

INSPECTION REPORT

WOODEN HILL PRIMARY AND NURSERY SCHOOL

Bracknell

LEA area: Bracknell Forest

Unique reference number: 109922

Headteacher: Mrs Joanna Quinn

Lead inspector: Mr Christopher Gray

Dates of inspection: 16-18 May 2005

Inspection number: 268295

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: 318 (f.t.e. 293.5)

School address: Staplehurst
Bracknell
Berkshire
Postcode: RG12 8DB

Telephone number: 01344-421117
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Appropriate authority: Governing body
Name of chair of governors: Mr Paul Vernon

Date of previous inspection: 1 February 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the southern outskirts of the town of Bracknell in Berkshire. Although the catchment area is the same as at the last inspection in 1999, there are fewer children in the school's vicinity because housing costs are frequently too high for young families; consequently, the school now draws its pupils from a wider, more socially mixed area than previously. This has an effect on children's attainment on entry to the school, which, though average overall, is gradually declining. The mobility of pupils is above average, though this does not have an impact on standards, since the pupils who join the school have a wide spread of ability.

Although pupils' backgrounds vary, the majority come from homes whose socio-economic circumstances are above average. Entitlement to a free school meal is below average. The proportion of pupils on the special educational needs register is average, though the percentage with statements is below average; pupils' greatest needs are specific learning difficulty, moderate and severe learning difficulties, social, emotional or behavioural problems and physical disability. The percentage of pupils from ethnic minorities is a little above that found in most schools nationally but is low for Bracknell. No child is at the early stages of learning English.

A particular barrier to the school's work is the difficulty in recruiting and retaining staff. The school has the following awards: Healthy Schools (2002), Achievement (2002) and the Basic Skills Quality Mark (2003).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21037	Christopher Gray	Lead inspector	Mathematics Information and communication technology Music
9769	Margaret Morrissey	Lay inspector	
23054	Graham Johnson	Team inspector	Special educational needs English Religious education Geography History
22831	Clive Lewis	Team inspector	Foundation Stage Science Art Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school gives a good standard of education and offers good value for money. Pupils achieve well by Year 6, when standards are above average in English and mathematics and well above average in science. Teaching, leadership and management are good overall.

The school's main strengths and weaknesses are:

- Pupils' personal development is good; they have good attitudes to learning, behave well and gladly accept responsibilities
- The school gives pupils good care and welfare
- The quality of teaching varies from class to class as a result of difficulties with the recruitment and retention of staff
- The school has a good partnership with parents
- Teachers' expectations of what pupils can do are not always appropriate to their capabilities, especially in Years 1 and 2
- There is a broad and interesting curriculum with a good range of opportunities for enrichment
- Pupils do not make enough use of their writing skills in subjects apart from English
- The accommodation for the Foundation Stage restricts teachers' use of the outside environment

Improvement since the last inspection in February 1999 has been satisfactory. The key issues of the last report have been mostly dealt with; standards in mathematics are now higher by Year 6 and restrictions on the amount of space for younger pupils have been removed. There are still problems with access to the area outside the classroom for Foundation Stage pupils, however. Standards are higher in science throughout the school. Teaching is good, as at the last inspection, though there is a smaller percentage that is very good or better. Difficulties with recruitment and retention of staff have made the quality of teaching less consistent; such staffing problems are common to many schools in the locality.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2002	2003	2004	2004
English	B	B	C	C
mathematics	B	B	C	C
science	A*	A	A*	A*

Key: A - in the top five per cent nationally; 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 achieve well overall. Achievement is satisfactory in the Foundation Stage and in Years 1 and 2 and good in Years 3 to 6. The table above shows that pupils do best in science. This is a result of consistently good teaching. Results in English and mathematics were lower in 2004; this is attributable to a combination of the school's staffing difficulties and the arrangements for setting for English, mathematics and science in Years 3 and 4 and in Years 5 and 6, where one teacher is responsible for almost all the teaching of each subject. This means that, when a less experienced teacher is involved, the standards in that particular subject are much more prone to decline than when the subject's teaching is spread across all teachers. Standards in the current Year 6 are higher than in 2004 in English and mathematics, at above average levels, and similar in science, at well above average levels. In information and communication technology (ICT) and religious education, pupils attain the standards expected for their age. Teaching in Years 1 and 2 has been affected by turnover of staff, with the result that pupils do not always receive appropriate challenge in their work, especially higher-attaining pupils. Current standards in Year 2 are average in English and mathematics and above average in science. Standards in ICT exceed what is expected at this age and those in religious education meet expectations. Children in the Foundation Stage are likely

to meet the goals expected of them by the end of Reception in language, mathematics, creative development and physical development and to exceed them in personal development and knowledge and understanding of the world.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils enjoy school and show much interest in learning as they get older. They are keen to accept responsibilities, as the school council shows. Attendance is better than average.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching and learning are good overall. There are variations in quality but, overall, teachers plan interesting lessons and make good use of ICT facilities, such as interactive whiteboards. Most explain carefully how the content of lessons fits in with pupils' prior learning. There is good teaching in all parts of the school, but teaching is stronger in Years 3 to 6 because it is more consistent than in Years 1 and 2, where temporary and part-time appointments lead to a fluctuation in pupils' learning; some teachers have limited experience of their pupils and do not always provide them with work that is well matched to their needs. Teaching in the Foundation Stage is satisfactory overall; it is limited in its effect by the difficulty of providing regular opportunities for children to experience outdoor learning. The curriculum is good and interest and relevance are added by extra-curricular activities and visits. Good care and welfare are given to pupils. Links with parents, other schools and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher gives good leadership and she is assisted well by her senior management team. Governors give good support to the school and are knowledgeable about its strengths and weaknesses from first-hand experience. They fulfil all their statutory responsibilities, with the exception of a couple of very minor omissions in the information supplied to parents. The overall effectiveness of management is hampered by difficulties in staffing, which mean that several subject co-ordinators are temporary or are new to their jobs, and is satisfactory overall. All the issues for improvement listed below are already included in the school's improvement plan.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have good opinions about the work of the school and more than 40 per cent responded to the parents' questionnaire, which is a much higher proportion than is usual. They are pleased that their children are safe and happy in the school, though not all feel that their opinions are sought. The school is to survey their views later this year. Pupils are happy in school and think well of it.

IMPROVEMENTS NEEDED

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

- Ensure that existing expertise in teaching is shared across all staff
- Provide pupils with learning opportunities that are matched more closely to their needs, especially in Years 1 and 2
- Enable pupils to make more use of writing in subjects throughout the curriculum
- Seek to improve the accommodation for Foundation Stage children in order to provide easier access to the outdoor curriculum

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well overall. Achievement is satisfactory in the Foundation Stage and in Years 1 and 2 and good in Years 3 to 6. In Year 6, pupils' attainment is well above average in science and above average in English and mathematics.

Main strengths and weaknesses

- Pupils achieve good standards in core subjects by Year 6
- Standards in science are above average by Year 2
- Attainment in ICT exceeds expectations by Year 2
- Pupils in Years 1 and 2 do not always receive work which is appropriate to their learning needs

Commentary

1. Children achieve satisfactorily in the Foundation Stage. They begin school with skills that are average overall. By the time they enter Year 1, most children are likely to have met the early learning goals for personal development. In knowledge and understanding of the world, most children are on course to reach the goals and a small number to exceed them. In language, mathematical, creative and physical development, children's attainment is average.
2. The table below shows the average point scores (where pupils' attainment at all levels is taken into account) for the 2004 Year 2 national tests. These were above average in writing and mathematics and below average in reading. The school and the inspection team have looked carefully at reading to try to explain why it is not as good as writing, contrary to the national picture. Other than that the school has focused strongly on improving writing in recent years, no reason was found for this difference; it is not the result of the school's teaching. It is thought by the school that some parents may not know how to support their child with reading at home, and a review of a sample of pupils' reading diaries showed inconsistency in the amount of reading done at home. The school plans to encourage more parental involvement later in the year. The trend in Year 2 national test results over the last five years has been rising faster than the national trend.

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

Standards in:	School results	National results
reading	15.3 (15.7)	15.8 (15.7)
writing	15.3 (14.5)	14.6 (14.6)
mathematics	17.2 (17.4)	16.2 (16.3)

There were 43 pupils in the year group. Figures in brackets are for the previous year

3. The inspection finds that standards are similar in the current Year 2. Attainment in English overall is average, though better in writing than in reading. Standards in mathematics are average and those in science are above average. Pupils' attainment in ICT exceeds national expectations. Standards in religious education meet the expectations of the agreed syllabus. Pupils' achievement is satisfactory in this key stage. Higher-attaining pupils do not always receive enough challenge in English and mathematics sets and lower-attaining pupils are sometimes given work that is too hard for them. Staff turnover has contributed to these inconsistencies.
4. In both Years 2 and 6, boys appear to have performed better than girls in the National Curriculum tests, compared with the national average for each sex. This has been so in a number of recent years. The school can find no reason for this in its work and inspectors

found no differences in the way boys or girls are treated or in the way they respond to lessons. There are no obvious differences in the past work of boys compared with that of girls.

- At the end of Year 6 in 2004, pupils' results in the National Curriculum tests (looking at the average point scores as shown below) were in the top five per cent nationally for science and average for English and mathematics. This contrast in results can be explained by the school's arrangement for setting in Years 3 to 6. As this is of significance throughout the report, it will be explained at the outset in the next paragraph. The five year trend in Year 6 National Curriculum test results is below the national trend, but had been above it until 2004. The change was caused by a lower number of Level 5s in English and mathematics, which caused the school to miss its targets.

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

Standards in:	School results	National results
English	27.2 (28.1)	26.9 (26.8)
mathematics	27.0 (27.7)	27.0 (26.8)
science	31.8 (30.5)	28.6 (28.6)

There were 31 pupils in the year group. Figures in brackets are for the previous year

- The school has evolved its own system of setting for English, mathematics and science in Years 3 to 6. Years 3 and 4 are split into three mixed age-group sets, of average, above average and below average ability levels. One of the three teachers in the group is responsible for all the English teaching, another for all the mathematics and the third for all the science, an arrangement which is very demanding for newly qualified teachers. Consequently, on most days, each teacher teaches all three sets, one by one. The same arrangement obtains in Years 5 and 6, and has been operating for a number of years. When all teaching is of a consistently good quality, the system works well. But when a less effective teacher is part of the group, the results in that particular subject are much more prone to decline than when the subject's teaching is spread across all teachers. This is the reason for the disappointing numbers of pupils reaching Level 5 in English and mathematics.
- Stronger teaching in the present Years 5 and 6 has resulted in standards returning to previous levels. Current standards are well above average in science (it is not possible to say whether they will be in the top five per cent nationally until test results are published in the autumn) and above average in English and mathematics. In ICT and religious education, standards are in line with expectations.
- Those with special needs achieve as well as other pupils because they receive good support. Classroom assistants develop a good understanding of how to modify their questioning and explanations to meet the learning needs of the pupils with whom they are working. As a result, a number reach the expected levels in national tests.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to learning and they behave well. Attendance and punctuality are good. Pupils' personal development and values are good, including their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Pupils like their school and are keen to take responsibility
- Relationships in the school are good
- Pupils' social development is very good.

Commentary

9. Teachers' high expectations of pupils' behaviour stimulate a desire to learn; clear policies and good relationships build pupils' confidence and self-esteem and this results in good attitudes to learning. Pupils are keen to take responsibility and they play a meaningful role in school life - for example, through the school council, as peer mediators and house captains. Parents say that their children enjoy coming to school and pupils speak enthusiastically about their work; this was evident in the majority of lessons seen and pupils' good attitudes.
10. Good behaviour contributes well to progress and development; pupils understand the school's rules and absorb the values transmitted to them by teachers and all staff, who are good role models. There is a minority of pupils who find consistently good behaviour a challenge and have difficulty coping with the open-plan teaching that the accommodation demands. Pupils respond well to rewards and are pleased to be praised, particularly in assembly when receiving the headteacher's certificates. No incidents of bullying were seen during the inspection and pupils are confident that any issues would be well dealt with by adults.
11. There are many very good opportunities for pupils to enhance their social development through taking responsibility, which they do with eagerness and pride. A range of visits for all years and visitors help pupils to develop maturity and provide experiences not all would receive out of school. Pupils are encouraged, through all school activities, to care for and respect others and to work hard. They are fully involved in the local community and are developing a good understanding of other cultures and beliefs.
12. Provision for spiritual awareness is good; the school puts emphasis on developing pupils' self-knowledge and spiritual awareness. Moral development is good; all understand right from wrong and show evidence of this in their daily actions around school. Social development is very good. Through the wide range of opportunities to support others, pupils become very socially aware. Cultural development is good overall; pupils are aware of their own culture and traditions and a range of activities ensures that pupils are being prepared well for their part in a multicultural society.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.1
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.

The school's good procedures to promote attendance are resulting in good attendance.

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	238	1	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – African	9	1	0
Black or Black British – any other Black background	1	0	0
Chinese	1	0	0
Any other ethnic group	1	0	0

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

There were two fixed period exclusions in the last 12 months, both boys.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is good. The quality of teaching and learning is good. The school provides a good curriculum, effectively enriched by visits and extra-curricular activities. The care and welfare given to pupils are very good. Links with parents, the community and other schools are good.

Teaching and learning

Teaching and learning are good overall; they are satisfactory in the Foundation Stage and in Years 1 and 2 and good in Years 3 to 6. Assessment is satisfactory.

Main strengths and weaknesses

- Teachers' planning is mostly thorough, particularly in Years 3 to 6, and links well with what pupils have learnt previously
- High staff turnover has produced inconsistencies in the quality of teaching
- Pupils are not always given work that matches their learning needs
- Pupils' learning is enhanced because most are clear about what they are going to learn
- Teaching of special needs pupils is good

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (17)	14 (40)	13 (37)	2 (6)	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.

13. Overall, teachers plan their work thoroughly with due regard to the National Curriculum and the school's schemes of work. Teachers make clear to pupils how new learning fits into what they had studied previously, so that lessons are not seen in isolation but as part of a whole body of knowledge and understanding. Lessons usually have clear learning objectives that are explained to pupils, so that they understand what they should have learnt by the end of the lesson. Teachers frequently refer back to the objectives at the end of lessons to help pupils assess how well they have learnt.
14. The school has great difficulties in recruiting teaching staff, largely because of the high cost of housing in the area. In addition, the school has had frequently to provide cover for maternity leave and sometimes for long-term sickness. An instance of the latter occurred in February to a member of staff who taught mathematics to all Years 5 and 6. The school's management wisely saw as vital the drive to improve the percentage of pupils achieving the higher levels in the 2005 National Curriculum mathematics tests. Consequently, the decision was taken to move a teacher from Year 2 to fill the gap, and this has been effective for Years 5 and 6. Two out of four classes in Years 1 and 2 are taught by job-share teachers, one of whom is temporary and one newly qualified. This unavoidably means that the teaching in these year groups lacks some of the continuity and experience found in other parts of the school.
15. Teaching and learning are satisfactory overall in the Foundation Stage. Strengths of the teaching are the relationships between adults and children and the provision of good opportunities for speaking and listening. In Reception, there are times when the pace of learning flags; in the Nursery, good teaching is limited in its effect by the difficulty of providing access to the area outside the classroom.
16. Teachers and their assistants support special needs pupils well. For example, teaching assistants become adept at changing their approach or explaining patiently if pupils encounter difficulty in understanding. Pupils are well motivated; they generally enjoy the work they are offered and develop good working relationships with those who are supporting them. Those working with special needs pupils collaborate well to ensure that support is consistent and appropriate.
17. The school thoroughly assesses the performance of its pupils, and teachers generally have a good understanding of pupils' achievement in English, mathematics and science. Satisfactory use is made of the information gathered. Assessment information on pupils' performance in mathematics is used to group pupils for all three subjects, with the result that the sets for English and science do not necessarily reflect pupils' ability as closely as those for mathematics.
18. Although teachers' planning is good overall, there are times when teachers could make greater use of information gained from assessment in planning work to match pupils' learning needs. In Years 1 and 2, this concerns mainly higher-attaining pupils, who, in English and mathematics, are often given the same activities as average pupils. On a few occasions, lower-attaining pupils are given work that is too hard for them. Assessment is used a little more sensitively in Years 3 to 6, where teachers generally expect more from their pupils. However, pupils' past work shows that higher-attaining pupils could begin 'extension' work sooner. In all year groups, teachers need to have higher expectations of the amount and quality of written work that pupils can produce in all subjects.

19. The quality of marking is inconsistent. In some classes, it is used very well to challenge and support pupils' efforts, while in others, praise is used without justification, indicating that expectations are not always high enough.
20. Procedures for assessing special needs are generally good. Individual education plans contain realistic and achievable targets, and are reviewed termly to meet pupils' changing needs. They could usefully contain information about the pupils' rate of progress towards the agreed target, so that it becomes clear well before the review whether a new target needs to be set before the review date. The school works very closely with outside agencies, and promptly seeks their support when it decides that a pupil needs specialised assessment.

The curriculum

The school provides a good breadth of curricular opportunities, with a good range of opportunities for enrichment. The quality of accommodation is satisfactory overall and the range and quality of resources are good.

Main strengths and weaknesses

- The school provides good support for learning outside the school day
- Provision for pupils' personal, social, health and citizenship development is good
- Provision for pupils with special educational needs is good
- Accommodation for the Foundation Stage is unsatisfactory

Commentary

21. The curriculum is both appropriately broad and balanced. The school has now adopted national or published schemes of work for all curriculum subjects and these ensure appropriate continuity and coverage of key skills as pupils move through the school, as well as providing senior management with a strategic overview of the whole school curriculum.
22. Pupils with special educational needs receive a broad, interesting curriculum similar to that of other pupils. This is appropriately adapted, so that these pupils are involved in all aspects of the lesson. Teachers are alert to the need to include pupils with language difficulties in class discussions, often allowing them extra time when they respond and adjusting their questioning to help them understand.
23. The curriculum meets all statutory requirements and provides well for pupils' personal, social, health and citizenship education (PSHCE) including sex and drugs education for older pupils. The school's provision for PSHCE is both formal, through assembly themes and planned circle time activities, and informal, by means of day-to-day interactions between pupils and adults. There is a good level of equality of opportunity for all pupils and the school is inclusive in its policies and practices.
24. Over the course of a school year, the school provides pupils with a good range and variety of interesting, relevant and well-attended extra-curricular activities, including, particularly, sporting activities, and a range of visits and visitors.
25. Although there have been many significant changes to the teaching staff in the period since the last inspection, there is currently a satisfactory match to the curriculum of teachers and well-trained support. The school's accommodation is satisfactory overall. Staff make good use of the inconvenient open-plan design of the school, which makes for awkwardly shaped classroom areas, separated often by only a small bookshelf or cupboard. There are no corridors, so the only way from one part of the school to another is through class areas. Adults and pupils are good at ignoring such interruptions, but noise from other lessons is an unavoidable problem on occasions. A more significant weakness in accommodation, however, is the lack of a secure, dedicated, readily accessible outdoor area for the Foundation Stage classes, which would allow the teachers to plan for, set out, and resource an appropriate outdoor curriculum for younger children on a daily basis. The school is also aware

of the current and long-standing difficulties caused by the separation of the Nursery class from the two 'temporary' Reception classes, which are currently housed in a demountable building on the other side of the school. The quality and range of learning resources are good overall.

Care, guidance and support

The care, guidance and welfare of pupils are good. Support and advice are good. Pupils are actively involved in running the school.

Main strengths and weaknesses

- The health and safety of the environment are good
- Involvement of pupils through seeking their views is good
- There are good induction arrangements for all pupils

Commentary

26. The procedures for pupils' safety and welfare are good. The day-to-day awareness of health and safety is effective and clear to staff and pupils; this is well supported by the designated health and safety governor and the caretaker. Risk assessment procedures are well established and the school monitors and reviews safe working procedures.
27. Child protection procedures are good. The school has an agreed policy that is well known to the staff and there are good working relationships with all relevant support agencies; overall this provides good protection for pupils. First aid provision is good and was seen to be administered safely and sensitively with care and kindness during lunchtimes.
28. The support and guidance offered to pupils are good; pupils are aware of individual lesson targets because learning objectives are explained in lessons. Pupils are confident to ask for help and respond well to class teachers and teaching assistants. Pupils' relationships with adults and one another are good and have a positive impact on their learning.
29. The procedures and practice for the induction of nursery children are good; there are good procedures for any pupils joining the school at other times and for the transition through the school.
30. The school council provides good opportunities for pupils to have a voice in the school; pupils are very pleased with their work and are definite about what is needed to improve their school. The school takes account of pupils' opinions and acts on them when appropriate.

Partnership with parents, other schools and the community

Overall, links with parents are good. There are good links with other schools, colleges and the community.

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Main strengths and weaknesses

- Parents make a good contribution to learning at home and in school.
- The parent-teachers' association works hard for the school's benefit.

Commentary

31. Parents are pleased with the work of the school and recognise its value in giving equal importance to ensuring that pupils are happy, safe and well cared for. They are confident that they are an integral part of the school community and that pupils enjoy coming to school. Parents are pleased with the sense of community and understanding the school is promoting and the positive approach to pupils' learning and progress provided by the professionalism of the staff in a well run school.

32. Parents receive good information from the school, with a range of written communications provided on a weekly and termly basis. To improve and extend the information, parents will receive a survey to be distributed later this term: the findings of this will inform future developments for information sharing.
33. Parents make a good contribution to pupils' learning. They are mostly supportive of homework and the majority feel the school provides the right amount of work with sufficient challenge. The parent-teachers' association, supported by all parents and the community, makes a very good contribution to the school, helping to establish relationships between home and school and raising significant amounts of money which are supporting the school curriculum and helping improve accommodation.
34. Links with other schools are good. Pupils are well supported before and during transfer to secondary school. A range of initiatives, including work with the cluster of schools and shared INSET, help provide good support for pupils. Links with the secondary school are developing.
35. There are good links with the local community. Members of the community visit the school to support the curriculum, broaden pupils' learning and extend their wider environmental awareness.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are good overall. The headteacher leads the school well, and its governance is good. The effectiveness of management is satisfactory: it is limited by difficulties of staff retention and recruitment beyond the school's control.

Main strengths and weaknesses

- The headteacher has a clear vision for the school's development and a perceptive understanding of how to bring about further improvements.
- Members of the senior management team support the headteacher well and facilitate open communication and constructive dialogue between staff at all levels.
- Changes of staff beyond the school's control have hampered the development of management initiatives.
- Strategic and financial planning closely reflect the school's aims and objectives.
- The management of special needs is good.
- Governors offer good support and rigorously monitor the school's initiatives for improvement.

Commentary

36. The headteacher, in post for little more than a year, correctly identifies those areas where improvements are necessary, and adopts the right measures to ensure that shortcomings are rectified. The school's improvement plan strongly focuses on raising the achievement of higher-attaining pupils; results in writing in Year 2 and science in Year 6, for example, improved considerably following focused initiatives to raise standards. However, the school has suffered from many changes of staff, long-term absence and difficulties in recruiting full-time teachers, that have hampered the cohesive pursuit of longer-term goals for improvement. Despite this, the headteacher has made judicious decisions on the placement of staff to ensure that the effect of disruption has been minimised, with the result that pupils achieve well overall. However, the difficult circumstances have placed additional pressure on the performance of some inexperienced teachers and have led to difficulties in establishing consistently high expectations in Years 1 and 2, where the adverse effect of constant staff changes have been most acutely felt.
37. The senior management team functions well as a unit and gives good support to the head in her quest for improvement. Each member of senior management leads a group of teachers, monitoring planning, work and performance, a task facilitated by the open structure of the building. The headteacher and her team foster an open, consultative approach to management in which the views of all are sought and the values and aims of school are

clearly communicated. Overall, the quality of subject leadership is satisfactory. While some subjects benefit from long-standing, cohesive development, others are led temporarily because of the many staff changes. Arrangements for the performance management and induction of staff are good; the leadership does all it can to ensure that new teachers understand the school's expectations and values, although constant changes and the necessary use of part-time staff sometimes make this difficult.

38. Special needs provision is well managed. Pupils' progress is carefully tracked, their needs are identified early, and the school is in constant touch with the providers of expert advice should this be necessary. The management of the Foundation Stage is satisfactory. Its leader, also responsible for Years 1 and 2, has very limited opportunities to oversee its work, and this arrangement needs urgent review.
39. The governors provide strong support, ready to question and examine the school's initiatives yet strongly supportive of the efforts of the headteacher and her staff. Several have expertise in other areas of education that are put to good use for the benefit of the school. For example, the governors recently brought the full weight of their experience to bear during a review of local educational provision that threatened closure of the school. Statutory requirements are mostly met, although the school's progress since the previous inspection is not described in the governors' annual report to parents, and attendance figures are omitted from the school's brochure.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	869,649	Balance from previous year	64,626
Total expenditure	834,187	Balance carried forward to the next	100,088
Expenditure per pupil	2,674		

40. The annual school improvement plan, finalised after close consultation between headteacher, staff and governors, reflects the right priorities for the school's development. The governors' finance committee, advised by the school's capable bursar and the headteacher, receives enough information before its termly meetings to make informed decisions for the prudent management of the budget, and income and expenditure are closely monitored. Spending decisions are closely linked to the priorities for development identified in the school's improvement plan, although their costs could be made clearer in the plan itself. The school receives very good financial support from its parents' association. The figure carried forward is higher than recommended amounts. However, part of this money is already spoken for within last year's budget, but which had not gone out of the account by the close-down date, and part is a result of extra payments to all schools in the authority because of an unexpected fall in numbers of pupils across Bracknell. This money is to be used to provide qualified teachers to cover for planning, preparation and assessment time from September, in order to maintain standards when class teachers are released for these duties.
41. As at the time of the last inspection, arrangements for the day-to-day administration of the school's budget are excellent, and the headteacher is well briefed on its financial position. The school does all it can to obtain competitive prices when purchasing expensive items or services, and generally makes good use of local authority advice and best value principles in order to use resources as efficiently as possible. Governors regularly review the school's achievements against its own targets and the performance of similar schools.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The local education authority's entry arrangements are very unusual and require explanation. Children are eligible to enter the Nursery in the term after their third birthday, although most start at the age of three and a half. They then spend up to five terms in the Nursery, attending either morning or afternoon sessions. In the term after they are five years old, they enter a newly formed Reception class, full time, in January. However, the youngest, summer-born children remain in the Nursery until the summer term, when they enter a new full-time Rising Fives class, where they remain for one term. As a consequence of this arrangement, there is no Reception class in the autumn term; one teacher is employed for two terms to teach Reception from January to the end of the summer term and another teacher is employed for one term to take the Rising Fives class from Easter. The Reception classrooms also have a transitory nature in terms of their accommodation, being housed in a demountable unit situated on the other side of the school from the Nursery class. The disadvantages of this arrangement include the isolation from the Nursery class and the main school and the need for children to walk across a playground and through a junior class to get to the hall for their physical education lessons. Additionally, because of the temporary nature of the appointments, the teachers do not have the time or length of tenure to develop an exciting and stimulating Reception class environment for the children.

The Nursery class does not have a readily accessible and secure area in which the teacher and nursery nurse can set out and monitor a range of outdoor activities on a daily basis. The current outdoor area is not ideal as it is not adjacent to the classroom or easily accessible from the classroom, necessitating three adults to monitor children. As a result, the teachers are able to provide only a limited range of free-choice and teacher-directed activities.

Teaching and learning are satisfactory overall; they are good in knowledge and understanding of the world and satisfactory in all other areas. Examples of good teaching were seen in both Nursery and Reception; strengths of the teaching are the relationships between adults and children and the provision of good opportunities for speaking and listening. In Reception, there are occasions when the pace of the lesson slows and the children need more reminders to keep to their tasks. Resources are not always to hand and this delays the pace of learning. In the Nursery, good teaching is limited in its effect by the difficulty of providing access to the outside.

Although there are advanced plans to change the present arrangements for leadership of the Foundation Stage, currently the co-ordinator also has responsibility for Key Stage 1, does not teach in the stage and works in an area apart from all the Reception classes. Additionally, although the headteacher formally monitors each teacher twice a year, the Foundation Stage co-ordinator has not had the opportunity to observe the quality of teaching in the Foundation Stage classes. It is therefore difficult for her to gain anything other than a broadly satisfactory overview of the Foundation Stage as a whole.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There is a caring and supportive ethos in all classes
- Children play happily and take pride in their work

Commentary

42. Most children are set to exceed the goals expected for their age as a result of their above average attainment in this aspect on entry to the school. They work and play together well, helping each other frequently. Teachers have developed good relationships with the children and work consistently to ensure good relationships between the children themselves. Nursery children play co-operatively in the class role-play area - a hospital during the inspection - taking turns to be doctors and patients. They sit quietly in a circle, drinking their morning milk, some chatting, and respond well when listening to an adult read a story to them, making pertinent comments.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers provide good opportunities for speaking and listening

Commentary

43. Most children are on course to achieve the goals expected for this area. They learn to appreciate books, picking out their favourite characters, pictures and rhymes and they enjoy listening to stories. They are beginning to recognise basic words and recognise and write their names. In most of the lessons observed, the teachers provided good opportunities for speaking and listening - for example, in one lesson, children were encouraged to talk with their partners and then to tell the class 'in a sentence' what they did at the weekend. In another lesson, where teaching was good, the teacher constantly reinforced phonic skills, using flash cards with last week's words. Children develop their writing skills by 'writing' - for example, on sticky notes and envelopes and tracing over the teacher's letters.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers give children good opportunities to use their counting skills

Commentary

44. Most children will achieve the goals expected for their age; a minority will exceed them by the end of Reception and are working within the Year 1 attainment targets. They count together to ten and are beginning to represent numbers using fingers, marks on paper and pictures. In one observed activity, Reception class children were able to say and use the names of numbers in order and in familiar contexts, recognising the numerals one to nine and counting reliably up to ten everyday objects. In a good lesson observed, the teacher introduced and used appropriate mathematical terminology and provided resources appropriately to interest and motivate the children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are developing good computer skills

Commentary

45. Children are set to exceed the goals expected for their age because of good teaching. Their skills are developed through such activities as using the class computer to work on a mathematics game, developing mouse control and clicking on icons and labels to make things happen. During the inspection, children had been learning about butterflies and had observed developing cocoons and emerging butterflies on a daily basis; this culminated in the release of a fully-fledged butterfly into the garden during the inspection, which contributed well to their appreciation of the wonders of nature.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** overall.

Main strengths and weaknesses

- Children develop confidence in movement and control
- The accommodation affords limited opportunities for outdoor activity

Commentary

46. Children enter the school with above average physical skills and make satisfactory progress; a good number will exceed the expected goals by the end of Reception. When playing and working in the hall, children move with control and co-ordination and experiment with different ways of moving, adjusting speed and changing direction to avoid obstacles. In an outdoor activity, children were using tricycles and scooters, climbing onto the wooden fort climbing frame and digging in the sand. They use simple tools to effect changes to materials such as plasticene and play-doh. In the one physical development lesson observed, the teacher provided a good range of opportunities for Rising Fives to develop their physical skills - encouraging them by example to move in a range of ways - slithering, shuffling, rolling, walking - 'like animals'. The good relationships and good planning and pace led to good progress during the lesson. The limitations of the accommodation are discussed above.

CREATIVE DEVELOPMENT

47. Because no teaching was observed in this area, no judgements can be made on provision or the quality of teaching. Children engage in free painting and finger painting activities, junk-modelling, cutting and sticking activities. They recognise colours and show awareness of detail in their pictures. They play well alongside other children who are engaged in the same role-play activity - in the class hospital, for example - and play co-operatively as part of a group. They sing songs from memory, joining in with circle games such as 'Someone's knocking at the door'.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good** overall.

Main strengths and weaknesses

- Pupils achieve well between Years 3 and 6 because teachers' expectations are generally high.
- Standards of listening are good in most lessons.
- Changes of teacher have led to inconsistencies in the quality of learning in Years 1 and 2.
- Achievement in writing is good when pupils are given opportunities to express themselves at length.
- The quality of marking is variable and does not always show pupils how they can improve.

Commentary

48. Standards are average in Year 2 and above average in Year 6. They are similar to those noted at the last inspection. Pupils achieve satisfactorily overall in Years 1 and 2. While a significant number make good progress, others have suffered from disruptions to the quality and consistency of learning, as a result of inconsistencies in teaching and changes of teacher. This has meant that some pupils have not achieved as well as they might. For example, standards of reading among higher-attaining pupils in one of the Year 2 classes are noticeably higher than in a parallel class. Between Years 3 and 6, pupils achieve well because teachers' expectations are uniformly higher. The school's setting arrangements have meant that two teachers have undertaken the majority of English teaching in the past year; this has ensured consistency in approach and, as a result, teachers have developed a good understanding of their pupils' learning needs.
49. Standards of speaking and listening are average across the school. Pupils contribute well to class discussion and teachers make efforts to include everyone. However, only occasionally do pupils have the opportunity to justify or explain their views, while more probing questioning would benefit the quality of learning - for example, in religious education lessons. Pupils listen well in most lessons, both when the teacher is speaking and during paired discussions, despite the fact that they can sometimes be distracted easily by noise from adjacent classes. Standards of reading and writing are average in Year 2 and above average in Year 6. Unusually, test results are generally higher for writing than for reading, especially in Year 2. Careful investigation by the school and during the course of the inspection revealed no particular reason for this situation. However, achievement in reading is generally better in Years 3 to 6 because pupils read more challenging texts in the course of literacy lessons and are better motivated to read interesting books. Achievement in writing is good overall and best when pupils are expected to write at length in open tasks that do not limit their achievement. Too often, particularly in Years 1 and 2, pupils are expected to complete grammar exercises or answer closed questions that do little to promote fluency, accuracy and confidence in writing. Pupils with special needs achieve as well as other pupils.
50. Teaching is satisfactory overall in Years 1 and 2. Although the evidence of lessons seen and of other work by pupils indicates that there is much good teaching in these years, some classes have experienced changes of teacher, with consequential variations in the quality of pupils' learning. In Years 3 to 6, the teaching is more consistent, and good overall because teachers' expectations are higher. In one very good lesson, for example, pupils in Years 3 and 4 compared Roald Dahl stories, using appropriate language to justify their preferences and give reasons for their choices. The quality of marking varies across the school. In some classes, it is very helpful in showing pupils how to improve; in others, mistakes in punctuation are repeated because they are not corrected often enough.
51. Leadership of the subject is satisfactory overall. Staff changes have made coherent development of the subject difficult in Years 1 and 2. The subject leader here, who also has wider responsibilities as team leader, works hard to try to ensure that expectations and practice are consistent despite circumstances that militate against this. The headteacher

currently oversees work in Years 3 to 6, monitoring standards and teaching carefully. She has correctly identified those areas where further improvements are needed and offers a good level of support and encouragement to the teacher of older pupils when this is required. Very good practice exists in some classes, and the subject leaders should arrange for this to be more widely shared in order to achieve greater consistency in the quality of learning. Improvement since the last inspection has been satisfactory.

Language and literacy across the curriculum

52. Pupils' use of literacy skills is satisfactory. However, writing skills should be developed more ambitiously in support of learning in subjects such as history and geography, an improvement that the school already has under consideration. Pupils are expected to use word-processing or skills with graphics to enhance the presentation of their work. Drama or role-play enhance pupils' understanding of historical characters, while theatre groups extend their knowledge of the use of language. Pupils have good opportunities to use their reading skills in other subjects in all year groups.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average by Year 6
- Teachers do not match work to pupils' abilities closely enough, especially in Years 1 and 2
- Teachers make good use of interactive whiteboards to aid pupils' learning

Commentary

53. Standards in Year 6 are above average, and pupils achieve well in Years 3 to 6 because they are well taught. Achievement in Years 1 and 2 is satisfactory overall because the quality of teaching is not as consistent; standards in Year 2 are average. Pupils with special educational needs achieve at similar rates to other pupils because of the good support they receive.
54. Teaching and learning are good in Years 3 to 6. The system of setting has been described elsewhere (paragraph 6). This is working effectively and higher-attaining pupils are given appropriate challenge on many occasions, though pupils' past work shows that there are occasions when all pupils in the same set have done the same task. The teachers make good use of interactive whiteboards; for example, a lesson for Years 5 and 6 pupils began with a number challenge; every time the teacher tapped the board, a new statement appeared, such as 'It is multiple of 11'. Pupils were eager to meet the challenge. The activity, which is often used, is well designed to develop mental agility. Whole-class teaching is a good feature of most lessons, though there are times when this approach means that pupils who work faster than others have to wait before the next activity is explained.
55. In Years 1 and 2, teaching and learning are satisfactory overall. Teachers make good use of counters and cubes to develop pupils' understanding of number. In this key stage, the year groups are taught separately and the two classes in each are divided into two sets, of higher and lower ability. Pupils' past work and some of the lessons observed show that all pupils in the same set are often given identical work. This means that on some occasions higher-attaining pupils are given insufficient challenge; on other occasions, lower-attaining pupils are given work that is too hard. This was the cause of the small amount of unsatisfactory teaching that was observed. Staffing difficulties have taken their toll in this key stage: one of the Year 2 teachers had to be moved in February to cover a long-term absence in Years 5 and 6.
56. The leadership of the subject is good. The two co-ordinators have a good vision for the development of the subject and clear action plans for the future. They give good support to colleagues and undertake much analysis of standards. However, both are new to the role - one as recently as February - and there has not been enough time for the impact of their work

to show. At present, leadership and management are satisfactory overall. Improvement since the last inspection has been good; the key issue to raise standards by Year 6 has been fulfilled.

Mathematics across the curriculum

57. Pupils make satisfactory use of their numeracy skills in other subjects. For example, in science, pupils have recorded data from experiments in tally charts and graphs; in design and technology, they have used measuring and estimating skills in the processes of planning and making. Pupils use computers to produce graphs - for example, of distribution of colours in a tube of sweets.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 2 and well above average in Year 6
- Teaching is good, with a clear focus on the teaching of scientific skills
- The leadership and management of the subject co-ordinator are good

Commentary

58. Pupils achieve well throughout the school and standards are high in Year 6.
59. Teaching and learning are good overall, with examples of very good teaching. Lesson observations and a scrutiny of work suggest that teaching is particularly good in Years 5 and 6 and this explains the very good results achieved in Year 6. A particular strength of the school's provision is the opportunity provided for pupils to develop their knowledge, skills and understanding by undertaking practical investigations. In the Year 6 lesson observed, with an upper set, pupils were learning about food webs and were demonstrating an increasing understanding of life processes and living things, and describing similarities in the main stages of human and flowering plant life-cycles. The great majority of pupils in this lesson were demonstrating well above average skills and understanding. Owing to the very high expectations of the teacher, the very detailed planning and very good relationships, pupils responded very well and made very good progress during the lesson. Similarly, in a Year 2 lesson, where pupils were testing materials to find out which would make the best protective helmet and which were waterproof, the teacher's good relationships with the pupils ensured that they responded enthusiastically to her questions and very good subject knowledge. Very good use of questioning and resources resulted in very good progress. By the end of the lesson, pupils had gained a good understanding through practical investigation that cardboard was not a suitable material for a cycle helmet 'because of rain and hazelstones [sic] it would get soggy' and 'not metal, because it is too heavy'. The children testing materials were predicting and recording their predictions before testing. A significant number of pupils were working above expectations for their age.
60. Pupils with special educational needs are supported well and all pupils are well included in all activities. The quality of support provided by teaching assistants varies, but is frequently good where the teacher provides clear guidance as to the role of the assistant. The subject-co-ordinator provides good leadership and management. Progress is assessed individually at the end of each unit of work and at the end of each year an annual assessment is undertaken. Resources for the subject are good. Improvement since the last inspection has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above expectations in Year 2
- Interactive whiteboards make a valuable contribution to lessons in many subjects
- Pupils do not always complete their work

Commentary

61. Standards are above expectations in Year 2 and in line with them in Year 6. The difference is explained by new equipment and improved expertise among staff, which are raising standards from the early years upwards. Already, children in Reception know how to log on and select programs. Achievement is good in Years 1 and 2 and satisfactory in Years 3 to 6.
62. Teaching and learning are good in Years 1 and 2. Teachers have good awareness of the software they are using and give clear explanations of what pupils are to do. In a good Year 2 lesson, the teacher used different booklets well to cope with pupils' varying reading skills - this lesson is referred to below. Teaching is satisfactory in Years 3 to 6. Teachers' level of expertise varies in these years; for instance, an unsatisfactory lesson resulted from work that was too difficult for most pupils.
63. Teachers make valuable use of interactive whiteboards in a variety of subjects to make learning easier for pupils - as in several mathematics lessons, where the idea of symmetry was easily demonstrated, or a science lesson where a helpful illustration of a food chain was presented. The ICT suite has no interactive whiteboard because the computers are equipped with a 'tutor' (which allows the teacher's screen to be displayed on all monitors) - but this was not seen in use during the inspection. Instead, teachers used the interactive whiteboard in their classroom and then moved to the suite, which was a little disruptive of the lesson. Pupils' past work on the server shows many examples of unfinished projects; teachers need to ensure that at least some of pupils' work is in a final form, and that written work is checked for spelling and grammatical errors in these versions.
64. Leadership and management are good. The headteacher is the co-ordinator and has realised, appropriately, that raising staff confidence is the key to raising standards. The introduction of interactive whiteboards in every class has been part of this tactic, which has worked well; training is continuing on a weekly basis, and teachers show successful presentations to the whole staff - a very good means of spreading good ideas. Improvement since the last inspection has been satisfactory. The subject has moved on considerably since then: standards are higher now in Year 2 than in 1999 and are set to rise throughout the school.

Information and communication technology across the curriculum

65. Pupils make satisfactory use of their ICT skills in most subjects. Pupils in Year 1 learnt to make a graph to show the distribution of colours in a 'Smarties' tube. Year 2 pupils were observed learning to use an index in software about animals. This was part of English work to learn how to use reference materials. Pupils in Year 4 designed posters about the Romans for their history work. Year 6 pupils made a database of their personal details in health education and designed PowerPoint presentations to show some of the differences between English and Eskimo children in connection with geography work.

HUMANITIES

66. Three lessons were observed in religious education, one in geography and none in history. No overall judgement on standards, teaching and provision is made for geography and history as neither subject was a focus for inspection.

67. In **geography**, pupils in years 1 and 2 grow to understand that their environment differs from that of other children in different parts of the world. For example, they learn that life on a Scottish island is different from that in Bracknell, and appreciate that the seaside offers special amenities that are not present inland. Pupils pinpoint local features on a simple grid, and learn that different locations vary in terrain so that different means of transport are appropriate to reach them. Resources are used well. Between Years 3 and 6, pupils extend their knowledge of weather and climate in other parts of the world, and begin to appreciate how these influence people's food, work and culture. For example, they learn how Eskimos cope with life in the Arctic. Pupils study aspects of physical geography, learning how water fashions the landscape in mountainous regions.
68. Much of the work in geography across the school relies on the completion of photocopied sheets that limit pupils' ability to express for themselves what they know and understand about the topics they are dealing with. Standards are distinctly higher when teachers allow pupils to write at length and are encouraged to research themes for themselves. There is little evidence that pupils use maps extensively to support their understanding or that more difficult work is offered to higher-attaining pupils.
69. There is a greater amount of evidence in pupils' past work in **history**. In Years 1 and 2, pupils develop a growing understanding that life today is different from that experienced by people in the past; for example, they compare hospitals at the time of Florence Nightingale with those of today. Pupils learn about certain famous historical figures, such as Nelson and Shakespeare, and explore the reasons why the Great Fire of London spread so rapidly. Some higher-attaining pupils achieve well because they write in detail and begin to explain why certain events occurred. By Years 3 and 4, pupils begin to place certain historical events in their chronological order. Role-play is used when pupils imagine that they are evacuees leaving home or enduring the trials of food rationing. Pupils in Years 5 and 6 contrast the civilisations of the Greeks and Aztecs.
70. As with geography, teachers sometimes rely too heavily on photocopied sheets to provide learning opportunities for their pupils; these too often anticipate the nature and length of pupils' response to a task and do not allow them to express themselves fully.

Religious education

Provision in religious education is **satisfactory**.

Mains strengths and weaknesses

- Pupils benefit from a wide-ranging curriculum, especially in Years 1 and 2.
- Lessons are sometimes too short to allow pupils to develop a deep enough understanding of their content.
- The management of the subject is good.

Commentary

71. Standards across the school are in line with those expected by the local agreed syllabus, and are similar to those seen at the last inspection. Achievement is satisfactory overall, although this is not uniform. For example, pupils achieve well when they are given sufficient time to discuss or write at length about the questions that the subject raises. Often, lessons for older pupils are too short to allow discussion to develop properly and they proceed too rapidly for pupils to grasp fully the implications of their content. Conversely, pupils in Year 2 achieve well when they have time to reflect on ideas or feelings; they learn that Lent is associated with sacrifice, and write about sorrow, anger and other emotions that they experience.
72. Most pupils in Years 1 and 2 know the principal events surrounding the life of Jesus, and have learnt about some of the miracles with which he is associated. They are familiar with some of the objects to be found inside a church, and understand their purpose and importance. They make helpful comparisons between practices in different religions - a Christian and a Sikh

wedding, for example - and learn some of the similarities and differences between the festivals that different faith groups celebrate. Pupils in Years 3 and 4 extend this work to include the practices of a greater number of faiths, while those in Years 5 and 6 sometimes examine the wider context of religious leaders and their followers, and gain a deeper understanding of the differences between the major religions.

73. Overall, the quality of teaching is satisfactory, and there is some good teaching in both key stages. Teachers' subject knowledge is generally sound, and good use is made of computer skills and equipment to present work and ideas in an interesting fashion. Much work begins well, but opportunities for pupils to write or discuss at length are frequently lost through lack of time.
74. The subject is well led and managed; its leader has done much to raise the profile of the subject and improve the confidence of staff, and this is beginning to have an impact on the quality of learning. A good curriculum is offered in Years 1 and 2, but more time is needed for the wide-ranging curriculum arranged for pupils in Years 3 to 6. The school makes little use of representatives from different faith groups to enrich pupils' understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Design and technology, music and physical education were not foci for inspection. One lesson was seen in design and technology and none in the other two subjects, so no judgements are made on provision, standards or teaching in these subjects.
76. **Design and technology** is paired with art in units of work across the school year. In the lesson observed, pupils were making a sandwich, having evaluated and designed sandwiches in previous lessons. Teaching in this lesson was good; the teacher made safety and hygiene a high priority yet allowed pupils to work independently. Pupils had planned the nutritional content of their sandwiches carefully and could explain the amount of protein contained in their sandwich. A scrutiny of the work on display around the school, and of design studies in pupils' folders, indicates that pupils throughout the school undertake an appropriate range of design and make activities.
77. In **music**, the co-ordinator's files show that the curriculum is covered in a two-year cycle, giving pupils experience of all aspects of the subject. Singing was heard in assemblies and hymn practice; pupils sang well, with clarity of melody and diction. Pupils have a number of opportunities during the year to take part in performances, both in school and in the Bracknell Sports Centre along with other local schools. Visiting musicians are invited in regularly, such as local percussion and woodwind ensembles. Pupils have the opportunity to learn the flute and guitar from visiting tutors.
78. A scrutiny of planning and a portfolio of photographs of **physical education** activities show that all strands of the subject, including swimming and the provision of outdoor adventurous activities for older pupils, are regularly taught. The scheme of work for the subject ensures continuity and clear progression in the key skills of the subject as pupils move through the school. Resources for physical education are good and the school provides a good range of after-school physical education opportunities during the year.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- Leadership and management are good

Commentary

79. Two art and design lessons were observed during the inspection, one in Year 6 and one in Year 1 and, where possible, pupils' work undertaken during the year and collected in portfolios of marked and levelled work was scrutinised. On this evidence it is clear that standards in Years 2 and 6 meet expectations and that achievement is satisfactory.
80. The quality of teaching in both lessons observed was satisfactory. In the Year 1 lesson, pupils learning how to mix colours to make darker tones knew that adding black makes a colour darker. They knew the names of the primary colours and recalled that red and yellow make orange and blue and red make purple. However, the teaching style in this lesson gave limited opportunities for any experimentation or creativity on the part of the pupils. In the Year 6 lesson observed, pupils were planning a collage based on the later work of Henri Matisse. This followed a well-planned and resourced introduction by the class teacher who had prepared a series of slides for the interactive whiteboard. This presentation made good use of the classroom's ICT facilities, effectively demonstrated Matisse's work and methods and gained and maintained pupils' interest. Work produced as a result of this introduction, however, was disappointing, because the teacher did not make her expectations sufficiently clear. Work ranged from a few very good examples where pupils had clearly understood the concept, and were cutting and tearing up coloured paper and sticking it to make a stylised design, to unsatisfactory work where pupils were simply cutting out and sticking down photographs or using plastic stencils to draw around.
81. Co-ordination of the subject is good. A new whole-school scheme of work for art and design, more closely based on national schemes of work, has now been developed by the co-ordinator, who plans to introduce it into the school at the start of the new school year. This is intended to provide progression in learning as pupils move through the school. The co-ordinator has developed portfolios of marked and levelled work for most year groups and these are a useful resource for teachers. All pupils have a sketchbook that they take through the school from Year 1. This record and an annual 'draw a self-portrait' assessment activity provide a means of assessing overall progress. Resources for the subject are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. Although not enough personal, social, health and citizenship (PSHCE) lessons were observed for a secure judgement to be made on the quality of teaching and learning in this area, this aspect of pupils' education is given a high priority by the headteacher and staff and there is clear evidence of the success of the provision in the good attitudes and behaviour observed throughout the school during the inspection. Adults provide a secure and happy environment where all are valued and pupils learn to respect each other and accept that some pupils need special support. All of the adults working in the school treat pupils with respect and set a good example, to which the pupils respond positively. Provision for PSHCE is both formal - through circle time and class assembly discussions, which allow pupils to deal with their emotions and feelings - and informal, by means of the good positive relationships and day-to-day interactions between pupils and adults. There is a good level of equality of opportunity for all pupils and the school is very inclusive in all its policies and practices. There is satisfactory use of visits and visitors to the school during the year to support pupils' learning in PSHCE. These opportunities make a positive contribution to pupils' personal and social development. The school council is a thriving and healthy aspect of school life; pupils are enthusiastic participants and feel that their views are supported and acted upon. Citizenship education is very good; prior to the inspection, the school held its own 'general election' with candidates and campaign managers for each party. Pupils were actively engaged in preparing speeches and 'magnificent posters and ginormous banners' for their constituents and, as one pupil noted, "were prepared to answer tricky questions".

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	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	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	3
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	3
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	4
The effectiveness of management	4

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