy skills as well as promoting self-confidence and self-esteem. Individual education plans are drawn up by the staff concerned and co-ordinated by the Special Educational Needs Co-ordinator, but require sharper, more measurable targets.

17. Except in English, where this is a strength, marking is weak. Teachers do not routinely show in their marking why work is good or what is in need of improvement. Pupils are not secure in understanding their own progress. They get insufficient feedback from marking and are unaware of any specific targets they should be aiming for. The school has successfully addressed this issue in English over the last year and now needs to develop this good practice across other subjects.

The curriculum

The school provides a **good** curriculum for all pupils and there is **very good** enrichment. Accommodation is **satisfactory** overall and resources are **good**.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is rich and varied, providing a wide range of well-planned, stimulating experiences.
- Effective links are made between subjects to promote pupils' enjoyment of learning.
- There is good provision for pupils with special educational needs.
- Indoor accommodation for the Foundation Stage is poor.
- The curriculum is enriched by a wide range of sporting, artistic and other activities.
- The ICT suite is not big enough for whole classes to use comfortably.

Commentary

18. The curriculum for children in the Foundation Stage is very good and meets their particular needs well. There is a good balance between activities arranged by teachers and those chosen by the children, which ensures that they learn at a good rate and achieve well in all areas of learning.
19. Curriculum planning is good and cross-curricular links are now being built into the planning to enhance pupils' learning in a good range of subjects. The breadth of the curriculum in English, mathematics, science and ICT is good overall. In science, there has been an improvement in investigative work as a result of training for staff. In ICT, the suite is used effectively to develop computer skills and contribute to cross-curricular links. Progression in key skills is becoming a priority in planning, which provides relevance for pupils so that they learn that skills are not taught in isolation. The school provides a very good curriculum for personal, social, health education and citizenship, which is well delivered through the health, science and circle time programme. (Circle time consists of regular structured lessons when pupils have the opportunity to discuss a variety of issues, often with a social or moral theme, as a class.) Improvement since the previous inspection is satisfactory.
20. A very wide range of enrichment activities is provided by the school, which includes strong sporting and arts opportunities. A number of the extra-curricular activities are organised and managed by Year 6 pupils, with parents and staff acting only in a supervisory capacity. In a range of activities, including the choir and games clubs,

teachers, administrative staff, support staff and caretaking staff all contribute very positively, using their expertise to enhance pupils' musical and physical skills. Apart from the expertise and experience these staff, parents and other adults offer, the provision supports good interaction with the community as a whole, as well as enhancing and complementing school-based activities. Pupils in the junior department experience the opportunity of a residential visit where they are introduced to different activities. This not only offers opportunities to experience alternative sporting and environmental activities, but promotes independence and inter-dependence and teaches pupils to react quickly to situations and become team players. The school benefits from a number of visits and visitors to the school. The school nurse gives good support to the health and sex and relationship education programme. The local police officer contributes effectively to the drug education programme. Pupils have performed in the Albert Hall on many occasions and visit many places of worship to help promote a better understanding of the multi-cultural society in which we live.

21. The curriculum is very inclusive and meets the needs of pupils well. All statutory requirements are met. Effective curriculum planning ensures that pupils enjoy a broad and relevant curriculum and schemes of work ensure good progress in the development of pupils' knowledge and skills. Provision for sex and relationship education and drug education are securely in place and the programme for personal, health, social and citizenship education is very good. This helps pupils to understand themselves and to have successful relationships with others.
22. The provision for pupils with special educational needs is good. Teachers plan effectively and receive good support from teaching assistants, who understand the pupils well and interact with teaching staff to support these needs. The co-ordinator monitors pupils' progress closely and her support for and regular liaison with teachers and their assistants ensure an effectively co-ordinated approach to meeting individual needs. However, the targets set are often imprecise, making them difficult to evaluate and judge progress accurately.
23. The school is well staffed with suitably qualified and experienced teachers. They are supported very well by a team of enthusiastic, well qualified and hard working teaching assistants, who make a significant, positive contribution to pupils' learning. The school's accommodation is satisfactory overall, but variable in its quality and space. The school grounds are spacious and the school uses them very well to support learning. The activity structures, including the newly built 'Friendship House', are excellent and offer opportunities for recreational and challenging play, team challenges and an outside classroom. By comparison the inside of the school is cramped and some classrooms are small. Accommodation in the computer suite is unsatisfactory and the indoor space for the Foundation Stage is poor. This creates a huge expenditure of energy by staff to overcome these problems and ensure that the curriculum is well delivered. Resources are good overall and the newly equipped library is shortly to be restocked.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. Pupils are provided with good support, advice and guidance. The way in which the school seeks, values and acts on pupils' views is very good.

Main strengths and weaknesses

- Every member of staff is committed to caring very well for each individual pupil.
- Pupils have very good and trusting relationships with adults and feel well supported by them.
- Pupils know what they have to do to improve in English, but guidance in other subjects is unsatisfactory.
- The school council is a very effective forum for pupils to air their views.

Commentary

24. The school places strong value on the inclusion and support of all pupils, including those with physical disabilities. Arrangements for ensuring pupils' health and safety and for safeguarding children are very good. The safe and caring environment promoted by all staff in the school has a positive impact on the standards that pupils achieve. Pupils know that they are well looked after and that teachers will listen to their concerns and help them. This boosts their self-esteem and gives them confidence in their learning and in themselves as they grow up.
25. Pupils feel secure because they have very good relationships with adults and know that they can go to any adult in the school if they have a problem. They have received caring and sensitive support and counselling following a recent tragedy affecting the school community. The induction procedures for pupils who are new to the school are good, with the result that they settle in quickly and are happy. Parents are certain that their children are well cared for and that the school has their best interests at heart. They particularly appreciate the provision of 'wrap-around' care by the Dragon Club.
26. Pupils are given good individual support and guidance with their work because teachers know them well and plan work for them that matches their different abilities and ages within the class. Teaching assistants work well with teachers to support pupils in the classroom with their learning, behaviour or physical disabilities. In English, pupils know what they need to do next to improve because they are set targets to work towards which they discuss with their teachers and which are regularly updated. However, such guidance is not usually given in other subjects and pupils are not as clear about how they are doing or how they could improve. Pupils with special educational needs are identified at an early stage and are supported well. Great care is taken to see they are fully included in all aspects of school life. Individual education plans are subject to frequent reviews to ensure they remain appropriate. However, in their current form, they are imprecise and lack sufficient definition to allow teachers to track the progress of pupils' targets accurately.
27. The way that the school values pupils' opinions is evident in the confidence that pupils have to talk to adults without hesitation because they know that they will be listened to and their views taken seriously. The school council is a well-established forum for pupils to represent the views of their classes and to be fully involved in decision-making. Pupils take their roles seriously and have made a very good difference to the school, for example in their development of the Friendship House and their fundraising activities.

Partnership with parents, other schools and the community

The school's links with parents are **very good**. Links with the community and with other schools and colleges are **good**.

Main strengths and weaknesses

- Parents have very positive views of the school because it works effectively with them.
- Information to parents is good overall, but pupils' progress in the foundation subjects is not reported well enough.
- The school uses its established community links well to make pupils' learning more interesting.
- The school continues to improve its good links and partnerships with other schools.

Commentary

28. Parents are very positive about the school and the education provided for their children. They feel that their children are making good progress because they are well taught and given good guidance for their behaviour and personal development. Inspectors agree with these views. Parents support the school well and contribute significantly to its resources through the Parents and Teachers Association. Parents are particularly pleased with the way in which the school, including the governing body, consults with them on a number of issues and tries to resolve their concerns. They are positive about improvements that have been made in the school such as the increased role of the school council and a wider variety of visits and projects outside school. The support given to parents by the school is demonstrated in the provision of the Dragon Club, which parents greatly appreciate.
29. Parents feel that they are kept well informed about school activities and their children's progress through newsletters and regular meetings with teachers. Following parents' requests, the school has tried to improve its reporting of foundation subjects by giving effort and achievement grades. It plans to evaluate the impact of this change with parents. However, inspectors find that, because there is insufficient assessment in foundation subjects, the evaluation of pupils' progress in these subjects continues to be unsatisfactory.
30. The contribution made by the community to pupils' learning is good and appreciated by parents. They and the community value the school's location in the town and support its activities well. For example, the Mayor and local councillors offer training to the school council and pupils' art work is exhibited in the Town Hall. The school also makes good use of visits and visitors to extend and enrich pupils' learning and experiences. There are well-established links with local churches, businesses and organisations such as the police and fire service.
31. The school has good relationships with other primary schools and is developing these further through the Learning Network and through plans for the extended school provision. Links with the three main secondary schools are well established and transition for pupils from Year 6 into Year 7 is smooth as a result. Pupils also benefit well from specialist teaching by secondary staff in sports, business enterprise and performing arts.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**, overall. The headteacher provides good leadership and the school is well managed. The leadership provided by key staff is good. Governance is good.

Main strengths and weaknesses

- The headteacher has a very clear vision for the school's further development.
- Good leadership and management are bringing about improving standards.
- Governors have a clear view of the school's priorities and direction.
- The monitoring role of subject leaders is developing well.
- The school is very strongly committed to the principles of inclusion and is successful in meeting the needs of all pupils.
- The workload of teachers is managed very well.

Commentary

32. The headteacher's thoughtful and analytical leadership style gives her a very clear and detailed grasp of the school's strengths and weaknesses, driven by her determination to improve standards further in all aspects of the school's work and the school's total conviction that every child deserves the best chance possible. The deputy headteacher provides very good support, particularly in monitoring standards. The leadership team's strong sense of purpose enables information to be shared very effectively so that the school's organisation is smooth and efficient. They have succeeded in fostering a strong team spirit and the open and supportive leadership has resulted in a stable and confident staff team in which all are committed to raising standards. The strategic plan for the school's future development underlines the strong, shared philosophy, with clear steps to achieve this. However, it is insufficiently precise about how success will be measured.
33. School management comprises several clearly differentiated layers involving all governors and most teachers. All teams have specific roles, the purposes of which are clearly defined, with the common aim of creating the best learning culture possible for all pupils based on thorough evaluations and clear outcomes for development. Performance management is firmly embedded for all staff. The role of the co-ordinators has been strengthened and co-ordinators for priority areas are developing their monitoring roles well. Good leadership and management in mathematics, English, science, ICT, the Foundation Stage, religious education and special educational needs have brought about recent, significant improvement. Good leadership of special educational needs promotes a very caring environment in which pupils learn successfully. In other subjects, leadership is satisfactory.
34. The school is well managed. The governing body is effective; governors provide good support based on their good knowledge of the strengths of the school and what improvement is needed. They are fully involved in reviewing progress against agreed targets in the school development plan and in planning the next stages in the school's development. However, as yet they have no clear overview of standards in some non-core subjects as this aspect of the co-ordinator's role is not yet in place. Leadership and management of non-core subjects are only satisfactory because the monitoring of classroom practice and standards is not yet fully established. This is a focus for future development planning.

35. The school has good systems for the induction of new staff that help them to settle quickly and happily and give the pupils consistency in learning. The workload of teachers is particularly well managed, with strong consideration given to the effect on standards, despite a squeezing of the budget. The school is very well run on a daily basis with well-established routines. Financial control is very good and the principles of best value are firmly embedded in all the school's spending decisions. The school gives good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	929,418	Balance from previous year	-7,635
Total expenditure	921,808	Balance carried forward to the next	-25
Expenditure per pupil	3,201		

The school budget was very tight last year as there was a push to improve resources and maintain small class sizes. Current information indicates there is a very small budget carry forward this year.

KEEVILL UNIT FOR PHYSICALLY DISABLED PUPILS

The Keevill Unit makes **good** provision for pupils with a physical disability.

Main strengths and weaknesses

- Socially, pupils achieve very well.
- Teaching is effective with very good support given by teaching assistants to make the curriculum very accessible to all pupils.
- The inclusion of pupils into all aspects of school life is excellent.
- Documentation designed to support learning and track progress is insufficiently focused.
- There is a clear vision from senior managers regarding future development of the Keevill Unit.

Commentary

36. In lessons, pupils achieve well. However, an overall judgement regarding academic progress is difficult to ascertain because of the lack of specific information in individual education plans and annual reviews. The practice of completely integrating pupils as full members of a class is producing very good progress in social development. All are expected to undertake classroom activities, participate fully in lessons and undertake a wide range of responsibilities across the whole school. Some help to lead clubs and represent the school in sporting fixtures. Staff have high expectations and are very good role models, mirrored by pupils, whose attitudes to challenges and learning are very good.
37. Teaching is good. All teaching assistants are enthusiastic, very well trained, knowledgeable and present themselves as a caring team who provide support of a consistent and high quality. Their high expectations for pupil integration make the process of inclusion more effective. Pupils are encouraged to show respect for others and to reflect on how their behaviour affects their own and other pupils' learning. In

response, pupils attend well and are happy to come to school, where they are developing their self-esteem and confidence. They take pride in and are willing to share their new learning. Success is celebrated well and is having a positive effect on raising self-esteem. There is a willingness by staff to tailor the curriculum to the needs of the pupils and they do so with success.

38. The whole school is committed to the inclusion of pupils from the Unit. There are times when other pupils share the learning opportunities offered in the Unit, further enhancing the inclusion concept.
39. Individual needs are very well assessed at an early stage. All pupils have individual education plans, which support continuous provision. Targets in these plans generally lack specific information to assist the tracking of progress or to help teachers plan. There are few that refer to development of literacy and numeracy. Comments regarding 'outcomes' are unhelpful and do not always celebrate the progress that has been achieved. Some targets are repeated without obvious reason. Pupils do not get copies of individual education plans and some targets are inaccessible to pupils because of the vocabulary used. Consequently, they are unable to be involved in self-assessment or in deciding about new targets. The leader of the Unit has recognised this situation and has already introduced a pupil self-assessment form, which is used in the annual review process. Additional support and provision is very well targeted. Parents are encouraged to become part of this process. They attend review meetings, receive copies of any changes to targets and some attend social events to be with their children, for example regular tea parties. The level of support to parents is very good and plans to increase their involvement are innovative.
40. Leadership and management are good. The action plan to develop provision further displays a clear vision and is focused on raising achievement of all pupils. There is a shared ethos, fully supported by senior managers, which is having a positive effect on the success of the Unit. There is a good depth of understanding, across the whole staff team, regarding the provision required by pupils with a physical disability.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception classes (the Foundation Stage) is **good**.

41. Older children start school in September, initially part-time and then full-time when they are judged to be ready. Younger children start school part-time in January and attend full-time in the summer term. This poses problems with the retention of staff as the teaching post for this group is a temporary one. As a result, continuity of provision is heavily dependent on the skill of the Foundation Stage leader and this takes much of her time and energy.
42. Standards on entry are below average overall. Children's attainment broadly matches national expectations in personal, social and emotional development and in their physical development. Speaking and listening skills are at the expected level, but attainment is well below expectations in other aspects of communication, language and literacy. Standards are below expectations in all aspects of mathematical development and knowledge and understanding of the world. The attainment of older children in creative development matches expectations, but that of the younger children is below when they start school.
43. During their time in the reception classes children make good overall progress, achieve well and learn effectively due to good quality teaching, although the achievement of many of the younger children lags slightly behind that of the older ones due to the much shorter time they have been in school. On entry to Year 1, attainment matches the expected levels (the early learning goals) in many areas of learning, but are still below average in early reading and writing. Achievement is very good in personal, social and emotional development so that standards exceed the early learning goals in this aspect by the end of the reception year.
44. Leadership and management of the Foundation Stage are good. Very good lesson plans give good consistency of learning experiences in the two classes. Assessment is good and the information gained is used well to match work to each child's specific needs. The indoor accommodation is poor. It is very cramped and an awkward shape so that movement around it is difficult. The Foundation Stage leader works very hard to ensure that the negative impact of this on provision is minimised. However, all activities and movement have to be very carefully organised, somewhat limiting opportunities for spontaneous learning. Despite this, the curriculum is of good quality. The outdoor accommodation is very good indeed, but its use is limited to better weather. Resources are very good. Improvement in provision since the previous inspection is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers have high expectations of good behaviour and establish clear rules.

- Children are encouraged to take responsibility for their decisions and actions right from the start.
- Relationships are very good.

Commentary

45. Teaching in this aspect of the curriculum is very good. All staff share a common set of high expectations for the behaviour of the children in their care. Rules are clear and are applied consistently and fairly. Children know what is expected of them and how they should behave and, as a result, learning and achievement are very good. Children enjoy coming to school and settle happily and sensibly to tasks; they know they are at school to learn. Very good relationships between children and adults ensure that children make very good progress in the development of confidence and self-esteem.
46. A notable feature of lesson planning is the care taken to emphasise children's choice in activities and responsibility in seeing them through. Most are increasingly confident in offering an opinion whilst listening to what others think, as they know that adults regard their views as important. They take on responsibility with great enthusiasm and are proud to be chosen to perform duties such as taking the register to the office. They cope well with their own personal needs, dress competently for physical education lessons and messy activities, and eat their snacks in a social manner. Standards exceed the early learning goals by the time children move into Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children enjoy looking at books and listening to stories.
- Most children speak confidently and converse with enjoyment and interest.

Commentary

47. The quality of teaching and learning in this curriculum area is good and the children achieve well. Books and stories are chosen with care to appeal equally to boys and girls across the age range. For example, in the current theme of *Water, Water- Noah's Ark*, children accurately retell the story, sequencing it in pictures and copied captions. They enjoy discussing stories and most children readily contribute their own ideas. They enjoy the regular opportunities to look at books and do so with quiet concentration. They are beginning to recognise some simple, frequently used words but in a limited way. Their early reading skills, overall, are below expectations on entry to Year 1.
48. The development of speaking and listening is given high priority across the curriculum and teachers ensure that new vocabulary associated with each theme is emphasised and understood by the children. Children are encouraged to contribute their own views in class and small-group discussions, and teachers ensure that correct grammar is reinforced. Most children are beginning to interact confidently, in extended sentences, although a few are still answer in short phrases. The few with English as an additional

language make very good progress. Attainment matches expectations by the end of the reception year.

49. Many activities are planned to encourage the children to practise writing for a variety of purposes during role-play and other creative activities. In more formal sessions, children copy sentences, forming letters with increasing accuracy. However, standards are below expectations in this aspect by the time children go into Year 1 and few are yet at the stage of beginning to form their own simple sentences.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers make good use of many incidental opportunities across the curriculum for children to develop and use their knowledge of number.
- The very limited classroom space presents difficulties in everyday teaching.

Commentary

50. Teaching and learning are good. Teachers provide children with good opportunities to practise and extend their counting skills and mathematical vocabulary, such as when counting round the circle in a parachute game. When counting, the children understand the correspondence of number to objects. The theme of pairs is strongly reinforced through play, songs and activities and they use a number line confidently to find one more or one less. Teachers have to plan very carefully within such a restricted space to provide experiences with water and sand to build up concepts of capacity. However, opportunities to extend learning in this area by giving children the chance to choose such activities for themselves are necessarily more limited. Nevertheless, children's achievement is good and their attainment matches expectations on transfer to Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The strong thematic approach to the curriculum provides a coherent approach to teaching and makes learning interesting.
- Very good resources are used well to widen the scope of learning.
- Good opportunities are given to help the children learn about the world they live in.

Commentary

51. Teaching and learning are good overall; children make good gains in their learning, achieve well and attain the expected levels by the time they enter Year 1. Children have daily opportunities to use the classroom computers so that they quickly gain a good idea of what computers can do, such as write letters of the alphabet, order objects and provide information. Carefully planned weekly themes, such as *Under the Sea* and *Noah's Ark*, provide a stimulating range of experiences to learn about the

world. These are extended by visits such as a canal trip and visitors such as a hairdresser, which give learning meaning and excitement. Teachers pay good attention to developing children's vocabulary in work linked to early reading and writing. For example, when exploring what happens when water is added to different materials, such as jelly and sugar, adults take great care in developing children's observational skills. When the children enact the story of Noah and the Ark, teachers emphasise the names and characteristics of some of the animals. Religious education is taught thoroughly so that children grasp the basic ideas of Christianity and gain some insight into the Sikh faith.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The very high quality outdoor area provides very good opportunities for the children's physical development.
- The very good resources help to develop the children's fine motor skills well.
- Adults sometimes do too much for the children.

Commentary

52. Teaching and learning in this area are good and teachers ensure that all children have regular, planned sessions in which to practise their developing physical skills in the classroom, hall, reception outdoor area and the school playing field. When working outside, the children learn to move around obstacles carefully, pedalling and pushing their toys with confidence. The large, very good quality climbing frame helps children to climb, balance and manoeuvre in different directions. They translate their physical skills successfully in playing complicated parachute games and in obstacle races on a running track.
53. In class, teachers provide many opportunities for children to manipulate small objects and develop hand-eye co-ordination. They colour, write, draw, glue, use scissors and other simple tools with confidence, as when they make boats that float. On occasions, classroom assistants do too much for the children, cutting out for them, for example. However, generally children of all abilities benefit from the wide range of interesting activities planned and make steady progress so that they attain the expected goals for their age by the time they transfer to Year 1. Achievement is good.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There is good provision for role-play although adults do not always provide enough support.
- Work is linked strongly to other areas of the curriculum so that the children have meaningful experiences to help them learn successfully.

Commentary

54. Teaching and learning are good overall so that children in both classes and of all ability groups achieve well. Most children attain the expected levels by the end of the reception year. Very carefully structured teaching plans identify many opportunities for children to use their imagination and make things. The strongly thematic, cross-curricular approach enables children to have a seamless approach to learning and adds to their enjoyment. Regular singing lessons enable children to build up a repertoire of simple songs, which they sing tunefully, with confidence and evident pleasure. The very good resources are arranged interestingly to stimulate the children's imagination. They quickly enter into fairly complicated imaginative games, such as pirates, and many *small world* scenarios with the toys, such as airports and garages. More ephemeral experiences are also provided and the bubble-making machine gives children the chance to stand in a bubble cloud and think their thoughts. Children's paintings are colourful, confident and recognisable and their models show care in making and finishing.
55. Teachers plan for imaginative play carefully and resource it very well in order to develop the children's skills effectively in other areas of learning. For example, the 'hair salon' and 'ice cream van' help children to develop their social and speaking and listening skills well. Computers, calculators, telephones and writing implements aid them in taking clients' aeroplane bookings, linking interestingly to the development of their early reading and writing skills. The organisation of these activities takes great skill in such a small space and the outside area is used very beneficially when the weather allows. Although the focus of such activities is clearly signalled in teaching plans, classroom assistants do not always take the chances to play alongside children to further develop their imaginative games and the vocabulary.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Very good leadership and management contribute to the good standards achieved.
- Good monitoring and evaluation have identified effective strategies for raising standards.
- Collaborative work is used effectively in lessons and leads to good speaking and listening skills.
- Presentation of work is not as high as it could be.
- The consistently high quality marking helps pupils to know how to improve.
- Assessment of all aspects of English is good throughout the school.

Commentary

56. Achievement is good. Overall standards in Years 1 to 6 are above average and pupils achieve well in all areas of the subject. The current situation shows a similar picture to the previous inspection. In Years 1 and 2, pupils attain above average standards in speaking and listening, in reading and in writing. Results of national assessments at age seven have fluctuated from year to year, but broadly support this picture. In Years 3 to 6, school records show that achievement continues to be good. Standards are

maintained at above average levels in writing, speaking and listening, and improve in reading to well above average levels by Year 6. Results of national tests at the age of eleven also show good standards, with reading better than writing and some fluctuations from year to year.

57. Standards in speaking and listening skills are good. Pupils respond confidently to probing questions asked by the teacher or support staff. They digest the questions carefully and respond in full sentences. They often discuss questions in pairs, coming up with joint opinions or answers. Similarly, when working in groups, they consider aspects of their learning amongst themselves and, in all subjects, they are encouraged to use appropriate vocabulary. In all classes, pupils listen attentively and this is due to effective classroom routines established, the high expectations of the teacher, the very good management of pupil behaviour and the brisk pace at which lessons are conducted. In both introductory and final sessions of lessons, when direct questioning is used, pupils do not falter in their responses.
58. Standards in reading are above average throughout the school and by Year 6 are well above average. Reading records are of good quality and work challenges and interests pupils, making their reading purposeful and relevant. Pupils are encouraged to read widely and are enthusiastic readers with discerning tastes for authors and types of books, which they can discuss knowledgeably. They confidently relate the story as far as they have read, describe the characters accurately and predict sensibly. The school has recently refurbished the library with a new shelving system that is user friendly and, shortly, the good range of books is to be extended. Many pupils use the local library and almost all pupils know exactly how to search for the books they require. The enjoyment of reading was clearly evident in a Year 6 lesson when pupils reflected in depth on a novel they had been reading as a class activity. There is no evidence in lessons of any discernible difference between the performance of boys and girls.
59. Standards in writing are above average. Writing tasks are challenging and interesting and all pupils achieve well, including those with special educational needs. Pupils are successfully encouraged to evaluate different styles of writing. Standards in writing skills lag somewhat behind those in reading despite the rigorous assessment programme for marking that the school uses. Pupils' presentation is variable and they do not always take enough care with this. The school is anxious to improve the standards in writing and, in discussion with the co-ordinator, there is evidence that this is likely to be achieved because of the effective assessment procedures in place and the efficient manner in which they are used to inform future planning and teaching.
60. Teaching and learning are good. The subject is taught consistently well through the school. Teachers' planning is thorough and effective use is made of the interactive whiteboards to engage pupils' interest. Pupils enjoy their lessons and are keen to do well. This has a positive effect on standards. Time and resources are used effectively and tasks set are purposeful and well supported by probing questioning and effective support from teaching assistants. This challenges pupils, including those with special educational needs, and encourages them to use their existing knowledge and skills to address new tasks. Marking is detailed and helpful, telling the pupils what they have achieved and helping them know how to improve. Targets are set and identified in books so that pupils are accessory to their own learning.
61. The leadership of the subject is very good and management is good. Thorough monitoring of planning has taken place with observations made of lessons and

teaching and systematic examination of pupils' work. Resources are good and, although accommodation is cramped, particularly for the older pupils, teachers organise their classes well to overcome this.

Language and literacy across the curriculum

62. The development of language and literacy across the curriculum is good. The school's focus in raising standards in all aspects of English is supported well through a range of subjects. In speaking and listening and reading, it is very well promoted. Good use is made of collaborative working in many subjects and pupils speak articulately and listen to and respect each other's contributions. Their good reading skills help them cope well with a range of work, for example when using computer programs or researching information. The use of writing in different subjects is too variable, however. Extended writing is used well in some subjects, such as science, but not enough in others, such as in geography in the older classes. Some work is too worksheet-based, with too few opportunities for pupils to write at length or in their own words. The school has identified this issue in subjects such as religious education and is considering how to improve practice.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching ensures that pupils have a good understanding of calculations.
- Pupils are enthusiastic about the subject because they have been taught to think mathematically.
- Teachers make good use of the ICT suite and the interactive whiteboards in the classrooms to support pupils' learning.
- Marking and target setting for individuals are weak.
- Good leadership has led to improved standards.
- Pupils' understanding of probability is not as good as their knowledge of other aspects of mathematics.

Commentary

63. Pupils' achievement is good and standards are above average throughout the school. Improvement since the last inspection is good because standards have been maintained and the use of ICT has improved significantly.
64. Results of national assessments at the ages of seven and eleven have varied from year to year, but have generally been well above average at seven and average at eleven. In 2004, results were above average for the younger pupils and average for eleven year olds in comparison with all schools. The results for the older pupils were well below average compared with similar schools. As a consequence of these disappointing results, the school made mathematics the main priority for development last year. Pupils' work and the test results were scrutinised carefully and the weaknesses in pupils' achievement analysed. During the year, all classes concentrated on giving pupils a more in-depth understanding of calculation, as well as extensive practice in both mental and written calculations. Preliminary results for the 2005 assessments, as well as the inspection evidence, show this has been

successful. Clear leadership and good management from the co-ordinator have supported these improvements effectively. Lessons were monitored and ongoing samples of work examined so that provision could be modified as the year went on. The co-ordinator has an accurate view of the strengths and weaknesses in the subject and is well placed to make further improvements next year.

65. Pupils now have good skills in calculation, starting from when pupils in Year 1 learn clear strategies for subtraction and know how to apply this to giving change. By Year 2, pupils are able to back up their problem-solving with a secure understanding of multiplication and many are starting to have rapid recall of the five times table, for example. By Year 6, pupils have very good mental arithmetic skills, and they are able to manipulate numbers, including fractions and decimals, accurately and quickly when solving problems. Pupils' understanding is very secure because it is often based on a practical or problem solving approach to mathematics. Pupils are consistently encouraged to think through what they are doing and to have a full understanding of it, rather than learning 'tricks' to produce results. As a result, they think mathematically and work things out logically. Higher attaining pupils in Year 2, for example, showed very good problem solving skills in tackling some difficult questions based on time. Pupils in Year 6 made very good progress in their understanding when the teacher encouraged them to analyse their mistakes when working on functions. Pupils become really involved and enthusiastic in these lessons because they enjoy puzzling out solutions and take a pride in their success. Pupils are generally attaining good standards across the full range of mathematics, although work in Year 6 books suggests that not enough attention has been paid to probability over the last year. In discussion, a group of bright Year 6 pupils were able to think through some issues on this topic well because they are so good at thinking mathematically, but their background knowledge was somewhat shaky.
66. Teaching and learning are good. Lessons are organised well and high levels of discipline prevail. Teachers encourage pupils to discuss and think through their ideas, both in pairs and with the whole class, and this gives them a secure basis for their understanding. Pupils are willing to venture suggestions because they know their ideas are valued and that mistakes can be used as jumping off points for further learning. They behave very well, work hard and enjoy their success. Teachers give clear explanations and often use the interactive whiteboard very effectively to do this so pupils quickly reach a clear understanding of new ideas and of what they are doing. Good use is made of the computer suite to teach particular topics effectively, for example when pupils in Year 3 made good progress at their own speed in their understanding of lines of symmetry, using a computer program that gave them immediate feedback on their progress. Assessment is satisfactory overall. Teachers have a clear idea of how pupils are getting on and the use of nationally set tests on an annual basis shows pupils make better than expected progress between Years 3 and 6, for example. Teachers use their knowledge to set different work for different abilities. High fliers are often given genuinely more difficult work and pupils who struggle are given good support to help them succeed. However, although pupils' work is marked conscientiously, making has significant shortfalls. Pupils are not given a clear enough idea of why what they have done is good or how they might improve further. Individual target setting is not yet established and pupils lack a clear understanding of their own learning as a result.

Mathematics across the curriculum

67. Good links are made with other subjects. Mathematics is used effectively in geography, for example when pupils plotted a line graph to show the profile of a stream bed or in science when pupils in Year 2 make measurements and record their results in tables. Links with ICT are very effective, particularly in developing pupils' skills in data handling. These links help consolidate pupils' mathematical skills as well as promoting learning in the other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teachers' very good subject knowledge is instrumental in helping pupils to achieve very well.
- Teachers' high expectations of their pupils contribute significantly towards the very good standards achieved.
- Very good lesson planning enables pupils of all abilities to be fully included and to do well.
- The marking of younger pupils' work does not help them to reflect on their learning.

Commentary

68. Standards in science are above average in Years 1 and 2 and well above average in Years 3 to 6. This is supported by the results of national assessments. Results at age seven match the national average at the expected level and are well above it at the higher level. Preliminary results of national tests at age eleven for 2005 show well over half the pupils attaining above the expected level. This represents good achievement through each key stage and overall very good achievement from Year 1 to Year 6.
69. Good leadership by the science co-ordinator has helped to bring about very good improvement in results at age seven since last year, when attainment at the expected level was well below the national average. At age eleven, the well above average results of 2004 have been maintained. The co-ordinator has ensured that science investigation has a higher focus in curriculum planning throughout the school and that teachers are better trained and more confident in teaching this very important aspect. Resources have also improved.
70. Teaching and learning are consistently good throughout the school. Shared planning within year groups ensures that pupils of the same age have similar learning experiences. Through the school, lesson plans identify the particular needs of individuals and small groups of pupils. Teaching assistants give very sensitive and well-informed support so that pupils with special educational needs make similar progress to their classmates and achieve at the same level. A strong feature of the teaching is the high expectation of pupils' effort in learning. Very good relationships between adults and pupils give them confidence to have a go, try out their own theories and explain their findings in their own words. This emphasis on developing independence in learning pays off in the high standards attained. Teachers' questioning constantly challenges pupils' thinking at higher levels and pupils' responses show good levels of reasoning applied to some very difficult questions,

such how the porosity of soil influences patterns of growth and adaptation to different conditions. Pupils with specific learning difficulties or speech problems are confident in answering questions at their own pace. Teachers use the answers well to establish any scientific misconceptions and refocus their teaching accordingly.

71. However, teachers' keenness in encouraging their pupils leads to over-effusiveness when marking work. Comments are supportive, but do not give a measured view of what is good about the work or how it might be improved. Generally, marking is unsatisfactory, although there are some examples of good practice. Management of the science curriculum is satisfactory, overall. The co-ordinator has a good idea of standards in teaching and the consistency of approaches between classes. She has established good systems to enable her to analyse performance and achievement in depth, but these systems are too new to yield much useful information as yet. Improvement since the previous inspection is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers have good subject knowledge and make very effective use of the computer suite to promote learning.
- Good links are made with other subjects in ICT lessons.
- A well-led whole-school approach to the subject has resulted in improved standards.
- Good use is made of interactive whiteboards to teach lessons in other subjects, but other opportunities to use ICT are sometimes missed.
- The space in the computer suite is very cramped and limits what can be undertaken.

Commentary

72. Pupils' achievement is good and standards are above average in all age groups. Provision has improved since the last inspection, with better equipment and teaching resulting in higher standards.
73. Pupils use computers confidently and navigate programs quickly and accurately. Pupils in Year 2, for example, showed good skills in logging on and accessing the Internet, quickly finding the information they required. They made good use of their literacy skills in typing in a complicated web address and in navigating the site. Older pupils show increasing competence in handling a wide range of programs and, by Years 5 and 6, have good skills, deal well with problems that arise and show a good understanding of the advantages of using ICT for particular tasks. They use a spreadsheet effectively, experimenting confidently with the different features of the program.
74. Teaching and learning are good. Teachers have good subject knowledge and this enables them to give clear explanations and to demonstrate how programs work and what the computers are capable of. In lessons in the suite, teachers draw a good balance between giving such instruction and giving pupils plenty of hands-on experience in using the computers for themselves. Despite the limited space, pupils work well together in pairs, sharing the equipment amicably and drawing on their good collaborative skills to share ideas and help each other to make progress. They work

hard, behave very well and enjoy using the computers. Assessment is satisfactory. Teachers and other adults monitor pupils' progress effectively as they work, intervening well to ensure that pupils are challenged to improve their work, and to make sure they do not get confused or waste time going up 'blind alleys'. However, there is no systematic method of recording pupils' attainment and progress in the subject and it is not possible to monitor how well individuals and groups are progressing in different areas. There is no system for giving pupils feedback on exactly how well they are doing, how they could improve or any particular targets they should be aiming for, so their knowledge of their own learning is weak.

75. The subject has been led and managed well. The headteacher has just taken over as co-ordinator and the previous incumbent had led staff effectively. Teachers have worked together over the last year to modify the curriculum to strengthen cross-curricular links and this has become a strong aspect of many lessons. The space in the computer suite is very small. Teachers can just about manage to give demonstrations that all pupils can see and there is just room for a class to sit and share computers one between two. It is a tribute to pupils' positive relationships and good collaborative skills that this is done so effectively. However, there is little space for anything else and this limits teachers in using the computer as a tool alongside other activities. Similarly, the lack of much equipment in the classrooms limits how computers can be used in other lessons to support learning. The provision of specific ICT support for pupils with special educational needs, a weakness at the last inspection, has been addressed well.

Information and communication technology across the curriculum

76. This is satisfactory overall. Good links are made with other subjects, both in specific ICT lessons and when other subjects are taught in the computer suite. For example, in a lesson on using the Internet, pupils in Year 2 learned more about different mini-beasts they had studied in science. Pupils in Years 3 and 4 learned a lot about interpreting graphs when they plotted the weight of a baby, using computers in the suite to show a line graph. Very good connections were made with both geography and mathematics when pupils in Years 5 and 6 produced a line graph from their results of plotting the depth of a stream. In lessons in the classroom, teachers make good use of the newly-installed interactive whiteboards in teaching a range of subjects and this boosts pupils' understanding of features of ICT, as well as helping their learning in the particular subjects involved. However, not enough routine use is made of the classroom computers in lessons in other subjects. This is partly because the equipment in each class is limited and partly because teachers do not always consider this in their planning.

HUMANITIES

77. No lessons were seen in **history** so it is not possible to form an accurate judgement on provision. Work on display around the school and in pupils' books indicates that standards match national expectations. In Years 1 and 2, pupils enjoy learning about beach holidays in Victorian times and contrasting these with modern beach holidays. A day trip to Mudeford beach helps bring their learning to life and sets it firmly in the context of the pupils' own experiences. Older pupils study the Aztecs in sufficient depth to give them a satisfactory understanding of the structure and traditions of another, earlier culture. Younger pupils' recording of their work in history makes a satisfactory contribution to the development of their writing skills, for example through their retelling of the chronology of events of the Great Fire of London. In the oldest

classes, an over-reliance on worksheets limits the opportunities for pupils to develop their extended writing skills. Teachers' marking is often overly enthusiastic and does not give pupils an accurate picture of how well they are doing. Systems for assessing pupils' work are unsatisfactory so that the school has no clear overview of the standards pupils attain or their rates of progress.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject co-ordinator supports her colleagues well with specialist knowledge.
- Artefacts to support the subject are extremely limited.
- Opportunities to visit a range of local places of worship are fully exploited.
- The co-ordinator does not have sufficient information about standards and teaching in different classes.

Commentary

78. In Years 1 to 6, standards are in line with the expectations of the locally agreed syllabus. Pupils appreciate how important religion is to different faith groups and understand that they should have respect for different faiths and cultures. Pupils in Year 2 know that when Christians are baptised water is used and that this is related to the baptism of Jesus by John the Baptist. In Years 3 and 4, pupils understand about the Sikh Gurdwara and learn about the emblems of the Sikh faith. In Year 6, pupils explore the teachings of Gurus and study quotations from the Guru Granth Sahib. Pupils visit different places of worship and these first-hand experiences deepen their understanding of both the faith concerned and of local culture. However, the lack of relevant artefacts limits further consolidation and deepening of this understanding back in school.
79. Achievement is satisfactory and the learning of pupils with special educational needs is supported by well planned lessons and the effective use of learning support assistants. Teaching and learning are satisfactory overall. Teachers' planning is thorough and is modified to match tasks to the capabilities of all pupils. This, combined with the positive relationships between staff and pupils, supports learning well.
80. Leadership and management of the subject are satisfactory. A new locally agreed syllabus is to be established by 2006 and the co-ordinator is already trialling aspects of this. She has good subject knowledge, has not made enough use of opportunities to observe her colleagues' lessons and so enhance teaching in the subject.
81. As well as specific lessons in the subject, aspects of the curriculum for personal, health, social and citizenship education contribute effectively to pupils' understanding of other cultures and other faiths.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Teaching in Years 3 and 4 is particularly thorough and well structured.
- Pupils find geography interesting and benefit from a good range of visits.
- Marking of pupils' work does not give them enough guidance on how to improve.
- Assessment systems are unsatisfactory so that the co-ordinator has no clear idea of standards in geography across the school.

Commentary

82. Standards in geography match national expectations at Year 2 and Year 6. Pupils make satisfactory progress in their understanding of places further away from Newbury and the effects of humans on the environment. Achievement is satisfactory overall. In Years 1 and 2, children's recording of their work shows they have a sound knowledge of their own environment, recording routes and features they like and dislike accurately. They show satisfactory understanding of places further away and other life styles through their study of the imaginary island of Struay and the seaside. In Years 3 to 6, topics on rivers and St. Lucia satisfactorily help widen pupils' experiences of the physical and human aspects of geography. Much of the work in these year groups shows good achievement.
83. Teaching and learning are satisfactory overall. Classes are managed well. Pupils say they enjoy geography lessons, particularly the field trips, which add interest and relevance to learning. Work seen in Years 3 and 4 was particularly well structured and detailed to develop pupils' use of primary and secondary sources of information, geographical vocabulary and to give them opportunities to debate their own views on environmental issues. There is effective use of computers to produce a variety of charts and graphs, to illustrate water use, for example. The interpretation of this data by observing patterns of use gives good support to the development of pupils' ICT and mathematical skills. The overuse of worksheets, however, as pupils get older limits their chances to develop their literacy skills in other contexts. However, in a very good lesson seen in a Year 5/6 class, paired working effectively helped pupils to share their ideas in developing a storyboard of a news report on the reasons for flooding. Teachers' marking of pupils' work is variable, but is generally unsatisfactory as it gives pupils little idea of how to improve.
84. The geography curriculum is satisfactory. Some topics, such as the seaside, link interestingly with history. Leadership and management have both developed rapidly over the last year and are satisfactory. The faculty system has helped the co-ordinator structure her approach to subject management through monitoring and given her confidence in developing her leadership skills. Geography is not a current priority of the school development plan and assessment systems are not yet rigorous enough to give the co-ordinator an accurate picture of standards across the school. This aspect is unsatisfactory. Improvement since the previous inspection is satisfactory overall.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. It was not possible to reach secure overall judgements about standards or provision in these subjects, except in music. Two lessons were observed in physical education, one lesson in art and design and none in design and technology. Examples of pupils' work were examined in art and design and design and technology.

86. In **art and design** the standards of work seen were at least satisfactory and much was good. Pupils in Years 1 and 2 have done some high quality, lively and imaginatively collaged illustrations for their book on Jack and the Magic Bean. Pencil sketches of buildings and observational drawings of small natural objects, such as shells, by these younger pupils showed varying levels of skill, but were good overall, often showing good attention to detail and careful execution. Pencil drawings by the oldest pupils, completing portraits of famous people, showed their skills developing well, with very good use of tone and accurate use of line. Paintings in water-colour, to complete a landscape from a photograph, by the older pupils were also of a good standard, showing very accurate colour mixing and careful brushwork. The work by pupils in the middle classes on hot and cold colours, based on Klee's concept of *taking a line for a walk* were also of good quality, being both boldly drawn and showing a subtle use of colour. Pupils in Year 5 have done some outstanding work using photography, working with a professional to take pictures around Newbury. These photographs show thoughtful composition, with interesting use of different techniques such as odd angles or reflections. In the one lesson seen, teaching was satisfactory, as older pupils worked on designs for a montage, making steady progress in their understanding of different materials.
87. In **design and technology** the work on display showed a secure curriculum with all elements of the designing and making process covered. Work by pupils in Years 3 and 4, for example in making books with moving parts, included the evaluation of existing examples, annotated drawings of pupils' own designs, the building of prototypes and the evaluation of their finished products. Work seen was at the expected standard for pupils of this age, both in variety of design and the quality of the finished product.
88. In **physical education** pupils in Years 1 and 2 showed good throwing skills. They learned to throw a 'javelin' with increasing accuracy over the course of a good lesson. Good interventions from the teacher encouraged them to analyse their progress and to try different techniques to achieve success. They made good progress. In a satisfactory games lesson with Year 4 pupils, they showed good skills in throwing and catching a ball. Their skills in trying to serve using a tennis racket were weak, however. This was partly because the lesson was too brief and they did not have enough time to practise and partly because they were not given clear enough instructions about how to improve. In both lessons seen, a brisk pace and plenty of good equipment ensured that pupils were involved throughout and enjoyed the lesson. They worked hard, behaved well and had healthy exercise. The school organises swimming lessons for younger junior pupils and about 90 per cent are able to swim at least 25 metres by the time they leave.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils achieve particularly well in singing.
- Teachers successfully communicate an enthusiasm for music to pupils.
- The school choir is very good.

Commentary

89. Standards in Years 1 to 6 are above average and pupils achieve well, including pupils with special educational needs. Good standards have been maintained since the previous inspection.
90. By Year 2, pupils sing very well and their diction is clear. They display a good understanding of rhythm and pitch. They sing sweetly and clearly show an enjoyment and enthusiasm for music, a feature that threads through the school. By Years 3 and 4, they explore timbre, pitch, tempo and dynamics and listen carefully to musical 'jingles' to evaluate and appreciate their musical elements. By Year 6, pupils follow a musical score, work collaboratively in pairs to conduct an aspect of the musical score to direct the instruments of the orchestra to vary their performance as the composer intended. Pupils in all the lessons observed were totally focused and all pupils achieved good standards. The very high standards expected of the school choir are translated into high quality performances for inter-school functions, local communities and performing in the Albert Hall. Music and the enjoyment pupils and staff receive from it make a significant contribution to the harmony of the school community.
91. Teaching and learning are good throughout the school. Teachers show confidence and enthusiasm when teaching the subject, which are contagious and contribute to the very positive attitudes pupils display to their music. There is a wide choice of good instrumental teaching available.
92. Leadership is good. The newly appointed co-ordinator clearly has an infectious enthusiasm for the subject, which is evident in her lessons. Management is satisfactory. The co-ordinator, who has a secure knowledge and understanding of the subject, is starting to plan effectively. There have been few opportunities to observe colleagues' lessons, but some monitoring of standards is done through observing the quality of performances. Resources are good and music contributes well to pupils' spiritual, moral, social and cultural development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. No lessons were observed in personal, social, health education and citizenship, but available evidence from interviews, documentation and speaking to pupils and indirect evidence from other activities suggest that there is very good breadth to this aspect of the curriculum. Significant elements of this aspect are taught as part of religious education and in *circle time*, when pupils have the opportunity to discuss as a class a variety of moral and social issues. In these sessions pupils are encouraged to share their views about a variety of things. Issues such as drugs awareness and relationships education thread through the whole curriculum. Initiatives to focus on such issues are well supported by the local police constable and the school nurse.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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