

INSPECTION REPORT

BADGEMORE COMMUNITY SCHOOL

Henley-on-Thames

LEA area: Oxfordshire

Unique reference number: 123042

Headteacher: Mrs Valerie Holt

Reporting inspector: Mrs Lorna Brackstone
21872

Dates of inspection: 24 – 26 September 2001

Inspection number: 192788

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Myra Evans
Date of previous inspection:	10 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2187 2	Lorna Brackstone	Registered inspector	The Foundation Stage English Art and design Geography History Music	What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed? How high are standards? a) the school's results and pupils' achievements
1432 4	Michael Hudson	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with the parents?
1061 1	Martin James	Team inspector	Mathematics Science Information and communication technology Design and technology Physical education Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Badgemore Community School is situated in the northern outskirts of the town of Henley-on-Thames. It serves a local authority housing estate where about 80 per cent of the pupils live. The school was built to accommodate 200, but the roll has steadily declined over years. It is now much smaller than other primary schools, with 67 pupils on roll. The number of pupils known to be eligible for free school meals is approximately 15 per cent, which is average. However, this does not reflect the true socio-economic state of the area. The occupations of parents are variable; with a small number having a professional background. A significant minority of pupils live with one parent. The percentage of pupils speaking English as additional language is 3.6, which is higher than in most schools. However, all are beyond the early stage of language acquisition. The percentage of pupils identified as having special educational needs, including Statements of Special Educational Need, is 45, which is well above the national average. The percentage of pupils with Statements of Special Educational Need is 1.7, which is broadly average. There are no pupils who have been identified as gifted or talented. There are three classes in school; Class 1 accommodates reception children and Year 1 and 2 pupils. Class 2 consists of Years 3 and 4 and Class 3 is made up of both Years 5 and 6. Children start school in the term before they will be five and a significant number spend only one term in the Foundation Stage. At the time of the inspection five children had recently started school as 'rising fives'. Standards on entry into school are low and are particularly poor in speaking and listening.

HOW GOOD THE SCHOOL IS

This is a good, effective school where pupils make good progress. Through the very good quality of teaching and learning, pupils achieve well in relation to their prior attainment. The leadership and management of the headteacher are good and, by careful tracking and directed support for individual pupils, she ensures that all pupils make good progress. The school provides good value for money.

What the school does well

- The overall quality of teaching is very good. Teachers have very high expectations and very good subject knowledge.
- The attitudes, behaviour and personal development of the pupils are very good both in lessons and in and around school.
- Provision for pupils' moral and social development is very good. They clearly respect each other and work and play very well together.
- The leadership and management of the headteacher are good. Monitoring and evaluation of both teaching and learning are of high quality, and effective use is made of all available resources.
- The school provides a well-balanced curriculum and both the literacy and numeracy strategies are used effectively. Links with the local community contribute very well to pupils' learning.
- The school takes good care of its pupils and monitors their academic and personal development very well.
- Parents' views of the school are positive and there are effective links with the school.

What could be improved

- Standards at the end of the Foundation Stage in all areas of learning.
- Standards in the core subjects of English, mathematics and science in the current Year 2 and Year 6.
- Standards in the foundation subjects of history and geography in the current Year 2.
- Rates of attendance and procedures for monitoring attendance.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 and it has improved considerably since then. A major development since the last inspection has been the significant improvement in the overall quality of teaching. This is having a positive impact on achievement throughout the school. The previous report identified weaknesses in the teaching of reading. The introduction of the National Literacy Strategy has ensured that a systematic approach is given to this, and the most recent standardised tests of 2001 indicate big improvements in reading. All subjects, except science and information and communication technology (ICT), have adopted nationally recommended schemes of work and this has ensured consistency in pupils' learning. Curriculum priorities are now clearly identified and systematically dealt with. The role of curriculum co-ordinators has developed in both literacy and numeracy but other roles are less well developed. It is clear that the school also has a good capacity to succeed further through the determination of the staff.

STANDARDS

In the most recent confirmed National Curriculum tests of Year 2000, there was a very small cohort of pupils in Years 2 and 6. It is therefore not appropriate to compare results with other schools on a national or similar basis.

Children start school in the term before they are five with standards in all areas of learning well below the expected levels in all aspects of the Foundation Stage. In a small school such as Badgemore, trends over time need to be carefully analysed because the effect of one additional pupil on a school percentage can be considerable. However, it is possible to measure achievement from assessments made on entry into reception and it is evident that all pupils, including those with special educational needs, make good progress throughout the school. Over the past four years, test results at the end of Year 6 have been steadily improving and this clearly indicates a positive trend upwards. However, in the current Year 6, 50 per cent of pupils are identified on the special educational needs register. Inspection findings indicate that standards in English, mathematics and science are currently below nationally agreed levels for this particular cohort.

Over the past three years from 1998 to 2000, the performance of pupils in Year 2 has been consistently below average in reading, writing and mathematics. The performance in the teacher assessment science tasks was also well below average. In fact, in Year 2000, the performance in reading, writing, mathematics and science was in the lowest five per cent of results for similar schools nationally. However, evidence gathered on entry to school confirms that good progress was made by this cohort because they entered school with very poor skills in all areas of learning. Results in the most recent tests of 2001 have improved vastly in all the core subjects because of very specific targeting and careful support. Inspection findings indicate that the current Year 2 pupils are working below nationally agreed levels and this is because 70 per cent of them have varying degrees of special educational needs.

In both Years 2 and 6 standards in the foundation subjects of art, design and technology, ICT and music are as expected for pupils of this age. Standards in history and geography are in line with expected levels in Year 6, but below those levels in Year 2. Standards in religious education in both Years 2 and 6 meet the requirements of the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very happy to learn and respond eagerly to challenge. They sustain interest in their lessons and are attentive in assemblies.
Behaviour, in and out of classrooms	Very good. In lessons the atmosphere is calm, orderly and purposeful. Pupils are polite and offer guidance to visitors. They are very well mannered at lunchtimes.
Personal development and relationships	Very good. Pupils are self-assured, have high personal esteem and organise themselves effectively. They enjoy responsibility and carry out tasks with enthusiasm. Relationships with peer groups and between older and younger pupils are positive and friendly. Pupils trust and have affinity with their teachers.
Attendance	Unsatisfactory. Attendance was below the national average in the last school year. The rate of unauthorised absence is broadly in line and punctuality is satisfactory. Occasionally, afternoon registration is omitted, which is contrary to statutory requirements.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching and learning throughout the school is very good. During the inspection 22 lessons were observed and over three-quarters of these were very good or excellent. No unsatisfactory lessons were observed. Particular strengths of the teaching are very good subject knowledge, high expectations and very clear pupil management. This ensures that pupils concentrate very well and are fully involved in their learning. The basic skills of literacy and numeracy are taught very well and very good use is made of both classroom assistants and high-quality resources to promote purposeful learning. The teaching provided for pupils with special educational needs is also good. The teachers and learning-support assistants have a clear understanding of the needs of the pupils, work closely together, arrange a suitable range of activities and work for them. Positive relationships are established, and help and support are constantly provided.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities are good for children in the Foundation Stage and for pupils in Years 1 to 6.
Provision for pupils with special educational needs	Good. Clear procedures are in place and they closely follow the Code of Practice on the identification and assessment of pupils.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good. Provision for pupils' moral and social development is very good. Provision for cultural development is good and is particularly strong on local issues. Provision for spiritual development is satisfactory.
How well the school cares for its pupils	Good overall. The school effectively monitors both the academic performance and the personal development of all pupils. Procedures to ensure that there is no aggressive or bullying behaviour are very good. However, procedures for monitoring and promoting good attendance are unsatisfactory.

Parents have positive views about the school. Links between home and school are effective and the parents' involvement has a positive impact on the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is strongly focused on raising standards and secures the support of all members of the school community to achieve this. She has successfully managed to establish a high-quality team of both teaching and support staff who all work very hard to meet the needs of the pupils.
How well the governors fulfil their responsibilities	Satisfactory. Although there are currently two vacancies on the governing body, the governors fulfil all their statutory requirements and are very supportive of the school. The chair of governors and headteacher work very closely together. The chair has a very good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. The headteacher, staff and governors analyse all available data, and effective strategies are put into place where needed. Teaching and learning are monitored throughout the school and targets are put into place where required.
The strategic use of resources	Good use is made of all available resources and the school is pro-active in generating additional funds from charities and local businesses. The school carefully evaluates the principles of best value.

There is a very good match of both teachers and support staff to match the needs of the pupils, and all staff are used very well to support the needs of the pupils. Overall, learning resources are good and this has an important impact on standards. The accommodation is of a very good standard and is well maintained.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • They feel that quality of teaching is good and are happy with the leadership and management of the headteacher. • They feel that the school provides an interesting range of activities and helps their children to become mature and responsible. • They are comfortable approaching the school with questions or concerns and feel that the school works closely with them. • They feel that their children are making good progress and are happy with the work that the school expects them to do. 	<ul style="list-style-type: none"> • The right amount of homework. • Information about the progress made by their children.

The inspection team is able to endorse all positive views of the school. However, inspectors are unable to agree with all of the negative comments. The team considers that the amount of homework given is good. There is one parents' meeting per academic year, but parents would welcome an additional opportunity to share information about their children's progress which is endorsed by the inspectors.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school in the term before they are five with standards well below the expected levels in all aspects of the Foundation Stage. They make good progress in this early stage of their education but, by the time they are ready to start Year 1 of the National Curriculum they have not attained the nationally agreed levels in all areas of learning. This is particularly evident in both speaking and listening, attainment in which is very poor when children enter the school. Children who have summer birthdays are at a particular disadvantage because they only have one term in the Foundation Stage before they start the National Curriculum.
2. Trends over time need to be carefully analysed because the effect of one additional pupil on the school percentage can be considerable. However, it is possible to measure progress from assessments made on entry into reception. All pupils, including those with special educational needs, make good progress throughout the school. Over the past four years, test results at the end of Year 6 have been steadily improving and this clearly indicates an upward trend. However, the good progress that is being made in Years 1 and 2 is not always evident from the National Curriculum tests.
3. The size of each cohort in Years 2 and 6 is small and individual achievement varies from year to year. For example, in the Year 2 cohort of 2000, eight pupils took the standardised assessment tests. Results were well below the national average in reading, and very low in writing and mathematics compared to the national average. Results in the teacher assessment tests for science were also very low in comparison to the national average. In comparison with those in similar schools, results for reading, writing and mathematics were very low. In fact, they were in the lowest five per cent of results nationally. However, evidence gathered on entry to school confirms that good progress was made by this cohort. In the most recent standardised tests of Year 2001, ten Year 2 pupils took the assessment tests. Ninety per cent of the pupils achieved the nationally agreed level or above in writing, 70 per cent achieved the appropriate level or above in reading and 100 per cent achieved the nationally agreed level in mathematics. On entry into the reception class this particular cohort were recorded as well below average for their age, with 28 per cent of pupils identified on the special educational needs register. This emphasises how good the progress made has been. In the present Year 2, 70 per cent of pupils have varying levels of special educational needs and, although progress is good, inspection findings indicate that standards in this cohort are currently below nationally agreed levels in reading, writing and mathematics. There are no differences in the attainment between boys and girls in this year group.
4. In the Year 6 cohort of 2000, eight pupils took the national standardised tests. Results in English were below the national average. Results in mathematics and science were above the national average. In comparison with those in similar schools, results were well below average in English but above average in mathematics and science. This compares favourably with their results in Year 2, when the same pupils were very poor in relation to nationally agreed levels. In the most recent standardised tests of Year 2001, six pupils took the assessments. All pupils in this cohort achieved the nationally agreed level in English and science, with

one pupil in each subject achieving the higher level. However, only 50 per cent achieved the nationally agreed level or above in mathematics. In the current Year 6, 50 per cent of pupils are identified on the special educational needs register. Inspection findings indicate that standards in English, mathematics and science are currently below nationally expected levels in this cohort. There is no difference in the attainment between boys and girls in this year group.

5. By Year 6, standards in art and design, design and technology, ICT, history, geography, music and physical education are all in line with the nationally expected levels. Standards in Year 2 are in line with national expectations in art and design, design and technology, ICT, music and physical education, but below expectations in history and geography. In religious education, pupils in Years 2 and 6 are appropriately meeting the expectations of the locally agreed syllabus.
6. Pupils make good progress throughout the school because of the very good quality of teaching and the strong leadership of the headteacher. The school sets realistic targets that fully include and challenge all pupils. All pupils, including those with special educational needs, make good progress in relation to the targets set for them, as well as good progress overall. They are provided with good levels of support from their teachers and the learning-support assistants. Targets are regularly evaluated and reviewed, and new targets are appropriately set to aid progress when necessary.

Pupils' attitudes, values and personal development

7. Since the last inspection pupils' attitudes have improved. They are now very good and a strength of the school. Pupils are very happy to learn and respond eagerly to challenge. They sustain interest and enthusiasm and remain fully attentive in classes and assemblies. Pupils are very well motivated, show a high degree of commitment and stay closely focused on tasks. They work very effectively on their own. This happens in programmed reading during registration and in paired and group activities such as when studying insect habitats in Years 3 and 4. Pupils take pride in their efforts and are pleased to share the joys of achievement. They offer constructive ideas and listen to what others have to say. Their contributions to discussions, for instance, in science, are thoughtful and imaginative. Parents say that their children enjoy school and pupils confirm that they will be sorry when they have to leave. Pupils' very positive attitudes substantially enhance their learning.
8. Pupils' behaviour has also improved since the last inspection. It is now very good and another strong feature. Most parents are happy with the standards achieved. There were no exclusions during the school last year. Both the behaviour policy and class rules are well understood by pupils and properly applied by staff. From the time they enter school pupils are taught to exercise self-discipline and they respond willingly to what is expected of them. In lessons the atmosphere is calm, orderly and purposeful. During assemblies fidgeting is minimal. At playtimes, and around the school, pupils behave very well and they respect property such as computers and displays. At lunch pupils are well mannered and friendly, making it an enjoyable social occasion. Pupils are very polite and pleasantly inquisitive towards visitors, for whom they open doors and offer guidance. During the inspection, there were no signs of abuse, harassment or aggression. Pupils' very good behaviour greatly benefits their attainment and progress.
9. Pupils with special educational needs pay close attention to adults and they persevere with their tasks. They are well behaved and get on well with other pupils.

10. Pupils' personal development continues to be good. They are self-assured, have high personal esteem and organise themselves effectively. They enjoy responsibility and carry out any tasks with enthusiasm and pride. Pupils appreciate receiving merit awards for their efforts and achievements. Most lessons are carefully structured and, although pupils are often encouraged to work on their own, opportunities for them to show initiative and independent action are sometimes missed. All pupils have classroom tasks and contribute to class rules, but only pupils in Years 5 and 6 undertake whole-school duties such as tending computers and assembly equipment. Pupils' have a strong sense of citizenship, and discussing important issues like inclusion and conservation enhances their social awareness. They understand the purpose of charities, benefit from incoming visits and support local events. Pupils noticeably mature as they progress through the school.
11. Since the last inspection relationships have improved. They are now very good and a strength of the school. Pupils are treated with respect and they flourish under the consistent and sensitive approach of staff. Pupils trust and have affinity with their teachers and readily confide in them when they are upset or worried. Relationships within peer groups and between older and younger pupils are positive and friendly. Pupils are caring and considerate, and they co-operate successfully. They have noticeable respect for the values and beliefs of others and a very good understanding of peer-group feelings. There are many constructive and harmonious relationships. Genders interact very well. During playtimes boys and girls play comfortably together and at lunch pupils sit happily at mixed tables. Relationships are enhanced during extra-curricular activities and on educational and residential visits. Pupils with special educational needs are fully integrated into the school community.
12. Attendance is unsatisfactory. Although slightly better than at the time of the last inspection, it was still below the national average in the last school year. The rate of unauthorised absence in the same year remained broadly in line with the average. Punctuality is satisfactory and lessons start on time. Morning registrations are prompt and efficient, pupils answer politely and there is an orderly start to the session. Afternoon registrations are often omitted, which is contrary to statutory requirements. Pupils' below-average attendance has a negative impact on their learning.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching and learning is very good throughout the school. This is a considerable improvement since the last inspection, when teaching was considered satisfactory overall. During the inspection, 22 lessons were observed and three-quarters of these were graded very good or excellent. No unsatisfactory teaching was observed. It is clear that this very good teaching is having a very positive impact on achievement.
14. All teachers have a very good knowledge and understanding of both the age groups and subjects that they teach. For example, the teaching observed in the class with reception and Years 1 and 2 indicates a good understanding of the needs of both the very young children who have just started school and the older pupils. This is exemplified by the interactive manner in which they are taught and this fully includes all members of the class. In Years 3 to 6, very good subject knowledge is evident through the interesting use of resources and the very good quality of questioning. This was evident in a very good history lesson observed in the Year 5 /6 class where the teacher successfully asked the pupils to recap on the previous lesson. It was

handled very well through a series of questions, and the discussion, both within the whole class and in small groups, successfully included all pupils.

15. Basic skills are taught very well in all three classes and this ensures that pupils acquire an appropriate knowledge of the skills that they are acquiring. Literacy and numeracy are taught particularly well. For example, in a very good literacy lesson in Years 3 and 4, the teacher ensured that the pupils thoroughly understood the use of verbs by using a number of illustrations to depict 'stretching and pulling'. Teacher confidence in ICT is developing well and ensures that the skills are taught appropriately. Throughout the school, teachers have very high expectations and all staff are committed to raising the standards of attainment within school. This is evident through the good progress that is made by all groups of pupils, including those with special educational needs. Very good use is made of classroom assistants, who support the pupils' learning very well. In all three classes, groups of pupils work with these assistants to ensure that the pace of learning is maintained and work is completed. For example, in the youngest class the classroom assistant frequently takes the reception children to develop a specific area of learning. This was evident in a literacy session when, after the class teacher had taken the introductory session, the assistant focused on a letter-formation activity in another area away from the remainder of the class.
16. Pupils are managed very well and appropriate methods are used to promote good procedures for discipline. The children in the reception year group are provided with clear guidance to ensure that they learn how to behave within the class environment. The older pupils in Years 3 to 6 are encouraged to participate in their own learning through discussions in pairs and this promotes independent learning.
17. The quality of planning is good but is of a particularly high standard in the reception and Year 1/2 class, where learning objectives are very defined, the differing group work is outlined and planned opportunities for assessment are clearly identified. This ensures that both the Foundation Stage and the National Curriculum are carefully focused to enable the relevant teaching to take place.
18. The quality of marking is good and verbal feedback is effectively used to promote learning. Individual, group and class targets are set and this encourages pupils to have a good knowledge of their own learning. Homework is used well from reception to Year 2 but is particularly effective in promoting learning from Years 3 to 6.
19. The teaching provided for pupils with special educational needs is good. The teachers and learning-support assistants have a clear understanding of the needs of the pupils; they work closely together and arrange a suitable range of activities and work for them. Positive relationships are established and help and support are constantly provided.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

20. The quality and range of opportunities for learning provided by the school are good for children at the Foundation Stage and for pupils in Years 1 to 2 and in Years 3 to 6. All statutory requirements are met. The school meets the requirements of the locally agreed syllabus.

21. Curriculum provision for the youngest children has improved since the previous inspection. Planning is detailed and fully meets the requirements of the Foundation Curriculum according to the Early Learning Goals.
22. The curriculum in Years 1 to 2 and Years 3 to 6 is very appropriately broad and balanced and a most suitable provision is made for all subjects. The school makes particularly good use of its local environment to enrich the curriculum in subjects such as history and geography, especially for pupils in Years 3 to 6. At the time of the previous inspection, inadequate use was made of ICT across the curriculum. Significant improvements have been made in this area and ICT is now regularly used in subjects such as mathematics and science. For example, pupils in Years 5/6 access the Internet to find information about teeth. The weaknesses identified in the previous report relating to the length of the school day and the time allocations for individual subjects have successfully been addressed and both are now satisfactory.
23. Appropriate and relevant policies are in place for all subjects except music and art and design. All subjects have a scheme of work and contain most detailed and extensive information to provide for a full coverage of all subjects. This is a considerable improvement since the last inspection. The schemes ensure a steady and progressive development of each subject through the school. The school has successfully adopted the National Literacy and Numeracy Strategies. Numeracy has been most effectively implemented, with an appropriate use of mental activities in lessons and a ready use of mathematics in other subjects of the curriculum, such as science and design and technology. In literacy, many opportunities are provided for pupils to develop their reading and writing skills, both within English itself and across the range of curriculum subjects, such as in history, geography and religious education. At present, rather fewer opportunities are provided for pupils to develop their speaking skills.
24. Teachers now produce an extensive range of good curriculum planning that helps to ensure the steady and effective development of pupils' knowledge and skills as they move through the school. Planning also makes most suitable allowance for the various needs of pupils, particularly in the core subjects of English, mathematics and science. The school makes good provision for the equality of pupils' access to the whole curriculum, with the staff making sure that pupils are involved, as far as possible, in a full range of activities. In making suitable efforts to include pupils in all appropriate activities, the school allows them to achieve as much as they can. Satisfactory provision is made for pupils' personal, social and health education, with aspects of sex and drugs education being fully covered within lessons. Other aspects of healthy living, such as the contents of a healthy diet, are carefully considered in science.
25. The provision for pupils with special educational needs is good. Clear procedures are in place and they closely follow the Code of Practice on the identification and assessment of pupils. Individual education plans are provided for pupils who are at Stage 2 and beyond on the school's special educational needs register. They are of good quality and are reviewed each term. Pupils at Stage 5 on the special educational needs register are provided with suitable support, in line with the requirements of their Statement of Special Educational Need. Their statements are reviewed annually.
26. The school provides a very limited range of extra-curricular activities for older pupils and the current provision is unsatisfactory. Netball, football and aerobics are on offer, with pupils having to pay for the sessions in football and aerobics. The school

welcomes many visitors, including the police, fire officers, nursing staff, poets and local clergy, as well as drama and music groups. A wide range of educational visits is arranged to places such as the River and Rowing Museum, Greys Court and the Didcot Nature Reserve, as well as to places of interest in London and Oxford. The older pupils undertake a residential visit to Yenworthy. These activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects.

27. The school has very good links with the local community. In particular, it regularly makes use of the area around the school, in subjects such as history and geography. Links have been forged with a number of local businesses that have supported the school's provision in, for example, ICT and physical education. Local residents are regularly invited to events in the school. Very good links have also been established with other schools. The school has close musical and sporting ties with the local primary schools, as well as cordial relationships with nearby nurseries and the adjoining pre-school. A partnership with the neighbouring comprehensive school is also well developed. For instance, curriculum areas are regularly discussed with staff from both schools. These close ties particularly help pupils when they move from one school to another.
28. The school makes very good provision for pupils' moral and social development, good provision for their cultural development and satisfactory provision for their spiritual development. Overall, provision is good.
29. Provision for spiritual development has remained satisfactory since the last inspection. Assemblies are well planned and thoughtfully delivered. Pupils are helped to gain knowledge and insight into their own and other people's values and beliefs, and in particular they are encouraged to respect and value the opinions of others. Moments of quietness are provided in assemblies for the pupils to reflect on what they have heard and to consider how they should respond. Although on some occasions pupils are provided with interesting and thought-provoking experiences, such as in science, there are few planned opportunities to develop spirituality in other subjects of the curriculum.
30. Provision for moral development was considered good at the last inspection but is now very good. The headteacher and staff, as well as providing good role models themselves, regularly remind pupils of the correct forms of behaviour and give reasons for them. Discussions often take place in lessons and rules of conduct are clearly displayed around the school. Expectations of pupils are high and they are regularly praised and rewarded for maintaining the good standards. They are encouraged to develop a clear understanding of right and wrong and to treat staff, visitors and other pupils with courtesy and respect. Pupils also have a high degree of self-discipline and they show great concern should any of them not maintain the expected standards.
31. Provision for social development was considered good at the previous inspection but is now judged to be very good. Pupils are encouraged to form good relationships with each other, their teachers and other adults. As they progress through the school, pupils are encouraged to work collaboratively, to take turns and to share resources, such as when taking part in experimental work in science, or in working together on computers. Older pupils are particularly caring of younger ones, and they relate well to them during lunchtimes and break times, whenever a need should arise. Good opportunities are provided for pupils to take on responsibilities within their

classrooms, and they carry them out most effectively. Older pupils carry out their particular tasks, such as arranging the music for assemblies, with great care and efficiency. The social development of all pupils is further enhanced by the quality of the school's community links and their involvement in fund raising.

32. Provision for pupils' cultural development has improved since the previous inspection, when it was considered satisfactory. They are taught about aspects of British culture in subjects such as English and history, with much use being successfully made of the local area of Henley. An appropriate emphasis is laid on their knowledge and understanding of other cultures during assemblies and during lessons in subjects such as geography and religious education. The school now makes suitable provision for making pupils aware of the multicultural society in which they live, by considering the different forms of worship, ritual and life-style and inviting visitors to the school from the different faith communities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Procedures for child protection and pupils' welfare have a high priority. They have been improved since the last inspection and are now good overall. Staff know pupils very well and pastoral care is very good. Pupils feel safe, nurtured and secure. Arrangements covering accidents, illnesses and medicines are very good and sufficient staff have up-to-date first-aid qualifications. The child-protection policy is good, the designated child-protection officer is trained and known to staff, and good links are established with the requisite agencies.
34. The school health and safety policy is comprehensive and clear. All appliance and equipment inspections are up to date, risk inspections are carried out and officers from the emergency services speak to pupils. Staff awareness of health and safety matters is good and cleanliness and hygiene within the school are very good. The management of hazardous substances is being reviewed. The retention of attendance registers in classrooms and the frequent omission of afternoon registrations have important health and safety implications. Security arrangements are monitored and emergency evacuations are practised.
35. Procedures for monitoring and supporting pupils' personal development are good. The teaching of personal, social and health education is sensitive and well conceived. Discussions on moral and social topics broaden pupils' worldly understanding. Pupils' work is displayed and their efforts and achievements are recognised in merit awards. To help younger pupils to become more responsible and mature they are given classroom duties, such as tidying books and sharpening pencils. However, the duties are not progressively challenging as pupils move through the school and, until Years 5 and 6, they have few opportunities to demonstrate personal or collective responsibility, or play a meaningful role in the life of the school. In Years 5 and 6 pupils are given whole-school tasks such as preparing assembly equipment and distributing hymn books. They undertake residential visits and, as part of their citizenship training, they assist with charitable collections and support community events.
36. The school's procedures for monitoring and improving attendance are unsatisfactory. With afternoon registrations often omitted and attendance registers retained in classrooms, attendance is not closely monitored. Most parents observe the absence procedure and all but a few ensure that their children arrive at school on time. However, no late book is maintained and, as late arrivers go directly to classrooms,

punctuality is not carefully supervised. The educational disadvantages of pupils taking holidays in term time are not clearly stated in the prospectus or on the applications for such holidays. The prospectus does not give complete pupil absence rates.

37. Since the last inspection, procedures for monitoring and promoting good behaviour have improved and are now good. The behaviour policy suitably defines standards and expectations, and reinforces the importance of positive behaviour. It includes a balanced range of rewards and sanctions, which are implemented by staff with consistency and common sense. The policy is supplemented by class rules that are prominently displayed. The school places due emphasis on all aspects of inclusion. Playtime supervision is satisfactory and wet weather arrangements are good. The school's procedures for monitoring and eliminating oppressive behaviour are very good and no groups or individuals are unfairly treated or disadvantaged. There is a good equal-opportunities policy and a very good anti-bullying policy. Pupils are fully aware that any signs of abuse, harassment or aggression will be dealt with firmly.
38. Procedures for assessing pupils' attainment and progress are good and they have improved since the time of the previous inspection. In the core subjects of English, mathematics and science assessments are undertaken each half term, or at the end of appropriate topics of work, and teachers keep extensive records of pupils' current attainment. This information is used effectively to ensure that pupils are provided with work that is suited to their individual needs. In other curriculum areas, good assessment procedures have also been introduced. Relevant information is recorded to show both pupils' present attainment and the progress they have made, as well as being used in the planning of future work.
39. Procedures for monitoring pupils' progress through the school in English and mathematics are good. All pupils are provided with targets at the beginning of the year, and later in the year these targets are reviewed, using the information that has been gained. New targets are then provided. The school keeps extensive records of pupils' attainment and of the progress they make as they move through the school.
40. Pupils with special educational needs are regularly assessed and a wide variety of information is recorded to help identify pupils' current attainment. The information gained is also used effectively to provide suitable new work for the pupils.
41. Pupils with special educational needs are regularly assessed and a wide variety of information is recorded to help identify pupils' current attainment. The information gained is also used effectively to provide suitable new work for the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents' views of the school are good. Although attendance at the parents' meeting and response to the parents' questionnaire were minimal, those present clearly expressed their support for the school. Parents feel that the school is well led and managed, teaching is good, and their children work hard and make good progress. They confirm that their children enjoy school and are becoming more responsible and mature, and that their behaviour is good. Parents are happy with home/school links and they find it easy to approach staff with questions and problems. They are content with the range of school activities outside lessons. Evidence gained during the inspection upheld most but not all of these views.

43. A significant number of parents who responded to the questionnaire expressed concerns about two aspects of the school's provision. They question the school's approach to homework and believe that they are not kept fully informed about their children's progress. Inspection evidence indicates that pupils do undertake an appropriate amount of work at home. However, inspectors agree that more information should be made available about children's progress. The school's partnership with parents is well founded and since the last inspection parental links have continued to be good. This has a beneficial impact on attainment and learning. The quality of information provided for parents, including that on pupils' progress, is satisfactory. Staff are always available after school to speak to parents, and regular notices and newsletters keep parents up to date with school activities. Annual school reports are good. They provide a synopsis of the syllabus and a suitable commentary on pupils' efforts and achievements, including personal, social and health education, and citizenship. However, clear targets for improvement are not included. There is only one formal parents' evening each year. The prospectus is well structured and imparts useful information, but it does not give complete absence figures or mention parents' right to withdraw children from religious education and collective worship. The governors' annual report meets statutory requirements.
44. The impact of parents' involvement in the work of the school is good. The school values the part families play in pupils' education and welcomes their interest in all aspects of school life. Several parents help with classes and activities, and accompany educational visits. The Friends of Badgemore School are thriving and attract support from local residents as well as parents. Reading diaries are kept and many parents assist their children with homework. The home/school agreement properly emphasises mutual commitment, although not all parents comply with their undertakings about attendance and punctuality. Parents fully understand the importance of the home/school partnership and the part they play in their children's education. The majority are happy to contribute both to the learning process and to the life of the school.
45. Parents of pupils with special educational needs are kept well informed of the reviews of their children's individual education plans, so that they are fully aware of the provision being made for them. Parents of pupils with Statements of Special Educational Need are fully involved in the monitoring of progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The headteacher provides good leadership and management, which are strongly focused on raising standards throughout the school. She firmly believes that communication is the way to secure the support of all members of the school community and this is successfully achieved. Despite a number of unavoidable staffing problems during the past academic year, she has successfully managed to establish a high-quality team of both teaching and support staff within the school and all work very hard to meet the needs of all the pupils. The school achieves its aims well and the work of the school clearly reflects the mission statement, which emphasises its commitment to providing high-quality primary education in a 'happy and secure' environment.
47. Cohorts are very variable in size and the results of the National Curriculum tests fluctuate each year. However, the headteacher, with both staff and governors, has very carefully analysed the available performance data, and effective strategies have been put into place where it is needed. For example, detailed analysis is made of

assessments undertaken on entry into school and then rigorous pupil tracking takes place. Individuals are clearly identified and both booster classes and additional support are provided where appropriate. It is evident from the analysis of performance data through the school that all pupils are making good progress and the targets set have been successfully achieved. This is an indication of the strong commitment that the headteacher has to improving the school, which is also shared with her staff. Through the determination of the staff, it is clear that the school also has a good capacity to succeed further.

48. The management, by the special educational needs co-ordinator, of the provision for pupils with special educational needs, is good. Pupils are identified through a variety of procedures and placed on the special educational needs register. Pupils at Stage 2 and beyond are provided with individual education plans that set clear targets for improvement. These plans are reviewed each term, with new targets being set if appropriate. The special educational needs co-ordinator keeps extensive records and the progress made by the pupils is carefully checked. The governor appointed to monitor the school's provision for pupils with special educational needs carries out her responsibilities most effectively.
49. The headteacher monitors teaching and learning throughout the school and regularly scrutinises the pupils' work. For instance, writing has been a particular focus and samples from all year groups have been examined. All staff are provided with good opportunities for staff development, and strategies for performance management have been successfully implemented. The headteacher is the nominated mentor for the newly qualified teacher. Appropriate time is allocated for this teacher to attend training courses and observe other colleagues. However, the school has not been involved with student teachers for a number of years.
50. Governors are very supportive of the school and fulfil their statutory requirements appropriately. There were two vacancies on the governing body, but those currently involved attend regular training sessions and visit the school regularly. The chair of governors is frequently in school and works alongside the teachers. Consequently, she has a very good understanding of its strengths and weaknesses and is knowledgeable about many aspects of school life. She works very closely with the headteacher, who values her support immensely.
51. Financial planning is very tight but matches the educational priorities well. Good use is made of all available specific grants and the school is active in generating additional funds from charities and local businesses. All recommendations made in the most recent audit undertaken in 1999 have been implemented. On a day-to-day basis the school secretary deals with administrative matters very effectively. She ensures that all money matters are dealt with regularly and provides very good support from the headteacher. Principles of best value have been carefully discussed and a policy has been devised to ensure success.
52. There is a very good match of both teachers and support staff to the needs of the pupils, and all staff are used very well. Overall, learning resources are good and have a major impact on standards. The accommodation is of a very good standard and is well maintained. There are spacious areas inside the building, and outside there is a playing field and hard-surfaced playground. However, there is no safe and secure area for the youngest children in the reception class.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to further improve standards of attainment, the headteacher, staff and governors should:

a) raise standards in all areas of learning at the end of the Foundation Stage by:

- providing an outdoor play area as an integral part of the Foundation Stage curriculum;*
- planning further the future possibility of on-site nursery provision to enable all children to benefit fully from the Foundation Stage.

(Paragraphs 1, 55-67)

b) raise standards in the current cohort of pupils in Years 2 and 6 in the core subjects of English, mathematics and science by:

- seeking to further increase pupils' knowledge of specific subject vocabulary by providing more opportunities for discussion, thus enabling them to interpret information and produce suitable responses.

(Paragraph 68, 69, 74, 79)

c) raise standards in history and geography in Year 2 by:

- developing both historical and geographical skills further through use of appropriate vocabulary in discussions.

(Paragraphs 94, 99)

d) improve the rates of attendance by:

- implementing rigorous procedures for monitoring and improving attendance;
- informing parents of the educational disadvantages of taking their children on holiday during term times;
- introducing the recording of late arrivals into school;
- complying with statutory requirements by ensuring that registration takes place every afternoon.

(Paragraphs 12, 36)

54. In addition to the key issues above the following should be considered for inclusion in the action plan:

- Consider the introduction of an additional parents' meeting held earlier in the academic year. (Paragraph 43)
- Improve the range of extra-curricular activities provided. (Paragraph 26)

* The school has already identified this as an area of development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	8	3	0	0	0
Percentage	5	45	36	14	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	67
Number of full-time pupils known to be eligible for free school meals	n/a	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

In the most recent confirmed National Curriculum tests of Year 2000, there was a very small cohort of pupils in Years 2 and 6. It is therefore not appropriate to compare results with other schools on a national or similar basis.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	62
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.7
Number of pupils per qualified teacher	18.1:1
Average class size	22.3

Education support staff: YR – Y6

Total number of education support staff	2.0
Total aggregate hours worked per week	50

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	188,162
Total expenditure	184,353
Expenditure per pupil	3,073
Balance brought forward from previous year	3,809
Balance carried forward to next year	3,809

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	67
Number of questionnaires returned	15

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	7	0	0
My child is making good progress in school.	67	20	0	0	13
Behaviour in the school is good.	47	20	0	0	33
My child gets the right amount of work to do at home.	40	27	33	0	0
The teaching is good.	53	40	0	0	7
I am kept well informed about how my child is getting on. 97%	40	33	4	13	7
I would feel comfortable about approaching the school with questions or a problem.	60	33	7	0	0
The school expects my child to work hard and achieve his or her best.	47	33	0	0	20
The school works closely with parents.	40	40	7	0	13
The school is well led and managed.	67	20	0	0	13
The school is helping my child become mature and responsible.	60	20	0	0	20
The school provides an interesting range of activities outside lessons.	60	33	0	7	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. Children start school in Class 1, which consists of reception and Year 1 and 2 pupils. The reception children follow the Foundation Stage curriculum, which is a step in education prior to starting the National Curriculum in Year 1. Children are admitted into school in the term before their fifth birthday. Younger summer-born children only have one term in the Foundation Stage. At the time of the inspection there were five children who had been in school for about four weeks. Most had attended playgroups before they started school.
56. In Class 1 there is both a full-time teacher and a classroom assistant. Good induction procedures ensure that children quickly settle into the routines of the class. Children and parents are invited to attend school twice weekly in the term prior to starting school. This ensures that good links have been established and they are well prepared to start school.
57. The school follows closely the Early Learning Goals, the nationally recommended Foundation Stage curriculum in reception. This consists of six areas of learning: personal, social and emotional development, communication, language and literacy development, mathematical development, knowledge and understanding of the world, physical development, and creative development. Each area of learning is made up of four stages or '*stepping stones*', from which both progress and standards can be measured.
58. Children enter the reception class with very poorly developed skills in communication, language and literacy and this is confirmed by the baseline assessments conducted with these children. Children's skills in personal, social and emotional development, mathematical development, knowledge and understanding of the world, and creative and physical development, are also underdeveloped. Pupils make good progress in all areas of learning because of the very good teaching and learning. The information collated from baseline assessment is used effectively to provide appropriate support. Children with special educational needs are identified on entry into school. The classroom assistant supports the teacher very well and they work effectively as a team. Work is planned with a clear focus on children's individual learning needs and provides a range of stimulating activities in all areas of learning. Both adults give clear instructions and encourage children to listen carefully. Praise is used effectively to motivate the children, to engage them in learning and to promote their self-esteem.
59. Most children have very poor levels of speaking and listening, and start from a very low base. Their attainment in communication, language and literacy development is still well below expectations when they start the National Curriculum. Children's attainment in mathematical development, knowledge and understanding of the world, personal, social and emotional development, physical development and creative development is also below national guidelines when they start Year 1. This is mainly because many of the children spend only a short period of time in the Foundation Stage.
60. The indoor area provides a stimulating learning environment where there is a good range of learning resources available for all the children. However, there is no safe and secure outdoor area that could be used to extend their development in all areas

of learning. For example, there are no big toys such as tricycles and prams and this has a negative impact on their learning.

61. In the previous inspection it was reported that there was no policy for the provision for this age group and teacher's short-term planning focused on their immediate needs. With the introduction of the Foundation Stage and the appointment of a specialist teacher for this age group, the provision has made good improvements since the last inspection.

Personal, social and emotional development

62. Although all children, including those with special educational needs, make good progress in personal, social and emotional development, the majority of children do not achieve the final progressive stage or '*stepping stone*' in the Early Learning Goals of the Foundation Stage by Year 1. In a significant number of lessons, children show interest in the activities, such as singing number rhymes and songs. However, they are still learning to sit quietly when the teacher is talking and have a tendency to interject their own responses. They steadily develop an ability to share equipment and they learn to wait for their turn. The teaching of personal, social and emotional development is very good and forms an integral part of teaching throughout the day. Much emphasis is placed on good behaviour, working and playing together or beside each other. Children respond well to the wide range of stimulating activities. They are developing an ability to concentrate for a suitable length of time and accept the social rules of taking turns to speak when they sit together in the quiet area. With the support of the enthusiastic classroom assistant, their concentration improves and they are able to sit and participate fully in the numeracy and literacy times. The children are required to listen carefully and complete their tasks. Both boys and girls develop good attitudes towards learning as a response to the skilful management by the teacher. The family atmosphere of the school helps children to learn to be quiet and reflective during assembly times.

Communication, language and literacy

63. All children, including those with special educational needs, make good progress in speaking, listening, reading and writing during the time they spend in the Foundation Stage. However, despite very good teaching, they are still well below national guidelines by the time they start Year 1 of the National Curriculum. Staff use very good questioning skills to develop children's vocabulary and they, in turn, learn to respond appropriately to make relevant replies. Adults model speaking in sentences, asking children to repeat to develop their speaking skills, but most children give one-word answers. Children are on the first step or Stage 1 of the '*stepping stones*' in their speaking and listening skills. They enjoy listening to stories, and adults support them in talking about the pictures in big books. Books are taken home to read and parents are encouraged to read these with their children to improve their literacy development. Children are on the second step or Stage 2 of the '*stepping stones*' with their handwriting skills. Both the teacher and classroom assistant draw attention to letters and sounds around them. For instance, in one session children were identifying objects that began with the initial letter 'l' and were being skilfully encouraged to learn the sound that the letter made. One child knew how to write her name, but the other four could only recognise their written names. As yet they are not able to use marks freely and explain what they have written. They have yet to reach the second step of '*stepping stone*' in writing skills.

Mathematical development

64. All children, including those with special educational needs, make good progress in mathematics because the quality of teaching and learning is good. However, by the start of Year 1 of the National Curriculum the majority are achieving standards that are still below national guidelines for their age. This is because both their vocabulary and range of experiences are so limited. Most children are on Stage 2 of the '*stepping stones*'. For example, in one numeracy lesson shared with Years 1 and 2, the children showed curiosity about the numbers being used. Two of the five Foundation Stage children were able to count up to eight, but the others were insecure in their knowledge after they had counted to five. Children confidently sort objects into big, little and middle-sized when supported by an adult and one or two are able to name simple shapes. Through the use of number games and rhymes, staff provide opportunities for children to count to ten. All children, including those with special educational needs, participate fully in these activities.

Knowledge and understanding of the world

65. All children, including those with special educational needs, make good progress in the development of their knowledge and understanding of the world but do not achieve the levels outlined in national guidelines by the time that they are ready to start Year 1 of the National Curriculum. This is despite the good quality of teaching and learning. Most children are working within the second stage of the '*stepping stones*'. From a range of well-planned activities, children learn to talk about how mothers and fathers look after them now and when they were babies. They learn to experiment and build with construction materials and there are many opportunities for structured play and exploration during the day. The children respond very well to these. However, there is no outdoor area that can be used to develop the children's knowledge and understanding as an integral part of the daily curriculum. When using the computer, children learn to manipulate the mouse to operate the programme on the screen and increase their precision when dragging items across the screen. Children also start to learn about the properties of water when they are involved in 'floating' and 'sinking' experiments and have started to develop an interest in keeping healthy. For example, a science lesson for Years 1 and 2 was skilfully adapted to meet the needs of the younger children in the Foundation Stage and was linked very closely to the children's own physical development. In this session the children felt their own hearts beat with varying degrees of success after they had vigorously exercised.

Physical development

66. All children, including those with special educational needs, make good progress in their physical development and learn many new skills, using their bodies when they participate in physical education lessons in the hall. However, despite the good quality of teaching and learning, by the start of Year 1 of the National Curriculum, their standards are still below the national guidelines for this age group. The children are currently on Stage 2 of the '*stepping stones*'. They are encouraged to use tools, materials and equipment with a developing range of dexterity. For example, when the children are involved in water play they demonstrate appropriate levels of co-ordination when emptying and filling containers. The children are taught to develop an awareness of consideration for others and learn to negotiate their space well when moving around the hall. They are encouraged to find their space and can stop and start when required to. However, the children do not have direct access to climbing

apparatus in an outdoor play area. This is a weakness because it could be used to develop their balancing and climbing skills. It also restricts the children's choice of equipment and the opportunities to develop their own ideas. Children are learning to use tools, materials and equipment with developing dexterity. They demonstrate appropriate levels of co-ordination when emptying and filling containers.

Creative development

67. All children, including those with special educational needs, make good progress. However, few meet the levels suggested in the nationally agreed guidelines by the time that they join Year 1. Most children are on Stage 3 of the '*stepping stones*'. The quality of teaching and learning is good and this enables children to develop successfully their creative skills. They confidently use pencils, felt tips, crayons and paints to present their ideas through drawing and painting. They are able to use different types of materials to present texture in their paintings and have a sound knowledge of a range of colours. The children learn an appropriate range of songs and action rhymes, and enjoy singing. For example, during the inspection the reception children were observed joining in with a class music session. They were able to join in with their classmates and one or two of the group were able to follow the rhythm of the song using a simple beat on blocks and wooden sticks.

ENGLISH

68. In the current Year 6, standards are below nationally agreed levels for this age group in speaking, listening, reading and writing. In this particular cohort of ten pupils, half have special educational needs. However, when their attainment on entry and results at the end of Year 2 are analysed, it is clear that they have made good progress throughout the school, with individual achievements good in relation to their prior attainment. Current standards in Year 2 are well below nationally agreed levels for this age group in speaking, listening, reading and writing. There are seven pupils in this cohort and over 70 per cent of them have special educational needs. On entry into the reception class, assessments confirm that these pupils had very poor speaking and listening skills. Two pupils have birthdays during the summer months and this has meant minimal time in the reception class. However, to date they have made good progress in relation to their prior attainment. In the last inspection it was reported that pupils made only satisfactory progress, so this represents a good improvement since the last inspection.
69. Pupils in Year 6 are satisfactorily developing listening skills but need consistent input from adults to maintain their focus and to help them take turns in discussion. One higher-achieving pupil talks confidently and is able to successfully express opinions and views. In contrast, all other pupils lack the appropriate vocabulary and are unable to systematically discuss and respond to a variety of different circumstances. Sentences tend to be simple and lack an awareness of appropriateness of tone. Pupils in Year 2 are still at an early stage of speaking and listening. In most cases words are only partially formed and sentence formation is weak. Pupils are able to discuss matters of immediate interest to themselves but need skilful intervention by both the teacher and classroom assistant to ensure that they listen to others talking. Standards in speaking and listening within other year groups are variable, but, although good progress is made in relation to their prior attainment, it is below average overall.

70. Pupils in Year 6 are able to name a small number of favourite authors and clearly know the difference between fact books and storybooks. The higher-achieving pupil in this cohort is developing an appropriate understanding of the role of different characters in books. She enthusiastically discusses differing events in the books and a real enjoyment of reading is evident. The remainder of this cohort are less enthusiastic about reading books for pleasure and do not confidently use books to seek out information. Most pupils within this year group enjoy sharing poetry and have an appropriate knowledge and understanding of a wide range of styles. This interest has been stimulated well through their class teacher's enthusiasm for poetry and has been achieved through a skilful choice of poets. Their ability to understand the use of alphabetical order and knowledge of how to use a dictionary are satisfactory. However, they have a lack of confidence when required to use libraries to seek out information. When they read aloud their voices lack expression and fluency. Many are hesitant and continually seek support from adults as they read. Pupils in Year 2 enjoy listening to stories read to them and know that authors write books. They use pictures to work out the meaning of the print but have difficulty remembering key words. The two average-achieving pupils have started to understand that letters have associated sounds and are using them to gain some meaning of the print. They talk enthusiastically about familiar stories such as 'Goldilocks and the Three Bears' and 'Little Red Riding Hood'. Standards in reading within other year groups are variable. Although standards are below average in Years 1, 2, 4 and 6, most pupils in Years 3 and 5 are reading appropriately and are able to confidently tackle a range of differing texts. Throughout the school all pupils make good progress in relation to their prior attainment. This represents an improvement since the last inspection, when the systematic teaching of reading skills was considered weak.
71. In writing the higher-achieving pupil in Year 6 makes good use of interesting words. For example, an ostrich is described as 'posh', 'nice' and 'clean' and is compared to a 'smelly' rat. However, not all pupils are able to use a wide variety of words and this results in writing that lacks appeal. Spellings are also a weakness for all of the average and lower-achieving pupils and work is not always presented in a neat or legible style. In comparison, the higher and average achievers in the current Year 5 group have a good understanding of letter writing and accurately punctuate their work. They confidently discuss legends, myths and fables and plan well for all their written work. Higher achievers in Year 4 write detailed stories using varying types of speech marks to create effect. Average pupils are able to rewrite popular stories such as the 'Light Keeper's Lunch' and 'Little Red-Riding Hood' when provided with additional adult support. Lower achievers write simple stories but have little knowledge of the use of punctuation. In contrast, pupils in Year 3 clearly understand the importance of 'powerful' verbs in story writing and use words such as 'crashed' and 'shivered'. They know how to create situations through the strong use of language and have a good understanding of writing for a variety of different purposes such as letter writing and information gathering. The higher-achieving pupils in Year 2 have an appropriate understanding of full stops and capital letters. They write independently in simple sentences. Spellings are attempted and a small number of key words are distinguishable. However, average and lower-achieving pupils still copy under adults' writing, and letter formation is weak. Standards in writing throughout the school are very variable and are dependent on both the size of the cohort and the number of pupils who are currently identified as having special educational needs. For example, standards in Years 3 and 5 are appropriate for pupils' age in relation to national expectations, but Years 1, 2, 4 and 6 fall short of

nationally agreed levels. However, when compared with children's assessment on entry into school, achievement is good.

72. Pupils' achievement is good because the overall quality of teaching and learning is very high. This is a significant improvement since the last inspection. Throughout the school all teachers have a very good understanding of the literacy strategy and this ensures that basic skills are taught very well. Lessons are thoroughly planned and learning objectives clearly identified. In the best teaching, the teacher returns to this objective during the plenary, ensuring that are involved in their own learning. Very good use is made of high-quality resources, which include big picture books, whiteboards and individual learning aids. For example, pupils in Years 1 and 2 used individual 'letter fans' to display their answers to their teachers' questions. This not only ensured that all were involved in this session, it also enabled the teacher to keep a firm check on who actually understood the letters in focus. Very good use is also made of classroom assistants, who conscientiously work with pupils who have special educational needs. These assistants work very closely with teachers to ensure that their support is suitably targeted. Lessons are very well paced and this ensures that pupils work productively and with interest. Teachers use very good methods of behaviour control, which the pupils respond well to. For example, in a Year 3/4 class very good use was made of humour to keep the pupils on task, ensuring that they were well motivated. During this lesson the teacher acted out what he did when he got up in the morning to illustrate the use of verbs. This thoroughly amused the pupils and increased their concentration on the lesson. All teachers refer to individual, group and class targets throughout the lesson and this both inspires and motivates the pupils. Homework is also used well to recap on previous learning and also promotes good working habits.
73. The curriculum provided for the pupils is firmly based on the National Literacy Strategy, which provides a consistent approach to skills development. It is also enriched by visiting poets and regular involvement in local events held within the town of Henley-on-Thames. The headteacher is the co-ordinator for the subject and is able to monitor and evaluate the quality of teaching and learning within each class. Careful tracking of the individual cohorts ensures that appropriate support can be targeted where required. This has had an important impact on the most recent results of the year 2001, when Years 2 and 6 achieved results which were in line with the national average. This was a result of weaknesses being identified and additional help employed to provide the relevant support. Good use is made of ICT to promote the subject. For example, pupils word-process final copies of their poems and other pieces of written work for display purposes. The school has invested in good resources and these have had a positive impact on the attitudes of the pupils towards the subject. Overall, considerable improvements have been made in this subject since the previous inspection.

MATHEMATICS

74. In the current Year 6, standards are below the nationally agreed levels. In this particular year group, half of the pupils are on the register of special educational needs and this is having a significant effect on overall standards. However, when their results at the end of Year 2 are analysed, it is clear that they have made good progress through the school. Current standards in Year 2 are below nationally agreed levels. There are only seven pupils in this year group and 70 per cent of them have special educational needs. In relation to their prior attainment, at the end of their time in reception, these pupils are also making good progress.

75. At the end of Year 6, pupils undertake a variety of practical work, but many have difficulties in tackling problem-solving activities because of limitations in their understanding of mathematical language. In particular they find it difficult to identify the correct form of computation required to answer a problem. Most pupils are confident in undertaking work in addition and subtraction, which is an improvement since the last inspection. They also have a clear knowledge of place value to seven figures and most pupils recognise negative numbers. However, many lack confidence in the times-tables and this has an adverse effect on their ability to successfully undertake tasks in multiplication and division. Pupils have been introduced to decimals to two places and many are able to use them accurately in the context of measurement and money. Most pupils have a clear understanding of fractions and many can identify equivalent fractions. They can successfully tell the time, using both digital and analogue displays. Whilst many pupils are able to calculate the area and perimeter of simple shapes, a significant number confuse the two. Pupils collect data on a variety of issues, such as in Years 5/6 where pupils collect information on their favourite sports, and they successfully produce a range of suitable graphs to illustrate their findings.
76. At the end of Year 2, pupils undertake an appropriate range of practical and problem-solving activities, although a significant number of pupils have difficulty in finding the correct language to explain their work clearly. In undertaking exercises in written form, many pupils find it difficult to identify the appropriate operation needed to find an answer. Most pupils can count to 100 and many can confidently identify odd and even numbers. Most pupils write their numbers correctly and order the digits correctly. However, a small number of pupils occasionally reverse their digits. Most pupils have an appropriate understanding of addition and subtraction, but a significant majority are less certain in tackling exercises involving multiplication. Pupils have a secure understanding of simple fractions and can tell the time on the hour. However, they are less certain of time on the half hour. They also have an appropriate knowledge of money, for example, when they create simple shopping bills. Most pupils can correctly name a range of two and three-dimensional shapes, and identify various properties such as numbers of sides. Most pupils are able to explain and use various standard and non-standard units of measure. Pupils collect data; for example, on their favourite pets, and they produce simple graphs to display their findings.
77. The quality of teaching and learning is good throughout the school. Examples of very good teaching and learning were observed in Years 5/6. Lessons are carefully planned, based on the pattern of the National Numeracy framework, and this is an improvement since the previous inspection. In particular, teachers make careful allowance for the provision of practical and problem-solving activities, successfully recognising this as an area for development in pupils' work. Teachers also plan for the provision of work to suit pupils' particular needs. All teachers make good use of mental activities at the beginning of lessons and they are also very aware of the need to extend pupils' mathematical vocabulary, being careful to address this issue during lessons. Teachers have good subject knowledge, provide clear instruction and give much well-directed support. As a result, pupils usually make good gains in their knowledge and understanding. Where teaching is very good and where, for example, subject knowledge is particularly secure, the lesson is brisk in pace and expectations are high. Pupils make very good progress in their mathematical knowledge during the lesson. Most pupils enjoy their work, the mental activities in particular. They settle to their written and practical tasks with interest and enthusiasm, work well with other pupils when required, normally know what they are expected to do, and make

appropriate efforts to accomplish their tasks. Pupils are always very well behaved and this enables them to concentrate and contribute towards their progress. Teachers hold very appropriate plenary sessions to check pupils' understanding and celebrate some of the work done. Pupils are usually pleased to take care with the presentation of their work. Teachers mark pupils' work promptly, but appropriate advice and praise are not always added.

78. The school uses the national numeracy document as its scheme of work, and suitable plans are also produced to clarify the work that should be covered by different classes. The strategy has been implemented most effectively and has improved planning since the last inspection. The co-ordinator is knowledgeable and hardworking, but, whilst on occasions he monitors pupils' books, he has less opportunity to see work being undertaken in the classrooms. He is fully aware of the main weaknesses that remain in pupils' performance, such as in problem solving and their knowledge of the times-tables, and strategies are in place to tackle them. Assessment procedures are good and are being used effectively to identify pupils' current attainment. The information gained is used successfully to provide suitable work for pupils. ICT is used effectively, through the provision of computer programs to help develop pupils' mathematical understanding and skills, in particular to illustrate their work in data handling. Mathematics is also used effectively in other subjects of the curriculum, such as science, design and technology and physical education, for measuring and counting.

SCIENCE

79. In the current Year 6, standards are below nationally agreed levels for this age group. In this particular cohort of pupils, half have special educational needs, and this is adversely affecting the overall standards being achieved. However, when their results at Year 2 are analysed, it is evident that they have made good progress through Years 3 to 6. At the time of the previous inspection pupils made unsatisfactory progress through Years 3 to 6, and significant improvements have been made. Current standards in Year 2 are below average. This is because 70 per cent of pupils in this year are on the special educational needs register and the result of this is a dip in standards. However, in comparison with the standards they were achieving at the end of reception, these pupils are making good progress.
80. In Year 6, pupils successfully carry out a range of experiments, using suitable equipment, making observations and recording their findings. Pupils in Years 5/6, for example, carry out investigations into the up-thrust in water and pupils in Years 3/4 find out information about gravity. Whilst many pupils successfully explain their work, understanding and using the correct scientific language, a significant number find this aspect of the work difficult. They also have difficulties, at times, in clearly answering questions that are asked. However, most pupils successfully explain the meaning of fair testing and this is an improvement since the previous inspection. A majority of pupils are confident in explaining many of the life-processes of humans, such as the role of the heart in blood circulation. They also discuss the importance of the skeleton and, in particular, teeth. Most pupils can name the various parts of a flower, although some are uncertain in distinguishing, for instance, between the stigma and the stamen. Many pupils successfully name a variety of materials, describe their various properties and can explain the differences between solids, liquids and gases. Pupils know that materials can be made into mixtures and many readily describe how materials can be separated through processes such as sieving and filtration. They are less confident in explaining the processes surrounding dissolving and

evaporation. Pupils know that objects have weight because of the gravitational pull of the Earth and many can explain that friction and air resistance are forces that slow moving objects. They know that sound is caused by an object vibrating and that the vibrations travel through air and various materials to reach our ears. Pupils know that light travels in straight lines, but many have difficulty explaining how shadows are formed.

81. In Year 2, pupils successfully undertake experiments on a number of aspects of their work; for example, when carrying out tasks on 'push and pull'. However, a significant minority of the pupils have problems finding the appropriate scientific vocabulary to explain their work. Many pupils successfully name the main external features of both the body and a flowering plant, but, while most can explain the items needed to sustain animal life, a number have difficulty identifying the requirements in relation to plants. Most can identify the main components of a healthy diet. They recognise and name common materials, such as metal, plastic and wood, and they successfully describe some of their uses. A number of pupils lack confidence in identifying natural and man-made materials. Pupils understand that pushes and pulls are examples of forces. They explain the role of batteries, wires and bulbs in an electric circuit and they know that a circuit will not work if it has a break in it. The pupils are confident in explaining that light and sound come from a variety of sources.
82. The quality of teaching and learning is good overall, with an example of excellent practice being observed in a lesson in Years 3/4. Lessons are well planned, with teachers throughout the school making suitable use of practical activities. This is an improvement since the time of the school's previous inspection. The teachers are also particularly careful to use and emphasise the correct scientific terminology, which is targeting an area of weakness in pupils' overall learning. Planning also makes appropriate allowance for the provision of work for the needs of different pupils. The teachers have good subject knowledge, and provide clear instructions and helpful demonstrations of the work that is to be undertaken. Most pupils show great interest in the subject, displaying good and sometimes very good attitudes, and they all, including those with special educational needs, make good gains in their knowledge and understanding of the subject. Where teaching is excellent, subject knowledge is especially secure, activities are particularly interesting and the pace of the lesson is very brisk. As a result, pupils make outstanding progress. All teachers are enthusiastic and, through the provision of a range of practical activities, most pupils are enthusiastic also. Occasionally, in Years 1/2, a small number of pupils fail to give their full attention to the work being tackled. However, most work hard, concentrate well and are keen to find answers to the problems set. The teachers provide help and well-directed support throughout. The pupils' behaviour is good overall and, on occasions, exemplary. They work well with other pupils in carrying out activities, they are aware of safety procedures and most produce their work neatly and carefully. The teachers mark pupils' work regularly and, although they sometimes add useful comments of support and advice to help the pupils develop their work further, this does not always happen.
83. The school has an appropriate scheme of work, and further detailed planning ensures that all aspects of work, including practical activities, are covered. The co-ordinator is keen and knowledgeable, and she keeps a close eye on the work being produced in the school. However, at present she has no opportunity to observe the work being undertaken in the classrooms. There are good procedures currently in place for assessing the pupils' work, with extensive evidence being kept to identify their current attainment and the progress they have made and to help in the planning of their

future work. The written work undertaken by the pupils, especially that relating to reporting on practical activities, provides some support for the school's initiative in literacy. Counting and measuring activities in various aspects of the subject support the school's work in numeracy. ICT is also used effectively, on occasions, to enhance the work in science, such as when pupils in Years 5/6 used the Internet to find information on teeth. On occasions the study of some of the wonders of science benefits pupils' spiritual development.

ART AND DESIGN

84. Standards at the end of both Year 2 and Year 6 are in line with nationally agreed expectations. All pupils, including those with special educational needs, make good progress. Standards have been successfully maintained since the last inspection.
85. By the end of Year 6 pupils confidently sketch everyday objects such as staplers, trainers and scissors. They know how to use lines and shading for effect and also adapt both space and tone to create different forms. They study a wide variety of different artists' styles. For example, the pupils discuss the work of the Impressionists and are able to paint in this style. They also gain confidence using a wide variety of different types of media such as tissue paper, magazines and newspapers. They gain experience in Years 3 to 6 with a wide variety of media such as pencils, paint and felt tips. The pupils also made good use of ICT programs to create paintings and pictures. For example, in Year 3 they learn to 'paint' flowers on the computer using appropriate software. However, pupils are less confident speaking about differences between their own work and that of others and suggesting ways to improve.
86. By the end of Year 2 pupils are able to explore ideas using paint, crayons and pencils. They use a wide range of materials to create pictures. For example, they talk enthusiastically about creating collages using pasta. They explore colour mixing and enjoy finding out about how different quantities of colours create different shades.
87. The quality of teaching and learning is good throughout the school. Teachers have a good knowledge of the subject and stimulate the pupils' learning through interesting and well-planned lessons. This results in good attitudes and positive behaviour throughout the session. Good use is made of photographic resources of famous artists' work to illustrate the focused teaching objective, and pupils are encouraged to work at a good pace. Discussion is encouraged and good use is made of pupil demonstration. All work is valued and appreciated. For example, during the inspection a lesson observed with Years 5 and 6 focused on landscapes. Pupils were given good examples to base their own work on and this ensured that they understood what was required of them. They were encouraged to share their work within their groups and this had a positive impact on the standards achieved.
88. Although a policy document for art has yet to be produced, the school has successfully adapted a nationally recommended scheme of work, which ensures that skills are taught progressively. No evaluation of teaching has taken place, but the co-ordinator is able to monitor standards through displays and collections of work undertaken. Display work around the school is attractive and reflects the good curriculum and wide range of material used. Trips to a local art gallery also contribute to pupils' experiences and have a positive impact on their cultural development.

DESIGN AND TECHNOLOGY

89. Standards are in line with national expectations, at the end of both Year 2 and Year 6. All pupils, including those with special educational needs, make good progress. At the time of the school's previous inspection standards were also reported to be in line with expectations, and standards have been maintained. During the inspection no lessons were seen. Therefore, judgements are based on a study of teachers' planning, discussions with pupils and previously completed work.
90. In Years 3 to 6, pupils draw up appropriate plans for making an item, in some cases first closely examining commercially-produced items to help them. Having produced their plans, pupils choose from a range of materials such as wood, food items, electrical components and tools, including saws and hammers. They successfully measure, cut and shape the materials and join them with items such as glue and nails. Pupils provide appropriate finishing techniques such as painting where required and they confidently evaluate their work, both as they proceed and when they have finished. Younger pupils have, for example, produced musical instruments, torches and sandwiches with various fillings. Older pupils have made houses and different forms of transport, many with lights or moving parts. In Years 1 and 2, pupils successfully clarify their ideas for making a product through class and group discussion. Having decided how to proceed, pupils are confident in identifying the items they need to make that product. They choose from a range of suitable materials such as paper, card, wood and tools, such as scissors, to help them make their product. Pupils cut their components carefully and join them together accurately, using items such as sticky tape and split-pins. They successfully make, for instance, cards, 'underwater vehicles' and figures with moving parts.
91. No lessons were observed in design and technology, but an examination of teachers' planning, discussions with pupils and an examination of some of their finished work show that both teaching and learning are good. Teachers' planning is now good, having improved significantly since the time of the last inspection. Pupils are provided with opportunities to carry out all relevant activities and develop all appropriate skills. Opportunities are also provided, on occasions, for pupils to evaluate commercially-produced items before they make their own and this helps them to identify the components they need themselves. Pupils clearly enjoy the subject and readily discuss the work they have produced, how successful it has been and how it could have been improved. The range of activities provided, the instruction received and the enthusiasm displayed clearly help pupils, including those with special educational needs, to make good gains in both their designing and making skills.
92. There is now a suitable scheme of work in place, based on the government's curriculum guidelines, as well as much improved planning. All aspects of work are now suitably covered, with opportunities being allowed for designing as well as making. The co-ordinator is enthusiastic and has a clear knowledge of the work that is being done in the school. However, as yet she has had little opportunity to monitor the work being undertaken in class. Assessment procedures are good, with information being provided to identify pupils' current attainment and their skill levels. This is another improvement since the time of the previous inspection. The writing activities undertaken in planning and evaluating work give support to the school's initiative in literacy. Measuring activities, such as cutting wood accurately, support the work in numeracy. Suitable use is also made of ICT; for example, when pupils in Years 3/4 typed out their recipes for making sandwiches.

GEOGRAPHY

93. Standards at the end of Year 6 are broadly in line with those expected nationally for this age group, and all pupils, including those with special educational needs, make good progress in their learning. Standards at the end of Year 2 are below those expected nationally for this age group, but in relation to their prior attainment good progress is also being made. In the last inspection report standards in Year 2 were judged to be in line with national expectations. However, the difference can be explained by the high percentage of pupils with special educational needs in the current cohort.
94. Pupils in Years 5 and 6 study the Caribbean Island of St Lucia and are able to confidently locate it on a map. They understand that it is surrounded by both the Caribbean and the Atlantic Ocean and describe the different weather experienced there. Pupils know what a volcano is and draw detailed diagrams to explain how the lava that is emitted turns to pumice when it has cooled. They also confidently examine the differences between extinct and active volcanoes. Good use is made of ICT skills to both investigate and illustrate their findings.
95. In Year 2 the pupils are able to talk about how weather changes over a period of time and have created simple charts to depict this. They are beginning to understand that clothes worn on a winter day will be different from those worn on a summer day. However, weaknesses in both speaking and writing skills have a negative impact on the standards achieved.
96. The overall quality of teaching and learning throughout the school is good and this represents an improvement since the last inspection. It is clear from discussions with both pupils and teachers that skills are taught progressively and lessons are made lively and interesting. For example, older pupils learn many geographical terms through a local study of Henley-on-Thames. Pupils are very motivated by this topic and enjoy studying local maps of the area. Teachers have good subject knowledge and plan stimulating lessons which keep the pupils focused and interested in the subject. For instance, the use of a travelling bear called 'Barnaby' maintains the concentration of pupils in Years 1 and 2
97. The school has adapted a nationally recommended scheme of work to ensure that pupils receive consistent and progressive skills development. Close links are made with the historical topic based on Henley-on-Thames and this maintains their interest and enthusiasm. The co-ordinator carefully monitors the planning but has not, as yet, had an opportunity to evaluate the quality of teaching and learning through the school.

HISTORY

98. Standards at the end of Year 6 are broadly in line with those expected nationally for this age group and have been maintained since the last inspection. All pupils, including those with special educational needs, make good progress in their learning. Standards in Year 2 are below nationally expected levels but, in relation to prior attainment, pupils have made good progress. No judgement was made on standards in Year 2 at the previous inspection.
99. Older pupils learn about the history of Henley-on-Thames and, by Year 6, they are able to proudly discuss the main events from the past in their own hometown. For

example, they know that the town was inhabited as far back as Roman times and has been a river port in the past. They understand how important it was when the railway came to Henley and have identified other major events in its history such as the establishment of the Regatta in 1839 and the impact of the flood on the town in 1947. They enjoy learning about their own town and their interest has a very positive impact on their learning.

100. Younger pupils study the Roman period in Britain. Year 3 pupils are able to describe how Romans went to theatres, amphitheatres and baths in their leisure time and know what type of clothes they wore. They study the Roman army and can confidently discuss the war which was fought with Boudicca during their occupation of Britain. However, although pupils in the current Year 2 know that history is about the past, they are unable to recall any famous people from the past and are not aware that toys used long ago are different from those they play with today.
101. The quality of teaching and learning throughout the school is good and this has been maintained since the last inspection. Teachers encourage the pupils to independently investigate for historical information. For example, they learn that information about the past can be found from the age of wood, old coins or waste products found on rubbish tips. Teachers use a wide range of different techniques and this motivates the pupils' interest. Subject knowledge is good and lessons move at a good pace. In one lesson observed in Year 5/6 the very positive relationships motivated the pupils to work hard together.
102. The school uses a nationally recommended scheme of work that has been adapted to ensure that pupils gain adequate coverage in the mixed-age-group classes. The co-ordinator carefully monitors the planning of this subject but, because of other priorities, has yet to evaluate the teaching and learning throughout the school. Very good use is made of the local environment to stimulate the pupils' interest and this is particularly evident through their involvement with the Henley River and Rowing Museum. Very good use is also made of local speakers and historians who regularly share their experiences with the pupils. ICT programs are used well from Years 3 to 6 to gain information or present work in interesting ways using different font sizes and coloured inks.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. Standards are in line with national expectations at the end of both Year 2 and Year 6. All pupils, including those with special educational needs, make good progress. At the time of the school's previous inspection no judgements were made on standards.
104. In Years 3 to 6, pupils show sound skills in word processing, being confident in changing the font, colour and the size of their work. They can successfully move portions of text from one place to another. They can use the mouse accurately to help produce various forms of art and they successfully merge art work into their writing, such as when pupils in Years 3/4 produced story books and pupils in Years 5/6 made appropriate covers for their topic work. Pupils successfully develop their control skills, using a floor turtle as well as a screen turtle to produce a range of straight line and turning movements, following a set course or producing their own patterns. Many pupils confidently access the Internet, as well as a range of CD ROMs, to provide a variety of information for subjects such as history and science. They recognise patterns and relationships in, for example, adventure games and they confidently predict the outcome of different decisions. Pupils in Years 5/6 further

improve their modelling skills through successfully producing a range of spreadsheets. However, they have little opportunity to develop their skills in monitoring external events. In Years 1 and 2 pupils confidently name items of computer equipment such as mouse and keyboard. They successfully use a keyboard to type text, including their names and short sentences. Gaps are readily placed between words using the space bar and, with some help, pupils are able to introduce capital letters and full stops into their writing. Using an appropriate paint package pupils produce an interesting range of pictures, such as those of aliens, underwater scenes and work based on that of the artist Mondrian. They confidently and independently access the menu to print their finished work. Pupils give instructions to a floor turtle to produce straight-line movements over varying distances. They successfully undertake simple modelling activities, exploring aspects of real and imaginary situations presented on the screen.

105. During the inspection only one lesson was seen and this was of good quality. Pupils were also observed using computers in their classrooms and the evidence of the work produced suggests that teaching and learning overall are good. Teachers are keen and enthusiastic, providing pupils with many opportunities to use the computers. Planning is good, showing clear subject knowledge, and an appropriate range of activities is provided, enabling all pupils, including those with special educational needs, to make good gains in various computer skills and techniques. Pupils respond by showing very good attitudes. They are enthusiastic and interested, settle well to their work and show high levels of concentration. They clearly enjoy the subject, share computers amicably and are careful in their use of all forms of equipment. Teachers and learning-support assistants provide help and advice where necessary and this enables the pupils to make the required progress.
106. The school now has an appropriate scheme of work and most aspects of work are adequately covered. Teachers now plan carefully for ICT to also be used in a variety of other subjects, including English, mathematics, science, history and geography, and this helps to improve pupils' computer skills. This is an improvement since the time of the last inspection. The co-ordinator is keen and enthusiastic, knows what work is being covered and supports her colleagues when required. However, she has no opportunity to observe lessons taking place. Good and improved assessment procedures are in place, and clear records are kept of the work that pupils have covered. Many pupils find the use of computers exciting, and this excitement generated, such as when printing out completed work, helps enhance pupils' spiritual development.

MUSIC

107. Standards in music in both the current Year 2 and Year 6 classes are in line with those expected nationally. All pupils, including those with special educational needs, make good progress throughout the school. At the time of the last inspection, standards in Year 6 were judged to be below national expectations, so this represents an improvement since then.
108. Year 2 pupils are able to copy simple musical phrases and sounds. They confidently sing songs that they have learnt and enthusiastically explore sounds using non-tuned percussion instruments. For example, in a Year 1/2 lesson the pupils followed very carefully their teacher's instructions and kept a steady beat. They responded well to the different musical moods that the teacher tried to create, which included the 'tick-tock' of a clock.

109. Year 6 pupils confidently make up their own tunes, using both non-tuned and tuned instruments, and all enjoy learning to play the recorder. They talk very positively of music lessons in the past and enthusiastically discuss the different types of music that they listened to. Pupils learn to sing satisfactorily, both in unison and in two parts. They confidently perform regularly in school concerts and at local festivals.
110. The quality of teaching and learning is good throughout the school and this is an improvement since the last inspection, when weaknesses were noted. Only one lesson was observed, but evidence gained from discussion with pupils and a scrutiny of planning indicates that skills are well taught and a good range of differing methods are used to motivate the interest of the pupils. The school identified a weakness in its musical expertise and now carefully budgets for a specialist teacher to visit once weekly. Although not observed during the inspection, she is timetabled to teach music skills throughout the school. It is clear from the planning that she has a good knowledge of her subject. She has mapped out an appropriate scheme of work and this ensures that musical skills are taught progressively throughout the school. Pupils are provided with a well-balanced curriculum that includes all Programmes of Study. Although recorders are taught within the school day, there is a lack of musical extra-curricular activities.

PHYSICAL EDUCATION

111. Standards at the end of Year 2 and Year 6 are in line with national expectations. The standards reported at the time of the school's previous inspection have been maintained. All pupils, including those with special educational needs, make satisfactory progress.
112. In Years 3 to 6, pupils successfully develop their skills of throwing and catching a ball, and the majority of pupils in Years 5/6 show some accuracy in their passing. Pupils increase their skills of attacking and defending through participating in small-sided team games based on rugby. Pupils in Years 3/4 successfully perform a range of gymnastic movements, including jumping, balancing and rolling, using both the floor and simple apparatus. They show satisfactory control in their movements. Pupils recognise some of the effects that exercise has on their bodies. Pupils in Years 3 to 6 attend swimming lessons during the year. They become suitably confident in the water, and by the end of Year 6 all pupils are able to swim 25 metres unaided, with a number swimming significantly further. Pupils in Years 5/6 develop their outdoor skills during an annual visit to Yenworthy. In Years 1 and 2, pupils move confidently around the hall, showing suitable awareness of space and other pupils. They successfully travel on both hands and feet, demonstrating a variety of balances and shapes. Pupils confidently develop dance movements in response to music, introducing suitable variations in speed, shape and direction into their work. In developing sequences of movements to represent being 'under the sea' pupils show appropriate co-ordination and imagination. They understand the need to warm up for and recover from exercise.
113. The overall quality of teaching and learning is satisfactory, with good examples being observed with pupils in Years 1/2. Teaching has improved since the previous inspection. Teachers undertake good planning and they provide a most appropriate range of resources. This helps pupils develop their various skills. Clear instruction is provided and this allows all pupils, including those with special educational needs, to make satisfactory gains in their learning. Where teaching is good, where instruction

is particularly clear and where expectations are high, pupils make good progress. Most members of staff change appropriately for lessons and they all join in and demonstrate for pupils. They have sound subject knowledge and make suitable demands of the pupils' performance. Pupils join in appropriately, enjoying themselves and making a satisfactory physical effort. Lessons are generally conducted at a brisk pace, with pupils being kept busy throughout and being encouraged to develop their movements. Teachers usually show good control and management skills. However, a very small minority of pupils occasionally do not give their full attention to their teacher, preferring instead to carry on with the activities being undertaken. Teachers often use pupils to demonstrate good practice, but opportunities are missed to allow pupils to discuss the quality of the work seen, which would help them identify the areas where they might improve. Teachers provide help and support for pupils, in all aspects of their work and in particular they emphasise the need for safety. In turn, pupils show good attitudes, behave well overall, work well alone and with a partner or group and carry items of equipment carefully and safely.

114. The school now has a most appropriate scheme of work, with all aspects of work being suitably covered, and planning has improved since the last inspection. There are now good and much improved assessment procedures in place and detailed information is recorded to identify both pupils' present attainment and the progress they are making. The co-ordinator is enthusiastic and he supports his colleagues well when requested, but at present he has no opportunity to observe lessons taking place. The school makes good use of a visiting teacher to help develop pupils' games skills. Activities involving counting and measuring, especially in games lessons, give support to the school's initiative in numeracy. The school makes some provision of extra-curricular activities for pupils in Years 3 to 6, involving football, netball and aerobics. The annual residential visit for older pupils plays a significant part in their social development.

RELIGIOUS EDUCATION

115. Standards are in line with the expectations of the local agreed syllabus at the end of both Year 2 and Year 6. All pupils, including those with special educational needs, make good progress. At the time of the previous inspection no judgement was made on standards.
116. In Years 3 to 6, pupils are able to recall a range of stories from some of the major world religions, including the Moslem, Christian and Jewish faiths. They confidently identify and discuss similarities and differences between religions, such as in clothing, food and ceremonial. Pupils in Years 3/4 can name various religious buildings; for example, the church and the mosque, and they can readily identify some of the requirements for entering religious buildings, such as removing shoes or covering one's head. Pupils know that all religions have distinctive traditions and life-styles and, for example, pupils in Years 5/6 can identify the importance of the Five Pillars of Faith to Moslems. Pupils in Years 3/4 recognise the importance of special occasions in different religions and they can explain the relevance of Hanukkah to Jews and Easter to Christians. Pupils know that prayer is an important feature in all faiths. In Years 1 and 2, pupils are also familiar with aspects of the Christian, Moslem and Jewish faiths. They are able to relate some of the stories of famous religious figures, such as those of Jesus, Mohammed and Moses. Pupils are able to explain that all religions have books that are important to them and most can identify the Bible, the Qu'ran and the Torah, and relate them to the correct religion. Pupils know that

religious leaders told many stories and they can, for example, confidently outline one of Jesus's stories, that of Zacchaeus. Pupils understand that religions have various ceremonies and forms of dress and they show particular interest in the items worn by an Anglican vicar. They understand the need to belong to a variety of groups and they recognise in particular the importance of their own family and friends. Throughout the school there is an understanding of the need to be tolerant of other people's dress, lifestyle and ritual.

117. No lessons were seen during the inspection, but a study of teachers' planning and pupils' previous work, together with watching younger pupils listening to a visiting speaker, show that the quality of teaching and learning is good. Lessons are well planned and organised, with teachers, for example, providing an interesting range of issues and information for pupils to consider. Teachers have good subject knowledge and they make good use of religious artefacts and educational visits to churches to enhance the quality of lessons. Pupils find the subject interesting and this was evident when younger pupils listened to a visitor. They carefully reflected on what he had to say and, although many pupils found it difficult, most tried hard to explain their feelings and views. Pupils' attitudes and behaviour are very good and this helps them to make appropriate progress. They generally take care with the presentation of their written work. Teachers always mark pupils' books, but few comments or advice are usually added.
118. The school closely follows the local agreed syllabus and all areas of work are effectively covered. Further planning ensures a full coverage for pupils as they move through the school. The work undertaken provides very suitable support for all aspects of pupils' spiritual, moral and cultural development. The co-ordinator is most enthusiastic and she has contributed well to the learning taking place. She checks the work being covered in the school, by studying samples of pupils' books, but has no opportunity to observe other teachers and pupils at work in the classrooms. There are now good and much-improved assessment procedures, and careful records are kept of pupils' knowledge and understanding of the subject. Through the written activities that are provided for pupils, religious education gives some support to the school's initiative in literacy. The school has a suitable range of resources and appropriate use is made of ICT to further extend pupils' learning.