

INSPECTION REPORT

THE HILL PRIMARY SCHOOL

Caversham, Reading

LEA area: Reading

Unique reference number: 109788

Headteacher: Mr W T Lambert

Lead inspector: John Williams

Dates of inspection: 20 – 22 September 2004

Inspection number: 268063

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 to 11 years
Gender of pupils:	Mixed
Number on roll;	372
School address:	Peppard Road Caversham Reading Berkshire
Postcode:	RG4 8TU
Telephone number:	0118 9015560
Fax number:	0118 9015559
Appropriate authority:	The governing body
Name of chair of governors:	Mr Phil Chatfield
Date of previous inspection:	1 February 1999

CHARACTERISTICS OF THE SCHOOL

The Hill Primary School is a community school situated in the Caversham/Emmer Green area of Reading. It serves an area of mainly private housing. The school caters for children from a range of social and ethnic backgrounds. Although predominantly white, the school has families from Asian, Chinese, Eastern and Central European origin. Currently there are 370 pupils in the school, which is larger than most primary schools. There is no significant difference in the number of boys and girls in the school. The proportion of pupils eligible for free school meals is low (4 per cent). However, there are a number of families who, although eligible for free school meals, do not take up their entitlement. There are 16 pupils, (4 per cent) with English as an additional language. Thirty-nine pupils (11 per cent) are identified as having special educational needs. This is below the national average. Their needs cover autism, speech and communication difficulties, emotional difficulties and specific learning difficulties. Five pupils have statements of special educational needs. The current admission number is 60. Children enter school at the beginning of the term in which they become five years old. Twenty-four pupils were admitted into the reception class in September at the time of the inspection. Children begin school with average levels of attainment overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22516	John Williams	Lead inspector	Science Citizenship Physical education
19366	Bill Walker	Lay inspector	
23196	Sue Chesters	Team inspector	English as an additional language English History
22291	Keith Saltfleet	Team inspector	Special educational needs Mathematics Information and communication technology Design and technology Religious education
28009	Ruth Allen	Team inspector	Foundation Stage Art and design Geography Music

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good, effective school with many strengths and few weaknesses. It provides a good quality of education, enabling its pupils to achieve well. It gives good value for money.

The school's main strengths and weaknesses are:

- Standards in the core subjects of English, mathematics and science are well above average by Year 6. Children make a good start in the Foundation Stage and achieve well throughout the school.
- The headteacher, senior management team and governors lead the school very successfully. Management is good. Subject leaders are poised to further develop their curriculum areas.
- The qualities of teaching and learning are good which result in pupils achieving well. Assessment procedures are in place but the data gathered could be used more consistently to enable staff to track and monitor pupils' achievements. Gifted and talented pupils and those for whom English is an additional language are informally identified but their achievement is not formally monitored.
- The school has a satisfactory curriculum although more emphasis could be placed on the non-core subjects and links between subjects could be improved.
- The school does not have a library or an information and communication technology suite. This has an impact on the quality of learning opportunities that can be provided.

The school has addressed satisfactorily the issues raised at the last inspection, particularly with regard to curriculum planning and provision for pupils in the Foundation Stage and has continued to improve its provision.

STANDARDS ACHIEVED

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

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

Achievement is good. The vast majority of children in the Foundation Stage reach or exceed the goals expected by the end of reception. They start school with average levels of attainment for their age overall. They achieve well in the Foundation Stage and the majority enter Year 1 with above average skills. Pupils continue to achieve well in Years 1 and 2 and reach above average standards in reading and writing and well above average standards in mathematics by the end of Year 2. Pupils in Years 3 to 6 continue to achieve well and, by the end of Year 6, reach standards well above average in English, mathematics and science. The table above shows that in the national tests in 2003, results were average in English and above average in mathematics and science compared with all schools nationally. When these results are compared with those of similar schools, they were well below average in English, below average in mathematics and average in science. However, this dip in results is an anomaly. There were more pupils in the 2003 cohort with special educational needs than is usually the case for this school. Standards since the last inspection have risen in line with the national trend. Results in tests in previous years have been well above average when compared with all schools and with those schools in similar contexts.

Pupils' personal qualities are very good. Pupils behave very well in lessons and at play. They have very good attitudes. Relationships are very good. Punctuality is good. Attendance is very good. **Pupils' spiritual, moral, social and cultural development is good overall.**

QUALITY OF EDUCATION

The quality of education provided by the school is good.

The quality of teaching and learning is good. Teachers have very good subject knowledge and understand the needs of their pupils very well. Relationships are very good. All staff work very well together and make a strong team. They have high expectations that pupils will achieve well and consequently pupils learn productively. Teachers assess pupils' work satisfactorily. However, the information gathered is not effectively and consistently used to track pupils' achievements, to monitor their progress and to provide individual targets for pupils.

The school provides a satisfactory, broad and balanced curriculum. Provision for personal, social and health education and citizenship is satisfactory. In recent years there has been a high focus on literacy and numeracy and the school has identified the need to improve the provision for, and the links between, non-core subjects. The quality of care, support and guidance is good and there are good links with other schools and colleges.

LEADERSHIP AND MANAGEMENT

Leadership and management overall are very good.

The governance and leadership of the school are **very good**. Management is **good**. The headteacher has a very clear vision for the future of the school. This vision is shared by staff and governors, all of whom support the headteacher effectively in managing the work of the school. Governors fulfil all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are very pleased with the school and support it very well. The pupils say that they like their school very much and are very happy to be there.

IMPROVEMENTS NEEDED

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

- use assessment consistently to provide information to enable staff to track and monitor pupils' progress and set learning targets.
- identify more formally pupils who are especially gifted and talented and those for whom English is an additional language and cater for their needs and monitor their achievement.
- develop the roles of subject leaders to enable them to manage improvement in their subjects.
- raise the status of the non-core subjects and develop links between subjects.
- seek ways of establishing a library and an information and communication technology suite so that pupils can be offered opportunities to further their skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall standards are above average and pupils throughout the school achieve well.

Main strengths and weaknesses

- Standards in English are above average by the end of Year 2 and well above average by the end of Year 6.
- Standards in mathematics and science are well above average by the end of Year 2 and Year 6.
- Children achieve well in the Foundation Stage and enter Year 1 with above average skills.
- Pupils throughout the school achieve well in English, mathematics and science.
- Pupils who are acquiring English as an additional language and pupils identified as having special educational needs achieve well.

Commentary

1. Standards and achievement throughout the school are good. The vast majority of children in the Foundation Stage reach or exceed the early learning goals by the end of reception. They start school with average levels of attainment for their age overall. They achieve well in reception and enter Year 1 with above average skills. This is because of the good teaching and quality of activities provided.

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

Standards in:	School results	National results
reading	19.3 (18.4)	15.7 (15.8)
writing	16.6 (15.9)	14.6 (14.4)
mathematics	20.3 (19.2)	16.3 (16.5)

There were 54 pupils in the year group. Figures in brackets are for the previous year.

2. Pupils continue to achieve well in Years 1 and 2 and reach above average standards in reading and writing and well above average standards in mathematics and science by the end of Year 2. Pupils do particularly well in developing their investigative skills in science. In English, pupils' speaking and listening skills are well above average, reading skills are above average and writing skills are above average. The table above shows that in 2003 the results in national tests for seven-year-olds were well above average in reading and mathematics and above average in writing. There is no significant difference between the attainment of boys and girls.
3. Pupils in Years 3 to 6 achieve well and, by the end of Year 6 reach standards that are well above average in English, mathematics and science. Their speaking and listening skills and reading skills are very high. Writing skills are good but less well developed. This good attainment is due to the good teaching throughout the school and the sharply focused leadership of the subject co-ordinators and headteacher. Achievement is good in Years 3 and 4 and accelerates to very good by the end of Year 6. There is no significant difference between the attainment of girls and boys.

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

Standards in:	School results	National results
English	27.3 (28.7)	26.8 (27.0)
mathematics	28.0 (28.4)	26.8 (26.7)
science	29.9 (30.5)	28.6 (28.3)

There were 61 pupils in the year group. Figures in brackets are for the previous year.

4. The table above shows that in the national tests in 2003 results were average in English and above average in mathematics and science compared to all schools nationally. Compared with schools that are similar, they are well below average in English, below average in mathematics and average in science. This dip in standards is an anomaly. There were more pupils in the 2003 cohort with special educational needs than is usually the case for this school. Standards since the last inspection have risen in line with national trends. Targets set for pupils in Year 6 were successfully achieved and exceeded particularly in English. Results in tests in previous years have been well above average when compared with all schools and with those in similar contexts.
5. Standards in religious education meet the expectations of the locally agreed syllabus. Standards in information and communication technology are average by the end of Year 2 and Year 6. Pupils are competent in using technology, but the lack of quality accommodation and resources means that access to regular use of computers is limited.
6. Pupils with special educational needs achieve well. They are very well supported by teachers and support staff and their individual education plans (IEPs) are used well to ensure that good progress is made. Pupils from ethnic minorities and those with English as an additional language also achieve well and continue to make good progress. However, these pupils and those who are gifted and talented need to be more rigorously identified and their progress more closely monitored. Higher attaining pupils are well planned for in all lessons throughout the school and are encouraged and challenged to extend their learning at every opportunity.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and values are very good. They arrive at school promptly and their attendance is well above average. The promotion of pupils' moral and social development is very good, whilst for their spiritual and cultural development it is satisfactory.

Main strengths and weaknesses

- Pupils enjoy their schooling and have very good attendance records.
- The great majority arrive punctually.
- They are enthusiastic about their work and keen to be involved in school life.
- Their behaviour, both in class and about the school, is very good.
- Relationships throughout the school are very good.
- The moral and social development of pupils is very good.

Commentary

7. The great majority of pupils have very good attitudes to school. They attend regularly, want to learn and arrive punctually, enabling teachers to make a prompt start to lessons. No time is wasted. Pupils know what is expected of them and settle quickly to their allotted tasks at the start of the day. The overall attendance rate is well above that found nationally in primary schools. A few pupils show less enthusiasm, are sometimes late for school and are slower to adapt to routines. As they move up through the school, however, these pupils learn from their

peers and come increasingly to respect the daily routines which help to establish a proper working environment in the classroom.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.1	School data:	0.0
National data:	5.4	National data:	0.4

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

8. Behaviour in lessons is good and often, particularly in the older classes, very good. During an English lesson five pupils working on computers outside the classroom, and unsupervised, applied themselves in an exemplary manner to the set task. They showed responsibility, independence and mutual support as they shared skills, accessed the appropriate program and completed their assignment. Pupils conduct themselves very well about the school. They move calmly and purposefully, many offering polite greetings to visitors, invariably holding open doors and deferring to adults. At playtimes some engage enthusiastically in games, others simply walk and talk. The atmosphere here, as during mealtimes, is civilised and orderly. Pupils know how to behave in different situations and it is quite marked that when they are in the building they keep their voices down so as not to distract or inconvenience others.
9. The Hill is an inclusive community where the relationships are very good. They span age, gender and racial groupings. Pupils mix readily, play harmoniously and collaborate effectively. Both parents and pupils recognise that there is some oppressive behaviour from time to time but they are confident that the school will resolve any problems expeditiously. The school deals very well with any such incidents. There has been one, fixed period, exclusion in the last year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	268	1	0
White – any other White background	11	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – any other Black background	1	0	0
Chinese	5	0	0
No ethnic group recorded	65	0	0

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

10. Provision for pupils' personal development is good. Pupils are made aware of different faiths and beliefs through their lessons in religious education. They are encouraged to show respect for other people's beliefs and feelings. The school has a wide spectrum of cultures and there is true racial harmony. Pupils play and work well together. Assemblies and personal, social, health and citizenship education lessons develop their understanding of feelings and emotions. Provision for pupils' moral and social development is very good. Staff strive hard to engender an understanding of right and wrong and to develop a social awareness. Pupils profitably develop their own class rules from the school golden rules which have been discussed and agreed. They also involve themselves in charity appeals, demonstrating initiative and community spirit. Events such as the recent Asian arts week and Japanese day develop pupils' understanding of other cultures and help prepare them for life in a diverse multicultural society. The school also arranges music and drama workshops on a regular basis. Good use is also made of visitors for instance to talk about life during World War Two. However, there is scope for the school to provide more visits to extend pupils' knowledge of their own culture. The school does not make sufficient use of the cultural diversity that is in its midst.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education which enables pupils to learn well. Teaching and learning are effective and result in pupils achieving well. The curriculum is satisfactorily organised although there could be more imaginative links between subjects. Pupils are well cared for and they feel valued and secure. There are very good links with parents and the community.

Teaching and learning

The quality of teaching and learning is good. Pupils achieve well. The systems used to track pupils' achievements are satisfactory.

Main strengths and weaknesses

- Teachers have very good subject knowledge and understand the needs of their pupils.
- Teachers plan very well.
- Pupils with special educational needs are taught well.
- Teachers assess pupils' work regularly but information gathered is not always used to best effect.

Commentary

11. The good quality teaching means that pupils learn well in lessons. Achievement is good. This represents satisfactory improvement since the last inspection. As a result, standards, particularly in the core subjects of English, mathematics and science, have remained high and followed the national upward trend.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11 (31%)	18 (52%)	6 (17%)	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 very good subject knowledge and understand the needs of their pupils very well. Thus, they are able to give pupils good information and to challenge them appropriately. This is particularly so in the core subjects. As a consequence, learning is good and pupils achieve well. Teachers use subject-specific vocabulary accurately and encourage pupils to

do the same. For example, in a Year 3 science lesson looking at the function of teeth, the teacher encouraged the pupils to use correctly words such as 'incisor' and 'molar'. The pupils achieved well and increased their knowledge of teeth successfully.

13. Teachers plan meticulously and, consequently, pupils are challenged successfully. In English and mathematics, they use the national strategies very effectively. Planning mirrors very closely the guidance given in the strategies. This enables pupils to learn productively and achieve high standards. Teachers tell pupils what it is that they expect them to learn in the lesson at the start. Thus, pupils know what they have to achieve and are eager to learn. At the end of lessons staff and pupils regularly check what they have accomplished and discuss what will come next. In this way pupils learn in a 'joined up' way and understand what they are doing and why. Pupils, when asked, think that their teachers work hard to provide interesting lessons
14. Pupils with special educational needs learn well. This is because of the good quality teaching that they receive. They achieve well because:
 - they are in mainstream classes.
 - teachers prepare their own individual education plans (IEPs) which contain clear learning objectives, targets and dates for review.
 - the IEPs are used as working documents in teachers' daily planning.
 - they are very well supported by teaching assistants in lessons.
15. Overall, the systems for assessing pupils' work are satisfactory. Assessment procedures are well embedded in the school's work. A wealth of assessment takes place in each year group. These systems vary and are better in the core subjects than the non-core¹. Some of the data gathered is used effectively to track pupils' achievements and to monitor their progress. This is particularly so in the Foundation Stage and English. Teachers' expertise in handling the data produced is increasing. However, the school has identified a need to refine procedures and produce a simple, manageable system that will provide staff with useful information. By this means teachers intend to monitor and track pupils' achievements and consistently involve pupils in the process of setting individual targets.

The curriculum

The curriculum overall is satisfactory.

The curriculum provides a satisfactorily broad range of curricular opportunities that cater for pupils' interests. Provision for pupils with special education needs is good. Opportunities for enrichment are satisfactory. Accommodation and resources are satisfactory though some areas of school are congested and overcrowded and the school does not have a library or an ICT suite.

Main strengths and weaknesses

- The National Literacy and Numeracy Strategies are very well established.
- There are insufficient imaginative links between subjects.
- The school provides well for pupils with special educational needs.
- The school does not formally identify pupils who are exceptionally gifted and talented, in order to provide specifically for their needs.
- Some areas of school are congested and overcrowded and there is a shortage of good quality resources in some subjects.
- The school does not have a library or an ICT suite.

¹ Core subjects are English, mathematics and science. Non-core subjects are art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education.

Commentary

16. The school has worked hard to implement the National Literacy and Numeracy Strategies. This it does very well with a consequent improvement in standards. Planning for these aspects is very thorough and shows that teachers target exactly what they wish their pupils to learn.
17. The curriculum meets requirements with regard to other National Curriculum subjects and religious education, and is satisfactorily broad and balanced. However, the school realises that the time is now right to be more expansive. Subject managers are already planning imaginative links between subjects such as using ICT in science topics and creative subjects in religious education themes. The aim is to improve all-round curriculum provision, further develop the non-core subjects and make the school's curriculum more exciting.
18. The school has a clear programme for personal, social, health and citizenship education. This helps pupils' understanding of personal, moral and cultural issues that they might meet in later life. Good use is made of the school's relationship with the school nurse in delivering its health and sex and relationships education and in particular teaching about the dangers of the misuse of drugs and alcohol. Out-of-school clubs enhance the curriculum satisfactorily. These tend to be mainly musical and sporting and are popular with pupils. A wide range of pupils take part in these activities, which are run by members of staff as well as outside coaches and teachers. Teams represent the school in annual soccer tournaments and in swimming galas. Pupils are given opportunities to perform in a choir, in concerts and in school productions. A limited range of visits is provided to enrich the curriculum and to stimulate pupils' interest. Particularly popular is the residential visit arranged for Year 6 pupils, which contains a good selection of outdoor and adventurous activities. Staff plan to develop the use of visits and visitors in line with new curriculum developments. An early morning teaching and learning club provides support for some pupils on a weekly basis and staff provide extra tuition for Year 6 pupils in the run up to the national tests.
19. The school does not formally identify pupils who are exceptionally gifted and talented or for whom English is an additional language. The school provides satisfactorily for these pupils because teachers know their pupils very well. They therefore provide appropriate challenge to enable all pupils, whatever their background or ability, to achieve well.
20. Overall, the school provides well for pupils with special educational needs. Provision in the Foundation Stage is satisfactory and good for infant and junior pupils. Pupils are fully included in all school activities. Pupils' Individual Education Plans provide well for their needs and are reviewed half yearly. Resources for these pupils are good. The school does not have a policy for pupils with particular gifts and talents and their needs are not taken into account.
21. The school has a good number of teachers and other staff to meet the needs of the curriculum. Accommodation for physical education is very good. The school's accommodation is satisfactory overall, but some areas are crowded and congested as the school struggles to manage its very limited space. There is neither a library nor an ICT suite. Both of these deficiencies have a negative effect on the opportunities the school can offer for pupils to develop and extend their skills.
22. Resources are satisfactory overall, but in some subjects, for example in ICT and religious education, there is room for improvement.
23. The school has developed good working relations with local secondary schools, and transfer arrangements are very good. Teachers from the secondary school come to visit the Year 6 classes. Pupils take part in joint activities with the secondary school, such as units of mathematical work and a recent very worthwhile ICT project. This is of benefit as it helps to build confidence as pupils move to the next stage of their education.

Care, guidance and support

There is good provision for the care, welfare, health and safety of pupils. Teachers have a warm and trusting relationship with those in their charge and provide them with good support, advice and guidance. Pupils know their opinions are valued and contribute well to discussions about school routines and personal targets.

Main strengths and weaknesses

- Pupils work in a healthy and safe environment.
- Teachers know their pupils well and provide good support and guidance.
- The views of pupils are sought and valued.

Commentary

24. The school gives high priority to the welfare of pupils. Governors have established good procedures to cater for the health and safety of the school community. They ensure that risk assessments are regularly carried out and rigorously monitored. Proper advice and guidance on child protection issues is provided for all members of staff. Teachers make good use of the curriculum to promote a healthy lifestyle.
25. Teachers know their pupils well and are sensitive to their pastoral needs. Although the inspection took place at an early stage in the academic year it was apparent that they are already developing warm and trusting relationships, helping to build the confidence and self-respect of those in their charge. Illustrative of the caring approach are the Breakfast and Teatime clubs and the weekly Pre-school club to give additional support particularly to more vulnerable pupils. There was a very positive response to a recent questionnaire completed by older pupils. The overwhelming majority thought their teachers fair, friendly and helpful. They also felt they were listened to, and trusted.
26. Both teachers and other classroom staff are accessible and approachable so that parents have opportunities to share any areas of concern. Teachers generally use assessment procedures effectively to inform their judgement about pupils' standards and progress. This enables them to give good advice and guidance to pupils to support their personal development and academic progress. They are aware that as yet they are not making best use of the data to track and monitor pupils' achievement. The arrangements for the induction of pupils new to the school work well and parents speak very favourably of the support they receive in helping their children to settle and develop.
27. Pupils appreciate the opportunities they are given to express their views. Many are thoughtful and articulate and well equipped to contribute constructively to discussions on school initiatives and routines. For example, they negotiate classroom rules, agree some targets for personal and academic achievement and comment in writing on their annual reports. In a more practical way they were involved recently in planning and building a garden to provide a quiet area in the playground. The school recognises that there is scope to develop a more formal system of consultation with pupils and is currently exploring the possibility of establishing a school council.

Partnership with parents, other schools and the community

The school has developed a close and very fruitful partnership with parents and the community. There are constructive working relationships with partner schools.

Main strengths and weaknesses

- The school provides parents with very good information about the school and about their children's standards and progress.

- Parents support the school very well and make a valuable contribution to their children's learning at school and in the home.
- The views of parents are sought and valued.
- Resources within the community are used very well to broaden the curriculum.
- The arrangements for the induction and transfer of pupils are good.

Commentary

28. The objective outlined in the school improvement plan to 'maintain and develop communication with parents' has been successfully achieved. The partnership which flows from it is very fruitful. Parents have high expectations and are not uncritical about areas they think could be improved. Overall, however, they express great faith in every aspect of the school's provision, and particularly in the leadership and management. They greatly appreciate the support they get when their children first start at the school, have a very high regard for the staff, whom they find very approachable, and overwhelmingly they consider their children to be happy and to be making good progress. The school deals very effectively with concerns and complaints. The great majority of parents say they are well informed about the school and about their children's standards and progress. However, a few have indicated that they would like more guidance about the teaching of literacy and numeracy so that they can better support their children's learning. They also feel more support could be given to gifted and talented pupils and would like more consistency, particularly for parallel classes, in the homework provision.
29. The inspection evidence supports the positive views expressed by parents. The school caters very effectively for their interests. There is a feeling of community at The Hill. It embraces pupils, staff and governors and creates a strong sense of partnership among all those responsible for the children's welfare. A high level of trust and confidence between school and home is manifest. Parents are much involved in their children's education. They are well informed, regularly consulted and play an active part in supporting work done at school and in the home. Some would like to do more, hence their request for more consistency and further guidance about teaching methods.
30. Parents and the wider community contribute much to the broader curriculum for pupils. The fund-raising efforts of parents are remarkable. Through their very well structured association they have been able to significantly enhance the quality and quantity of learning resources and opportunities. They have also given valuable support to the school's constructive links with external organisations, subsidising much of the swimming tuition and funding events such as the Asian Arts Day which so enrich the curriculum. Relationships are warm and supportive. They are often used to mutual advantage. Whilst pupils benefit from visits and visitors to develop their knowledge of religion, music, art and drama, local groups use the school premises for a variety of academic and sporting activities. Income resulting from the latter helps to finance the former, an efficient and effective use of resources within the community.
31. The school's links with other schools and educational institutions are good. The headteacher liaises closely with other primary schools to monitor curriculum development and improve training opportunities for his staff. Regular contact with feeder nurseries and playgroups supports the induction procedures so valued by parents. A close working relationship with the main receiving high school helps to ensure a proper and consistent transfer of information, contributes to the developing curricular continuity and eases the social stresses often felt by pupils as they move on to the next stage of their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall.

Governance is very good. The school is very well supported by knowledgeable and committed governors. The leadership of the headteacher and senior members of his staff is very good. The school is well managed.

Main strengths and weaknesses

- The governance of the school is very good.
- The school is very well led by the headteacher.
- The headteacher is ably supported by senior members of his staff.
- The role of subject leaders is insufficiently developed.
- Day-to-day financial management is very good.
- The quality of management overall is good.

Commentary

32. The headteacher provides strong and assured leadership to the whole school community. He is a very visible presence, frequently found about the building during lessons, with the pupils at lunch and playtimes and among the parents when they are delivering or collecting their children. He has high aspirations for the school and by his exemplary commitment and industry is able to generate great enthusiasm among those with whom he works. The senior team he has created are highly motivated, with much pride in their school and a shared vision for the future. They show a dedication to corporate responsibility and teamwork that helps to ensure consistency in teaching and practice throughout the school. Together they have been able to identify shortcomings, articulate solutions and translate them into a coherent school improvement plan.
33. Management throughout the school is good. The headteacher delegates effectively and ensures that all those with managerial responsibilities have access to relevant training and development opportunities. Through his close contact with nearby schools, colleges and other places of education, he is able to keep abreast of best practice in education and share it with his staff. Acting on criticism in the previous inspection report, he has reviewed procedures for the monitoring of standards in pupils' work and the quality of teaching. This is now carried out in a coherent and methodical way by himself and his deputy. Subject leaders, particularly in the non-core subjects, should now be further empowered to manage improvement in their subjects.
34. The intention, identified in the school improvement plan, to introduce peer and subject co-ordinator monitoring is evidence of continuing development and good practice. The knowledge and understanding gained from this monitoring is being used to very good effect to inform the personal development needs of staff and identify targets for improvement. Procedures for the induction, appraisal and professional development of staff, also identified as a weakness in the previous inspection report, are now very good. This represents good improvement and is having a beneficial effect on the standards of teaching in the school and on the achievement of pupils. The school has a high reputation in the area and the headteacher is held in high esteem by his colleagues and his peers.
35. The school uses its modest resources very well to further its educational aims. Financial decisions are judged by the potential impact they will have on pupils and the maintenance of good staffing levels has continued to be a priority. Financial management is very good and the school actively seeks best value in both its investment and its expenditure. Day-to-day administration is very efficient and this support enables teachers to concentrate their energies in the classroom. Unit costs are low, the school is effective and it provides good value for money.

36. Governors have a very professional approach to their work. Their committee system is most effective in monitoring the school's performance and ensuring compliance with all statutory requirements. They are knowledgeable about the school and have a good understanding of its strengths and weaknesses. Relationships with the headteacher are warm and trusting but this does not inhibit the governing body from taking a critical and challenging approach to the school's development. They are also self-critical and are aware of the need to develop a longer term strategic plan showing how the use of resources is linked to the achievement of the school's goals. The commitment shown by the governors is commendable and their efforts make a major contribution to the success of the school.
37. The management of special educational needs is good. The co-ordinator has non-contact time to ensure that provision is in line with the Code of Practice, and to enable her to offer advice and assistance to colleagues. The governor who has responsibility for maintaining an overview of the school's provision visits the school regularly.
38. The school's lack of a library and ICT suite has a negative effect on the quality of opportunities that pupils can be offered to extend their skills. This, and the cramped nature of some of the accommodation provides a barrier to further improvement.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	886,934	Balance from previous year	6,099
Total expenditure	885,369	Balance carried forward to the next	7,663
Expenditure per pupil	2,361		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for the children in the Foundation Stage is good and has seen good improvement since the last inspection. Children enter the reception class in the term in which they become five. There are therefore three intakes a year. There were 24 children in the class at the time of the inspection. By the end of the year there will be 60 children in the class. The majority of children start school with levels of attainment which are in line with those expected for their age group. Most of the children arrive in school having had some pre-school experience. By the end of the Foundation Stage the majority of children achieve the goals set in all areas of learning, and a significant number are working at above average levels. All pupils achieve well throughout their time in the reception class in all areas of learning. Good provision is made for those children who have special educational needs and those for whom English is an additional language.

Leadership in the Foundation Stage is good. The Foundation Stage leader, who works to support all staff and children, manages the class and works alongside one other teacher and a teaching assistant. All staff work together as a strong team to support children's learning. Each area of learning is managed very well. Staff track carefully what children know and can do. They use this information very successfully to plan activities that challenge all groups of children and ensure that they achieve well.

The quality of teaching and learning is good in all areas of learning. All staff plan and work together as a strong committed team and this means children achieve well. Planning is detailed and activities are carefully matched to children's individual needs. Teachers have high expectations for children's success and set challenging tasks to enable them to build on their knowledge and understanding in all areas of learning. Children's progress is carefully assessed to ensure that high quality learning is taking place. Good links with parents are established at a very early stage through an effective induction programme.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well because they are encouraged to become independent at an early age.
- Staff support all children well, so that they are secure and happy while they learn.

Commentary

39. The good relationship established between staff and children in the reception class means children relate very well to adults and feel secure in the routines established for them. Staff encourage children to take part in all activities. They learn to make choices, share resources with others and be responsible for tidying away. Children are expected to plan their own activities from a given list and place their name on the card by the chosen activity until they have finished. Staff are constantly aware of children's learning needs. They work alongside groups of children, encouraging and supporting their learning and making sure that all pupils are involved both in taught activities and in free choice activities. A certificate is given each week to a child who has tried hard to do their best.
40. Through reading stories such as 'Alfie goes to a birthday party' children talk about their feelings in new situations and know that their actions can affect other people's feelings. All children know how to use equipment and are rapidly learning appropriate language and how to interact with others. Considering children have only just started school they are already showing a high degree of confidence in all they do.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff take every opportunity to develop children's language skills and teaching is good.

Commentary

41. Progress made by all children in communication skills and reading is good. Children make satisfactory progress in their writing skills. They achieve well as a result of good teaching. All staff take every opportunity during activities to develop the children's vocabulary, particularly through role play and when talking about stories together. All children are encouraged to talk in sentences and give opinions. In Circle Time² children can introduce themselves and talk about what they like. There is a clear emphasis on ensuring that all children understand what is being said and can express themselves clearly.
42. Children enjoy books and listen attentively when a story is read to them. There are a wide variety of books available for the children to look at and enjoy. All children already have a sound knowledge of a number of letter sounds and a few key words. Children's written skills are less well developed although it is still very early in the school year. Through the topic on 'Ourselves' children are able to name and label parts of the body. They understand what a label is and how they can be used. Most children can use a pencil to follow a pattern with some control and are beginning to write legible sounds to convey meaning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a wide variety of activities to support learning that ensures children achieve well.

Commentary

43. All staff make sure that children are surrounded by mathematical vocabulary through high quality displays. Every opportunity is used throughout the day to reinforce both mathematical vocabulary and skills such as counting how many children are present and how many need a dinner. Number skills are being taught, for example, through songs on the cassette player and through how many jumps, bounces and steps they can perform in the 'Gym'.
44. Children are already recognising some solid shapes and can describe them and sort them into appropriate sets. They can use and understand words such as '*circle*', '*bigger*', '*less*' and '*more*' and apply them when working with construction toys and in the sand. All children achieve well in their mathematical activities due to the good teaching provided.

² Circle Time: in these sessions, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues which touch them all.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of activities are planned to promote learning in this area.
- Staff use questioning very effectively to enhance the children's knowledge and understanding of the world about them.

Commentary

45. A wide range of activities, visits and visitors are planned to support children's learning in this area over the year. The children are already able to talk about the weather and record it on the weather chart. They are watching the movements of giant snails and feeding them. Through the topic on 'Ourselves' children are becoming familiar with their bodies and what they can do with them. The majority of children can confidently describe facial features and draw a portrait of themselves using a mirror. They can compare their own facial features with others and describe what is the same and what is different. They do this well because staff encourage them to talk about their learning at every opportunity. All children are enjoying experimenting with a variety of pairs of glasses in the Opticians.
46. ICT skills are taught well and every opportunity is used to support children's learning through the use of number programs and 'All about our body'. Children are already able to switch a computer on, use a mouse and begin to use known vocabulary and phonic sounds. Children make good progress in this area of learning and achieve well.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- An outside play area is used very effectively to promote physical development alongside other areas of learning.

Commentary

47. The outdoor learning area is used very effectively to support all children's physical development. There is a wide variety of large toys for the children to use and areas where they can learn to balance and climb with confidence. All staff are readily available to join in, question, encourage and extend children's learning particularly those who are shy and find communicating difficult. In physical education lessons children are encouraged to move their bodies well, respond to commands and balance small equipment on different parts of their bodies with some control.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There is a high focus on using role play to stimulate and extend children's creative skills.

Commentary

48. Children enjoy listening to songs on the tape recorder and singing number rhymes with the teacher. They enjoy role play outside where they act out family life and copy their teachers with some accuracy. In the 'Gym' they pretend to keep fit and talk at length about what makes you healthy. Children have access to a variety of resources which gives them the opportunity to create models, paintings and collages to support their learning. The staff support these areas of learning well and the children achieve well.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Throughout the school pupils achieve well, attaining above average standards by the end of Year 2 and well above average standards by Year 6.
- The school does not have a library.
- Pupils are confident speakers and listeners and reach well above average standards throughout the school.
- The quality of teaching and learning is consistently good with many very good lessons seen.
- Pupils are not currently involved sufficiently in developing their own targets for identifying what they need to do next in order to improve.
- The co-ordinator leads and manages the subject very well.
- Although there are links with other subjects, the school has identified that these could be further developed.

Commentary

49. The work in pupils' books and lessons shows that most pupils are on course to reach standards above those expected for their age by the end of Year 2. By Year 6, pupils are on course to reach well above average standards. Standards have fluctuated slightly but show an overall upward trend since the time of the last inspection. Pupils with special educational needs achieve well because they are well supported. Good efforts are made by staff to raise their attainment by carefully planned work, support and encouragement. Similarly, although not identified formally, pupils for whom English is an additional language receive appropriate support. This enables them to work successfully alongside peers of similar abilities.
50. Pupils are quick to talk about their love of books and discuss very sensibly and knowledgeably the characters and plots in the books which they have read. By Year 2, pupils read with confidence at above average levels. Higher attaining pupils read with fluency and talk about books that they enjoy. Average attaining pupils are accurate in their reading and have sound book knowledge. Each group has a sound grasp of letter sounds and is confident in using the contents in a book to help them find information. By the time that they reach Year 6, most pupils are keen to talk about books and understand the different styles which authors use to catch their interest. They are self-motivated and independent readers and standards are well above average. They relate the backgrounds to the books that they are reading in impeccable detail and give valid and interesting reasons why they like certain authors, such as Jules Verne or Lemony Snickett, and others. Whilst pupils develop a good range of research skills, their use is inevitably limited because the school does not have a library.

51. By the end of Year 2, most pupils are writing stories with properly organised sentences and simple structure. Teachers give pupils practice in different types of writing; for example, recounting well known stories and writing instructions. Year 2, having considered the beginning and middle structure of the story 'Dogger', were very keen to emulate this in their own writing. Their writing shows clear development and higher attaining pupils are putting together some interesting descriptive phrases. The spelling of the most commonly used words is usually accurate. A significant number of pupils is already confident to write with joined letters. However, handwriting is not such a strong area in Years 3 and 4 as it is further up the school, where it is well above average. Older pupils develop very good understanding of vocabulary, grammar, spelling and punctuation. Their writing is well structured and they use different styles according to their purpose. Year 4, when writing a class story about 'Lazy Days', used a very good range of adjectives and adverbs to engage the reader's interest. They were greatly helped by the class teacher suggesting 'put yourselves there, what do you see and feel?' Beethoven's 'Moonlight Sonata' playing in the background also set the mood very successfully and stimulated the imagination.
52. The quality of speaking and listening in nearly all lessons is very good. Throughout the school, pupils' attainment is well above average. This is because teachers plan very good opportunities for pupils to develop these skills. For example, in lessons, teachers encourage pupils to discuss a range of issues. They use strategies such as 'hot seating' to enable pupils to put themselves in imaginary situations and discuss their feelings. Pupils are confident to speak out and air their views. Discussions in subjects such as personal, social, health education and citizenship make further important contributions to the effective development of speaking and listening skills. The co-ordinator has worked hard to introduce drama and role-play opportunities into lessons. A good example of this was seen in a Year 6 lesson when pupils were invited to mime a stanza of a poem by Hilaire Belloc, while others recited it from memory. This very effectively brought the poem to life and contributed very successfully to a most enjoyable lesson.
53. The quality of teaching and learning is consistently good, with a good proportion being very good. This is an improvement since the last inspection when it was satisfactory overall with good features. Qualities that typify this good teaching are:
- work is planned very well, matching the framework of the National Literacy Strategy.
 - learning objectives are clearly identified and shared with pupils so that they know what they may expect to learn.
 - teachers have very good subject knowledge and are enthusiastic, and this rubs off on their pupils, so they work hard and achieve well.
 - teaching assistants make a valuable contribution giving pupils, particularly those with special educational needs, access to work at their own level.
54. There is some very good quality marking in place, particularly in Year 6. This guides pupils very successfully and enables them to understand their mistakes and what they need to do to improve. However, this approach is not consistent throughout the whole school. Although pupils mostly know what they have to do to improve, they are not involved in assessing how well they are doing. Procedures for monitoring pupils' attainment and progress as they move through the school are in place. Information from standardised tests and statutory and non-statutory assessment tasks and tests gives useful information. However, the information gathered is not used sufficiently for setting group targets nor for tracking pupils' achievement. The school has recognised that the next step is to use this information more effectively by providing all pupils with more precise targets for improvement and to set them an appropriately high level of challenge.
55. Since the last inspection the subject co-ordinator has worked extremely hard to ensure standards have remained high. The school has rightly concentrated on raising standards in writing. The co-ordinator has led the drive to improve standards most efficiently and

managed the subject very successfully. Hence, her role has become well established and, through careful monitoring, she has acquired a clear view of standards, and also what needs further improvement.

Language and literacy across the curriculum

56. Teachers plan their lessons identifying opportunities to link subjects together. However, the school has identified that there is still room for improving these links so that they make a greater contribution to raising the standard of pupils' non-fiction writing skills. Where they are linked well, pupils use their language and literacy skills effectively in other subjects; for example, historical writing about the Ancient Greeks and in science report writing about reptiles.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well because of the consistent good teaching and learning.
- The opportunities for pupils to use and apply mathematics concentrate too heavily on solving number problems.
- Assessment information is not used effectively to plan specific individual targets for learning.
- The subject is well led with a focus on raising standards.

Commentary

57. Pupils' performance in the national tests in the last four years shows that by the end of Year 2 their attainment is consistently well above that of schools nationally and when compared to similar schools. The picture at Year 6 shows less consistency, although pupils' attainment is still above the national average. A comparison with similar schools shows that attainment generally was below average in 2003. However, results of the national tests for pupils in Year 6 in 2004 show an improvement, particularly in the percentage of pupils attaining the higher level. Overall, this represents above average achievement for all pupils, with no differences between boys and girls, or pupils with special educational needs or English as an additional language.
58. In almost all the lessons seen teaching is good. The national strategy is used effectively and lessons are planned with clear objectives, which are always shared with pupils. Work is planned to take into account pupils' different abilities. From Year 4 onwards pupils are divided into two ability sets and this has the effect of allowing teachers to focus more sharply on the needs of their group. Questioning is used well to make pupils think and teachers direct them well so they understand what is to be done. The good use of modelling shows them how to do it. Teachers of younger pupils make good use of structured apparatus such as counting beads to ensure that they fully understand the concepts being covered. Teaching assistants are well briefed and make an effective contribution to the pupils' learning, particularly those with special educational needs. Pupils are given good opportunities to consolidate and reinforce their learning.
59. The co-ordinator recognises that using and applying mathematics needs further development. At the moment it relies too heavily on solving number problems. There is little evidence of pupils developing their investigative mathematical skills through imaginatively planned real life or everyday situations. Pupils are regularly assessed and useful information is collected about their progress although they are not sufficiently involved in planning their own learning. Personal improvement targets involving small steps are not in place to enable them to raise

their achievement. Although there are some good examples of marking pupils' work it often only acknowledges completion rather than offering advice to pupils on the next steps they can take to improve.

60. The subject is led and managed well. By regularly monitoring teachers' planning and pupils' work the co-ordinator has a good understanding of the strengths and areas for further development. This makes a useful contribution to raising pupils' achievement. There has been good improvement since the last inspection. The national numeracy strategy has had a positive effect in making the school's long and medium term planning more consistent. There is a clearer focus on what is to be taught and when, and training has improved teachers' subject knowledge, encouraged more direct teaching and consequently the quality of teaching and learning is better.

Mathematics across the curriculum

61. Mathematics is used satisfactorily across the curriculum. For example, in science plotting graphs from the results of their investigations and in information and communication technology using spreadsheets to calculate answers to a series of number problems.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The very good provision enables pupils to achieve very well.
- The quality of teaching and learning is very good.
- The subject is very well managed.
- The curriculum is very good.

Commentary

62. The school has quite rightly concentrated on offering its pupils consistent opportunities for investigative science activities. These are designed to teach pupils specific investigative skills. Pupils are encouraged to challenge hypotheses and to carry out repeat experiments. The result of this very good approach is that by the end of Year 2 and Year 6 standards are well above the national average. A very high proportion of pupils in Year 6 achieve the nationally expected level (level 4). Of these, well over a half achieve the higher level (level 5). Considering the pupils' skills when they begin school, this represents very good achievement and is an improvement since the last inspection.
63. The quality of teaching and of learning is very good. Teachers plan their lessons carefully, bearing in mind the differing abilities of their pupils. There is a commendable emphasis on pupils planning and carrying out investigations. For instance in a Year 6 lesson, pupils were challenged to design an experiment to determine what strategies might be employed to help a solid dissolve more easily. They developed some very good ideas and fully understood the requirements of a 'fair test'. Teachers deploy resources with great care and make sure that they are readily available in lessons. Teachers are very clear about precisely what it is that they want their pupils to learn and challenge pupils' thinking very effectively. Thus, in a Year 5 lesson, pupils were required to make predictions and explore what happens when water is added to different solids. They used their knowledge and understanding to make predictions and were constantly challenged to use correct scientific language. Pupils with SEN are well catered for. They are offered good support from the capable support assistants. This ensures they achieve equally as well as their peers.

64. The subject is very well managed by the two subject leaders and the curriculum is very good. The subject managers are very enthusiastic and keen to drive up standards. They have devised a scheme of work which ensures that the quality of the curriculum delivered is now good. In the planning, greater emphasis is placed on the importance of consistent investigative methods. Thus pupils are enabled to progressively develop their skills and knowledge from year to year. There is a commendable emphasis on building excitement into the curriculum and in emphasising the importance of pupils learning the correct subject specific vocabulary. Individual teachers' planning is monitored to ensure a continuity of teaching methods. Test results are carefully analysed and any weaknesses in coverage noted. The school is also working hard developing the curriculum to improve the use of mathematics and ICT and a good start has been made. The school regularly organises a science week which is very popular with pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

65. Insufficient direct teaching of **information and communication technology** skills was seen to make overall judgements about provision or the quality of teaching and learning throughout the school. The ratio of pupils to computers is lower than the national average, giving a shortage of twelve machines. Computers are shared equally around the school in the corridors outside classrooms. Although they are accessible for small groups of pupils to work with teaching assistants, it does make the class teaching of skills difficult.
66. The result is that pupils' achievement at the end of Years 2 and 6 is satisfactory as standards throughout the school are in line with those expected nationally. Pupils in Year 2 enter commands to move a floor turtle specific distances, forward and backwards. By the end of Year 6, pupils use computers confidently in their everyday work. For example, they draft their written work, showing good word processing skills and produce multimedia presentations about their hobbies, incorporating photographs, animation, sound clips and hyperlinks. Pupils clearly enjoy working with computers and are not put off when things go wrong. A high proportion have access to one at home. The scheme of work is based on national guidance, which ensures that the full programmes of study are taught.
67. There is good potential for further improvement. The subject is currently co-ordinated by the newly appointed deputy headteacher in place of an absent colleague. In a short time she has produced an action plan to show clearly what needs to be done next to further improve standards. For example, there is still some way to go in terms of coverage of key skills in other subjects, assessment, and resources and accommodation, some of which were highlighted at the last inspection.

Information and communication technology across the curriculum

68. This is a developing area. Teachers increasingly include opportunities to use information and communication technology in other subjects in their short term planning and this adds depth to pupils' learning. For example, Year 1 pupils use the Internet to find out more about the toys children used in the past and, in Year 3, pupils use the computer to practise their numeracy skills.

HUMANITIES

69. Insufficient work was seen to form overall judgements about provision in **geography** and **history**. However, by sampling pupils' work and from observing two history lessons, it is clear that, at the end of Year 2 and Year 6, standards are at least at the levels expected and pupils' achievement is at least satisfactory. In the lessons seen, the teachers made history 'come alive' and engaged the pupils' interest. In Year 1, the topic of 'toys now and then' was greatly enhanced by the teacher showing the pupils her own toys. This inspired them to find out

about objects from the past using a variety of sources such as books and the Internet. Year 2 pupils learned much about conditions at the time of the Crimean War, when their teacher 'became' Mary Seacole and took them back in time.

70. Schemes of work, based on national guidelines but tailored to the school's needs, are in place. This ensures that pupils' knowledge, skills and understanding are built upon steadily, as they move through the school. The co-ordinators are enthusiastic leaders and manage both subjects satisfactorily. They work hard and have clear intentions of raising the status of both subjects. Visitors to school, such as an historical drama group, satisfactorily enhance the curriculum and links are made to other subjects, such as English. However, educational visits and links with subjects such as information and communication technology are underdeveloped.

Religious education (RE)

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils gain an appropriate knowledge and understanding of a range of world religions.
- Procedures for assessing pupils' progress are in need of improvement.

Commentary

71. Pupils' achievement in religious education is satisfactory. As they move through the school pupils study the major world faiths, including Christianity, Buddhism, Hinduism, Judaism, Islam and Sikhism. As only two lessons were observed an overall judgement on the quality of teaching and learning is not possible. However, in the most effective lessons teachers plan to develop pupils' spirituality. A good example is in a Year 6 lesson where pupils discuss the meaning of the parable of the Sower and draw the conclusion that *'when seeds fell on rocky ground'* it meant that *'people were not taking God's messages seriously'*. Good use of the interactive whiteboard gives everyone a clear focus for discussion.
72. Pupils in Year 1 discuss the concept of admiration and how the lives of others can influence their own. When talking about famous footballers such as Alan Shearer they are clear why; *'Because they are cool and good'*. By the end of Year 2 standards are in line with the recommendations of the locally agreed syllabus and pupils can connect the ideas of celebrating in their own lives with those of other religions and can describe some of the main features of a church and how they are used. In Year 4 they can compare the Creation stories from different religions. By the end of Year 6, pupils attain the standards expected in the locally agreed syllabus and have a sound knowledge of Christianity as well as developing a useful understanding of the main elements of the other major world religions.
73. Leadership and management are satisfactory. The co-ordinator is currently revising the policy, framework and scheme of work to meet the requirements of the new locally agreed syllabus. Other developments include the setting up of a system to monitor pupils' progress and attainment, and to use information and communication technology more to develop pupils' enquiry skills, particularly by using the Internet to research topics.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Insufficient work was seen in **art and design** to make judgements on standards and provision. However, in the one lesson seen teaching was satisfactory and pupils made satisfactory progress. There is a clear policy statement and planning for a progression of skills across the school. Extra-curricular activities include 'Arts' days in school to support pupils' multicultural education.

75. There were no opportunities to see **design and technology** taught during the inspection so it is not possible to make overall judgements about provision. However, from an analysis of pupils' books and finished models it is clear that they enjoy the subject. They show good evaluative skills when considering their completed work such as a pop-up Christmas card. For example, *'I would make the pop-up smaller than it would fold properly and not overlap the edges of the card.'* The subject co-ordinator is enthusiastic and knowledgeable and has used her expertise to modify national guidance and put in place an interesting scheme of work, which effectively covers the curriculum.
76. There is too little evidence to make overall judgements on music. However, in **music** all pupils have the opportunity to sing a range of songs together. They listen to music which is designed to create the atmosphere at the start of assemblies. Music is also often used by staff to provide a background to some classroom activities. The school follows a music scheme which is in its early stages of development, although both pupils and staff say they enjoy using it. Regular visits are made to school by a variety of musicians and about 35 pupils learn to play an instrument supplied by the Berkshire Young Musicians Trust. The children enjoy taking part in termly concerts and singing in the local church. The school recognises that music is an area for further development with a need to raise staff expertise even further.
77. Only two **physical education** lessons were observed so no judgement is possible on standards or provision. However it is evident that teachers plan their lessons very carefully, have a good range of tasks for the pupils and know exactly what they want them to achieve. Lessons are planned with good regard to health and safety and pupils understand the benefits to health of regular exercise. Good levels of enthusiasm are evident in pupils' attitudes. They are very keen to attend the range of sports activities that are provided for them after school. These enhance the physical education curriculum and provide opportunities for those pupils who show promise to develop their skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. The school has a clear policy for the delivery of these subjects which has recently been reviewed. Thus there is a programme of activities planned for each year group. This begins in Year 1 with activities aimed at developing pupils' concepts of right and wrong. They deal also with behaviour both individually and in groups, and the concept of citizenship is introduced in Year 4. Thus, in a good lesson in Year 6, pupils are helped to take responsibility for themselves. For example, exactly what would they do if they found a purse full of money? They consider the moral issues very carefully.
79. Sex and relationships education is introduced sympathetically, with a valued contribution from the school nurse. There are strong links here with the science curriculum. Older pupils are helped to identify the dangers involved with the misuse of drugs and alcohol.

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	3
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	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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