

## INSPECTION REPORT

**ST ANTHONY'S CATHOLIC PRIMARY  
SCHOOL**

Farnham Royal, Slough

LEA area: Slough

Unique reference number: 110040

Headteacher: Christine Harlow

Reporting inspector: John Dewhurst  
1518

Dates of inspection: 5<sup>th</sup> – 8<sup>th</sup> June 2000

Inspection number: 198479

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:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Farnham Road Slough Berkshire SL2 3AA
Telephone number:	01753 645828
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Robinson
Date of previous inspection:	10 <sup>th</sup> – 15 <sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Dewhurst	Registered inspector	Music	How high are standards? How well is the school led and managed?
Sue Pritchard	Lay inspector	Equal opportunities	How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
Bill Davies	Team inspector	Mathematics Design & technology SEN	
Wendy Harknett	Team inspector	English Information technology EAL	How well are pupils taught?
Gail Robertson	Team inspector	Art History	How good are the curricular and other opportunities offered to pupils?
Wendy Thomas	Team inspector	Geography Physical education Science	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Anthony's is a Catholic primary school situated on the northern edge of Slough. It serves a mixed urban area that includes a range of rented and owner-occupied housing. Some pupils live in temporary hostel accommodation. There are 333 pupils on roll aged between four and eleven. The pupils' attainment on entry to school is slightly below that found nationally. One-third of the pupils are from minority ethnic backgrounds, including some from other European countries and a minority who are of Pakistani, Indian, Caribbean and African origin. Just over one-tenth of the pupils speak English as an additional language but only a few of these are in the early stages of learning English. One-quarter of the pupils are on the school's SEN register, which is above average. Six of these pupils have SEN statements.

### **HOW GOOD THE SCHOOL IS**

St Anthony's is an effective school that has made a sound improvement since the last inspection. Standards are satisfactory in English and mathematics and good in science, but they are still not good enough in information technology. Standards in music are good, and are satisfactory in all other subjects. The teaching is at least satisfactory in almost all lessons, with a substantial proportion of good and sometimes very good teaching. Pupils have positive attitudes to their work and they learn well. Behaviour is good in most instances. The curriculum provides opportunities for all pupils to make progress, and particularly effective provision is made for those who have special educational needs and for whom English is an additional language. The leadership and management are sound and the school provides satisfactory value for money.

#### **What the school does well**

- Pupils have positive attitudes to school, have good relationships with each other and with adults, and most behave well
- Provision for pupils' moral and social development is good
- Science and music teaching is good
- Provision for pupils with special educational needs and for whom English is an additional language
- There are good relationships with other schools and with other educational establishments

#### **What could be improved**

- Standards in information technology
- Provision for pupils' spiritual development
- The school's partnership with parents
- Procedures for promoting good attendance and punctuality
- Some health and safety procedures, including formal risk assessment

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The last inspection took place in November 1997 and judged the school to have serious weaknesses in the quality of teaching, curriculum planning and management, including monitoring and evaluation. These weaknesses have been thoroughly addressed and there have been substantial improvements. The school no longer has serious weaknesses. Standards have improved at both key stages with the exception of standards in information technology (ICT), which remain unsatisfactory. However, there have been considerable improvements in ICT provision, which are leading to better standards.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	A	B	B	well above average A above average B average C below average D well below average E
Mathematics	D	B	C	C	
Science	D	C	B	B	

The work seen during the inspection indicates that standards are currently satisfactory at both key stages and for the under-fives. At Key Stage 1 the gap between the school's results in English and mathematics and the national results has been narrowed very considerably. The improvement at Key Stage 2 in English, mathematics and science has been in line with the national trend. Standards in music are good, and satisfactory in all other subjects except for information technology where they are unsatisfactory. The school anticipates that the Key Stage 2 test results for 2000 may not be as good as those achieved in 1999 because of the relatively high proportion of Year 6 pupils who have special educational needs. The inspection evidence supports this view.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to school. Throughout the school, pupils display good attitudes to their work and willingly attempt the tasks set for them.
Behaviour, in and out of classrooms	Good. Pupils' behaviour is good in most instances. There is a calm atmosphere in school. The very few instances of unsatisfactory behaviour were either because the teaching did not interest the pupils or because poor behaviour was not well managed.
Personal development and relationships	Good. Pupils show a good sense of responsibility and they use their initiative well. Relationships are very good. Pupils collaborate well on shared tasks, and positive relationships between teacher and pupils promote a positive attitude to work.
Attendance	Unsatisfactory. The attendance level has deteriorated since the last inspection. There are too many absences that are either unaccounted for or due to holidays taken in school time. The school does not have rigorous procedures to investigate unexplained absences.

Pupils' positive attitudes provide a sound foundation for learning. Most pupils respond well in lessons and willingly apply themselves to their tasks. Behaviour is good in lessons, around the school and in the playground. Most pupils play and work happily together. They work well in mixed gender groups and listen carefully to each other's contributions to lessons.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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.*

Teaching was at least satisfactory in 95% of lessons and very good or better in 18%. 5% of lessons were unsatisfactory. The quality of teaching in English and mathematics is satisfactory overall, and good at Key Stage 2. Teaching in science and music is good, and it is satisfactory in all other subjects except for information technology (ICT) where it is unsatisfactory. This is because ICT is not taught across the curriculum in other subjects. The skills of literacy and numeracy are well taught. The school is effective in meeting the needs of pupils who have special educational needs and for whom English is an additional language.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is appropriately broad and balanced, and includes all the subjects of the National Curriculum and religious education. It is well planned. Schemes of work have been developed for each subject. There is a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	Good provision is made for pupils who have special educational needs. Individual education plans are well devised and are reviewed at regular intervals. These pupils are well supported in lessons.
Provision for pupils with English as an additional language	Pupils are well supported in lessons. They make good progress in learning English and consequently they make progress in other curriculum areas.
Provision for pupils' personal, spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Provision for their moral and social development is good, and for their cultural development it is satisfactory. Provision for spiritual development is unsatisfactory because it is not systematically planned across the curriculum.
How well the school cares for its pupils	Satisfactory. There are good procedures for monitoring and supporting pupils' personal development and academic performance, and for monitoring and promoting good behaviour. Some aspects of the school's procedures for health and safety are unsatisfactory, and child protection procedures are not known to all staff.

Most parents support the work of the school and they make a satisfactory contribution to the work their children do at home. The quality of information they receive is satisfactory. Several parents regularly help in school. However, the overall effectiveness of the school's links with parents, and consequently the impact of their involvement in the work of the school, is unsatisfactory. The curriculum meets statutory requirements except for ICT, where the National Curriculum programme of study is not fully covered. The national literacy and numeracy strategies have been well implemented and are having a good effect on standards.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound. There is clear educational direction with a sharp focus on improvement. Most weaknesses identified by the previous inspection have been thoroughly addressed. Systematic monitoring of teaching is helping to raise standards. Staff who have management responsibilities understand their roles and provide good leadership in their areas.
How well the governors fulfil their responsibilities	Satisfactory. Governors play a part in development planning and have a sound understanding of the school's strengths and weaknesses. Statutory responsibilities are met, with the exception of risk assessment and some information requirements.
The school's evaluation of its performance	The school has developed sound procedures to monitor and evaluate its performance, including lesson observation, review of planning, and analysis of pupils' work and test results.
The strategic use of resources	Good use is made of resources. Spending is clearly linked with priorities in the school improvement plan. Specific grants are used appropriately.

There are sufficient teachers for the number of pupils, and they are well supported by classroom assistants. The accommodation is adequate, and is used effectively. Some classrooms are unusually small, which imposes some constraints on teaching. There are sufficient learning resources in each subject, but the library is short of non-fiction texts. Resources for information technology and music are good. The school is beginning to apply best value principles in its financial management, and gives satisfactory value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• Children make good progress</li> <li>• Teaching is good</li> <li>• There are high expectations</li> <li>• They can approach the school with problems</li> </ul>	<ul style="list-style-type: none"> <li>• Links with parents</li> <li>• Extra-curricular activities</li> <li>• Homework</li> <li>• Information about children's progress</li> <li>• Behaviour</li> </ul>

The inspection team agrees with most of the positive views expressed by parents, although teachers' expectations for higher attaining pupils are not always high enough. The team also agrees with the view that the school's links with parents could be stronger. However, pupils' behaviour during the inspection was good in almost all instances, and the range of extra-curricular activity and the quality of information about pupils' progress is judged to be satisfactory. Homework is judged to be satisfactory, and improves in range and quality in Key Stage 2. The inspection does not support the criticisms of the school's management that were expressed by a small minority of parents at the parents' meeting and through the questionnaire.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. In the 1999 National Curriculum tests, the proportion of pupils aged seven who achieved the level expected for their age was close to the national average in reading and slightly below average in writing and mathematics. There has been an improvement in standards at Key Stage 1 in each subject since the previous inspection in 1997, and the gap between the school's results and the national figures has been narrowed very considerably. The proportion of eleven year-old pupils achieving the standard expected for their age in the 1999 tests was well above average in English and above average in mathematics and science. There has been an improvement in each subject since 1997, in line with the national trend. Comparison between the results of the eleven year-old pupils with their results when they were aged seven indicates a considerable improvement in the proportion achieving the national expectation for their age. This shows that the school adds substantial value to pupils' attainment in Key Stage 2.
2. It is likely that the seven year-old pupils' relatively late admission to school when they were five, together with the fact that the school does not have a nursery class, had an adverse effect on their test results. The LEA's admission policy has recently been changed, and pupils now start school at the beginning of the term in which they become five.
3. The school's unconfirmed end-of Key Stage 1 results for the tests taken during the summer term 2000 indicate a continuing improvement in standards. However, the school anticipates a slight decline in results at the end of Key Stage 2 because of the unusually high number of pupils in the age group who have special educational needs. The inspection evidence supports this view.
4. The school sets targets in English and mathematics for the end of Key Stages 1 and 2. These targets are based on thorough analysis of pupils' prior attainment, and are therefore realistic. However, the fact that all the targets set for 1999 were comfortably exceeded suggests that the school's approach to target setting could be more challenging.
5. The standards of work seen during the inspection were satisfactory in both key stages. By the time pupils are five years old, attainment in the six areas of learning (language and literacy, mathematics, knowledge and understanding of the world, personal and social, physical and creative development) is in line with what is expected for children of this age.
6. In English, attainment in speaking and listening at the end of Key Stage 1 is satisfactory. Attainment in reading is in line with national expectations. Pupils clearly enjoy reading, and develop increasingly secure phonic knowledge. Most pupils read increasingly fluently and expressively, using a good range of strategies to approach unfamiliar words. Attainment in writing is in line with expectations. Pupils begin to join their handwriting gradually as their control of writing shows more accurate form and consistent size. Punctuation and spelling becomes more accurate through the key stage.
7. At the end of Key Stage 2, standards in English are satisfactory. Pupils build on their developing phonic awareness and word-building skills. Almost all pupils are confident and expressive in reading a wide range of material, including fiction and non-fiction and their own written work. Attainment in writing improves steadily thorough the key stage and the eleven year-old pupils produce work of a good standard. Pupils' grammatical knowledge becomes well established. Most pupils are able to produce fluent and well-formed handwriting in ink by the end of the key stage.
8. In mathematics, standards are satisfactory at both key stages. At Key Stage 1, most pupils have a good understanding of place value in number, addition, subtraction and simple multiplication using the two, three and five times table. They have good mental recall of addition and subtraction and use these skills accurately. Many pupils have good understanding of simple fractions and they show confidence in using mathematical language and standard units of measurement. At Key Stage 2, pupils develop strategies for problem solving and can add, subtract, divide and multiply whole numbers and decimals. Most work confidently with large numbers and perform accurate mental calculations. Pupils can identify the properties of two and three-dimensional shapes and can read digital and analogue clocks accurately. They have good understanding of angles and can apply their knowledge to topics such as bearing and direction. By the end of the key stage, most can estimate with confidence and understand the idea of probability.

9. Standards in science are satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. At Key Stage 1, pupils know that plants need light, air and water to grow. They can record their observations and make sensible suggestions about experiments. At Key Stage 2, pupils use their knowledge of science in everyday situations and apply it confidently in solving problems.
10. Standards in information and communications technology (ICT) are unsatisfactory, although substantial improvements have been made in the school's provision for ICT since the last inspection. These improvements are leading to better standards, but the pupils are not yet achieving the levels expected for their age. They are more familiar and confident with the computer equipment than at the time of the last inspection. However, the school is not fully meeting the statutory requirement for the subject because the teaching is currently limited to keyboard skills for the majority of classes, and pupils' ICT skills and knowledge are not being used across the curriculum.
11. Standards achieved by pupils in art, design technology, geography, history and physical education are in line with the expectations for their age. Standards in music are good, largely because of the consistently good teaching that pupils receive from the specialist music teacher.
12. The school's test results indicate some variation in the performance of girls and boys. At Key Stage 1, girls' performance in mathematics has been very low for the last four years, and at Key Stage 2 the average levels achieved by boys over the last four years have been consistently better than girls in English, mathematics and science. This is contrary to the national picture, and may be the result of the focused efforts the school has made to improve boys' attainment. There was no evidence of any significant differences in the performance of boys and girls in the lessons observed during the inspection. Pupils from ethnic minority backgrounds achieve as well as other pupils, and several are amongst the school's higher attaining pupils. Pupils with special educational needs make good progress in meeting the targets set in their individual education plans. They make good progress in lessons because of the support they receive from teachers and the classroom assistants who work with them.

### **Pupils' attitudes, values and personal development**

13. The previous inspection found pupils' attitudes to their learning to be positive, and this situation has been well maintained. A high percentage of the parents replying to the pre-inspection questionnaire agreed that their children liked school. Pupils' positive attitudes provide a solid foundation for learning. Throughout the school, pupils display good attitudes to their work and willingly attempt the tasks set for them. All pupils, including those with special educational needs and those in the early stages of learning English, respond well, especially when work is clearly explained to them, well matched to their ability and suitably challenging. For example, in a Year 4 mathematics lesson the pupils determinedly tried out a number of different approaches to interpret symbols and solve problems. Whilst working in groups, pupils are keen and willing to build on their existing knowledge by an exchange of views or a demonstration of skills. In a Year 2 physical education lesson pupils understood the distinction between balance and movement after having watched others perform. Pupils of all levels of attainment read willingly to interested adults and most are happy to discuss their reading habits and preferences.
14. At the time of the last inspection, the behaviour of most pupils was judged to be satisfactory. The findings of this inspection indicate that the pupils' behaviour is good around the school and in assemblies, and often very good in lessons. Unsatisfactory attitudes or behaviour are very unusual. In the year prior to the inspection, no pupils were excluded from the school. The high standard of pupils' behaviour in lessons results in teachers gaining their attention readily and involving them in tasks that require maturity and responsibility.
15. The very few instances of unsatisfactory behaviour observed in lessons resulted largely from pupils being insufficiently motivated or challenged by the work. In the school playgrounds and fields, the vast majority of pupils play happily together and understand that unkind behaviour towards anyone is neither expected nor tolerated. Most pupils respond positively to the first warning about unacceptable behaviour. This results in a calm atmosphere in school.
16. Pupils show a good sense of personal responsibility and use their initiative well. Their capacity for independence and personal study is developed well in lessons, in the school council, on educational visits and through homework. There are frequent examples of pupils working and thinking independently in lessons, particularly when they are required to act and respond quickly, for example in their daily sessions of mental mathematics. In lessons and break-times, teachers and supervisors make frequent use of praise, which reinforces the "I can do that" attitude amongst pupils. Most pupils

organise their free time to complete the homework activities they are set. Some older pupils commented on how much they enjoyed working on long-term projects involving personal study and library visits. They also enjoyed the experience of having to think and act for themselves on a residential activity holiday organised by the school. The school has taken up some of the suggestions pupils put forward through the school council on improvements to their uniform and playtime games. Pupils willingly and cheerfully assist the smooth running of the school. They take responsibility for various routine tasks including tidying school equipment and resources and dealing with cash transactions in the dining hall. They carry out these tasks and duties diligently with minimal reliance on adults.

17. The school works hard to promote co-operative attitudes amongst pupils, including the few who at times have found it harder to sustain positive relationships. Their efforts are rewarded by the very good standard of relationships in school. Pupils collaborate very well in mixed gender groups, asking each other sensible questions and showing good social skills. There is often a very good rapport between pupils and teachers. Pupils respond particularly well to the teachers who have high expectations of their capabilities and their potential, know their strengths and support their weaknesses. There are frequent instances in lessons where very good relationships between teachers and pupils encourage pupils to concentrate and apply themselves to their learning. A prime example of this was evident in a Year 1 English lesson, where all pupils co-operated exceedingly well with their teacher, sharing moments of humour that added a sense of fun to their learning. The pupils themselves realised how well they were doing when they noticed how easy it was becoming to choose the correct spelling of a long vowel sound.
18. Pupils' attendance is unsatisfactory. There has been a gradual deterioration in the level of attendance, which was judged satisfactory at the last inspection. Most pupils come to school regularly and punctually, but there are too many unaccounted absences, too many holidays taken during term time and too many parents taking a relaxed attitude to the importance of their child's good punctuality. The school day begins promptly but a few pupils regularly arrive some minutes after the morning session has begun. The attendance registers show an above-average level of absence related to sickness and lateness, and there are too many instances where the school has no record of the whereabouts of individual pupils. The school's procedures are insufficiently rigorous to ensure that absences are promptly investigated and dealt with. Despite warnings to the contrary, a significant number of parents continue to take their family holidays during term time.

## **HOW WELL ARE PUPILS TAUGHT?**

19. The quality of teaching has improved significantly since the last inspection. Overall, the teaching is satisfactory for the Under-fives and in Key Stage 1, and is good in Key Stage 2. The overwhelming majority of lessons observed during the inspection were at least satisfactory. There was a high proportion of good, and sometimes very good, teaching. Excellent lessons were observed in English, science and music. The very few unsatisfactory lessons were taught by teachers who also taught satisfactory, and sometimes good, lessons during the inspection.
20. In most instances, teachers have a secure knowledge of the subjects they are teaching. However, there are some instances of insecure subject knowledge in information and communications technology. Teachers are confident in using the specialist vocabulary of literacy and numeracy, and in using the methods of the National Literacy and Numeracy Strategies. In most lessons, teachers have appropriately high expectations for what the pupils should achieve, and make these expectations clear to them. In some instances, however, the pupils are not fully challenged because the tasks set are not sufficiently demanding. This is particularly the case when the use of worksheets limits the extension of their ideas because they require very brief, and sometimes only single-word, responses. Instances of this weakness were observed in pupils' work in English, science and history in both key stages.
21. Teachers plan their lessons thoroughly, with clear learning objectives that are shared with the pupils. Literacy hours and mathematics lessons are planned using the nationally recommended formats. Other lessons use the school's own planning format, which incorporates a particularly effective section for the identification of links with previous learning. Lesson plans are derived from the year group teachers' medium term planning, which are increasingly making use of national guidance. These plans set out the content to be covered by each year group, and provide a sound basis for teachers' own planning.
22. In most instances the methods used by teachers are well matched to their lesson objectives and to the pupils' learning needs. Effective use is made of a combination of whole-class teaching, individual work and work in groups. This enables specific teaching or support to be directed at pupils with similar

levels of attainment. For example, this is well done in Year 6 where pupils are encouraged to discuss in pairs or groups before contributing to the whole class lesson.

23. The most successful lessons were well structured and challenging, making good use of limited time. In these lessons, an appropriate brisk pace of working was maintained and the teachers gave pupils regular reminders about how they were expected to be working. This was effective in helping them to maintain concentration. A particular strength of effective teaching was the clear explanation of difficult concepts by using examples that related to the pupils' experience. For example, in a science lesson on light, the teacher helped the pupils to understand how it travels in straight lines by bouncing a ball against a wall. The most effective lessons allowed sufficient time at the end for a brief but useful consolidation of what had been learned, often making a link with the next lesson. Few teachers, however, made links with subjects other than literacy and numeracy. One good example was in a Year 1 lesson on suitable adjectives for the seaside. The teacher linked this work to discussion about the senses and created a time of spiritual reflection as the richness of the words were repeated.
24. In the very small minority of unsuccessful lessons, the teachers' explanations and questions were sometimes not clear enough and the lesson was not well managed. There were isolated instances of ineffective behaviour management strategies, which resulted in a loss of concentration and the pace of working becoming too slow.
25. Pupils who have special educational needs are well supported in lessons, particularly where the teachers' planning indicates the specific support that is to be provided for these pupils. This often includes the deployment of classroom assistants to work with individuals or groups of pupils. Pupils' individual education plans are well integrated into teaching, either through specific support or carefully matched work. Pupils for whom English is an additional language (EAL) are well supported in lessons by carefully planned work, additional adult support and the involvement of other pupils who speak the same language as the target pupils. This helps these pupils to make good progress in learning English and in their overall learning.
26. Most teachers manage behaviour very well in lessons, using positive strategies that create a good climate for learning. In most instances, teachers used effective classroom management techniques to ensure that the lesson worked smoothly. For example, in an English lesson Year 4 pupils were able to settle quickly to work after clear explanation of the tasks by the teacher. The way in which a purposeful climate of working had been established during the year was due to her high expectations of behaviour and learning. In a Year 5 information technology lesson pupils worked together very effectively, moving and justifying text to create a newspaper column. The work set was sufficiently challenging for each of them and there was scope for them to extend the task as their ability allowed.
27. Teachers mark pupils' work conscientiously and in many instances provide comments to help them to improve. They use a variety of methods to assess pupils' understanding during lessons, including questioning and discussion of their work. In most instances, good use is made of assessment information to plan future work. However, in some cases, particularly at Key Stage 1, work is planned at an insufficiently challenging level for the higher attaining pupils.
28. Effective use is made of homework in English and mathematics, and occasionally in other subjects. Reading books are taken home on a regular basis. Writing tasks are set for older pupils, although less frequently. This homework has a positive effect on the standards achieved. Homework is set regularly in mathematics, and is used well to reinforce the work done in lessons, especially in Key Stage 2, by involving pupils in practising or revising their numeracy skills.

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

29. The quality and range of opportunities for learning are satisfactory. The headteacher, staff and governors have worked hard to address the weaknesses identified in the previous report and have made satisfactory progress in ensuring that the curriculum is well planned and appropriately broad and balanced.
30. The provision made for the under-fives is satisfactory, except for the lack of an enclosed outdoor play

area which was also reported by the previous inspection. The curriculum is securely based on national guidance and has an appropriately strong emphasis on literacy and numeracy. Activities are generally well planned and successfully support children's learning in language and literacy, mathematics, knowledge and understanding of the world, personal and creative development. Provision for pupil's personal and social development is good.

31. At both key stages the curriculum is appropriately broad, balanced and relevant to the children's needs. There is a significant emphasis on literacy and numeracy as part of the school's drive to raise standards. The curriculum provides a satisfactory range of relevant learning opportunities for all of its pupils. It fulfils statutory requirements except in information technology. Due account is taken of the national strategies for literacy and numeracy. Sex education is provided in Year 6 and drugs education is given through science and personal, social and health education. Arrangements for collective worship meet statutory requirements, and religious education follows the Diocesan agreed syllabus.
32. Schemes of work for all subjects have been developed since the last inspection, giving teachers helpful guidance for planning lessons. These schemes are successful in promoting steady progression in pupils' development of knowledge, skills and understanding. The teachers have a sound understanding of the requirements of the National Curriculum and successfully translate the schemes of work into learning objectives in their lesson planning.
33. Procedures for curriculum planning have improved since the last inspection. Teachers from each year group plan the work to be covered, which ensures that all pupils are offered the same experiences. However, there is only limited planning for pupils to develop their literacy and numeracy skills in other subjects. The school is aware of the situation and has identified this as an area of development. Teachers' short term planning ensures most of the work is suitably matched to pupils' abilities through groupings within the class and setting arrangements in mathematics in Key Stage 2. Good provision is made for pupils with special educational needs and for whom English is an additional language, and they receive effective support in lessons.
34. The school provides a satisfactory range of extra-curricular activities. The concerns expressed by parents about a lack of extra-curricular activity are not substantiated by the inspection. However, there is a relatively low level of participation in the activities that are offered. The activities offered complement the physical education and music curriculum well and include choir, orchestra, football, netball, table tennis and the newly formed 'Green Team'. This group was set up in response to the request of the school council to improve the school's environment, and has already begun to create a butterfly garden.
35. The curriculum is extended by a range of visitors to the school, including drama and music groups, the school library service, local clergy and the fire service. There are educational visits to such places as St Anthony's Church, the National Gallery and Bekonscot Model Village. All these activities make a positive contribution to pupils' personal and social development and to their learning in subjects such as history, geography and art.
36. The school's links with the local community make satisfactory contributions to the curriculum and have a positive impact on pupils' learning. There are regular visits to St Anthony's Church for Mass at the beginning and end of term and also on special celebration days. Pupils visited the local community centre during National Book Week. The school enters competitions such as the Technology Challenge organised by the Education Business Partnership, and the choir participated in the Slough Arts Festival. The school has access to the Internet but is not yet making use of this facility to make links beyond the school.
37. Good links exist with other schools. Pupils from local schools take part in work experience placements in the school and help in classrooms. Curricular links with the secondary schools not only support pupils' work but also promote a smooth transition to the next stage of their education. The school has been awarded associate partnership status by St Mary's College, which gives it a substantial role in the training of intending teachers.
38. The school makes good provision for pupils' moral and social development. Provision for pupils' cultural development is satisfactory. However, provision for pupils' spiritual development is

unsatisfactory.

39. Pupils work well together in lessons and relate well to each other in the playground. Adults provide good role models for pupils. They treat them with respect and value their contributions to lessons, and pupils respond well. Pupils listen respectfully to others in lessons and in assemblies and are generous with their applause when they enjoy others' efforts. They are friendly and polite to visitors and enjoy discussing their work. Pupils are encouraged to think of the needs of people less fortunate than themselves. They take part in recycling initiatives such as collecting used postage stamps to raise money for guide dogs for the blind, and collecting plastic can connectors to raise money for a hedgehog sanctuary. Pupils show an awareness of environmental issues and the after-school 'Green Team' contributes to their knowledge. The school council representatives are proud to have been elected by their fellow pupils.
40. The school makes its expectations of behaviour very clear to pupils and they know right from wrong. The school's code of conduct is rooted in its Christian principles and adults often refer to the school motto of 'Care, Protect and Respect'. The code of conduct is displayed around the school and in classrooms. Pupils can explain the school's code of behaviour and know what to do if they are worried or upset. They show respect for the school's resources and take care of their own and other people's property.
41. Provision for pupils' cultural development is satisfactory. The work on display shows that pupils are offered opportunities to explore some non-Western cultural traditions. The school places a high priority on music and the subject includes opportunities for pupils to explore music of different cultures, for example, Japanese and South American music. The art on display included examples of work based on Japanese techniques. In literacy lessons pupils were exploring texts on life in Bosnia and comparing a child's life in a war zone with their own lives. The school includes a significant proportion of pupils from different cultural backgrounds. Whilst the school is a harmonious community, there are some missed opportunities to celebrate the pupils' own cultural heritages.
42. Acts of worship offer pupils some opportunities for reflection. There were some very good examples of this, but the overall provision for pupils' spiritual development is unsatisfactory. This is because the school does not systematically plan for spiritual development across the curriculum. There were occasional examples in lessons of pupils expressing wonder at the natural world. For example, pupils in Year 5 greatly enjoyed looking at mini-beast habitats in their science lessons. However, such examples are largely incidental rather than planned, and consequently opportunities to promote spiritual development are often missed.
43. In the previous inspection report, provision for pupils' moral and social development was judged to be good. This position has been well maintained. Cultural development continues to be well supported through art and music and the resources to support cultural development have been improved. At the time of the previous inspection spiritual development was described as being incidental rather than planned for. This weakness, which was not a key issue, has not been satisfactorily addressed.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

44. The last inspection found the school's provision for the welfare and guidance of pupils to be good. Assessment procedures were judged to be sound. This inspection shows that the school provides a satisfactory level of care for its pupils, and that assessment arrangements continue to be satisfactory. The strengths in this area are the good procedures for monitoring and supporting pupils' personal development and behaviour, and the good educational and personal support for pupils. The weaknesses are the unsatisfactory procedures for ensuring pupils' welfare and improving their attendance. The school recognises the need to introduce risk assessment procedures and to improve procedures relating to the pupils' welfare and well-being.
45. The school's procedures for assessing pupils' attainment and progress are satisfactory. A revised policy for assessment sets out clear guidance for teachers, who assess pupils' progress consistently well in lessons. They identify learning objectives and assessment opportunities in their lesson planning. Satisfactory use is made of assessment information to plan future work, although in some instances the work planned for higher attaining pupils is insufficiently challenging. Records of teacher assessments are kept up to date and there is an assessment file for each pupil containing annotated samples of their work and assessment records. Most teachers make systematic and accurate assessments of pupils' attainment in English, mathematics and science. Assessment of pupils' attainment in design technology, history and geography is less systematic and therefore less accurate.

46. The school uses a good range of formal assessments to monitor pupils' progress. This includes statutory assessment at the beginning of Reception and, in the core subjects, at the end of key stages. Use is also made of national optional tests in Years 3, 4 and 5. Reading, spelling, mathematics and verbal reasoning tests are also used throughout the school. The test results are analysed to identify trends in the attainment of boys, girls and different ethnic minority groups. Targets are set for each year group. Governors are well informed about the results of assessments and receive the analysis of test results. This information is used to prioritise curriculum planning and to allocate classroom support staff.
47. There is rigorous monitoring of the progress made by pupils with special educational needs and for whom English is an additional language. Their progress is assessed against their personal targets and new targets are identified to build on their previous learning. Pupils' individual education plans are thoroughly reviewed at appropriate intervals.
48. Support for pupils with special educational needs is a strength of the school. There is good early identification through consistent assessment by the early years class teachers. Teachers are given guidance on supporting pupils in termly review meetings, where pupils' progress is carefully evaluated. Detailed and comprehensive records are kept by the special needs co-ordinator.
49. Since the last inspection, the school has made good progress in developing a range of assessment strategies. Assessment procedures are now carried out more systematically by teachers. The careful analysis of data has improved the quality of information available to teachers and governors, enabling them to develop the curriculum and provide for the needs of groups and individual pupils. Assessment information is now being used more effectively to inform curriculum planning.
50. Teachers place a strong emphasis on developing the pupils' personal and social skills, particularly in the early years. The good examples set by staff in their relationships with pupils and each other underpins the pupils' progress in their personal and social development. They are encouraged to care for each other and to show kindness and tolerance to everyone. Pupils who demonstrate negative attitudes towards others or their learning are encouraged to behave better. Teachers keep detailed records of pupils' conduct, attitudes and behaviour both in and out of school. The progress made by all pupils in all these areas is discussed with parents at open evenings and reported to them in written annual reports.
51. The school has effective procedures for the early identification of pupils who may have learning difficulties. Due regard is paid to the national Code of Practice for special educational needs, and appropriate care is taken of pupils with learning or behavioural difficulties. This enables all pupils to be fully integrated in every aspect of school life, and has a positive impact on their attainment and progress.
52. The school's system of rewards and sanctions is successful in promoting good attitudes and behaviour. In most lessons, inattentive pupils are promptly and effectively refocused on their tasks. Teachers regularly praise pupils who behave particularly well, providing all pupils with examples of the standards they should be working towards. The lunchtime supervisors relate well to the pupils. They have considerable experience in managing children's behaviour. They maintain good control in the playground without undue effort and promote appropriate social skills in the dining hall. Pupils consider that the supervisors and their teachers deal effectively with any complaints about the attitudes and behaviour of others. There are some reported incidents of bullying in school but these are dealt with effectively and consistently. Records are kept of all incidents and the head and senior staff make effective use of these to reduce the likelihood of such behaviour recurring. The inspection evidence does not support the views of a small number of parents who expressed concerns about the way the school manages the behaviour of its pupils.
53. Procedures for monitoring and promoting good attendance and punctuality in school are unsatisfactory. The school does not currently receive regular visits from an LEA education welfare officer to monitor registers and individual pupils' attendance patterns. Attendance registers do not correctly record reasons for pupils' absence. Although the school office records the names of pupils arriving late each day, they are not asked to give a reason for their late arrival, and there are no procedures to automatically check on pupils who have not arrived by a certain time. The existing procedures have done little to change the relaxed attitudes of some parents towards the importance of good attendance and punctuality.

54. The school has a high level of concern for the pupils' well-being, but some procedures for promoting health and safety are unsatisfactory. Insufficient attention has been given by the governing body to complying with the statutory requirement for regular risk assessment. Informal assessments are made as part of the caretaker's general maintenance and cleaning schedule, but there are no procedures to establish an order of priority for any identified work. During the course of the inspection, the school was made aware of a number of health and safety issues. Concerns related to the storage and administration of medicines, the storage and repair of furniture and the supervision of contractors on site. The school has plans to replace some of the old sanitary fittings in both the girls' and boys' toilets, which they have identified, along with broken paving slabs, as presenting potential health and safety risks.
55. Procedures for administering first aid are unsatisfactory. There is no welfare room to provide pupils with privacy when they are unwell or injured. A record of injuries and accidents in school is kept up to date, but is not routinely monitored to identify the frequency or trends of injuries. Parents are contacted when there is any degree of concern about an injury or illness suffered by their child, there is no record kept of these contacts. Although most parents are confident that the school is properly concerned for their children's personal needs, some feel they have insufficient opportunity to discuss their children's personal health problems with the school. This is because of a reduction in school nurse provision by the Area Health Authority. The older pupils are taught aspects of sex and drugs education as part of their science curriculum. Parents spoken to during the inspection had not been consulted or made aware of the content and plans for these lessons but nevertheless trusted the school to provide sensitive and supportive teaching of the issues involved.
56. The school has an appropriate child protection policy but it is not sufficiently known to all members of staff. This is unsatisfactory. All members of staff understand the need for confidentiality in child protection matters, but a number of them do not know who the school's designated person for child protection is. Some of the non-teaching staff are also unaware of the need to contact the designated person directly rather than their immediate supervisor or a class teacher, should they become aware of issues of concern.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

57. The last inspection found that there was a strong partnership between parents and the school. This partnership is now satisfactory in terms of the parents' views of the school, the quality of information provided for them and their contribution to children's learning at school and at home. However, the effectiveness of links with parents is unsatisfactory and consequently parents do not have enough impact on the work of the school.
58. Most parents responding to the questionnaire support the work of the school and state that their children like school. However, a minority of those who replied to the questionnaire, and several of the very few parents who attended the parents' meeting, expressed concerns about the range of extra-curricular activities, the information provided on the progress of their children, the leadership and management of the school and pupils' behaviour and attendance. Some of these concerns were reflected in conversations with parents during the week of the inspection, but the concerns relating to extra-curricular activity and the school's management are not supported by the inspection evidence.
59. Parents felt there should be more opportunities to provide health information about their children and discuss their personal needs. They also felt there should be clearer communication from the school about what is being done to improve standards, what was being taught to their child and how they could help their child learn at home. Although, they felt the amount of homework provided was generally appropriate for the age of their children, they saw it as not always being set consistently across the school. In general, however, they regarded the information about their children's progress as being sufficient to keep open lines of communication between the school and parents. The inspection evidence supports the views of the parents interviewed during the week of the inspection.
60. The quality of information available to parents is of a satisfactory standard overall. The end of year reports on pupils' progress meet statutory requirements and the best examples include clear indicators on what pupils need to do to improve. Parents find that the class assemblies provide good opportunities to judge the quality and range of work done in lessons. Governors have helped produce the 'St. Anthony's Gazette' which provides a useful channel for pupils to publicise their achievements in school. Parents of pupils with special educational needs are appropriately involved in reviewing

the targets set for their children's progress.

61. The current school prospectus and the most recent governors' annual report omit several legally required items of information. The school recognises the need, identified in the last inspection, to provide parents with better information about what is being taught to their child. A curriculum information booklet for parents has recently been produced and is to be distributed in the autumn term 2000.
62. The contribution of parents to their children's learning at school and home is satisfactory. They help regularly with reading and spelling and also with occasional long-term projects. Some parents make use of pupils' record books to note the progress their child has made in reading. Parents support the school in promoting a good standard of behaviour and praise their children when they receive certificates for good work and attitudes. Parent-teacher consultation sessions are well attended and parents give good support for end of term school productions, concerts and assemblies. These contributions have a positive impact on pupils' attitudes to learning.
63. However, the overall effectiveness of the school's links with parents is unsatisfactory, and consequently the impact of parent's involvement in the work of the school is not as good as it could be. Few parents, other than the parent governors, feel that they have a part to play in the day-to-day work of the school. Despite the efforts of a few parents, the previously successful parents' association has disbanded. This has reduced the opportunity for parents to meet informally with staff and with the headteacher. It has also reduced parental involvement in improving the facilities and resources available in school. However, there continue to be occasional discos and quiz nights, which are organised by parents and members of staff. Few parents say that they feel confident about approaching teachers to offer their help, and the school offers no guidance for would-be parent helpers. Even so, several parents currently help in classes. The school would like more support from parents on matters such as pupil attendance. Governors realise the potential for a more active dialogue about the school with parents. However, parents' opinions in general are seldom actively sought, even for policies such as the home-school agreement.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

64. The last inspection judged the quality of management to be unsatisfactory because of the wide variations that were identified between subjects and in the quality of teaching, unsatisfactory curriculum planning and weaknesses in monitoring standards and quality. These weaknesses have been rectified, and the leadership and management provided by the headteacher and senior staff are now sound. There is a sharp focus on improvement and promoting good standards, which is well reflected in the priorities identified in the school improvement plan. This provides the school with clear educational direction. However, the key issue relating to standards in ICT, which was identified by the previous inspection, has not yet been fully addressed. Provision for pupils' spiritual development, which was also identified as a weakness by the last inspection, remains unsatisfactory.
65. Systematic classroom monitoring, together with well-applied performance management procedures and astute teacher recruitment to address identified weaknesses in subject expertise amongst the staff, has improved the quality of teaching. There is good delegation to staff with management responsibilities. They have a clear understanding of their roles and are making a good contribution to the school's improvement.
66. The governing body gives effective support to the school, and has a sound knowledge of its strengths and weaknesses. This knowledge is gained through involvement in development planning, discussion of test results, critical scrutiny of the headteacher's reports to the governing body meetings and the successful 'governor of the month' scheme. Most statutory responsibilities are fulfilled, but there are some important exceptions to this. There is no formal risk assessment procedure, child protection procedures are not known to all members of staff, and some items of information are omitted from the prospectus and the annual report to parents.
67. The school has developed good procedures to monitor and evaluate its performance. These include regular monitoring of teaching by the headteacher and core subject co-ordinators, review of teachers' planning and analysis of pupils' work. Test results are analysed to identify patterns and trends in pupils' attainment, but the school has not yet made use of nationally produced data to analyse the value added to pupils' attainment as they move through the school.

68. The school makes good use of its financial resources. Funds allocated to support pupils with special educational needs are used effectively. Expenditure is clearly linked to the priorities set out in the school improvement plan. Specific grants are used in accordance with local and national guidance, and are well used to support school improvement and to raise standards of attainment for pupils with special educational needs or where specific improvement needs are identified. These are integrated into the school's improvement plan. The very limited amount of grant available to the school for supporting EAL pupils has meant that resources in this area are very limited. However, the school has specific plans for next year when the grant will be significantly increased. This will provide a wide range of resource material and multi-cultural books, along with staff training to fully utilise the material.
69. The budget is monitored effectively. Monthly financial statements from the local education authority are checked by the finance officer and presented to the governors' finance committee, which meets at least twice each term. The school takes satisfactory measures to ensure that best value principles are applied, for example by carefully comparing prices and contracts. The most recent LEA audit report found no aspects of financial management that were in need of improvement.
70. The management of the school's routine financial procedures by the headteacher and the finance officer is very efficient. Satisfactory use is made of information technology, for example, to support financial management, routine administration and to manage pupil assessment data. The financial systems in place ensure that money is handled securely. Separate accounts are kept for private funds, which are audited annually. Other routine administrative procedures are effective and internal communication systems are good. The office staff work in a calm and professional manner and support the school's work very effectively. However, the office is closed at lunchtimes and this adversely affects the overall efficiency of the school's administration. For example, incoming telephone calls are not answered in person at lunchtime.
71. The school provides satisfactory value for money. There has been satisfactory improvement since the last inspection. Unit costs are broadly average. Pupils' attitudes to learning are good and the implementation of the school's aims, values and policies is satisfactory. The quality of education provided is satisfactory throughout the school. Standards of attainment in English, mathematics and science are in line with national expectations at the end of Key Stage 2.
72. The school has a sufficient number of teachers, all of whom have appropriate qualifications to teach in a primary school. The school has had a policy of recruiting teachers with specialisms that were identified as weaknesses in the previous report, for example art and design and technology. This policy has been successful in improving the overall level of subject expertise at the school. There is a suitable balance between the numbers of experienced staff and those who have been recently appointed to the school. The arrangements for the induction of new staff are satisfactory overall. The support offered to newly qualified teachers is sound and provides an appropriate programme of monitoring and non-contact time for their professional development. However, the training of teachers to alert them to the school's child protection policy and procedures has not been fully effective. All staff have a good understanding of their own and colleagues' roles and responsibilities.
73. In addition to the teaching staff, there are a number of classroom assistants who provide good support in lessons and make a significant contribution to pupils' progress. Teachers and classroom assistants supporting pupils with special educational needs make a good contribution to the quality of education for these pupils. The school has a small team of administration staff who help to ensure the smooth running of the school. Lunchtime supervisors are particularly effective in their roles and have good relationships with pupils.
74. There are good procedures for teacher appraisal. The headteacher carries out an annual professional development interview with each teacher and agrees targets with them. These targets are regularly reviewed as part of the headteacher's monitoring programme. This system is effectively used to inform the headteacher and governors of each teacher's training and development needs. This is an improvement since the previous inspection. Members of staff attend a wide range of training courses provided by the school and the Local Education Authority.
75. The school's accommodation is sufficient for the number of pupils, and it is used effectively. This is an improvement since the last inspection. The school is spacious but some classrooms are unusually

small, particularly in the Key Stage 2 building. One Year 6 class is taught in the central area of this building and other classes have to move through this area to have access to the rest of the school. Whilst pupils are considerate and move sensibly and quietly, background noise from other classrooms can occasionally be a distraction for this class. One class is housed in temporary accommodation and, although this is of a reasonable size, the pupils and their teacher are somewhat isolated from the rest of the school. Improvements to this classroom to provide improved cloakrooms and new toilet facilities will take place in the summer vacation. The two halls, one of which has a stage, are used effectively for physical education, assemblies and concerts. There is also a music room, which is well used for class lessons and individual tuition. The small library is well used for teaching library skills, although it is a long way from the Key Stage 1 classrooms. A small classroom has recently been converted to accommodate an ICT suite. All classes have access to this important facility for lessons. The school also has several small rooms, which are well used for individual and group teaching and as administrative offices. The grounds are spacious and are used effectively to support the curriculum, for example science, geography and physical education. However, the under-fives do not have their own outdoor play area and there are no showering facilities in the reception class area to enable any hygiene needs of the very young pupils to be met.

76. The school has satisfactory resources to meet the needs of the curriculum. The unsatisfactory range of resources for design technology, identified by the last inspection, has been improved and is now satisfactory. Resources for information technology and music are good. Resources are stored conveniently for access by pupils in the classrooms and by staff in central storage areas. There is only a limited range of books in the library, but the school has engaged the services of the local school library service to improve the range of non-fiction books.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

77. The governors, headteacher and staff should:
- i) Improve standards in information technology by:
    - a) ensuring full coverage of the National Curriculum programme of study.
    - b) systematically incorporating IT into the teaching of other subjects. (para 10, 147)
  - ii) Improve provision for pupils' spiritual development through systematic planning for opportunities to promote spirituality in all subjects. (para 42,44)
  - iii) Take steps to strengthen the school's links with parents. (para 61, 63)
  - iv) Improve procedures for ensuring good attendance and punctuality, and especially for following up unexplained absence or lateness. (para 18, 53)
  - v) Ensure that all staff understand the school's child protection policy and procedures. (para 56,72)
  - vi) Ensure that regular risk assessments of the premises are carried out. (para 54)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

78

Number of discussions with staff, governors, other adults and pupils

43

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	12	37	40	5	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### 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)		333
Number of full-time pupils eligible for free school meals		39

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		88

English as an additional language	No of pupils
Number of pupils with English as an additional language	38

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	23	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	18	21
	Girls	20	20	19
	Total	41	38	40
Percentage of pupils at NC level 2 or above	School	87 (69)	81 (69)	85 (70)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	21
	Girls	20	19	18
	Total	40	41	39
Percentage of pupils at NC level 2 or above	School	85	87	83
	National	82	86	87

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	25	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	24	25
	Girls	20	18	23
	Total	45	42	48
Percentage of pupils at NC level 4 or above	School	85 (85)	79 (57)	91 (62)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	24	25
	Girls	21	19	23
	Total	47	43	48
Percentage of pupils at NC level 4 or above	School	84 (88]	81 (81)	91 (91)
	National	67 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	12
Black – other	0
Indian	7
Pakistani	8
Bangladeshi	0
Chinese	0
White	222
Any other minority ethnic group	30

*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)	15.7
Number of pupils per qualified teacher	20.3
Average class size	22.8

#### **Education support staff: YR – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	175

### ***Financial information***

Financial year	1998-99
	£
Total income	549,619
Total expenditure	557,704
Expenditure per pupil	1,691
Balance brought forward from previous year	23,468
Balance carried forward to next year	15,383

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	333
Number of questionnaires returned	87

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	14	5	2	1
My child is making good progress in school.	69	23	3	2	2
Behaviour in the school is good.	48	34	12	2	5
My child gets the right amount of work to do at home.	50	34	13	2	1
The teaching is good.	64	24	3	6	2
I am kept well informed about how my child is getting on.	46	34	9	8	2
I would feel comfortable about approaching the school with questions or a problem.	56	33	2	8	1
The school expects my child to work hard and achieve his or her best.	59	31	2	3	5
The school works closely with parents.	36	36	16	12	0
The school is well led and managed.	40	37	7	9	7
The school is helping my child become mature and responsible.	44	46	2	6	2
The school provides an interesting range of activities outside lessons.	32	29	11	13	15

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

### **AREAS OF LEARNING FOR THE UNDER-FIVES**

78. The quality of education for children aged under-five is satisfactory and provides a sound base for the next stage of their education. Children are admitted into the reception year at the beginning of the term in which they become five. Initially, all children attend part time, becoming full time after their first half term in school. At the time of the inspection, there were 42 children in the two reception classes, of whom only seven were under-five.
79. The overall attainment of the pupils on entry to school is slightly below average. Baseline assessment results indicate a greater proportion of below-average levels than is found either locally or nationally.
80. The curriculum for the under-fives is appropriately broad and balanced, covering all areas of learning and including aspects of the national literacy and numeracy strategies. The curriculum now provides for more creative and imaginative learning than was found in the previous inspection. Pupils have many opportunities to take part in a wide range of activities that enable them to make good progress. The school pays particular attention to children's personal and social development, and they are helped to develop the necessary skills and attitudes for learning. By the time children are five, attainment in the six areas of learning (language and literacy, mathematics, knowledge and understanding of the world, personal and social, physical and creative development) is in line with expectations for children of this age. All the children make sound progress, including those with special educational needs, and they benefit from the caring and supportive environment provided.
81. The resources are satisfactory. This is an improvement since the last inspection when there was insufficient quantity of outdoor play equipment. However, the lack of an enclosed outdoor play area for the under-fives, identified by the last inspection, remains a shortcoming in provision. The school has developed sound induction procedures to support children and their parents when they start school.
82. Children make good progress in their personal and social development and in most instances it is in line with the standards expected for children of this age by the time they are five. They are happy and confident, and establish effective relationships with other children and adults. They can work independently and in groups, and concentrate and persevere in their learning. Children are beginning to use their initiative to solve problems seeking help when needed. They are willing to help each other, for example when working in group activities such as weighing objects with a set of balance scales. Children are interested in the activities they are set and are eager to explore new learning. They demonstrate independence in selecting an activity or resources and in dressing and personal hygiene. For example, most children were able to change their clothes independently when getting ready for a physical education lesson. They are considerate of others, take turns and share fairly. The teacher and assistants make good provision for personal and social education, particularly through establishing consistent routines and expectations of good behaviour. Teacher and class assistants provide good role models and help children to grow in confidence and develop independence.
83. Children make sound progress in their language and literacy development. There is a good programme to expand their range of vocabulary and to improve their conversational skills and hand control. Children are encouraged to listen attentively and they enjoy story time. They have regular opportunities to talk about their experiences and interests throughout the day. For example, time is taken after registrations to encourage the children to join in discussions about things that interest them. Children are encouraged to recognise and write their own names. They are taught early reading skills in a structured way and enjoy reading to themselves and to adults. None of the under-fives could read a full text, although they enjoyed re-telling a story from the pictures and knew some words. They are beginning to develop an awareness of the sounds letters make. The teacher reinforces basic literacy skills by using the introductions to literacy sessions, when children share text most effectively. Children with special educational needs are adequately supported. The children know about books and are familiar with the terms 'author', 'title', 'illustrator' and 'cover'. The majority can convey meaning in pictures, letters and words, and they can copy simple sentences. Some are beginning to form legible capital and lower-case letters. However, there is insufficient use of technology to encourage children to enjoy reading and writing. Children do not take home a reading

book until half a term after starting school, and is a missed opportunity to involve parents in their children's learning from the outset.

84. Provision for children's mathematical development is satisfactory and the majority will reach the expected level by the time they are five. Their learning in mathematics is well supported with a wide variety of resources, and no opportunity is lost to reinforce their knowledge of number. Children make steady progress in developing counting skills, number recognition and mathematical language. Many children can count to 10, and some well beyond this. They develop a satisfactory awareness of patterns. They match and sort colours, shapes and pictures and can identify objects that are the longest or shortest. Sand and water play helps children to develop their understanding of capacity and volume well, and is a favourite activity for many of them.
85. By the age of five, children reach the standard expected for their age in their knowledge and understanding of the world. It is well promoted through a range of well-planned topics such as 'Mini-beasts'. They can talk about where they live, the environment and celebrations such as birthdays and Christmas. Children are encouraged to observe, explore and describe the world around them. For example, they demonstrate curiosity and keen interest in the egg timer, watching time skip by as the sand moves through the glass. Children enjoyed watching their planted beans grow and they are developing a good understanding of the conditions needed to help plants grow successfully. However, they do not have daily opportunities to explore the outdoor environment. Children show an awareness of the purpose of some features in the area in which they live. For instance, they can place vehicles on roads and people on pathways during free choice activities with small world toys. They are beginning to make comparisons between then and now, for example when thinking about themselves as babies and as they are now. Children are familiar with the computer keyboard and mouse, and know that the computer needs the power to be on before it can be used. They use tools and equipment purposefully and safely.
86. Children's attainment in creative development is in line with expectations for their age and they make sound progress. They show developing skills and evident enjoyment in a range of activities. For example, they explore a wide range of materials including sand, paint, crayons, felt tips and glue. They print, paint, draw and learn to enjoy the pleasure of expressing their feelings. They learn to use pencils paintbrushes and scissors with satisfactory control. Children enjoy singing, keep a good rhythm and sing in tune. Quiet orchestral arrangements of nursery rhymes are used very effectively as background music to provide a suitably calm atmosphere while pupils are working. There is a good range of opportunities for children to engage in role-play such as shopping. However there is no writing paper near the shopping area to enable them produce lists, notices, price tags or receipts, and this is a missed opportunity to promote their literacy development.
87. Pupils' physical development is satisfactory. They can run, jump, turn and show sound spatial awareness and co-ordination. They learn about their bodies and how to control their movements. There is a range of opportunities for them to handle a variety of tools, including pencils, crayons, glue spreaders and scissors, and they are learning to use them with control. Children's dexterity is further developed through the use of construction materials and commercial toys and games, as well as the various art and craft activities. Because the reception classrooms do not have an enclosed outdoor play area, the children have regular opportunities to use the main playground for outdoor play. They enjoy physical education in the hall, although there is only limited time available for this activity. Some of this time is lost because children have to queue for a turn on the apparatus.
88. The quality of teaching is satisfactory, and ensures that the children receive a sound introduction to school life. The staff work well together to plan what is to be taught. Learning objectives are clearly identified and activities are planned to match the full range of attainment. However, the teachers' expectations for what they can achieve are sometimes not high enough. For example, a weighing activity in which the children compared the weight of various objects with a 50-gramme weight did not challenge all the pupils sufficiently, and some became bored. Good use is made of classroom assistants to support children's learning. For example, a boy with special educational needs was very well supported in a music lesson and was able to play a full part in the activities. Children's attainment and progress is assessed through observation, discussion and specific tasks, and the staff know them well. Parents have opportunities to discuss their children's progress, and they also receive a written report.

## ENGLISH

89. In the 1999 National Curriculum tests, the proportion of pupils aged seven who achieved the level expected for their age was close to the national average in reading and slightly below average in writing. The pupils' average points score was below the average for similar schools. This is because few pupils achieve the higher levels in the tests. There has been an improvement in English at Key Stage 1 since the last inspection. The gap between school and national results has been considerably narrowed. The results achieved by the eleven year-old pupils were above the national average in English and also above average when compared with similar schools. English at Key Stage 2 has steadily improved since 1997, although there was a slight deterioration in 1999. The school's improving trend in English is broadly in line with the national improvement. Boys' and girls' results are similar at Key Stage 1, but at Key Stage 2 boys' attainment has been better than that of the girls for the last four years. This is contrary to the national picture, and may reflect the work the school has done to improve boys' attainment. No differences between boys' and girls' attainment were observed in lessons.
90. In the work seen during the inspection, attainment at the end of Key Stage 1 and Key Stage 2 was in line with national expectations. Pupils have positive attitudes towards English. They work hard in lessons and behave very well. They can work independently without direct adult attention, taking care with presentation and demonstrating well-established work habits. They learn well and make steady progress. Pupils with special educational needs, and those pupils for whom English is an additional language are very well supported and make good progress.
91. Attainment in speaking and listening is satisfactory at both key stages. Pupils listen carefully and attentively to adults, and also to each other's contributions in lessons, and demonstrate by their responses that they have a sound understanding of what they are hearing. Higher attaining pupils throughout the school can explain their reasoning and develop their own, and others' ideas.
92. Attainment in reading is in line with expectations at the end of both key stages. At Key Stage 1, higher and average attaining pupils clearly enjoy reading, and develop increasingly secure phonic knowledge. This knowledge is evident both in specific phonic activities and when they tackle unfamiliar words in their reading. Lower attaining pupils are more hesitant and less able to express a preference for any particular types of books. Most pupils read increasingly fluently and expressively, using a good range of strategies to decode words, in books of appropriate levels. They know the difference between fiction and non-fiction and become increasingly confident about finding information in a library by the end of the key stage.
93. At Key Stage 2 pupils build on their developing phonic awareness and word-building skills. Almost all pupils are confident and expressive in reading a wide range of material, including fiction and non-fiction and their own written work. In most instances, occasional hesitations or errors are rapidly self-corrected by reference to the sense of the passage they are reading. Pupils develop good reading skills including scanning, skimming and summarising passages of text. They demonstrate well-developed skills in using dictionaries and the thesaurus. Older pupils are able to refer to the text when explaining their opinions about something they have been reading about. For example, in Year 5 pupils could investigate texts from other cultures and identify words borrowed from other languages. Groups of pupils in Year 6 were able to compare the writing styles of two authors and identify the way words had been used, and sentences constructed to create specific effects.
94. Attainment in writing is in line with expectations at the end of Key Stage 1 and improves steadily to become good at the end of Key Stage 2. At Key Stage 1 pupils begin to join their handwriting gradually as their control of writing shows more accurate form and consistent size. Punctuation becomes more accurate through the key stage. Older pupils demonstrate a sound understanding of the use of full stops and capital letters in sentences. By the end of the key stage, familiar words are usually spelled accurately, and sentences are structured correctly. Higher attaining pupils begin to use a variety of words to join sentences although the range of vocabulary is sometimes limited. For example, Year 2 pupils were able to use a planning sheet to structure a story about a character who was not what she seemed. However the writing of the higher attaining pupils in this lesson lacked imagination and the vocabulary used was simplistic. Adjectives were not used widely. However in a

Year 1 class pupils enjoyed building up lists of words such as 'noisy', 'magical', 'wild' and 'splashy' to describe possible settings of stories. At Key Stage 2, pupils' grammatical knowledge becomes well established. For example, Year 4 pupils could analyse the form of Haiku poetry and identify syllables, rhyme and suffix. They also used a variety of styles to present the tale of a 'killer cat', producing lively narratives for a range of audiences. Most pupils are able to produce fluent and well-formed handwriting in ink by the end of the key stage.

95. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. The National Literacy Strategy (NLS) has been successfully implemented and is making a major contribution to higher standards. Classroom assistants are making a very good contribution to literacy lessons by supporting groups and individuals who have special educational needs and those for whom English is an additional language. This is a key factor in the good progress made by these pupils. One classroom assistant also plays a vital part in the school's implementation of the NLS in Years 3 and 4 by the success of her work with groups of pupils on the Additional Literacy Support programme. This is helping to improve the attainment of pupils who did not achieve the expected standard at the end of Key Stage 1. These pupils are able to contribute confidently during the literacy hour in class, particularly in the word-level part of the lesson. Effective use is made of homework in English. Reading books are taken home on a regular basis. More frequent writing tasks are set for older pupils. This homework has a positive effect on the standards achieved in English.
96. In both key stages English lessons are well planned and prepared. They have clear learning objectives that are shared with pupils and frequently referred to during the lesson, especially during the concluding reviews of what has been learned. Lessons are well managed with clear explanations of individual and group tasks and smooth transitions between different sections. Teachers provide the pupils with good models of reading and writing. They demonstrate satisfactory knowledge of the NLS Framework and the National Curriculum programme of study for English. The high quality of teaching in some classes in Key Stages 1 and 2 results from teachers' high expectations of what can be achieved and a brisk, challenging pace of working which enables all pupils to learn well. These teachers also make skilful use of questions to check on pupils' learning and extend their thinking. They adapt their questions and explanations well to take account of pupils' different levels of attainment.
97. There was a minority of instances where weaknesses in teaching were observed. An over-reliance on worksheets in some classes restricted pupils to single word answers and did not extend their creative use of language. There is a lack of consistency in expectations of handwriting from teachers, with several pupils in Key Stage 2 still printing their work. In one lesson in Key Stage 1, describing the settings of stories, pupils began to lose concentration because the pace of the lesson was slow and lacked a clear direction. The work was not well matched to the pupils' needs and many of them achieved very little in the course of the lesson.
98. The teaching of literacy across the curriculum is satisfactory. For example, in a Year 6 science lesson Year 6 pupils were encouraged to use reference material to produce a persuasive argument for the abolition of whale hunting. Other instances of effective literacy teaching in other subjects included mathematics, history and geography lessons. However, little systematic use is made of information technology to support pupils' learning in English.
99. The school's provision for English is satisfactorily managed. The co-ordinator has ensured that all teachers were trained for the Literacy Hour. She monitors pupils' work in Key Stages 1 and 2 and discusses outcomes with teachers. The headteacher monitors teaching at both key stages and, together with the senior management team, analyses the results of national tests. However this analysis has not yet been used to identify what needs to be done in order to increase the proportion of pupils gaining level 3 at Key Stage 1. Very effective use has been made of the DfEE Additional Literacy Support grant, and class assistants are well deployed throughout the school. There are satisfactory procedures for assessing and recording pupils' attainment and progress in English.
100. The school is well resourced for English. The reading programme consists of a commercial scheme for beginners and 'free choice' books for fluent readers. Pupils' progress through the scheme is well monitored through the use of reading diaries that are well maintained, sometimes with the involvement of class assistants. However book areas in classrooms are uninviting and do little to promote the pleasure of reading.
101. There has been good improvement since the last inspection. Improvements have been made in standards, curriculum planning, pupils' progress at Key Stage 1, teaching in both key stages, the

monitoring of teaching and analysis of results.

## MATHEMATICS

102. In the 1999 National Curriculum tests, the proportion of pupils aged seven who achieved the level expected for their age in mathematics was just below the national average. The pupils' average points score was well below average compared both with all schools and similar schools. This was because very few pupils achieved the higher levels in mathematics. The results achieved by the eleven year-old pupils were above the national average, and the proportion of pupils achieving the higher level was close to the average. There has been improvement in mathematics at Key Stage 1 since the previous inspection 1997, which has narrowed the gap between school and national results very considerably. Boys have done consistently better than girls in mathematics at both key stages during the last four years.
103. The work seen during the inspection indicates that standards in mathematics are satisfactory at the end of Key Stages 1 and 2. Pupils generally learn well and make satisfactory progress as a result of well-planned and effective teaching. The solid foundation of understanding and skills established at Key Stage 1 is steadily built upon in Key Stage 2. Pupils who have special educational needs and for whom English is an additional language are well supported and make good progress. There was no difference between the attainment of girls and boys in the work seen.
104. At Key Stage 1, most pupils develop a secure understanding of place value in number and can carry out addition, subtraction and simple multiplication using the two, three and five times table. Many pupils have good understanding of simple fractions, for example dividing whole shapes into halves, quarters and thirds. Pupils show confidence in using mathematical language such as 'sequence', 'pattern', 'total', 'line of symmetry' and the names and properties of two and three-dimensional shapes. Most pupils can measure length and mass using standard metric units of measurement. Higher attaining pupils know some of their multiplication tables and count confidently in 3s, 5s, and 10s, and they can identify patterns in numbers up to 100 and beyond.
105. At Key Stage 2 pupils develop strategies for problem solving and are able to add, subtract, divide and multiply whole numbers and decimals. Most work confidently with large numbers and perform accurate calculations mentally. Pupils can identify the properties of two-dimensional shapes and their symmetries. Most pupils read digital and analogue clocks accurately. They have good understanding of angle as a measure of turn and apply their knowledge to topics such as bearing and direction. Pupils know about solid shapes and can name a variety of these such as cubes, spheres and different types of prisms. Most estimate with confidence and understand the idea of probability. Higher attaining pupils are developing their own strategies for problem solving using a variety of mental and written methods.
106. Pupils have positive attitudes towards mathematics and they are enthusiastic and interested during lessons. Most pupils behave well and work hard. They are keen to answer questions and also explain their working out and ask their own questions to ensure that they understand their work. Relationships in lessons are good. Pupils show respect for and listen to their teachers, other adults and other pupils' contributions to lessons. They work well together in pairs and small groups exchanging ideas and supporting each other. Resources are handled well and pupils consistently record their work with care.
107. The teaching of numeracy across the curriculum is satisfactory. For example, pupils measure accurately in design technology when model making and cooking, presenting information they collect in charts and graphs in science and geography. The use of ICT in mathematics is unsatisfactory. Teachers do not include ICT in their plans for mathematics lessons and it was not used in any of the lessons observed.
108. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Some very good teaching was observed at both key stages and there were no unsatisfactory lessons. Teachers have secure subject knowledge and a good understanding of the National Numeracy Strategy, which is used effectively to promote good learning. In the best lessons, teachers explain the purpose of tasks clearly and indicate that they have high expectations of what can be achieved. Good use is made of questions to probe and extend pupils' understanding. For example, in a Year 1 numeracy lesson, the teacher used questions very well used to extend the pupils' knowledge of numbers and to build on their previous learning. Teachers' planning is satisfactory. It sets out clear learning objectives, activities and opportunities for assessment. Most teachers consistently make reference to pupils' prior attainment and set out learning intentions for the higher, average, and lower attaining pupils. The grouping of pupils by ability throughout Key Stage 2 helps teachers to match teaching to pupils' needs. Most lessons have a sharp focus and teachers make clear to pupils what they expect them to learn by

the end of the lesson. Pupils' understanding of the work they are doing enhances their progress.

109. Homework is set regularly, and is satisfactorily used to reinforce the work done in lessons by involving pupils in practising or revising their skills and understanding.
110. The assessment of pupils' attainment and progress is satisfactory and is used well to inform teachers' planning. A range of tests is used to monitor pupils' progress. Results are analysed and used to set year-group targets. Teachers observe pupils and question them to assess their understanding, knowledge and skills during the course of lessons. Praise and acknowledgement of pupils' effort, positive attitudes and understanding is used effectively to motivate and inspire them. Teachers make appropriate use of teaching resources and learning support assistants. Some teachers make their own resources, which are matched to the needs of pupils and bring originality to the lesson.
111. There has been good improvement since the last inspection. The quality of teaching is much better and attainment across both key stages has steadily improved. The co-ordination of the subject is now good. The co-ordinator has a good understanding of the strengths and areas of development of the subject. He has successfully ensured the introduction of the National Numeracy Strategy and given demonstration lessons for teachers to observe. He is given time to monitor teaching and give feedback to teachers agreeing and setting targets for improvement.

## SCIENCE

112. The proportion of eleven year-old pupils achieving the standard expected for their age in the 1999 science tests was above average compared with all primary schools and also with similar schools. The proportion of pupils attaining the higher level in science was also above the national average. The boys' results were above the national average, whilst the girls' performance was just below average. On the basis of teacher assessments, pupils' attainment in science at the end of Key Stage 1 was below the national average. The work seen during the inspection indicates that pupils' attainment of Science by the end of Key Stage 1 is in-line with the expected level for their age and above the expected level at the end of Key Stage 2.
113. Only two science lessons were observed at Key Stage 1. However, the evidence of these lessons together with analysis of pupils' work in science shows that pupils' attainment is in line with nationally expected standards. Pupils use their previous learning to good effect. They know that plants need light, air and water to grow. They can record their observations and make sensible suggestions about experiments.
114. By the end of Key Stage 2, the attainment of most pupils exceeds national expectations for their age. Pupils use their knowledge of science in everyday situations and apply it to problems posed. In Year 6 pupils were asked about the effects of oil on water. They had observed news items about oil spillage and were able to suggest methods of clearing these from their observations. They spoke of the use of detergents and of building booms to trap the oil so that it could be collected. When presented with the challenge of clearing oil from the surface of a water tank, they worked very well together in their groups to devise strategies for doing this, using their previous knowledge and experience.
115. Pupils learn well in science lessons and make good progress. They develop their understanding of and ability to see the scientific process, including devising their own tests. Pupils' progress in prediction, carrying out fair tests and recording observations is good. They develop an increasing ability to use scientific language and build on their previous knowledge and experience. Pupils with special educational needs and those for whom English is an additional language are well supported and make satisfactory progress.
116. Pupils have positive attitudes to their work and sustain their interest and enthusiasm. In all the lessons observed pupils enjoyed their work. Pupils in Year 5 enjoyed observing mini-beasts in tanks of earth and pond creatures in water tanks. Pupils listen very attentively and are keen to be involved in the lessons, sharing their knowledge and ideas during group discussions. They work well both independently and in groups, showing initiative and responsibility in managing their own learning. Older pupils organise their work well and behave very well in lessons. They have very good relationships and work well together.

117. The quality of teaching in science is at least satisfactory in almost all instances, and it is often good. The teaching is more consistently good in Key Stage 2 than in Key Stage 1. In the best lessons teachers build on pupils' prior attainment, make good use of questions to challenge pupils' thinking and assess their understanding. For example, in a Year 5 lesson on animal habitats, good use was made of questions to establish what the pupils knew at the beginning of the lesson. In a Year 6 lesson on the pollution of the seas, the teacher's questions stimulated lively discussion about the protection of endangered species. Teachers make good use of scientific vocabulary and have high expectations of what pupils will achieve. They plan very effectively for experimental and investigative science, which supports pupils' attainment throughout the science curriculum. Most teachers have good subject knowledge and use this well to help pupils increase their knowledge and understanding. Teachers plan their lessons effectively with clear learning intentions. This helps them to make effective assessments of pupils' progress within lessons. Teachers prepare and use their resources effectively and manage classes well through constructive relationships.
118. The science curriculum meets the requirements of the National Curriculum. Work in experimental and investigative science is well planned and integrated into the development of pupils' knowledge and understanding in the other aspects of science. This is having a beneficial effect on pupils' overall attainment in science and is a strength of the subject.
119. The temporary curriculum leader for science is effective. She has worked hard to promote and develop the subject, and her enthusiasm and good subject knowledge have had a positive effect on pupils' learning. She has monitored science teaching and analysed pupils' work across the school in order to gain an understanding of the strengths and weaknesses in the subject.
120. Learning resources for science are satisfactory and they make a positive contribution to pupils' good levels of attainment. There is a sufficient range of scientific equipment and topic material, which is well used to enrich pupils' learning.
121. There has been good improvement in standards since the last inspection, when attainment in science was judged to be satisfactory at both key stages. By the end of Key Stage 2, pupils' attainment is now above the national average.

## **ART**

122. Standards in art are satisfactory. Pupils make steady progress in art throughout the school and achieve the standards expected for their age. There are instances of good attainment in each year group. There has been a good improvement since the last inspection, largely as a result of the recruitment of an art specialist as the subject co-ordinator.
123. In Key Stage 1 the pupils' work includes observational drawing, drawing from memory and imagination across the whole curriculum and includes the use of paint, collage, pencil, felt tipped pens and crayons. Pupils learn about the use of colours to convey feelings. For example, Year 1 pupils produced a mixed-media collage of a desert with reds, oranges and yellows and contrasting picture of the sea in greens, blues and whites. Pupils develop skill in observational drawing. For example, in drawing fruit Year 2 pupils carefully included the core and pips, they demonstrated a developing skill in using shading. In Key Stage 2, pupils build steadily on their skills and knowledge of art techniques. For example, in Year 4 there were good examples of skilful brush control in watercolour painting of flowers. Year 6 pupils had created textile pictures of spring flowers, skilfully drawing the petals in fabric crayons and decorating them with fine embroidery.
124. Pupils study the work of famous artists. For example, in Year 2 pupils are introduced to the work of Matisse and have produced oil pastel drawings of their classroom in his style. The 'Picasso' pictures by Year 6 pupils show that they are beginning to understand modern artists. One pupil wrote in her evaluation of her picture and experience "I call my picture 'Impulse' because it has so many and they go from one colour to another quite quickly and I added as I went on. Picasso is a real inspiration and I would love to carry on this style of drawing." Pupils are also introduced to the work of less familiar artists from non-western, including Japanese, artists. The Year 5 pupils' watercolour imitations of their style show great detail and are impressive to look at.

125. Pupils work in art is linked to other areas of the curriculum whenever possible. For example, the younger pupils have made posters to celebrate weddings and birthdays. Pupils in Year 6 have produced posters to encourage healthy eating, which are strategically displayed for pupils to see as they walk into the dining hall. However, there is insufficient use of information technology in art. There has been little improvement in this aspect of the subject since the last inspection. Pupils throughout the school use a variety of resources and techniques for drawing, painting and collage. They explore a range of materials, including textiles, but have only limited experience of sculpture. Pupils obviously enjoy their work. They spend time observing and making sketches, and are happy to evaluate and develop what they have done. Pupils become very involved and can concentrate for long periods of time. Pupils in Year 6 are fully aware of the potential dangers when using hot wax for batik work. They teach each other how to handle the equipment carefully, explaining the correct techniques. The subject contributes well to pupils' social, moral, spiritual and cultural development.
126. The teaching of art is always at least satisfactory and in some instances it is very good. Lessons are well organised and teachers have sound knowledge of the techniques they are trying to teach the pupils. Good use is made of well-chosen examples of work of famous artists. There is very good use of music to create atmosphere and encourage creative thinking. The subject contributes well to pupils' social, moral, spiritual and cultural development.
127. The art co-ordinator has drawn up a scheme of work and made many improvements to this subject. There has been a very good start to assessing and monitoring the subject through technology. Digital photographs of examples are taken then scanned into the computer and recorded on disc for future reference. She has a good vision for the subject and has energy and enthusiasm to ensure its success.

## **DESIGN AND TECHNOLOGY**

128. Standards in design and technology are satisfactory. No lessons were observed during the inspection because of the way the subject is timetabled during the term. However, the evidence of analysis of pupils' work, teachers' plans and discussions with pupils indicates that they make satisfactory progress and achieve the expected standard for their age at both key stages.
129. Pupils in Key Stage 1 understand that the making process begins with a plan. They can use models and pictures to develop and communicate their ideas. Many pupils are beginning to reflect on their ideas and consider improvements, but often need help to explain their opinions or put them in writing. Pupils are able to handle tools and resources well. They select materials, tools and techniques to make models such as musical instruments and models and puppets. They can make judgements about what they have achieved and how they might improve their models. For example, a display of Year 2 work in food technology showed how pupils had tasted their own soup and decided how it could be improved.
130. Pupils at Key Stage 2 make good progress in developing the skills acquired in Key Stage 1. Projects are often well linked to other areas of the curriculum such as mathematics, literacy, history, art or ICT. Pupils' models become increasingly complex, ranging from basic construction to those with switches to control light and movement. Some pupils are adept at using construction equipment to produce models with motors. In one project, Year 6 pupils produced moving models, which included a camshaft and crank. They then wrote a story linked to the theme of their design using ICT and art and literacy skills. Similarly, pupils designed fish tanks using two construction processes both relating to and building on skills learned in earlier design technology lessons. They then produced an illustrated class book, which described the design, construction, and testing processes they carried out. Pupils pay careful attention to the quality of finish and function of their models. Their evaluations show that they are willing to adapt their work and learn from their mistakes.
131. Because no lessons were observed, it is not possible to make a secure judgement about the quality of teaching in design and technology. However, the quality of the pupils' work examined indicates that good teaching occurs in both key stages. Teachers' planning is detailed and well linked to other subjects. It is clearly linked to the schools' curriculum framework for the subject, which covers all the full National Curriculum programme of study for design technology. It ensures that skills are developed systematically and that teachers are well informed and guided in the subject. However, pupils' work is not systematically assessed across the school.

132. Discussions with pupils about the work they have produced shows that their attitudes to the subject are good. They talk with enthusiasm about the activities they had been involved with and showed interest in the subject.
133. There has been good improvement since the last inspection, when design technology did not meet the requirements of the National Curriculum and standards were unsatisfactory. Satisfactory provision is now made for the subject and standards are satisfactory in both key stages. The subject is now taught in regular blocks of time each term to ensure that pupils have a consistent, focused, broad and balanced curriculum. The current co-ordinator has no specialist knowledge of design technology but has worked to improve resources and to develop a portfolio containing photographs and samples of pupils' work. A member of staff with specialist qualifications in design technology is due to take responsibility for the subject's further development.

## **GEOGRAPHY**

134. Standards in geography are satisfactory. Because the subject is taught in units at particular point in the term, only a small number of lessons were observed during the inspection. In the lessons observed, pupils' attainment at Key Stages 1 and 2 was in line with expectations for their age.
135. Reception class pupils can talk about their journeys to school and describe some of the features they see on the way. By the end of Key Stage 1 pupils show a developing understanding of the use of maps and atlases. They are beginning to apply their geographical skills to record information. At Key Stage 2, pupils can use reference books to identify land use in their local area. They are able to name many local landmarks and can find the location of the school on a local map. Pupils show a good understanding of how to present their geography work clearly using appropriate symbols. In Year 6 they are able to identify the differences between different types of maps. They can describe and compare physical features of mountain environments.
136. Pupils have good attitudes towards their work. At Key Stage 1 they behave well and try hard with their work even when the tasks are not as challenging as they might be. In Key Stage 2 pupils show enthusiasm for their geography lessons and work hard. This has a significant impact on their attainment and progress.
137. The overall quality of teaching in geography is satisfactory, and some lessons are good. In most lessons teachers set appropriate tasks. They work hard at developing pupils' geographical skills as well as developing their knowledge. In the one instance of unsatisfactory teaching that was observed, in a reception lesson, the traffic survey activity and the follow-up work lacked sufficient challenge and did not systematically develop pupils' geographical skills.
138. Geography is well led and managed. The curriculum co-ordinator has been in post for less than a year. At the time of her appointment there had been no subject co-ordinator for some time and the school's provision for geography was in need of review. She made good use of national guidance material to produce a school policy and scheme of work. The scheme is designed to promote pupils' development of geographical skills. This has proved effective in building teachers' confidence in the subject and also in providing continuity and progression in pupils' learning. The co-ordinator's immediate priority is to develop procedures for assessing the pupils' attainment and progress in the subject.
139. There has been good improvement since the previous inspection, when attainment and progress in both key stages was unsatisfactory. The subject was covered in insufficient depth and there was not enough emphasis on the development of geographical skills. These weaknesses have been thoroughly addressed. The recently established subject policy and scheme of work have had a positive impact on pupils' attainment and progress in both key stages.

## **HISTORY**

140. Standards in history are satisfactory. Because of the way that history is timetabled, only one-year group in each key stage had the subject as a focus during the inspection. As well as the two lessons observed, evidence was obtained from an analysis of pupils' work in their books and on display, teachers' planning, portfolios of pupils' work and discussion with pupils and teachers.
141. Pupils make satisfactory progress in Key Stage 1 and achieve the standards expected for their age. This is an improvement since the last inspection, when progress was unsatisfactory. Pupils in Year 1

can make a comparison between building materials of homes today and those used in the past, and explain why these materials were used. They can accurately put sources of light in order of sequence from candle through to oil lamps, gaslights and today's electrical light bulb. Pupils in Year 2 build upon this growing sense of chronology and can sequence means of transport and cutlery when studying topics such as food.

142. At Key Stage 2, pupils make satisfactory progress and achieve the standards expected for their age. They gain a basic understanding of life at different times in the past and progress is satisfactory. In Year 3 pupils can make comparisons between the life of a slave and that of the owner, and marvel at the knowledge of these people. One pupil wrote after research "At the foot of the statue of Athena it was in a pool of water. It kept the room cool and stopped the ivory cracking." Pupils in Year 4 can extract information from a variety of sources and make judgements to write their own interpretation. For example, one pupil wrote: "In Roman Britain there were no weekends off work or annual holidays. Instead there were religious days festivals about every ten days. I am glad to live in Slough in 2000." In Year 5 pupils could give a good account of life during Henry VIII's reign and the changes brought about in religion. They write an unbiased account of what occurred, there is a growing awareness that the reporting of historical events can show bias. Pupils in Year 6 could identify some of the changes within life in Victorian times. There is a steady increase in pupils' factual knowledge of history and the sources of evidence historians use to extract facts of life in past times. Pupils with special educational needs make sound progress throughout the school and are well supported by classroom assistants.
143. Because only two history lessons were observed, it is not possible to make a secure judgement about the quality of teaching. The one Key Stage 2 lesson observed, in Year 4, was good. In the other lesson, involving Year 1 pupils, the use of appropriate resources of charts and pictures enhanced the learning and pupils gained an insight into Roman soldiers' construction skills. Pupils learned through challenging questions that they were skilled builders of roads and fortifications. However, the quality of the lesson was adversely affected because the teacher had to spend considerable time dealing with the poor behaviour of a small minority of pupils. This prevented her from using her teaching skills to make history come fully alive for the class.
144. The quality of teachers' planning for history is satisfactory. There is an appropriate emphasis on the development of historical skills and enquiry. There is a strong link between long, medium and short-term plans. These are systematically monitored by the co-ordinator who ensures there is an appropriate sequence of topics building on pupils' previous learning.
145. Pupils in both key stages enjoy history. They listen attentively in most cases, absorbing facts and becoming fascinated with the difference between everyday life then and now. A Year 6 pupil wrote "When Victorian housewives went shopping they had to point to the food they wanted but we go round with a basket or a trolley choosing the food we want from the shelves".
146. Satisfactory links are made with literacy, and this extends pupils' language skills. There has been satisfactory improvement in the development of the subject since the last inspection.

## **INFORMATION TECHNOLOGY**

147. Standards in information technology (ICT) are unsatisfactory, although substantial improvements have been made in resources, including a well-equipped ICT suite. These improvements are leading to better standards, but the standards currently attained by pupils at the ages of seven and eleven are below the levels expected for their age. This is a continuing weakness since the last inspection. However, the pupils are now more familiar and confident with the computer equipment than at the time of the last inspection. The school is not fully meeting the statutory requirement for the subject because the teaching is currently limited to keyboard skills for the majority of classes, and pupils' ICT skills and knowledge are not being utilised across the curriculum. There is no indication in the curriculum planning for ICT about when the strands of communicating and handling information, modelling or control are to be covered. The suite is connected to the Internet, but this facility is not being used at present.
148. The five year-old pupils know the names and functions of the main parts of computers. They can type their names and use the mouse to begin to draw pictures. By Year 2 pupils can open and close a program and print their work. However, pupils in Key Stage 1 do not make regular use of word processing in extended writing or use ICT to sort and classify information independently. They do not explore programs or discover the consequences of different decisions in adventure games or

simulations. Throughout Key Stage 2 pupils become quicker at typing as they practise using the 'qwerty' keyboard. Pupils in Year 5 can produce a piece of text which demonstrates that they can select a variety of font sizes and styles, and make effective use of clip-art and colour. Pupils in Year 6 were able to enter numbers into cells on a spreadsheet and the higher attaining pupils made good progress within the lesson in understanding how spreadsheets work.

149. However, pupils' progress in both key stages is slowed by the lack of suitable challenge in lessons and by the lack of opportunity to use their developing ICT skills in other subjects. Few pupils have the opportunity to develop their skills and understanding at home, and this makes the school's provision vital to pupils' learning. Pupils are enthusiastic about ICT. They take a pride in their work and support each other well when working in pairs. Boys and girls attain equally well in lessons.
150. The teaching of ICT is unsatisfactory. This is because most teachers do not incorporate ICT into other subjects. Opportunities for pupils to consolidate and develop their IT skills across the curriculum are therefore being missed. No computers were being used in classrooms during the week of the inspection. However, the quality of teaching in specific ICT lessons is broadly satisfactory.
151. Lessons were observed in reception and at Key Stage 2. Teachers plan their lessons according to the recently introduced commercial scheme of work. They are conscientious about using correct technical vocabulary during lessons and most maintain a brisk pace, making effective use of the overhead projector to support pupils' learning. They ensure that pupils save their work onto individual discs as a method of record keeping.
152. The recently appointed co-ordinator has the expertise and enthusiasm to give a clear direction and support for the subject in the school. He has been responsible for setting up the suite and giving individual training to teachers and has ensured that the pupils have equal access to the suite by means of each class having two half-hour sessions each week. He has developed a three-year plan for hardware maintenance and use of the government grant for ICT development. However this plan does not extend to setting targets for pupils' attainment in each strands of the programme of study. There are no systematic assessment procedures in place. The school has acknowledged the need for staff training and is currently awaiting guidance from the LEA.

## **MUSIC**

153. Standards in music are good. In both Key Stages 1 and 2, pupils attain standards that are at least in line with those expected for their age. In many instances they exceed the expected standard. The good standards reported by the previous inspection have been well maintained, despite slight reductions in the time allocated to music.
154. Music lessons are taught by a specialist teacher and take place in a well-equipped music room. These are two important contributory factors in the good standards that are achieved. The high level of specialist knowledge that underpins the teaching results in high expectations for what the pupils can do, and leads to impressive results, especially in musical performance.
155. The music curriculum is thoroughly planned across the school by the music co-ordinator. Effective use is made of a published music scheme, and the National Curriculum programme of study for music is well covered, with appropriate attention in each year to the twin strands of performing and composing music and listening to and appraising music. Pupils' progress is assessed in each unit of work that is covered each term.
156. The quality of teaching is very good throughout the full age range. Lessons are well planned and the music room is thoroughly prepared for each lesson. Very good use is made of the limited time available, and lessons are conducted at a brisk and challenging pace. This approach is very effective in motivating the pupils to work hard. The pupils respond very positively to music, and they behave very well in lessons. They listen carefully to the teacher and respond eagerly to questions. They show considerable responsibility in using musical instruments and other resources, and they listen carefully to each other's contributions to lessons.
157. The youngest pupils can sing a range of simple songs from memory. They can improvise sound illustrations to a story using various percussion instruments, responding to a conductor's signals to start and stop playing and to make their sounds louder or softer. The older pupils in Key Stage 1 can

sing tunefully and have a good knowledge of a variety of musical instruments, based on a visit by a brass ensemble earlier in the year. They can listen carefully to recorded music and devise appropriate movements in response, counting the beats carefully. At Key Stage 2, the younger pupils learn to play the recorder during class lessons. They can play a simple two-note song accompaniment, following musical notation and maintaining a regular pulse throughout. They play their instruments with care and sensitivity. The oldest pupils at Key Stage 2 can work co-operatively to play an accurate sequence of three-note chords on xylophones and glockenspiels, with added percussion, to accompany a song. The high quality of this work is an indication of the good progress made by the pupils.

158. The high quality of teaching is extended from class music lessons to the weekly hymn practices, which involve all the pupils from a key stage. In these sessions, which involve large numbers of pupils in one of the school halls, the pupils are kept thoroughly involved and they participate in singing and playing with enthusiasm. Their singing is rhythmic and tuneful, although occasionally a little lacking in vigour. Recordings of recent concerts and other musical performances confirm that singing and playing is of good quality, with good attention to the tone and dynamics of the music.
159. The music curriculum for pupils at Key Stage 2 is enhanced by a range of extra-curricular activities. Pupils have the opportunity to sing in the school choir and to learn to play musical instruments including piano, guitar and violin. Approximately twenty pupils currently play in the school's string orchestra. Pupils take part in a range of performances both in school and further a field, including visits to major concert venues in London. They take part in local musical events, and the choir gives regular performances to the local Blind Club. Pupils' experiences in music make an important contribution to their spiritual, moral, social and cultural development.
160. In most respects, the school has good resources for music. There are sufficient good quality tuned and non-tuned percussion instruments for every pupil to be able to take part in performing during lessons. The music room is equipped with audio facilities and has a good stock of recorded music, charts and pictures, which are well used to support the pupils' learning. However, the school library has only a very few books about music.

## PHYSICAL EDUCATION

161. Standards in physical education are satisfactory. Pupils in both key stages make steady progress and achieve the standards in physical education that are expected for their age.
162. At Key Stage 1, pupils show a developing control of their movements. In the lessons observed pupils balanced well and were able to mirror the movements of their partners. Most pupils were able to devise a simple sequence of movements with developing co ordination and control. Pupils worked well in pairs and groups and were able to improve their work after watching other pupils demonstrate. Pupils made good progress in their physical skills during the lessons. Pupils showed good awareness of safety in moving mats and other apparatus.
163. At Key Stage 2, pupils practise and perform sequences of movements. When practising a sequence of jumps, pupils land lightly with increasing control. They work with reasonable effort and energy. Pupils understand the importance of warm up activities and participate well in these. They make good use of space and co ordinate their movements well. Pupils watch carefully when groups are asked to demonstrate actions. They make constructive comments about others' performance and use their evaluations to improve their own performance. Pupils are aware of safety issues and handle apparatus with care. They work well together in groups and in pairs.
164. Pupils in both key stages have very positive attitudes towards lessons. They are good at taking turns and work well together. They show appreciation of the efforts of other pupils. The majority of pupils are appropriately dressed for lessons and work safely. In the majority of lessons pupils behaved well. In a small number of lessons, pupils became over-excited and consequently too noisy, but they responded quickly to their teachers when asked.
165. The quality of teaching in physical education is good. Teachers have secure knowledge of the subject. They plan their lessons well with due attention to appropriate warm up and cooling down activities. Teachers make good use of demonstration by groups and individuals to encourage pupils to evaluate and develop their own performance. For example, in a Year 1 lesson, the teacher invited pupils to demonstrate their paired work in making 'reflective' shapes in order to make key learning points. The best lessons provided pupils with a good level of challenge, demanding energetic

participation from them. The pace of lessons was brisk and they were well managed. Teachers explain tasks clearly and make good use of questions to promote understanding. They are making good assessments of pupils' learning in order to plan further work.

166. The policy and scheme of work for PE have been in place only since the beginning of the school year. The school has purchased a published scheme, which ensures that pupils experience systematic coverage of the PE curriculum. The scheme provides a structured sequence of lessons and supports teachers well. Pupils in Years 5 and 6 have swimming lessons on a rota basis and the school's assessments indicate that the majority of pupils attain satisfactory standards in swimming by the end of the key stage. The school has identified dance as an area for development in the school and as yet there is no systematic assessment of pupils' skills. The curriculum leader for physical education has recently left the school and a new co-ordinator is to be appointed.
167. There has been satisfactory improvement since the last inspection, when attainment and progress were satisfactory by the end of both key stages. These standards have been maintained. There has been improvement through the introduction of a new policy and a scheme of work to support teachers' lesson planning.