

INSPECTION REPORT

JOHN RANKIN JUNIOR SCHOOL

Newbury, West Berkshire

LEA area: West Berkshire

Unique reference number: 109825

Headteacher: Miss S Brown

Lead inspector: Mr R Cheetham

Dates of inspection: 29 September – 1 October

Inspection number: 256568

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
Number on roll:	220
School address:	Henshaw Crescent Newbury
Postcode:	RG14 6ES
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Appropriate authority:	Governing body
Name of chair of governors:	Mr M Samuels
Date of previous inspection:	27 April 1998

CHARACTERISTICS OF THE SCHOOL

With 220 pupils on roll, this is a similar size to other primary schools. The roll has risen slightly since the previous inspection. The school serves an area of socio and economic advantage and most pupils' attainment on entry is above average with a minority achieving well above this. The proportion of pupils entitled to free school meals is below the national average. The percentage of pupils learning English as an additional language is a little higher than most schools at 2.1%, but none are at an early stage of acquiring the language. The proportion of pupils with special educational needs is just below the national average and the proportion of those with statements of special educational need is average. Their needs include: moderate learning difficulties, hearing impairment and autism. Nearly all pupils have White UK heritage backgrounds. A few have Indian, White European or other backgrounds. Few pupils start or leave the school at times other than is usual.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2592	Mr R Cheetham	Lead inspector	Mathematics History Physical education English as an additional language
9003	Mr B Findley	Lay inspector	
22272	Mrs E de Lancey	Team inspector	English Art and design Design and technology Music Special educational needs
32396	Mrs S O'Hannan	Team inspector	Science Information and communication technology Geography Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a reasonable standard of education for its pupils. Most pupils make satisfactory progress, reach average standards in subjects and achieve soundly. However, in most subjects, not enough more able pupils achieve as highly as they could because too few lessons are of high quality. The school is soundly led and managed and the senior staff are now bringing about improvements after a period when progress was too slow. **The school provides satisfactory value for money.** The school is underachieving because pupils' achievement in mathematics and science is not high enough, teaching does not provide consistent challenge for all pupils and management does not focus enough on raising attainment for all.

The school's main strengths and weaknesses are:

- Recent improvement in pupils' standards of attainment.
- Pupils with special educational needs are very well provided for and they make good progress.
- The school has built up good resources.
- Staff promote good behaviour and good attitudes to learning.
- The school provides a broad range of worthwhile extra-curricular activities.
- Staff take good care of the pupils and promote their personal development well.
- Not enough pupils reach a higher than average level of attainment in mathematics and science.
- Most teaching does not consistently expect enough of all pupils.
- Subject leadership, school development planning and monitoring and evaluation procedures are unsatisfactory.

Since the school was last inspected in April 1998, improvement has been unsatisfactory. Standards in geography, history and religious education have declined, while those in information and communication technology (ICT) have improved. There has been some improvement on all of the key issues in the previous report, but not enough in most cases. Initial progress was slow because of teaching and management weaknesses and staffing difficulties. Management and staffing changes over the last two years have improved the current progress rate to satisfactory. Teacher appraisal is in place but other monitoring of teaching is unsatisfactory. The school now plans beyond one year but its development plan and its procedures for checking how well it is doing have weaknesses. Most subject co-ordinators have too little effect on colleagues' work. The school now organises its information on pupils' attainment satisfactorily but does not analyse or use it all well enough. A significant investment in information and communication resources and training has raised pupils' achievement in this subject.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	D	C	C
mathematics	E	C	D	E
science	C	D	D	E

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

All pupils achieve soundly in English, as do most pupils in other subjects, but standards could be higher, particularly in mathematics and science. Most pupils are working at average levels in English, mathematics and science and make satisfactory progress. Pupils with special

educational needs make good progress and achieve well. In every class, a group of more able pupils reach above average standards but a minority in most classes do not because teaching does not demand enough of them. The exception is in Year 4 where teaching is consistently challenging and where pupils make good progress and reach higher standards.

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Assemblies develop pupils' spiritual awareness well and all staff back up the headteacher's good lead in developing pupils' sense of school community. Pupils have good attitudes to learning and behave well. Their attendance is average.

QUALITY OF EDUCATION

The school provides a sound education for most of its pupils. This is because **teaching is satisfactory** and enables most pupils to make sound progress, but not enough teaching is of a higher quality to raise all pupils' achievement. The exceptions are the teaching of pupils with special educational needs and teaching in Year 4, which is consistently good. These latter pupils achieve well by being given open-ended tasks and being asked searching questions. This same level of expectation is not routinely present in most other lessons. Pupils practise their literacy skills soundly in other subjects but do not rehearse their skills of numeracy and ICT to the same extent. All teachers manage pupils' behaviour well, and pupils new to the school are settling in very quickly. Teachers make good use of information on pupils' progress in English. In other subjects, they do not use assessment information well enough to plan their work. The school provides a broad curriculum which is enriched by the range of extra activities but does not encourage some more able pupils, for instance to develop their own investigative work. Resources are good. The school cares well for its pupils but does not monitor their academic progress well enough. Parents support the school well and are kept well informed.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The senior management team has led recent improvements in standards and ensured the school is well resourced. Most subject management is unsatisfactory and is not based on secure monitoring and evaluation. Provision for pupils with special educational needs is well led. Strategic planning has improved since the previous inspection but weaknesses remain. The governors are well organised and are increasingly involved in the school. They are good supporters of the school but did not hold it sufficiently to account for initially slow improvement after the previous inspection.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are pleased with the school. Pupils appreciate a voice in school affairs through the school council. A minority would like to see more interesting lessons.

IMPROVEMENTS NEEDED

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

- Ensure that a greater proportion of pupils in each year group achieve more highly in mathematics and science.
- Improve the quality of teaching by better use of assessment information, target setting with pupils and more challenging work for higher attaining pupils.
- Improve subject leadership, school development planning and monitoring and evaluation procedures.

and, to meet statutory requirements:

- Ensure the prospectus includes all that is required.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By Year 6, although most pupils reach average standards of attainment in most subjects, a minority of higher attaining pupils are not reaching the standard of which they are capable and so overall achievement is unsatisfactory. Achievement in Year 4 is good, and more pupils than in other classes are working at above average levels. Pupils with special educational needs achieve well, are fully included in all the school's provision and make good progress towards their targets in their Individual Education Plans. The school has not reached its targets for Year 6 pupils' attainment in English and mathematics in recent years because they were too ambitious and because not enough pupils reached the above average level. Last year, indications are that the gap between targets and results narrowed because targets were set more realistically and pupils' achievements improved. Currently, the school is making satisfactory progress towards its appropriately demanding targets.

Main strengths and weaknesses

- Standards in speaking and listening are above average
- Overall standards in English have improved more than those in mathematics and science
- Standards in information and communication technology (ICT) have improved since the previous inspection
- The good achievement of pupils with special educational needs is due to well trained teaching assistants working in concert with class teachers to provide encouragement and guidance
- Improvement in English standards and progress is due to good subject leadership, setting pupils targets for improvement and better use of literacy skills in other subjects
- Unsatisfactory achievement is due to several factors:
 - Unsatisfactory use of assessment information
 - Undirected subject leadership
 - Teaching that does not always expect enough of some higher attaining pupils

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.6 (26)	27 (27)
Mathematics	26.2 (26.3)	26.7 (26.6)
Science	27.9 (28.1)	28.3 (28.3)

There were 63 pupils in the year group. Figures in brackets are for the previous year

Commentary

1. Since the previous inspection, pupils' standards in English, mathematics and science have risen in line with the national trend. Given pupils' above average starting points on entry to the school and their current attainment, this rate of improvement has been insufficient, although the trend of improvement has increased in the last two years. This rate has been greater in English than in mathematics and science. The school has been successful in 2003 in increasing the proportion of pupils in Year 6 who reached the higher than average level of attainment in all three subjects. It also succeeded in raising boys' achievement and narrowing the gap between their attainment and that of girls.

2. In English, by Year 6, most pupils reach at least average standards and achieve soundly. Pupils' speaking and listening skills are above average. Pupils' literacy skills are satisfactory and there has been an improvement in their writing skills. The quality of presentation and handwriting is good. In mathematics and science, most Year 6 pupils reach at least average standards but a minority of more able pupils are not reaching the standards of which they are capable and so there is underachievement in these two subjects. Pupils' numeracy skills are satisfactory but their skills in applying and using them are unsatisfactory. Pupils' scientific knowledge is sound but their investigative skills are weak.
3. By Year 6, most pupils reach average standards in ICT. Their achievement is satisfactory but not better because they are not developing their skills enough in other subjects. In religious education, history and geography, most pupils reach average standards and achieve soundly. In all three subjects they have good subject knowledge, but in geography and history they make slower progress in developing their skills. In religious education, pupils make slow progress in making comparisons between religions and developing their own views. Pupils reach average standards in physical education and make mostly good progress in lessons because teachers have good subject knowledge. They do not achieve as well as they should by Year 6 because teachers do not have strong subject guidance to help them assess progress and plan for improvement. There is not enough evidence to report on standards in art and design, design and technology and music.
4. Pupils achieve well in Year 4 because of good joint lesson planning and high expectations. Pupils with special educational needs gain confidence in their own ability to improve because they are fully included in all lessons and their contributions are valued. Pupils learning English as an additional language achieve in line with their peers.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to learning and behave well. Most develop well through the positive relationships they make with each other and with members of staff. Provision for spiritual, moral, social and cultural development remains good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils have good relationships with staff and each other.
- Pupils are very keen to take on responsibilities and carry them out well.
- Behaviour is good around the school because staff expectations are consistent and behaviour is managed positively.
- Pupils' personal development is promoted well through involvement with assemblies, the school council and attendance at school clubs and other extra-curricular activities.
- Levels of attendance are improving because they are monitored well.
- There are some competitive relationships between a few older boys, which distract them from their work.
- In each year group, a few boys have low concentration and behave unsatisfactorily and this slows their progress.

Commentary

5. Since the previous inspection, the school has improved pupils' attitudes and behaviour and there are no longer the levels of rudeness and reluctance seen then. This has been brought about largely by positive relationships between staff and pupils that encourage co-operation and involvement. Most pupils enjoy their time in school and they involve themselves enthusiastically in activities. They soon settle into productive work and most are eager to please and support their teachers. They also attend school clubs in large numbers. However, a minority of pupils feel uninspired by lessons, which for them lack interest and new learning.

All parents answering the pre-inspection questionnaire believe their children like school and are expected to work hard.

6. Pupils demonstrate a good understanding of routines because expectations are made clear through 'Golden Rules' that are linked well to a system of awards and consequences. The school has an air of settled discipline and playtimes and lunchtimes are usually harmonious. A minority of pupils thinks that others do not always behave well, although the vast majority said that other pupils were friendly towards them. Incidents of bullying are confined to name-calling but there is no racist name-calling. To this extent the school satisfactorily promotes racial harmony. The school carefully monitors behaviour and uses individual improvement plans effectively if concerns arise.

7. The good provision for pupils' personal development continues to emphasise personal growth within a school community in which everyone is valued. A very well planned programme of assemblies makes a major contribution to this. Pupils are given valuable opportunities regularly to reflect on their own responses to what they learn. There are examples of this in art and design and physical education lessons when pupils make constructive comments about their efforts and those of others. Art and design work and lessons in geography and history broaden pupils' notions of their own and other people's cultures. Assembly themes complement these, as does work in religious education. Charitable collections are a tangible indication of pupils' growing awareness of others.

8. As part of their moral and social development, pupils take a willing part in the running of the school by being classroom helpers for example, or representatives on the school or class councils. Older pupils volunteer to help play with younger ones through a buddy system (an organised method to support pupils). The school council provides good opportunities for responsibility and influence, so that pupils learn what it is to be a good citizen. In most lessons, pupils work well together and in discussions, respect others' point of view. However, a few boys have low self-esteem, seek attention for the wrong reasons, and are easily distracted from their work. They become increasingly competitive as they grow older, which sometimes results in immature behaviour. The school is taking effective steps to raise pupils' self-esteem through such activities as 'Talk about' groups (when small groups discuss issues of behaviour and their reactions to others) and works with other local schools on similar initiatives. This work is helping to raise boys' achievement.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2%	School data	0.0%
National data	5.4%	National data	0.5%

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

9. Attendance rates are broadly in line with the national average. The school follows up absences promptly and unauthorised absence is kept very low. Most pupils have a very good record of attendance, but a few pupils' attendance is low for reasons beyond the school's control, such as extended holidays abroad.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Asian or Asian British – Indian
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
201	3	0
4	0	0
2	0	0
2	0	0
2	0	0
5	0	0

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

10. The three fixed term exclusions in the past year involved two pupils and were handled appropriately.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a reasonable standard of education for its pupils. Its provision for pupils with special educational needs is very good and enables them to make good progress towards their targets in their individual plans and play a full part in class lessons. Provision for the teaching and learning of English has improved and enables all pupils to make at least satisfactory progress. The school's provision for mathematics and science is not enabling enough pupils to achieve as much as they should. The school provides a satisfactory curriculum that includes a good range of extra activities. It cares well for its pupils.

Teaching and learning

The quality of teaching is satisfactory and most pupils learn soundly. The quality of assessment of pupils' work is unsatisfactory. Since the previous inspection, there is less unsatisfactory teaching. There is a higher proportion of satisfactory teaching, but less that is better.

Main strengths and weaknesses

- Literacy skills are taught satisfactorily in literacy lessons and in other subjects. This has helped to improve pupils' achievement in writing.
- Numeracy skills are taught soundly in the daily mathematics lessons but unsatisfactorily in other subjects.
- Pupils make satisfactory progress in learning scientific facts but teachers do not encourage the development of investigative skills sufficiently.
- The skills of ICT are taught satisfactorily but are not practised or extended enough in other subjects.
- Teaching and learning in Year 4 is generally of good quality because pupils of all abilities are routinely challenged through engaging in open-ended tasks and a high level of questioning.
- Teaching and learning in other year groups is satisfactory but does not always inspire or expect enough of all pupils.
- Pupils are managed well and their behaviour is good.

- Except in English and for pupils with special educational needs, teachers do not use effectively the information on pupils' attainment or marking to set targets for improvement with them to help them improve.
- Marking of pupils' work is consistently supportive but does not often show them how to improve.

Commentary

11. There has been a sustained rise in pupils' achievement in English over the last two years because the subject is well led and has been a major focus of all teachers' attention. Teachers encourage the development of speaking and listening skills well and pupils take advantage of these opportunities and achieve well. Writing skills are taught well and pupils' response is good. They produce well-presented pieces in most subjects that indicate pride in work. Teachers remind pupils of key aspects of English learned in literacy lessons, such as use of description to write evocative pieces in history. Although standards have risen in mathematics and science over the same period, they have not done so to the same extent because of weaknesses in subject leadership and limited use of assessment information. In both subjects, investigative and application skills are taught unsatisfactorily. ICT resources have improved significantly and all pupils enjoy regular access to a well-equipped ICT suite where basic skills are taught soundly. There is limited use of ICT in other subjects, sometimes due to lack of ICT subject knowledge, and also because extension of ICT into other areas has not been a school priority. The quality of teaching in geography, history and physical education is satisfactory.
12. There is some good teaching in all year groups, most particularly in Year 4. This better quality teaching results from detailed planning, confident subject knowledge, good use of assessment and, most importantly, high expectations of what all pupils can achieve. Questioning is sharp and pupils respond well to the challenge. They are fully engaged in their learning and have a good idea of how to improve. Good examples of this were in Years 5 and 6 physical education lessons when pupils evaluated their ball skills and then practised improvements. Another example was in a lower attaining group in Year 6 when they keenly investigated why a science experiment did not give the predicted result. In Year 4, pupils persevered with the difficult skill of folding card to make two-dimensional shapes, and understood their properties better as a result. In Year 3, pupils made the most of discussion opportunities to consider important school rules and the rationale that lies behind them.
13. Satisfactory teaching enabled most pupils to make sound progress. Lessons are well organised and pupils respond by behaving well. However satisfactory teaching does not challenge small groups of pupils to excel nor capitalise on teachers' skills of pupil management to enable them to make better progress. Although early in the school year, Year 3 staff, have enabled pupils to settle in well, but they are not using all the information on pupils' previous achievements quickly enough to avoid some repetition, and there is a slower pace to learning for some higher attainers. Lack of useful information on pupils' attainment in subjects such as geography and history is slowing the development of subject skills, although pupils make sound gains in knowledge. Teachers' marking is up to date and supportive but only a minority of comments make clear to pupils what they need to do to make their work better.
14. Pupils with special educational needs in all classes benefit from the expertise of teaching assistants and the quality of teamwork and planning with the class teachers. Initial assessments and referrals made by class teachers are accurate and promptly acted on by the special educational needs co-ordinator. Individual action plans have clear, measurable targets and provide a good baseline for measuring progress. Pupils learning English as an additional language do not currently receive additional support since their level of language acquisition is not a barrier to their learning.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (5 %)	7(18 %)	28(74 %)	1(3 %)	0(0 %)	0(0 %)

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

THE CURRICULUM

The school provides a broad curriculum with satisfactory opportunities for enrichment and has sound accommodation and resources overall.

Main strengths and weaknesses

- The provision for pupils with special educational needs is very good.
- There is a good range of extra-curricular activities.
- There is a good level of resources.
- There is a lack of challenge for some more-able pupils.
- There are too few opportunities for pupils to develop their numeracy and ICT skills across the curriculum.

Commentary

15. The school provides the pupils with a broad and well-structured curriculum. It meets the requirements of the National Curriculum, and the teaching of religious education is based on the locally Agreed Syllabus. The curriculum includes sex and relationships education, which is taught as part of the school's programme of personal, social and health and citizenship education. The school participates in the local authority's drugs education programme and is currently becoming involved in the Healthy Schools Scheme.
16. There have been satisfactory improvements in the planning of the curriculum since the last inspection but little innovation other than the plans to cater better for gifted and talented pupils. The school has adapted the nationally recommended guidelines for most subjects to help ensure that pupils' learning opportunities cover the required ground. The planning and content of the curriculum takes appropriate account of the needs of pupils of different ages and backgrounds, and of their ethnicity and gender. The school has recently tried to narrow the gap between boys' and girls' achievement in English and mathematics with some success. However, there remain a number of weaknesses. For instance, planning to promote successive skills' development in physical education, geography and history is weak. There is a lack of challenge for some more able pupils and too few opportunities for independent study and research.
17. Teachers' planning is securely based on the National Literacy and Numeracy strategies, but there are areas for improvement. Numeracy skills development is not planned systematically and chances for consolidation or enrichment are not always taken. Although pupils have developed a sound skills base in ICT, their regular use to support learning in other subjects is unsatisfactory.
18. The provision for pupils with special educational needs has improved since the previous inspection and is now very good. The school provides very effective and caring provision for these pupils. The co-ordinator effectively deploys teaching assistants to support classes and individual pupils. Assistants have clearly defined roles, work well with teachers and have a very good effect on pupils' learning. When working with small groups withdrawn from class, they make effective use of limited space. The school recognises that a minority of pupils lack confidence or need help to develop their social skills, and has developed an effective programme based on role-play. A notable feature of this additional support is the way it contributes to all Year 6 pupils being well prepared for transfer to the secondary schools.

Although the school has identified gifted and talented pupils in Years 5 and 6, a secure programme of work for these pupils has not yet been implemented and there has been little impact on these pupils' learning.

19. One of the school's strengths is its provision for extra-curricular activities and out of school learning. Extra-curricular clubs are many and varied. They include sports and music. These activities are very well attended; the football, netball and badminton clubs are very popular and successful. Parents make a valuable contribution to this provision. Educational and residential visits, such as the visits to a sculpture park, contribute to pupils' knowledge and understanding of the curriculum as well as developing their social skills and independence. Qualified sports coaches are used on occasion and the school participates with regular success in district sports. Older pupils have a good opportunity to undertake outdoor and adventurous activities during an annual residential visit.
20. The school has invested well in its staffing provision. There is a good proportion of teaching assistants, who have a significant impact on pupils' achievement, and the non-class based deputy headteacher is working to develop provision for more able pupils and provide small group teaching. The good levels of resourcing provide the opportunity for curriculum enrichment.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is good. The overall provision of support, advice and guidance based on monitoring is satisfactory. The school provides pupils with good opportunities to express their views and responds well to their ideas.

Main strengths and weaknesses

- Health and safety arrangements and procedures for meeting medical needs are effective.
- Pupils enjoy trusting relationships with staff.
- The progress of pupils with special educational needs is monitored well.
- There is an increasingly effective school council.
- Training in child protection procedures for non-teaching staff lags behind that of teachers.
- The use of assessment information to provide support and guidance in most subjects is unsatisfactory.

Commentary

21. The governors oversee effective procedures for health and safety to ensure that the school is a safe place for pupils to learn. For example, there are properly recorded site inspections and follow up and good day-to-day arrangements for taking care of safety issues.
22. Teachers are regularly updated on child protection procedures, but similar training for learning support assistants or lunchtime supervisors lags behind. There are good levels of first-aid expertise, and procedures for dealing with medical needs remain good. The school makes the best of its lack of a medical room and staff take very good care of pupils who report sick. Pupils know of an adult they can go to if in need of support, which is consistent with the warmth in the relationships seen between pupils and all members of staff. Induction procedures for new pupils are good. As a result they quickly settle into school.
23. Good support for the personal and academic development of pupils with special educational needs is based on effective assessment. For other pupils, the monitoring of their personal development is informal and largely effective and includes the use of behaviour modification plans in appropriate cases. The school has started to monitor the progress of pupils in English and mathematics but not in other subjects. As a result, pupils are not clear about their achievement and what they have to do to get better in these subjects. The school has started to analyse its assessment data to look at the progress of boys and girls but not at the progress

of other groups such as pupils from ethnic minority groups, those learning English as an additional language or gifted and talented pupils. A good feature of the assessment arrangements is that Year 3 pupils continue to use books started in Year 2. This has the potential to support continuity of learning but is not being realised quickly enough.

24. The recently introduced school council provides good opportunities for all pupils to influence the life of the school, either through class council sessions, or the whole school council involving class representatives. As a result, pupils feel listened to and are proud of changes they have helped to bring about, such as the provision of tennis equipment and improvements to toilets.

Partnership with parents, other schools and the community

As at the previous inspection, the school continues to promote a good partnership with parents and carers, who think well of what the school provides for pupils. Links with the community and other schools are broad and used adequately to support learning.

Main strengths and weaknesses

- There is good provision of information about the school, including pupils' reports to parents, although pupils' progress is not always reported sufficiently well in a few subjects.
- Parental involvement in school activities is good
- Consultation over special educational needs provision is good
- The prospectus does not indicate the right of withdrawal from religious education

Commentary

25. The school has a good relationship with parents and they think well of it. Parents feel able to approach the school about any concerns, and proper regard is given to complaints. Consultation involves informal contact, the parent teacher association, and expressed concerns. It has been almost three years since the last parental survey, but the school responds well to concerns such as those about levels of homework. This remains a concern for a few parents, but this inspection finds it is largely unjustified, as homework is used adequately to support learning. A few parents have concerns about bullying. This is not entirely supported by the pupils, who say they feel comfortable and safe in school. The inspection team finds little evidence of bullying other than some name-calling and staff deal with this appropriately.
26. Formal publications, such as the prospectus and governing body's report to parents, are of good quality but the prospectus lacks a detail about parents' right to withdraw pupils from religious education lessons. Curriculum information is provided each term in advance of lessons so that parents can plan any support. In reports there is useful information on pupils' progress and targets for improvement in mathematics and English, but information in other subjects does not always indicate enough about strengths and areas for improvement. Parents of pupils with special educational needs are fully involved in decisions about support and receive good information about their children's progress. There is a very active parent teacher association and a significant number of helpers in the classroom. Community links are broad and typical of those of similar schools. Links with other schools are efficient, with good transfer arrangements. The school plans improvements to its links with the infant school.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are satisfactory and it is soundly governed. The headteacher provides satisfactory leadership and is supported soundly by the two senior managers. The management of the school is satisfactory.

Main strengths and weaknesses

- Over the last two years, senior managers have led an improvement in pupils' standards of attainment in the core subjects of English, mathematics and science.
- The senior management team has clear projects to manage and sets good examples.
- New staff are inducted well.
- Governors are now well-organised, good supporters of the school but did not hold the school sufficiently to account for its initially slow progress after the previous inspection.
- The overall progress since the previous inspection has been unsatisfactory due to previous weaknesses in management and teaching.
- Strategic planning has improved through greater staff and governor involvement. It picks out priorities but remains unsatisfactory because it does not focus enough on improving pupils' achievement.
- The leadership and management of provision for English and for pupils with special educational needs are good but that for most other subjects is unsatisfactory.
- Although there is some monitoring and evaluation of provision and pupils' progress, procedures are unsatisfactory because they are not systematic, do not focus on impact and do not feed into development planning.

Commentary

27. Since the formation of the senior management team 18 months ago, the rate of school improvement has increased. This is because senior managers led staff and governors through a review of school aims and priorities and developed strategies and policies such as its development of a race equality policy to bring these about. Examples of these priorities are the development of literacy skills in English lessons and other subjects, the organisation and use of data on pupils' progress, and the identification of more able pupils. These are now at different stages of development. Literacy skills, particularly those of writing, are developing well. Assessment data is now organised soundly but not being used well enough to promote higher achievement. Gifted and talented pupils have been identified but provision for them in withdrawal groups and in class lessons is only just starting and not having an impact. Despite these developments, more remains to be done such as seeing through plans to improve achievement in mathematics and science in order to enable all pupils to achieve to their potential. It is worth noting that most of the tasks to bring these about have been identified by the senior management team.
28. Although there have been gains in the core subjects, by Year 6 not enough higher attaining pupils are reaching above average levels of attainment in mathematics and science because of a combination of unsatisfactory use of assessment data and subject co-ordination. This weakness in co-ordination is also true of most other subjects and leads to some underachievement in them. The co-ordinators' role is most effective in developing resources and in this they are successful. Most do not have a clear idea of teaching and learning in their subjects, or of the rates of pupils' progress. This results from weaknesses in routines of monitoring and a lack of clarity with co-ordinators over what is expected of them. Senior managers have not set this framework in place. As a consequence, co-ordinators do not make a concerted impact on school improvement.
29. To plan developments, senior staff have secured staff and governor support through an improved process that results in a plan which takes a longer view and sets specific, costed tasks. Both of these are improvements, but the development plan is weak on task management and on the evaluation of the impact of activity on pupils' progress. The plan is difficult to monitor because time limits are not set for the completion of tasks and it lacks measurable ways of judging how successful the activity has been. Senior managers routinely check the progress of the plan and the headteacher reports to governors on this. However, the weaknesses outlined here reduce the usefulness of these monitoring activities.
30. There are good examples of where monitoring is proving effective. For instance, the school keeps a careful eye on the progress induction of the newly qualified teacher and promotes her

professional development well. Another example is the English co-ordinator's examination of teachers' lesson planning, her direct observations of teaching and learning, and her analysis of pupils' work. This information is then put to good use in providing further staff training and guidance. In a similar way, the co-ordinator for special educational needs works with her team to monitor closely pupils' progress and manage their support well. The school has invested heavily in the training of teaching assistants and now has an able section of staff who make a good contribution to their pupils' progress. This is good use of a specific grant and of governor allocated funds. Both of these co-ordinators provide good role models for others, but senior management needs to set a framework and timetable for monitoring and evaluation of policies and provision within which all co-ordinators can function as effectively.

31. The governors' committee structure is well organised, fulfils nearly all their statutory duties and ensures that aspects of governance such as finance, health and safety and performance management are dealt with well. An example of this last aspect is the way the headteachers' and teachers' performance targets are soundly linked to improvements in pupils' attainment. Governors want to improve school accommodation and are actively seeking ways of financing this by potentially using money from the sale of surplus playing field land. The larger than average carry forward in the budget last year was linked to the plans for this building improvement. Governors have used money wisely to finance major improvements such as the school's ICT provision. A current decision to provide some class release is supporting the initiative for gifted and talented pupils and the better use of pupils' assessment data. Besides getting reports from the school about developments, governors are also now linked to subjects so that they can gain a first hand view of provision. They are keen to improve their role and have written their own governor development plan. This envisages a more systematic approach to deciding on best value, which is currently unsatisfactory because criteria are not set for judging the effectiveness of improvements such as the ICT provision.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	641986
Total expenditure	565896
Expenditure per pupil	2368

Balances (£)	
Balance from previous year	42350
Balance carried forward to the next	37250

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

The provision for English is **satisfactory**, and has some good features largely because the curriculum co-ordinator leads and manages the subject well and resources have significantly improved.

Main strengths and weaknesses

- Standards in speaking and listening are above average.
- Standards in reading and writing have improved over the last two years.
- Teaching is satisfactory overall and there are examples of very good teaching.
- The curriculum co-ordinator is effectively raising standards.
- Pupils' library skills are unsatisfactory.

Commentary

32. Most pupils reach average standards by the end of Year 6 and about one third achieve beyond this. Pupils achieve soundly. This is the same as at the previous inspection. Standards in reading are better than those in writing and both have recently improved because of teaching improvements. This difference in standards is similar to the previous inspection but the gap is narrowing because boys are achieving more highly. Now there is little significant difference in the performance of boys and girls. Literacy skills are satisfactory. Not enough is always expected of some more able pupils to help them make faster progress, except in Year 4, where very good teaching featuring well-selected books and drama capture pupils' interest. Teachers make relevant links with other subjects and motivate pupils to read more challenging books for themselves. Pupils with special educational needs are very well supported by the teamwork of teachers and teaching assistants. They play a full part in discussions, are supported well with their reading and writing and make good progress.
33. Since the previous inspection, there has been an improvement in pupils' speaking and listening skills because teachers model language specific to the subject and ensure pupils follow suit. This widens their vocabulary so they can present their ideas clearly. Eleven year-old pupils listen thoughtfully and explain their opinions clearly. Members of the school council speak confidently to different groups. Lower attaining pupils and those with special educational needs develop their skills with very good support from teaching assistants, who help them to share their ideas. Many of these pupils are involved in an effective programme, which gives them opportunities to discuss, negotiate and resolve disputes through role-play.
34. Able pupils read confidently and with good understanding. Some are avid readers who enjoy comparing books by different authors. Lower attaining pupils and pupils with special educational needs are reading enthusiasts because they experience success from well-focused support and achieve as well as they can. Most pupils can use contents and index pages and more able pupils understand glossaries and bibliographies. They have unsatisfactory skills of extracting information because teachers place too little emphasis on this. Pupils do not use the library resources enough for research and need more guidance.
35. After discussing features of writing such as stories, reports or play scripts, pupils use these models in their own writing. However, in literacy lessons insufficient time is given for improving these writing skills. There is not enough drafting and editing of work or writing extended pieces of work. The school has recently started to use assessment to set targets for pupils to improve their work. Such targets are working well in a minority of classes to raise pupils'

achievement. Most eleven year-olds use basic punctuation correctly, and more able pupils organise their longer pieces of writing into paragraphs. More able and average ability pupils spell frequently used words well and use a range of appropriate strategies to spell unfamiliar ones. Lower ability pupils spell frequently used words accurately and they make satisfactory attempts at spelling longer words, based on the sounds that letters make. The knowledge of grammar is satisfactory. More able pupils use imaginative vocabulary to enliven their work but there are generally too few examples of lively writing. In a minority of classes, there is an overuse of worksheets, which restricts creativity.

36. In a Year 4 class, teaching is lively, sets high expectations and involves all pupils through skilful questioning and good individual attention. All teachers plan clearly what they want the pupils to learn. They tell them this at the start of the lesson to help them understand their progress when the main points are reviewed at the end. All contributions are valued, to encourage the more reticent pupils to offer their ideas. Sometimes teachers do not adapt the tasks or timing of lessons to suit their pupils, or do not expect enough, particularly from all the higher attainers. Marking is consistently supportive but does not show pupils how to improve. Teaching assistants are deployed very successfully to give pupils frequent opportunities for work to be explained. This particularly benefits the lower ability pupils and those with special educational needs. The English co-ordinator has a clear view of subject strengths and weaknesses and has worked closely with most teachers to bring about improvements. This work needs to be extended to all teachers. Resources are good and pupils have access to an improved range of books. ICT is used in some lessons but overall its use is unsatisfactory.

Literacy across the curriculum

37. Literacy skills are taught soundly across the curriculum and pupils have reasonable opportunities to apply and improve them. The school recognises that although there are good examples of pupils using their writing skills, for example in reports in history, and plans and evaluations in design and technology, there is scope for further improvement.

MATHEMATICS

Provision in mathematics is **unsatisfactory** because since the previous inspection the school has not done enough to raise pupils' attainment and improve their achievement by Year 6.

Main strengths and weaknesses

- Good resources
- Good use of nationally recommended planning for the daily mathematics lessons
- Very good provision for pupils with special educational needs
- Above average attainment in Year 4
- Lower attaining pupils in Year 6 make good progress
- Not enough consistently expected of a minority of higher attaining pupils
- Unsatisfactory subject leadership
- Unsatisfactory use of assessment information

Commentary

38. Most pupils reach average levels of attainment by Year 6 and a minority achieve beyond this. Numeracy standards are satisfactory. This is the same as at the previous inspection. There is little significant difference in the performance of boys and girls. However, not enough pupils reach the higher level of attainment because most lessons do not demand enough of pupils of all levels of ability. The main exception is in Year 4, where teachers set more open-ended tasks and combine these with a high level of direct teaching, for example, asking searching questions that probe pupils' understanding. This enables more able pupils to reach higher standards in for instance, their knowledge of the properties of shapes. Year 6 pupils can work

confidently with number, for instance seeing the links between different fractions and ordering them by size. They are less certain when asked to apply what they know to different tasks or when providing explanations for their answers. This is partly because teachers' marking does not routinely diagnose pupils' difficulties or engage them in further mathematical thinking. However, in a lesson with Year 6 lower attainers, the teacher encouraged pupils' explanations and used these to build on further work so that they made good progress. The same techniques are not in widespread use in all classes and contribute to underachievement.

39. Teaching is satisfactory. Teachers plan well and introduce lessons by explaining what the pupils are going to learn. They often conclude lessons by revisiting these aims. Better lessons end with a rigorous assessment of what pupils have learned, to give teachers the starting point for their next lesson. Class teachers, in partnership with teaching assistants, closely monitor the progress of pupils with special educational needs and support them to make good progress. The assistants make a very good contribution to lessons and spread their influence beyond their designated pupils to help others. Teachers are just starting to use assessment information to set targets for pupils and to help them plan their work. However, this is at a very early stage of development, is not being promoted well enough by the subject co-ordinator, and has little overall impact on pupils' learning. There is some staff training, such as that for the development of mental skills and this has helped pupils think through different methods of calculation. However, this training is not part of a well-co-ordinated effort to raise standards and improve pupils' achievement across the school. There is no systematic monitoring of the subject and so the co-ordinator does not have a clear idea about the key tasks to bring about improvement. However, resources have been carefully built up over time and pupils enjoy good access to them. Where teachers are confident in the use of ICT, lessons have added interest and impact well on pupils' learning. However, the general use of ICT in the subject is unsatisfactory.

Mathematics across the curriculum

40. Although teachers make use of opportunities to develop mathematical skills in subjects such as geography and science, this is done incidentally rather than systematically, and so opportunities for pupils to consider the relevance of mathematics, or develop their understanding by practising their skills in other contexts are not routinely taken.

SCIENCE

Overall provision in science is **unsatisfactory** because the school has not done enough since the previous inspection to raise pupils' achievement by Year 6.

Main strengths and weaknesses

- Most Year 6 pupils reach average standards of attainment and achieve soundly. This is the same as at the previous inspection.
- Some more able pupils do not achieve well enough.
- Resources to support teaching and learning are good.
- Teaching of scientific knowledge is satisfactory but teachers do not teach the skills of scientific enquiry well enough.
- Provision for pupils with special educational needs is good.
- Subject management is unsatisfactory.

Commentary

41. By Year 6, pupils have sound subject knowledge and can devise parallel and series circuits and identify which will light the brightest bulb. They know the organs of the body and understand the life cycle of various animals and insects. However, pupils' ability to use this knowledge in scientific investigations is unsatisfactory. Higher attaining pupils do not make

the progress they should because tasks are often the same as for other pupils and provide little opportunity to challenge their scientific understanding. Pupils with special educational needs make good progress because they are well supported by very competent teaching assistants.

42. Teaching and learning are satisfactory overall for most pupils. Teachers have good subject knowledge. They are well prepared for lessons and use equipment soundly. At the start of most lessons, the teacher goes over previous work and introduces new scientific knowledge. However, pupils spend too long learning facts and not sufficient time on scientific enquiry. Pupils are not asked to select appropriate resources and to work independently. This lack of emphasis contributes to underachievement. Enrichment work for higher attaining pupils is not usually planned and this results in their learning not being extended sufficiently. As part of a new initiative, some Year 6 higher attaining pupils are withdrawn from class and are being asked to look more widely at their findings from experiments and consider alternative explanations. This is beginning to deepen their scientific understanding. In one lesson when a light bulb wired in series unexpectedly went out when another was disconnected, their interest quickened because their prediction proved wrong and they had to work out why.

Teachers mark work regularly and make encouraging comments. One teacher is posing questions for pupils to follow up but others do not pin point where pupils need to improve. Routine assessments are not used effectively to modify teachers' lesson plans and improve pupils' progress.

43. The subject co-ordinator has produced a scheme of work to support teachers in their planning and ensured good resourcing. However, the co-ordinator does not have an overview of standards and teaching and learning across the school because there are no systems in place for monitoring and evaluation and for collating information from testing to help teachers plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** and has improved since the previous inspection.

Main strengths and weaknesses

- Well-resourced ICT suite with additional equipment throughout the school.
- Standards for the majority of Year 6 pupils are average and pupils achieve soundly. This is an improvement since the previous inspection, when standards were below average and progress was unsatisfactory.
- ICT skills teaching is good but their use in other subjects is unsatisfactory.
- The ICT co-ordinator has good subject knowledge but subject management is unsatisfactory.
- Pupils with special educational needs are well supported.
- The assessment of pupils' progress is unsatisfactory.

Commentary

44. By Year 6, pupils can use data handling programs and word processing packages well and can use the Internet to find information. All pupils have e-mail addresses and regularly send and retrieve e-mails. Most pupils can use the ICT system for checking their library books, and this helps them understand an important practical use.
45. In most lessons, teachers use the ICT suite well to support pupils' learning. The overall quality of teaching is satisfactory and teachers' effective use of resources stimulates pupils' interest. Lessons usually have a good structure that includes a summary to revise what has been learned. At the start of the lesson, teachers effectively use an interactive white board to demonstrate new skills. Teaching is good when the teacher plans follow up activities that all

pupils can work on co-operatively to deepen their understanding. However, in a few lessons the teachers do not have sufficient ICT skills to challenge and extend the more able pupils and as a result they do not achieve as highly as they could. Pupils support one another well when working in pairs, but teachers do not intervene effectively to promote faster progress. However, teaching assistants work closely with pupils with special educational needs enabling them to maintain concentration and make good progress.

46. The subject co-ordinator has used his subject knowledge to support staff in developing their ICT skills. This process is set to continue. He has ensured that good resources are available to support the teaching of ICT across the school. However, the co-ordinator does not have a clear picture of standards and teaching and learning across the school because there is no systematic monitoring and evaluation of provision. Information on pupils' progress is not drawn together to give him an accurate picture of pupils' progress.

Information and communication technology across the curriculum

47. Although there is some use of ICT in art and design, geography and mathematics for instance, pupils are not systematically helped to see the links between ICT and most subjects because teachers do not plan enough opportunities for this. For example, a class who had used a word art program to design posters, were asked the next day to draw a poster as part of a religious education lesson. They then missed an opportunity to practise their skills in a relevant context.

HUMANITIES

Geography

The provision in geography is **satisfactory**.

Main strengths and weaknesses

- The school uses fieldwork visits well to support learning.
- Pupils have a good grasp of geographical facts but the development of their geographical skills is unsatisfactory.
- The subject is well resourced.
- Subject management is unsatisfactory.
- The subject makes a good contribution to pupils' social and cultural knowledge.

Commentary

48. At the previous inspection, standards were above average and pupils progressed well. By Year 6, most pupils now reach average standards and achieve soundly. This is because some higher attaining pupils are not achieving highly enough, as they are not challenged to extend their understanding beyond that of the majority of the class. Most have good subject knowledge. For example, older pupils can describe different localities. They know about the rain cycle and can identify countries around the world on an atlas. They use the Internet to find maps of their locality and to discover facts about different countries. Standards are not as high as they were in the previous inspection, when they were judged to be good.
49. Teaching and learning overall are satisfactory. Teachers enable pupils to develop their geographical knowledge, but do not spend enough time on developing geographical enquiry skills. As a result, most pupils in the class cover the same work, and the higher achieving pupils are not given challenging enough tasks. Pupils co-operate well in discussions and behave well. Field trips enliven pupils' learning. For instance, during the inspection, as part a walk around the vicinity of the school, one class gained a deeper understanding of the human and physical geography of their locality. Teachers are also beginning to use ICT in the subject, for instance when pupils do research connected with their Year 6 residential visit.

50. The subject co-ordinators have spent most of their time recently preparing a scheme of work, and this is supporting teachers' planning well. They have also monitored and commented on teachers' plans. This is a useful start but they have yet to gain an overview of standards across the school, as no systems are in place for systematically monitoring and evaluating the curriculum or assessing pupils' progress.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Good resources and use of educational visits.
- Pupils by Year 6 reach average standards of attainment and make good progress in the development of historical knowledge. This is similar to the situation at the previous inspection.
- Pupils with special educational needs are supported well.
- There is some good use of drama and extra-curricular visits and an increasing development of literacy skills.
- The subject makes a good contribution to pupils' cultural and social development.
- The assessment of pupils' progress is unsatisfactory.
- Subject leadership is unsatisfactory.

Commentary

51. History has not been a school priority recently and this is reflected in the subject co-ordinator's limited view of pupils' standards and progress. There is no systematic monitoring and evaluation of the subject or an organised series of assessments of pupils' progress. There has however been a steady build-up of resources and a development of planning guidance to enable staff to teach soundly. This has not been enough, however, to maintain the above average standards reported at the previous inspection and so by Year 6, most pupils reach average standards and achieve soundly. Staff are encouraged to take pupils on educational visits such as the Year 5 trip to Ufton Court, which strengthens their understanding of the Tudor period through a range of activities including design and technology models of wattle and daub constructions. Another good feature of the provision is the development of drama and literacy skills in Year 4 history lessons, in which pupils empathise with the conflicting emotions felt by evacuees in World War Two. This is leading to higher standards and good progress in this year group. Year 6 pupils can recognise the differences in the way history can be presented, such as in Victorian drawings of idealised working class home circumstances. In this lesson however, skills were not developed because the teacher did not involve higher attaining pupils in a consideration of the motives that may lie behind this, how they might begin to spot bias, or how they might generate their own questions or lines of enquiry. Teaching assistants enable pupils with special educational needs to play a full part in the class discussions and make good progress towards their Individual Education Plan targets.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Most pupils achieve soundly and develop a good knowledge of different faiths
- Most pupils are not sufficiently developing their own feelings and views about religious issues
- Resources are good but subject management is unsatisfactory

Commentary

52. By Year 6, pupils reach standards in line with the expectations of the locally Agreed Syllabus. This is not as good as at the time of the previous inspection, when standards were above average. This is largely because teachers do not strike the right balance between teaching about different religions and enabling pupils to make links to compare and reflect on them.
53. Although little teaching was seen during the inspection, other evidence indicates that teaching and learning overall are satisfactory. In the one lesson seen, the teacher's good subject knowledge deepened pupils' knowledge of Judaism, but there was little emphasis on values and beliefs that underpin this faith and which could have extended the thinking of some of the more able. On the other hand, pupils with special educational needs were well supported by very competent teaching assistants who worked alongside them, reinforcing key learning points, while the teacher taught the class. This enabled them to keep pace with the other pupils and make good progress towards their Individual Education Plan targets. Other examples of teaching and learning indicate that sometimes pupils develop thoughtful views on spiritual issues. For instance, pupils deepened their understanding of the relationship between their lives and the lives of a faith community. An example of this was in some work on Hindu shrines, when the teacher helped pupils to understand their significance by encouraging the pupils to reflect upon their own special place. One child said that her special place was a swing in the garden because it was peaceful there and she could think.
54. The subject co-ordinator has produced a scheme of work based on the locally Agreed Syllabus in order to help teachers plan. She is aware that, as yet, no time has been spent gaining an overview of standards across the school and that no systems are in place to monitor the quality of teaching or of pupils' progress in order to raise standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Physical education

Provision in physical education is **satisfactory**

Main strengths and weaknesses

- Good levels of equipment and good accommodation.
- Lack of a coherent scheme of work and assessments to help teachers plan for skills development.
- Very good range of well attended sports clubs and extra-curricular competitive sports.
- Pupils with special educational needs are well supported by teaching assistants.
- Unsatisfactory subject leadership.
- Some good skills' coaching and careful attention to health and safety issues.

Commentary

55. Physical education has not been a school priority recently and this is reflected in the subject co-ordinator's limited view of pupils' standards and progress. There is no systematic monitoring and evaluation of the subject, and no co-ordinated scheme to help teachers plan lessons or develop an organised series of assessments of pupils' progress. There has however been a regular build up of resources, staff have good subject knowledge and interest, and there is a wide range of additional activities that broaden pupils' experience. This and informal advice from the co-ordinator has been enough to maintain the average standards reported at the previous inspection. However, achievement is unsatisfactory because teachers are not developing pupils' skills based on their previous attainment because assessment is weak.
56. Only lessons in dance and games skills were seen during the inspection, although the school teaches all aspects, including swimming. Teaching is satisfactory overall. By Year 6, pupils

have average ball control skills, are developing a sound understanding of tactics and reach at least the level expected of them in swimming. During the inspection, Year 5 and Year 6 lessons covered the same skills and in both, pupils made good progress because they were coached well and encouraged to evaluate their performance. This aspect of pupils' learning is an improvement since the previous inspection. However, the lack of assessment of pupils' prior performance meant that the Year 6 pupils did not achieve as highly as they could have. In a Year 3 dance lesson, pupils did not make enough progress because there was little development of pupils' ideas or response to the music. In all three lessons, teaching assistants were used well either to support groups or individuals or to note pupils' reactions and progress.

57. Both staff and parents support the pupils in a very wide range of additional physical education activities, which increase motivation and encourage pupils' social and personal development. The range includes competitive sports such as football and netball games for boys and girls, athletics and cross-country. The school plays a prominent role in the organisation of local sporting events. During the Year 6 residential visit to North Wales, pupils complete the outdoor and adventurous aspects of the curriculum.

ART AND DESIGN, DESIGN AND TECHNOLOGY AND MUSIC

58. It was not possible during the inspection to observe any lessons for music or art and design and only one in design and technology. Therefore, there are no judgements about provision, pupils' standards of attainment and the quality of teaching and learning. The following points are also based on the examination of pupils' work in exercise books, portfolios and folders, and on display, and from discussions with pupils and consideration of teachers' planning.

Main strengths and weaknesses

- Planning in all three subjects meets the requirements of the National Curriculum.
- Pupils show sound skills in designing and evaluating their work in design and technology.
- Pupils are proud of their work in art and design.
- Musically gifted pupils have good opportunities to enhance their skills and perform to a wider audience.
- Teachers are not always clear about what has been learned before and this sometimes leads to repetition.
- Pupils do not use their computer skills well enough in these subjects to consolidate and extend them.
- The subjects' co-ordinators do not monitor pupils' work.

Commentary

Art and design

59. Pupils demonstrate a satisfactory range of techniques in art and design to achieve the effects they desire. The Big Arts Week (an annual school event) has a positive impact in improving the quality of work and introducing pupils to new techniques, as well as a range of art from other cultures, for example, Aboriginal painting, Greek mosaics and Indian printing. Pupils are proud of their work and eager to have it on display. The use of sketchbooks is helping pupils to gain good knowledge of their own learning and they achieve well. The subject co-ordinator has introduced a new scheme of work, which is based on the national guidance.

Design and technology

60. Throughout the school pupils are given a sound range of opportunities to design, make and evaluate various products. In the lesson observed, pupils examined different materials as a preparation for designing their own waterproof shelter. The teacher led a lively discussion, which encouraged pupils to consider the suitability and practicality of certain materials and how practical they would be. Pupils were keen to contribute their suggestions and observations and made good progress in their preparation and designing skills.

Music

61. There are good opportunities for pupils to play the recorder, and musically talented pupils are encouraged to play a range of instruments and receive instrumental tuition from the Berkshire Young Musicians Trust, or to sing in the school choir. Pupils perform in a range of settings to a wide variety of audiences. This includes two school productions each year. Pupils also benefit from two-day workshops from visiting musicians. The subject co-ordinator has introduced a published scheme of work, which is based on the national guidance, to help raise teachers' confidence in teaching music.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

62. There were few opportunities to inspect this aspect and so there is no overall judgement on provision. However, from the limited evidence seen, this is an improving aspect of the school's work. Assemblies foster a sense of school community and responsibility well. Circle time (regular opportunities for classes to have a structured discussion) encourages pupils to see things from others' points of view. The school council procedures involve all pupils to a greater or lesser extent, and enable older pupils particularly to grasp ideas about representation and majority decision-making. In Year 6, pupils take part in a Junior Citizenship project that augments their understanding because they are involved in practical tasks.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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