

INSPECTION REPORT

PANGBOURNE PRIMARY SCHOOL

Pangbourne

LEA area: West Berkshire

Unique reference number: 109940

Headteacher: Carole Scott

Lead inspector: George Derby

Dates of inspection: 26 – 29 April 2004

Inspection number: 257139

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	284
School address:	Kennedy Drive Pangbourne
Postcode:	RG8 7LB
Telephone number:	0118 984 2315
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Appropriate authority:	The governing body
Name of chair of governors:	Wilma Grant
Date of previous inspection:	27 April 1998

CHARACTERISTICS OF THE SCHOOL

Pangbourne is a larger than average size primary school although, in line with other schools locally, its numbers on roll have been falling. It draws its pupils from the local, well advantaged area of Pangbourne. However, many pupils also come from areas surrounding this large village, and from as far afield as Reading. The percentage of pupils known to be eligible for free school meals is just within the average range at eight per cent.

Virtually all the pupils are of white British origin. A small number are from other minority ethnic groups. These come from mainly Indian, Pakistani, Bangladeshi or Caribbean backgrounds. No pupils are at the early stage of learning English.

The number of pupils identified with special educational needs is below average. Three pupils have a Statement of Special Educational Need (which is in line with the national average). Two more are being assessed for a Statement.

The school's Nursery takes children who are three years of age during the school year. They transfer to the Reception class in September, January or April when they have become five years old. Most of the children in the Nursery usually transfer to the school's Reception class. The attainment of children entering the school in the Nursery is currently very wide ranging and is similar to that of most children of the same age; for some areas of learning it is above this.

The school was designated by the local education authority (LEA) late in 2002 as giving cause for concern in relation to its overall performance. An acting headteacher was appointed at that time to run the school following the retirement of the previous headteacher; she became substantive headteacher in January 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25349	George Derby	Lead inspector	Mathematics Science Information and communication technology
9499	Phiroze Daruwala	Lay inspector	
10099	Sue Lewis	Team inspector	Foundation Stage Special educational needs Geography History
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Pangbourne Primary School provides a satisfactory education for most of its pupils but, although aspects of its work are improving some pupils underachieve. Pupils currently reach average standards by Year 6 but those who are higher attaining could do a lot better. In the light of this, the school is still underachieving. The teaching is satisfactory overall, although there is a small amount of unsatisfactory teaching in parts of the junior department. Leadership and management of the school are sound overall. The relatively new headteacher is highly committed to improvement and knows well where the school needs to develop. She has a clear view of what needs to be done and how to achieve it; she is well supported by the governing body. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- There is effective leadership by the headteacher with a clear vision for improvement.
- The strong leadership by co-ordinators for English and mathematics is helping to raise the profile of the subjects and pupils' standards.
- The new co-ordinator for pupils with special educational needs has identified weaknesses in the provision and has a very clear view on how things should improve.
- Governors have a great deal of personal expertise in supporting the school; their work is increasingly effective.
- Activities outside lessons, such as for sport, instrumental tuition, and school visits are wide ranging and add much to pupils' experiences; support for personal development is also strong.
- Some unsatisfactory teaching occurs in Years 3 to 6 and work is not always planned for the different needs of pupils or is well matched to these; a very small number of pupils with complex special educational needs are not sufficiently included in lessons. Similarly, the needs of the more able are not always met.
- Weak leadership and management of science and information and communication technology (ICT) lead to standards which are lower than they should be.
- Assessment is improving but procedures, and the use of information gained from assessments, are unsatisfactory overall; the monitoring of pupils' academic progress is limited.

Overall, the school has made unsatisfactory improvement since it was last inspected six years ago. Little was put in place to address the key issues which included raising standards, collecting and analysing assessment information, and monitoring standards. The headteacher is working hard to improve provision and improvement since her appointment just over a year ago has been good.

STANDARDS ACHIEVED

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

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.

Most pupils' achievements are satisfactory. On entry to school, in Nursery, children's attainments are wide ranging. They are similar to those of children of a similar age but for some areas are above. The children are well on the way to attaining the goals they are expected to reach by the end of Reception and are particularly strong in communication, language and literacy. Standards are average in reading, writing and mathematics by the end of Year 2 and pupils' achievements are satisfactory. This is an improvement on previous years. Attainment is also average in English, mathematics and science by Year 6. Pupils' achievements are satisfactory. Standards have been rising in steadily in Years 3 to 6 but across this department but there are

groups of higher attaining pupils who could do better than they do. There are weaknesses in some pupils' writing throughout the school, however, mainly because some they have little opportunity to practise their skills in other subjects. Achievement (and standards) in ICT are currently limited by Year 6; some parts are emphasised more than others, although pupils do improve their skills by the end of their time in school. A very small number of pupils who have complex special educational needs also have limited achievement because their needs are not always fully understood and met.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils' attitudes and behaviour are satisfactory and best in the Foundation Stage and Years 1 and 2. Attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education for its pupils. Teaching and learning are satisfactory overall. However, there is small amount of weak teaching in Years 3 to 6.

Teaching in Nursery and Reception is good, mainly because staff understand pupils' needs very well. It is satisfactory in Years 1 and 2 where teachers give great encouragement to pupils and help them to be involved in activities well. Staff provide good care and welfare for the pupils. However, the monitoring of pupils' progress is limited. The school offers a satisfactory programme of work to help pupils learn. There are very good opportunities to enrich pupils' learning outside lessons and for them to gain much through the use of visitors to school. Links with parents are sound and those with the community are good; links are good with other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory. The headteacher leads the school well. She has taken positive action to improve relationships with parents and the community, to form a cohesive management team with clear roles and responsibilities and to deal with previous weak teaching found in Years 1 and 2. The headteacher is also working hard to raise standards. These have clearly risen in Nursery, Reception and Years 1 and 2 but still have some way to go in Years 3 to 6 to ensure that higher attaining pupils reach their full potential. The work of the governing body is sound and all statutory requirements are met. Governors are now clear as to their roles. They support the school well and hold the school to account. Previously, they were unaware of what was happening in the school. The work of the senior management team is sound, although some responses to actions are perfunctory; their strategic roles (and those of subject co-ordinators) are not yet fully developed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are satisfactory overall. Parents who attended the pre-inspection parent meeting and those seen at school during the inspection had largely satisfactory views. The questionnaires that parents completed before the inspection raised a few concerns. Some are valid, such as those about the accommodation, while others, for example about bullying, are unfounded. Pupils like school and are positive about it.

IMPROVEMENTS NEEDED

In order to raise standards further and ensure that all pupils reach the levels they are capable of, the most important things the school should do to improve are:

- Improve assessment procedures (and the monitoring of pupils' progress) and the use of assessment information to help teachers plan.
- Improve the quality of teaching across the school (especially in Years 3 to 6), ensuring that work is planned and accurately matched for all groups and especially for those with special educational needs and for higher attaining pupils.
- Improve the co-ordination of science and ICT and ensure that co-ordinators and senior management team carry out their strategic and monitoring roles so as to support improvement.
- Improve opportunities for writing and for the use of ICT in subjects and ensure that the ICT programme is broad and balanced.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is satisfactory overall and at the end of Year 2 and Year 6. Results in the national tests over the past three years have been average to below average for pupils in Year 2 and average to above average in those taken at the end of Year 6. The results for Year 2 pupils have showed a declining trend over time while those for Year 6 pupils have been in line with the national trend and improving steadily year on year. The standards reached by pupils in the current Year 2 and Year 6 are average. Achievement is good in the Nursery and Reception classes. Pupils are well on track to achieve the goals set for them by the end of Reception and in some areas achievement is good. Higher attaining pupils and a few pupils with complex special educational needs do not do as well as they could.

Main strengths and weaknesses

- The headteacher and most staff are working hard to improve standards; the needs of some pupils are not always sufficiently met, however.
- The quality of the provision in the Nursery and Reception class is good.
- Standards are currently average by the time the pupils leave the school in English and mathematics, and science; the high levels of achievement identified in teachers' assessments are not currently reflected in lessons.
- The pupils' skills in writing improve steadily but there are some groups who do not as well as they could; standards are rising, however.
- In ICT, standards are below the level expected for pupils' ages; overall pupils' achievements are limited in ICT.

Commentary

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

Standards in:	School results	National results
reading	15.7 (15.6)	15.9 (15.8)
writing	14.0 (13.3)	14.8 (14.4)
mathematics	16.2 (16.6)	16.5 (16.5)

There were 36 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	27.6 (28.8)	26.8 (27.0)
mathematics	27.4 (27.3)	26.8 (26.7)
science	29.4 (28.5)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

1. Attainment has risen in Years 1 and 2 and also in the Nursery and Reception classes. It is on track to be in line with the goals expected for the children's ages by the end of the Foundation Stage and in some areas above. It is average by Year 2. Previous monitoring by the headteacher and LEA had identified serious underperformance in these years, largely due to unsatisfactory teaching. The headteacher has worked hard to eradicate weak teaching and to improve pupils' attainment. A re-organisation of staffing, together with many newly appointed staff has transformed the provision.

2. The headteacher has promoted good teamwork, planning and evaluation, and this has led to satisfactory teaching in Years 1 and 2 (where there are some inexperienced staff) and good teaching in the Foundation Stage. This has had a positive effect on children's and pupils' achievements. Children's achievements are good in communication, language and literacy, creative development and knowledge and understanding of the world because of the richness of activity provided. However, at times there is not always sufficient checking on the experiences and opportunities gained (or staff available to do this).
3. A feature of the lack of progress made by pupils over the past few years has been the limited work planned for different groups. Considerable emphasis has been placed on improving this, although there is still some way to go. The response has been very positive in the lower school, where work is generally well matched to the children's needs and teachers have an improving knowledge of the National Curriculum levels. The school expects, and inspection evidence confirms, that pupils' standards at the higher level (Level 3) will rise significantly at the end of Year 2 because of the work already put in. In the junior part, some staff struggle to identify accurately what pupils should do and learn and there is a lack of challenge with higher attaining pupils because of this. For subjects other than English and mathematics all pupils are expected to learn the same despite significant variations in their needs and abilities.
4. In some classes, strong planning by the teachers and good teamwork mean that children with special educational needs are able to join in well in lessons, while in other classes planning does not take account of children's differing strengths and needs; this means that tasks are not always appropriate for children and they then become restless and sometimes disruptive. Although there is much care and goodwill directed towards all children with special educational needs, some staff have limited expertise of how to include pupils with more complex learning difficulties and enable them to access their lessons. As a result, their achievement in these lessons is limited.
5. The work seen in the Year 6 books in English, mathematics and science and the discussions with pupils about their knowledge in these subjects, indicate that standards are currently around the average for their age. Teachers' assessments and records indicate that pupils are a track to reach higher levels than this. However, pupils' responses in lessons showed that some higher attainers struggled to understand work, sometimes even at the level expected. This was exemplified in a mathematics lesson where pupils were confused over the calculation of the area of a compound rectilinear shape and also in a science lesson on plant growth and respiration. These were 'revision' lessons prior to the national tests. Some pupils said that they had not covered this work. Revision is used well to raise pupils' attainment but pupils need a strong challenging programme consistently provided throughout the school to ensure 'even' progress. Assessments of pupils' levels made in the lower part of the junior department also were not always borne out in the work undertaken by them. Teachers' assessment of the National Curriculum levels is not always secure and, in some cases, gaps in the work covered (particularly in science) affect pupils' learning and progress.
6. Most pupils achieve soundly in their writing skills. By Year 2 however, there is limited evidence of extended writing and for some, their development of organisation, structure and imagination is limited. Throughout the school, pupils of higher ability do not reach the standards that they are capable of. Some pupils take pride in their work and present it well through systematically developed handwriting skills. By Year 6, some write in an attractive joined up script. Punctuation within sentences is reasonably accurate. The school is aware of the urgent need to raise writing standards further and this is a focus for improvement.
7. The lack of provision in ICT in the past has had a negative affect on pupils' achievements. Some gaps in the programme covered mean that pupils, by Year 6, have not had all the experiences they should. Provision is now improving and just so in Years 1 and 2. The most competent pupils are those who use computers at home. Much work is undertaken in Years 5 and 6 and some really strong work was seen in Year 6 pupils' multimedia presentations. As a result of the uneven programme of work, pupils have some really strong areas of skills while in other areas they have considerable gaps.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are satisfactory. The school's provision for pupils' spiritual, moral, social and cultural development is good. Attendance and punctuality are good.

There have been no exclusions from the school during the current or the previous academic year.

Main strengths and weaknesses

- The procedures for monitoring and promoting attendance are good and are rigorously applied.
- Pupils' attitudes to their work are satisfactory and they work well together and enjoy their lessons; good relationships exist with staff and other pupils.
- Very strong relationships between staff, parents and children in the Foundation Stage means that children have strong, trusting relationships and attitudes there are very good.
- Although provision for personal development is good, it does not contribute effectively to raising pupils' standards of behaviour and attitudes.

Commentary

8. Pupils enjoy school and are eager to learn. The school monitors attendance meticulously and is prompt in following up any unexplained absences. If pupils do arrive late, it is usually due to bad weather conditions or traffic hold-ups. Lessons begin on time, and little time is wasted throughout the school day.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.7
National data	5.4	National data	0.4

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

9. The school works hard to instil a distinctive learning culture and a good work ethic. It is reasonably successful in this aim for the majority of pupils, who display positive behaviour and attitudes overall, and satisfactory attitudes in the majority of lessons observed. Children in the Foundation Stage and all other pupils like coming to school and most arrive on or before time. Office staff know about a few regular latecomers and those with poor attendance, and the education welfare office is involved with the few families concerned.
10. The personal and social development of children in both the Foundation Stage classes is good. Children enjoy the school and have very positive attitudes to learning. Some children enter the Foundation Stage with underdeveloped social skills in playing and working with others. They respond well to routines and to the pattern of the day and the teachers encourage the development of self-esteem and confidence. In the Nursery, the children's behaviour is generally good. Although most boys and girls become engrossed in their chosen activities, a few move from activity to activity. All are easily drawn to activities when supervised by an adult and often able to concentrate for long periods when given a particular task. They sit still during story times and help to tidy up. In Reception, most children are well settled and show confidence in moving round the open-plan classroom and shared areas. They sit quietly on carpet, respond positively to instructions, are enthusiastic about playing games, and are learning to collaborate with others.
11. In Years 1 to 6, pupils are attentive, show interest in their work and are willing learners. In lessons seen, pupils respond well, even when teaching is relatively uninspiring and tasks somewhat mundane. Most pupils are curious and keen to learn new things. They quickly settle down to lessons and usually concentrate well. Pupils are highly motivated when their

attention is really focused. For example, during a Year 1 and 2 mental arithmetic task, a pupil understood and was keen to share the fact that a zero (0) has no value and it has no impact, when added to a two-digit number. Most pupils like working hard and are stimulated by a challenge. When work is not so challenging, or when the pace of a lesson slows down, most pupils remain attentive and positive but a few are restless. They rarely get unruly and pupils usually become more focused when the lesson or activity changes.

12. Pupils' behaviour is best in Years 1 and 2, where it is good; in Years 3 to 6, it is satisfactory. Pupils behave well in lessons and around the school, including the large playgrounds. No incident of either bullying or unacceptable behaviour was observed during the period of inspection, and boys and girls from different backgrounds and ethnicity played happily together. There is a strong sense of harmony in the playground, where all pupils mix well. Most pupils show impetus for positive behaviour and self-discipline. When pupils move from playground to the classroom or walk from their classroom to the hall there is no jostling, even though space is at a premium. Pupils are polite, respectful and helpful to visitors. They are proud of their school and take good care of its environment.
13. The positive relationships between boys and girls and between pupils and all other adults in the school contribute considerably to the caring and valuing approach within the school. Pupils respond well to encouragement and are pleased when they receive rewards or house points for personal or academic achievement. They listen to one another carefully and respect each other's views. When pupils are given the opportunities to take responsibility, they do the tasks conscientiously, showing a degree of maturity and a sensible approach.
14. Daily assemblies are central to the school's promotion of pupils' spiritual, moral, social and cultural development. Such assemblies aim to build on pupils' self-knowledge and spiritual awareness based on a range of 'experiences,' which enable pupils to reflect about their personal development, and their role in the school community. The school gives a high priority to the moral and social development of its pupils. This is promoted effectively through assemblies, circle time, the school council, charity fundraising events and projects. Such awareness enables pupils to think for themselves, to distinguish between right and wrong, and to develop an understanding of citizenship and responsibility for the school community. The school promotes pupils' cultural development equally well. There is a strong focus on reflecting the cultural diversity of the school and broadening the opportunities for pupils to learn more about different cultures in different curriculum areas, such as religious education, English, physical education, and through visits and visitors.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education for its pupils. Teaching and learning are satisfactory overall. Staff provide good care and welfare for the pupils. The school offers a satisfactory programme of work to help pupils learn, although there are many opportunities to enrich pupils' learning outside lessons and for them to gain much through the use of visitors to school. Links with parents are sound and those with the community are good; links are also good with other schools and the nearby university.

Teaching and learning

Teaching is satisfactory overall. It is good in the Nursery and Reception class and satisfactory elsewhere in the school. Assessment remains unsatisfactory.

Main strengths and weaknesses

- Teaching in the Nursery and Reception classes is good.
- Pupils in the Foundation Stage and Years 1 and 2 are well encouraged and engaged in their lessons and find learning a joy.
- The quality of teaching and learning in English in Years 1 and 2 is good.

- Some of the teaching in Years 3 to 6 is unsatisfactory, although, overall, it is satisfactory across those years.
- Although teaching was good in half of the lessons seen, too little was very good; overall the proportion of good and very good teaching needs to be raised to improve standards further.
- Work does not always challenge the higher attaining pupils and those with the most complex special educational needs are not always sufficiently included in lessons.

Commentary

15. The staff in the Nursery and Reception classes know their children's needs well and how to plan for these. At times, some struggle with knowing how pupils with the most complex needs can be effectively included in lessons but there is a strong desire to do so and pupils have increasing opportunities. Guidance and support are effective in helping manage some pupils' behaviour and in helping children appropriately to interact with others. The interesting activities prepared, and the careful balance of teacher- and-child led activities, allow children to grow in independence but within well defined parameters. Occasionally, there are insufficient numbers of staff in the afternoon to track the experiences of the large number of children who attend in the afternoons.
16. Teaching in Years 1 and 2 is lively and the interesting activities, planned effectively to meet the needs of most pupils, ensure that pupils are involved and engaged in learning. In a Year 1 and 2 science lesson, the challenge of 'researching' information and feeding this back to fellow pupils resulted in a very enthusiastic response and 'intense' work. Pupils work enthusiastically, showing a real keenness for what they are learning and a great willingness to share their new-found ideas with others. Occasionally, inexperienced teachers find their enthusiasm (and some pupils' over-excitement) a challenge; though strong teamwork among staff, guidance and support are helping to provide strategies for dealing with this. Staff always try to find new ways of presenting ideas to challenge the pupils, such as in an investigation into shape in Year 1 and 2 where pupils were to find the relationship between a number of triangles inside one another. However, sometimes they use methods which do not always work fully and make little use of ICT in demonstration which could present the problem in a simpler way.
17. Teaching in English in Years 1 and 2 challenges the pupils well and good attention to phonic work (the sounds in letters) really helps the pupils to improve their reading skills. There are good opportunities for them to speak and listen and these are well planned for in different subjects. Although writing is a general weakness across the school, opportunities to write in different ways for different purposes and audiences are a stronger feature of the teaching and planning in Years 1 and 2.
18. Weaknesses in the teaching in Years 3 to 6 fell into three categories. These relate to limitations in the knowledge of how to teach aspects of ICT, the challenge in lessons for higher attaining pupils and the explanation of methods to solve problems. Although teachers' knowledge of ICT has improved and the subject is now being taught systematically, teachers find aspects such as control and spreadsheet work difficult. They pitch the work at too high a level for the age of pupils or use too complex explanations. Although teachers often plan work for different groups within their classes in English, mathematics and science (and usually only in these subjects), the work is not always well matched to pupils' needs and abilities. Teachers do not specify what they want the different groups of pupils to learn, although they do state what they are to do in their planning. Too often there is not enough challenge for higher attaining pupils. In a lesson in science in Years 5 and 6, the needs of these pupils were largely ignored and they did similar work to the rest of the pupils. In addition, some teachers in Years 3 and 4 provide long, complex explanations in mathematics which serve to confuse pupils rather than aid their learning. Overall, there is little ICT to support learning and little 'interactive' use is made of the school's interactive whiteboard.

19. The separate teaching of the few pupils the school has with complex learning difficulties is satisfactory. This is largely carried out by support staff away from the main lesson where the rest of the class are taught. There is little actual teaching for these pupils carried out by teachers. Pupils do not have an equal opportunity of being taught by a teacher and sometimes when they are included in lessons their needs are not fully considered by the main class teacher. Support staff do their best to adapt work but sometimes this results in pupils' carrying out routine activities where they learn little.
20. The school is aware of the need to improve the quality of teaching further and to increase the amount of good and very good teaching. Appropriate challenging targets have been set with a clear focus on teachers' planning and matching work to pupils' needs
21. The assessment and monitoring of pupils' progress and achievements remain unsatisfactory. Although there has been some improvement in the way the school assesses, monitors and evaluates pupils' progress in subjects since the last inspection, not enough has been done and practice is inconsistent in subjects other than mathematics and English. Assessment in other subjects needs to be more tightly tied into National Curriculum levels, so that there is a clearer picture of pupils' progress in the subject over time and of standards in these subjects. There are some good examples of co-ordinators, such as in geography and history, beginning to collect and moderate work in their subjects to help teachers to identify pupils' geographical and historical skills and levels; however, not all teachers follow their and other co-ordinators' guidance and day-to-day assessment opportunities in a number of subjects are sometimes wasted by individual teachers. The use of marking is also still inconsistent and does not help pupils to understand what is good in their work and how they could improve it.
22. The school has started to use the optional National Curriculum tests and is now gathering more information about standards and pupils' progress. However, not all teachers use the information that they have gained from these and other assessments to help them in their planning. As a result, in many lessons, higher attainers, and some of those with the most significant learning needs, do not have work matched to their particular level and they do not make as much progress as they could.
23. Assessment and monitoring practice in the Foundation Stage is, however, sound and staff there also have very good informal knowledge of where the children are and what they now have to learn. The adoption of the new Foundation Stage profile has strengthened practice and influences teachers' planning well.

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	1 (2%)	22 (42%)	27 (51%)	3 (5%)	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 satisfactory range of opportunities for pupils to learn. The curriculum is broad and, in the main, reasonably balanced. All requirements of the National Curriculum and religious education are fully met. Opportunities for enrichment outside lessons are very good. The curriculum in the Nursery and Reception classes is very good. The accommodation is satisfactory, as are the resources to support pupils' learning.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is planned very well; this is because of the high degree of knowledge by staff of the children's needs and of how to plan to meet these needs.
- Provision for extra-curricular activities is very good; the school is rightly proud of this and also of its record in sporting activities and its programme of residential visits.
- Provision for personal, social and health and citizenship (PSHCE) is good.
- Outdoor accommodation is good and promotes learning well.
- The school does not comply with statutory requirements for completion of the daily act of collective worship.
- Some pupils with SEN do not have equal access to the curriculum.
- There is a lack of continuity in learning in science Years 3 to 6 and in ICT in Years 1 and 2; too little use is made of ICT to support learning in other subjects.
- Some improvements have been made in the main school, but areas remain that are in a poor state of maintenance. The smell emanating from some toilets is offensive.

Commentary

24. The curriculum in the Nursery and Reception classes is very good overall. There is a very rich and varied range of learning opportunities provided. This is because staff know the needs of their children very well and know how activities can be developed and provided to maximise learning. The outside play environment is used very well to provide supportive rich and varied experiences in all areas of learning.
25. The curriculum for pupils in Years 1 to 6 meets statutory requirements. However, judging from the pupils' work, there are some gaps in teaching and learning in science for pupils in Years 3 to 6. In addition, teaching and learning in ICT are not managed successfully in Years 1 and 2 because of a lack of software and hardware. However, a full programme of work is in place. Where possible the school seeks to develop curricular innovations, such as those associated with accreditation for the Healthy Schools award. Elsewhere, curriculum innovations are more restricted.
26. There is a good range of after-school activities and clubs that are well attended by boys and girls. Educational visits to support learning are planned well to complement the curriculum and are exciting and enjoyable for pupils. There is a wide range of residential visits that gives pupils significant experience of outdoor pursuits and develops well their social skills. Visitors to school are used effectively to extend pupils' skills and understanding. The curriculum is enhanced well by its emphasis on music and dance opportunities both within and after school. Many pupils have extensive opportunities to play instruments both in class and through instrumental lessons.
27. The school's good provision for PSHCE underpins the ethos of the school and prepares pupils well for learning by giving them personal support and a growing understanding of how to resolve problems for themselves. Pupils have regular opportunities to contribute to school developments through their school council. They are prepared well for transfer to secondary schools.
28. Provision for pupils with special educational needs is broadly satisfactory. Individual education plans (IEPs) are used soundly by most teachers to plan work in lessons that is appropriate to pupils' needs and to provide additional support where necessary. However, the arrangements for pupils with more complex needs (who are also supported by outside agencies) are unsatisfactory. This is because some pupils are withdrawn from classes for particular lessons, every week – and sometimes every day; as a result they miss out regularly on certain subjects. In addition some teachers, although they try very hard to include these pupils, have received limited training and support for doing so. The new special educational needs co-ordinator (SENCo) is working with staff very well now to try to help them to adapt work and plan for meeting the needs of pupils with SEN more effectively. Overall, there is a

lack of challenge in much of the work set for higher attaining pupils and as a result, these pupils do not achieve as well as they might. There was insufficient evidence to make judgements relating to the teaching and learning of gifted and talented pupils. The school has not identified any of these pupils specifically, although it has produced a draft policy to support the achievements of such pupils.

29. The school has a satisfactory number of teachers for the number of pupils on roll. Additional teaching is provided on a cost basis from other sources such as instrumental tuition. The satisfactory number of experienced teaching assistants effectively supports the work of teachers in most classrooms. However, because of staffing difficulties and the admission arrangements in the Foundation Stage, there are sometimes large numbers of pupils for the staff available.
30. Interior accommodation is satisfactory overall. Significant improvements have been made in the past two years through the headteacher's desire to improve the learning environment and to make the school an attractive place to learn. The development of the two libraries, in particular, has been beneficial. Most pupils have well-developed library skills and are now very confident in locating both fiction and non-fiction books. Notwithstanding, some areas remain in a poor state of maintenance. In particular, some of the toilets are dirty and smelly. Parents and pupils complain about this. The Foundation Stage space is small, particularly during the afternoon when there are large numbers of children or when it is not possible to use the outside environment, though teachers make the best possible use of it. The outside grounds are delightful and provide very good opportunities for extended learning, especially for science in the environmental area. Resources are sound in range and quality and are used effectively to support pupils' learning across the curriculum.

Care, guidance and support

The school's provision of care, welfare, health and safety is good. Advice, guidance, and support for pupils, based on monitoring their academic progress, are unsatisfactory. This has an adverse impact on standards. The school makes satisfactory provision for actively seeking to involve pupils in its development and work.

Main strengths and weaknesses

- A strong sense of community involving staff, pupils and parents pervades thorough the school.
- Teachers know their pupils well; they work hard to ensure academic and personal success in line with pupils' abilities and personal attributes.
- Positive and trusting relationships exist between pupils and all staff.
- The school uses systematic information it collects about pupils' personal development, even though it not formally recorded.
- The school's provision for the collection and use of pupils' academic performance data is unsatisfactory.
- The induction of children in the Foundation Stage is very good; arrangements for introducing pupils to their new classes across Years 1 to 6 each year are good.
- Pupils help to formulate the rules for their class; the school council is active in presenting issues and concerns raised by the pupils to the school's senior management team.

Commentary

31. The school is a happy, friendly and well-organised community, providing a safe and caring environment for all its pupils. The caring ethos has beneficial effects on pupils' achievement, as indicated by parents' positive comments. All staff work as a team and are well focused on care and support for all pupils. They pay meticulous attention to protecting pupils from any harm and promoting their health, safety and well-being. Teachers know their pupils well and respond readily to their needs. There are very good child protection procedures. There is also a recently updated health and safety policy. Sufficient staff are trained in first aid, and the

school conducts fire drills at regular intervals. Lunchtime supervisors are trained in behaviour management, so that pupils enjoy lunchtimes and staff work effectively to make this part of the day pleasant. Good use is made of outside agencies, such as the behaviour support unit in the case of a few pupils.

32. Teachers know their pupils well, and have a good understanding of their emerging strengths and weaknesses and readily respond to their needs. The school's tradition instils a sense of fairness and justice and friendship between teachers and pupils. Good rapport exists amongst pupils. Staff provide good role models for pupils by demonstrating ways of working together co-operatively in classrooms and about the school, welcoming visitors and being constantly courteous in their personal relationships. An ethos of care and consideration for others permeates through the whole school. Most pupils know that, when the need arises, they are free to turn to any adult in the school for advice and suitable support.
33. The school strives to include all its pupils. It is largely successful in relation to the majority. However, it has found meeting the needs of the small number of pupils with complex needs (such as those with autism or severe learning difficulties) a challenge, especially as the school has had a long tradition of teaching such pupils separately for a large part of the time. The headteacher has recognised this weakness and is working together with the new and effective special educational needs co-ordinator to provide more relevant experiences and opportunities within the context of the class. This is beginning to work well in the Nursery where activities are reasonably well balanced. It is less successful in the junior department, where little attempt to provide work at an appropriate level in class is made. Even though the school has high expectations of its pupils, it does not yet pay sufficient attention to the specific development needs of particularly gifted and talented pupils.
34. The school takes pride in acknowledging pupils' efforts and academic achievements. Pupils value the weekly 'celebration assembly' where their successes, both in classroom and out of the school are acknowledged and rewarded. The school values pupils' views, evaluating them through surveys and through a very effective school council. Pupils regard the school council as an important forum to voice any concern they may have and provide ideas for school development.
35. The PSHCE/Citizenship curriculum makes a strong and effective contribution to pupils' personal development. Teachers monitor it informally and include it in pupils' annual reports. The PSHCE programme incorporates circle time for all pupils, and sex and drugs misuse education for pupils in Year 6. The school participates in the Healthy Schools Initiative, promoting good health, self-confidence and taking responsibility for one's own actions.
36. Care and consideration given to pupils are evident from the way younger pupils are introduced to the school environment in the Foundation Stage, how they are nurtured and supported as they progress through the school each year, and how their induction to secondary education is prepared and implemented. The school recognises that pupils join at times other than the start of the school year and it provides positive support to those who do so to enable them to settle quickly to the daily school routine.

Partnership with parents, other schools and the community

The effectiveness of the school's links with parents is satisfactory. The quality of links with the local community, the playgroup housed within the school grounds and secondary schools is good.

Main strengths and weaknesses

- Most parents hold the school in high regard; they are supportive of the school and are positive about what the school does for the benefit of their children.
- The school consults and involves parents in its work and provides good information about the school community, and their children's attainment and progress.

- The school communicates effectively with parents through weekly newsletters and formal and informal consultation meetings.
- Parents encourage their children's full involvement in extra-curricular activities, especially music and sport.
- Good links with the local community have a positive impact on learning.
- The school makes good arrangements for its pupils moving to secondary school.

Commentary

37. The school has worked hard to establish a strong partnership with parents and, as a result, it is held in high esteem by most of them as well as the local community. Parents and volunteers from the local community are welcome in the school. Parents are pleased that their children like the school and that staff treat them fairly. They indicate that the school is approachable and has high expectations of both them and their children. Inspectors found substantial evidence to support these positive comments.
38. The school has continued to build on the significant improvements in the partnership with parents noted in the last inspection report. It encourages them to support their children's learning at home, which has a positive impact on pupils' attainment and progress. Commencing with the next academic year, the school intends to send a curriculum guide to all parents, to enable them to help their children with homework.
39. The school prospectus is clear and comprehensive, providing parents with essential information and emphasising the importance of working in partnership with parents. The partnership is underpinned by a home-school communication book, which enables parents to gauge the progress of their child on a weekly basis. The governors' annual report to parents provides them with the necessary details about the life and work of the school community.
40. Annual reports on pupils' progress contain appropriate details' about pupils' attitudes to learning and personal development and include clear targets for improvement.
41. Parents are well informed through useful weekly newsletters and formal and informal meetings. Parental attendance at the formal consultation meetings is usually high. Most parents welcome the easy contact with individual teachers or with headteacher. Any issue or concern raised by them is dealt with promptly and sensitively.
42. There are opportunities for parents of children with special educational needs to contribute to their individual education plan. Parents are informed regularly about their children's targets and achievements. The school has effective liaison with the on-site playgroup and other Nursery schools for children entering the school and with secondary schools for pupils leaving at the end of Year 6. In addition to school prospectus, the school produces a 'Welcome Pack,' containing useful information for parents of children entering the Foundation Stage.
43. There are positive links with the local community and these contribute to pupils' learning. The headteacher and the Chair of Governors promote the school in the local community by writing about it in the bi-monthly local magazine. At times, the Parish Council invite them to attend their meetings. The local Rotary Club has provided funds for the benefit of the pupils. The school provides teaching opportunities to graduate teachers from the University of Reading. The school premises are used by various local organisations in the evenings. The school maintains positive links with the church community and the local St James the Less Church. The school invites the village community to attend its Christmas carol service held at St. James Church.

44. The school, in collaboration with its pupils and their parents, raises funds for local and national charities. A dedicated group of parents, organised, through the parent-teacher association, helps to raise funds for the benefits of the school. This has provided substantial benefits to pupils through the creation of both the school library for Years 3 to 6 and the new ICT area.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. Leadership by the headteacher is good. She has a clear idea of what is working and what is not working and how to improve things. That provided by the senior management team is broadly satisfactory, although senior staff could do more to support the headteacher and to develop their areas more quickly. The headteacher's determination to raise standards and improve the quality of provision is paying off. The governors support the school well; their work overall is sound.

Main strengths and weaknesses

- There is a clear vision for further improvement and there is a high commitment by the headteacher to ensuring that pupils do as well as they can.
- Teamwork and morale are good and the work of the senior management team is satisfactory.
- The support and challenge that governors offer is good.
- Subject leadership and management are sound in most subjects, although some co-ordinators, mainly those new to their roles, have not fully developed their monitoring role.
- The school improvement plan is insufficiently prioritised.

Commentary

45. Since the headteacher's appointment in January 2003, the school's provision has improved well. Morale has improved and teamwork amongst most staff is evident. This improvement has been through the strong determination of the headteacher and the very good support provided by the LEA. The school was identified by the LEA as 'causing concern' in Autumn 2002; standards had fallen in Years 1 and 2 and monitoring by school advisers had identified much weak teaching in the Foundation Stage through to the end of Year 2. The school had been in considerable decline and much was needed to be done to improve pupils' achievements. Close co-operation with LEA advisers and rigorous action to eradicate unsatisfactory teaching have resulted in largely a new staff team in the Foundation Stage and infant department. Teaching is now good in the former and sound in the latter, although the potential for further improvement in Years 1 and 2, through already developing strong teamwork, planning and evaluation, is good. The headteacher has the confidence of these staff and is using their skills to develop other areas of the school where provision has been weak. For instance, the relatively new special educational needs co-ordinator has undertaken an audit of practice in relation to meeting pupils' needs. She has clearly identified the weaknesses in how pupils with the most complex needs are included in lessons, has a strategy to improve the provision and has already improved aspects of IEPs and of Annual review reports to support this.
46. It has not always been easy for the headteacher to introduce new, improved practices. However, she has worked through any resistance, being determined to form a cohesive staff team with a senior management team supporting her. Little responsibility was expected from staff previously and some who had been appointed to senior positions had unclear roles. In an attempt to clarify roles and responsibilities unpopular decisions have had to be taken. Despite this, senior staff do support the new 'regime' and are now mostly clear on what they should do. However, some lack expertise because too little has been expected previously. They largely carry out what they are asked to do, but have had limited impact on strategic thinking and planning. Their ability to make things happen has been somewhat restricted, especially if they are asked to implement something which some staff may not like. However, their skills are improving reasonably through the leadership training programme the school is part of.

47. Subject leadership is at various stages of development depending on the subject. Overall, this is satisfactory, but there is still work to do to ensure that all co-ordinators carry out their roles (especially in relation to the monitoring and evaluation of standards and teaching). Training is helping but, in a similar way to the senior management team, roles have been unclear in the past and skills underdeveloped. Everyone is now clear about their responsibilities as co-ordinators and how to carry these out. There are examples where leadership and management of the subject are good and where much has been done through the support of the headteacher and LEA. The benefits of this have been clear. Standards have risen in Foundation Stage and Years 1 and 2 and the subject leaders, such as those for English, mathematics and history, generally have a clear picture of their subject across the school. Some other subjects are still at an early stage. Science has suffered from too many different co-ordinators in the past and the new one (who also leads ICT) has much to do. The provision for ICT has developed in terms of acquisition of resources (although there are still not enough computers) but not enough has been done in relation to ensuring pupils are taught skills progressively and that these are assessed.
48. Planning for school improvement is based both on the school's response to the LEA action plan as well as its own improvement plan. Although satisfactory as a short, medium and long-term plan, it has too much in it and key actions have not been sufficiently prioritised. It does, however, address all issues. The large number of actions reflects the headteacher's and governors' anxieties to ensure that all is addressed, but has resulted in some actions being carried over, uncompleted, from the previous year. The school now rigorously checks that the impact of its work is effective. Monitoring procedures have improved substantially during the past year.
49. Management is sound, as is the school's documentation to support and guide practice. All necessary policies including a race equality policy are in place. Guidance is reviewed regularly and evaluated for its impact thoroughly. Some new co-ordinators have not yet undertaken their full role, especially with regard to monitoring. There is a clear enthusiasm to do this and determination by most to further improve subject provision.
50. Governors now provide good support to the leadership and management of the school. Governors had little information about the school previously and consider that they were 'kept in the dark'. This is now not the case and governors are increasingly gaining a good range of information in relation to their own responsibilities. They work well in partnership with the headteacher who, together with LEA staff, provides them with good information about the school's provision. There is still somewhat a reliance on 'others' for information. However, a number of governors are spending time in the school and with co-ordinators, getting to know about standards and their subject / area in general. They act well as a critical friend and question why things are as they are. They are determined that by working alongside the headteacher, they will make the provision even better. They take an active part in the school's work and bring some considerable skill and expertise to the school. However, their role in monitoring the health and safety procedures needs to improve.
51. Financial management is sound and reasonably planned in relation to the school priorities. Governors are proactive in considering the budgetary implications of the falling roles.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	637,159
Total expenditure	657,589
Expenditure per pupil	2,315

Balances (£)	
Balance from previous year	5,928
Balance carried forward to the next	-14,502

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good.

Improvement since the last inspection has been good. Teaching and learning are consistently good and there is a very rich and varied range of learning opportunities provided. The children achieve well overall. The Foundation Stage is very well led and managed overall by a strong practitioner who is constantly striving to improve provision. She is relatively new to the position and is very well supported by an able team of teachers, nursery nurses and teaching assistants who plan and reflect on their work together well. Relationships between staff and children are particularly strong. This means that the children try very hard and are keen to get involved. By the time they reach Year 1 almost all have attained the early learning goals in all six areas of learning and many have exceeded them. This is particularly the case in early literacy skills, creative development and in their knowledge and understanding of the world.

Overall children's attainment on entry to the Nursery is currently similar to those of other children of their age, there is great variation in children's attainment in the six areas of learning. Attainment is strongest in communication, language and literacy where pupils' skills are above those of children of a similar age. The very good range of high quality experiences is planned appropriately from the Foundation Stage curriculum and is particularly strong for communication, language and literacy, creative development and knowledge and understanding of the world. In these areas pupils' achievements are good. The outside environment is used particularly well to extend the Foundation Stage areas with activities that extend every area of Foundation Stage curriculum. Some of these, such as role play, are very well led by staff, although others are more limited because there are not always adults available to help the children reflect further, particularly in the afternoons, when the largest numbers of children attend.

Careful records and observations are made of children in the Nursery and Reception to support the school's new use of the Foundation Stage profile and these are beginning to be used to inform planning and the challenges children are set in their work. Some additional records are also kept as records of achievement and as a 'baseline' against which to monitor development. There is scope for these to be more consistently filled in and to better inform teachers' plans so that different challenges are set according to children's abilities and needs, particularly for the lowest achieving children. However, boys and girls learn equally well and are supportive to each other. Some very positive examples of children encouraging each other, including those with special educational need, were seen, including real celebration of each other's achievements.

The very few children whose first language is not English and those with special educational needs have benefited strongly from this and have made good progress in their self-confidence and communication.

Although the learning opportunities provided are very rich, formal planning does not always do justice to the range of activities available in each area of learning every day. Support staff are generally used well, although sometimes they have little to do in whole-class parts of lessons. They are used very effectively when they record observations of children at these times and lead specific activities which they do well. Parents are involved well by staff through regular newsletters, the sending home of reading books and the many opportunities for formal and informal discussion and the work of the Foundation Stage staff in getting their children off to a sound start is valued highly by them. Children's induction into and between Foundation stage classes is managed particularly well. This means that children very quickly settle and both they and their parents trust and respect Foundation Stage staff.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Self-help and independence skills are promoted well.
- Children show very supportive behaviour to others with special educational needs.
- Staff do not always know which activities children have completed; more tracking of individual children would help ensure that children concentrate on tasks for as long as they could and help identify what they gained from a particular activity.

Commentary

52. Children make good progress in their personal, social and emotional development and the teaching in this area is good overall. It is particularly good in supporting their self-help skills. Children are encouraged to develop independence from the beginning, to make choices as to what to do and to work with, and show care and respect for others. Teachers provide very good role models for them in the ways they encourage, listen to and deal with each other and the children. Children are treated with care and respect and are expected to behave similarly and they quickly learn to follow the established routines. By Reception, most take turns when playing games, although some are still a little restless in whole-class lessons; a small number 'flit' from activity to activity when allowed to select what they want to do. They are well on their way to attaining the goals set for them by the end of Reception. Staff are aware of the need to monitor these times more tightly to ensure that children learn as much from each other and from their self-chosen activities as they could and so that children take increasing responsibility for their own behaviour and learning, for thinking and evaluating their learning for themselves. Some good examples of developing sensitivity to others were seen, however, particularly in relation to children with special educational needs whom other children spontaneously encouraged, welcomed back into sessions or made spaces for.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good** and has some very good features.

Main strengths and weaknesses

- Teachers are very skilled at extending children's language and giving them the confidence to take part in lessons.
- Good, and often very good, use of stories and books promotes children's interest well.
- Early reading skills are promoted well.
- In some lessons children need clearer guidance as to how they are expected to listen and respond to others.

Commentary

53. Attainment in language and literacy is wide ranging on entry to the school's Nursery, although most have skills above average compared with others of their age. Some are very articulate but not used to listening to others' points of view. A few children have limited confidence in self-expression. Many opportunities are provided to improve these skills and good progress is made by children of all abilities. They achieve well. By the end of Reception, almost all have attained the early learning goals and a significant number exceed them. They make particular progress in early reading skills and are very well prepared for the move into Year 1 in this respect. Daily phonics and reading sessions, very good role play and story work prepare them well and support a love of stories and books. Writing, is soundly promoted and achievements are satisfactory, although some opportunities are missed for developing this further. Children's achievements overall are good and most achieve well above children of

their age in early reading skills. The good teaching supports the children's confidence well. In whole group and small group activities staff extend children's language well. Some children, though they have extensive language, are still not strong listeners to others by the end of Reception and occasionally need more direction for this. There is a strong sense of fun and enjoyment in most lessons ; staff are strong and expressive story tellers in particular and this keeps most children attentive, involved and encourages them to 'savour' the story language and events and supports their learning

54. By the end of their Reception year almost all children contribute readily to group lessons, have a simple understanding of story structures and can identify a range of letter sounds and simple words that begin with them. Most have a small vocabulary of words they can write and recognise. Higher attainers blend sounds into words and work out how to spell simple regular words. Generally they form their letters well and take great pride in their presentation and are well prepared for moving into the Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **sound**.

Main strengths and weaknesses

- Support for mathematics in taught groups is good.
- A good range of other mathematical experiences is provided which children can 'choose' from through, rhymes, stories and topic work.
- More systematic tracking of children's participation in and responses to these activities is needed.

Commentary

55. Most children enter the Nursery with slightly above average skills in mathematical development. Good teaching in focused activities and many incidental opportunities provided to support the children's understanding of number, shape, capacity and size mean that most enter Year 1 having achieved the early learning goals in mathematics. Achievement overall is sound. However, the current way of organising activities means that opportunities for extending children's learning are sometimes lost because occasionally children's 'freer' experiences are not always extended and tracked. Although, as in other areas of learning, there are specific days when mathematics is focused upon there are not taught or supervised mathematics experiences on all days, although planned opportunities children can choose (if they wish) are provided. This means that children's mathematical vocabulary at these times is not always extended and the lowest and highest attainers in particular could have their understanding extended even further.
56. Through the stories, number rhymes and routine activities, as well as the timetabled mathematics times, children start to count forwards and backwards. Higher attainers in the nursery complete simple practical sums such as working out how many items they need to complete a task, how many centipedes or wood lice they each have and who has the most. They understand concepts such as 'full' and 'empty' when playing with water and sand and know that if they pour from one larger bottle to another it will overflow because one holds more water. By the end of the Reception year children understand simple comparatives such as smaller, larger, taller and confidently count and carry out simple number operations up to 10. The highest attainers count much more freely than this and are keen to demonstrate this. They do simple addition and subtraction 'sums' and some count freely in 2s and 5s. They explore the properties of different shapes and comment on them in the environment. Most know the names of triangles, circles and squares. Children are soundly prepared through oral counting and other games for the National Numeracy Strategy work they will move on to in Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**. It has some very good features.

Main strengths and weaknesses

- A very good range of learning opportunities is provided outside and inside the classroom.
- Good teaching and learning excite children's curiosity about the world and help to develop their thinking further.
- There is good support for early ICT skills.

Commentary

57. Children make good progress because of the very good learning opportunities provided in indoor and outdoor activities. They achieve well. It is also because of the good quality of teaching; they are positively encouraged to explore their environment and teachers share books and activities with them, which increases their knowledge. Almost all achieve the goals they are expected to reach by the end of Reception and many exceed them. Most have had a strong range of experiences before they enter the Nursery, although some lack confidence in talking about experiences. However, they could make even more progress if more adults were available to support their outside experiences. Children look carefully at plants and insects and a strong sense of curiosity is being promoted. Reception children understand that plants need light and water to grow and that some insects like the dark and others the sunshine. They comment on the weather and have a developing understanding of seasonal changes. They comment on the different colours, textures and materials and on the properties of wet and dry sand. Well supervised and freer work with computers means that they have strong skills in this area; higher attainers opening programs and dragging pictures and using appropriate vocabulary and others using the mouse to change their activity with confidence.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children have many opportunities for developing their fine motor skills and cut, stick, paste, use pencils and other tools well.
- Children's achievements are sound overall and strongest for fine motor skills.
- More equipment in the hall appropriate to the ages of the children would support achievement even further.

Commentary

58. Children enter the Nursery with 'average' and sometimes 'above average' skills in this area and a good range of toys, activities and planned and freer activities supports their development well. All make sound and often good progress in their physical skills. The extensive opportunities for creative activity and for cutting, pasting and spreading mean that they develop their fine motor skills well. For instance, teachers give clear feedback to children as to how to hold brushes more effectively while constantly encouraging them. This means that they try hard and refine their skills. Outside activities support larger movements and body control such as climbing, running and balancing. Timetabled activities in the hall support development further but apparatus in the hall is primarily for older children and this restricts some activities and attainments, though children's kicking, catching and throwing skills develop well. Overall children are on line for attaining goals expected by the end of Reception

and particularly in skills such as handling scissors, brushes and pencils. No teaching in timetabled sessions was seen during the inspection but teaching within other activities and records indicate teaching in this area to be at least sound.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Staff's expressive story telling and the use of role play stimulate children's imagination very well.
- A strong range of taught and free choice activities enables children to develop their skills and explore textures and colours well.
- Children's achievements are good and sometimes very good.

Commentary

59. There are very good opportunities provided for creative development and children make good progress in this area. Staff provide many interesting and motivating activities linked to topics and for 'free' play for children to do; they are sensitive in leading, but not dictating to, those they help to supervise and teaching is good. Children's achievements are also good. Taught activities particularly extend children's use of paint, sticking, clay and other materials. Children are very proud of their creations, learning from their teachers' interventions and advice and putting them to good effect. They also watch each other carefully and make suggestions as they build or make models. Very good role play activities not only support children's literacy but stimulate their imagination very well. Children spontaneously continue these activities in their 'free' play elsewhere - for example, carrying on their *Three little pigs* role play in the sand tray or finding the book and using appropriate 'little pig' voices in the reading area. Little music was seen on the inspection, although Nursery children demonstrated a keen awareness of nursery and action rhymes and musical experiences are a planned and important part of Foundation curriculum.
60. As in other areas of learning more systematic planning to meet the needs of different groups and tracking of individuals' responses to all activities should enhance progress even more.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Throughout the school, pupils' standards in speaking and listening and in reading are above average; they are average in writing.
- The management of English is good and the co-ordinator is successfully leading the drive to raise standards.
- Teaching and learning are consistently good in Years 1 and 2 and consequently standards are improving.
- Most pupils' writing skills improve steadily but their writing standards need to be higher; the presentation of their work is not good enough overall, and particularly so in Years 3 to 6.
- Pupils do not use ICT sufficiently as an aid to learning in English.
- Pupils' achievement is improving but should be much better, particularly pupils of higher ability and most noticeably in Years 3 to 6.

Commentary

61. Overall, achievement in English is satisfactory and standards are average. Standards in the Year 2 national tests in 2003 in reading were average, but below average in writing. Compared with schools with a similar percentage of free school meals, these standards were well below average. Pupils attained average results at the higher level (Level 3) in both reading and writing but, compared with similar schools, these were well below and below average respectively. The picture was better in the tests at the end of Year 6. Pupils' attained standards which were above average in English, although below average when compared with schools with a similar percentage of free school meals. Results at the higher level (Level 5) were well above average.
62. Since the previous inspection, the school has only partially met the key objective in its action plan of raising standards in English. Standards at the end of Year 2 have varied in the last three years from average to below average and at the end of Year 6, from average to well above average. Evidence from inspection shows that by the end of Year 2 standards in English are now beginning to improve. This is due to better teaching and the impact of worthwhile initiatives such as the creation of a positive learning climate and environment and careful planning among staff. Pupils' interest is stimulated and, consequently, they are more motivated to learn. This is not as evident by Year 6. Overall, the achievement of more able pupils currently lags behind their ability, but especially in Years 3 to 6. This is because of the lack of challenge in some of their work, particularly in Years 3 and 4. Teaching assistants generally support pupils with special educational needs effectively. As a result, such pupils achieve as well as others. Individual pupils with more complex needs, however, do not always have access to work suited to their needs, or to support materials and software that would enhance their access; for example, through using symbols for writing.
63. By Year 2, standards in speaking and listening are above those expected for most pupils. All pupils respond well to regular structured opportunities to improve their skills in speaking and listening. They are encouraged to ask questions, explain events and describe activities. By Year 6, most pupils listen attentively and with respect to others. Standards are above those expected. Many are capable of using a wide vocabulary effectively during discussions. Most express themselves confidently and are quick to respond to questions. Some reflect on the finer points of their work assuredly and describe concisely what they enjoy about school life. Pupils with special educational need benefit from the support of teaching assistants and this helps them to learn soundly in English.
64. By Year 2, most pupils make steady progress in reading and standards remain above average. Younger pupils read simple texts accurately. They benefit from the effective use made of a structured group reading scheme that is linked well to the National Literacy Strategy. They learn letter sounds and apply this knowledge effectively to help them sound out words. Pupils of higher ability read fluently, using meaning and sense to predict, even when the context is unfamiliar. Current evidence indicates that by Year 6, pupils reach above, and frequently well above, average standards in reading. This represents good achievement.
65. Over time most pupils develop their writing skills steadily, using a variety of styles and formats, including stories, factual accounts, poems and letters. There are groups, however, which do not do as well as they could. By Year 2 there is limited evidence of extended writing so that some pupils' development of organisation, structure and imagination is limited. Throughout the school, pupils of higher ability do not reach the standards that they are capable of. By Year 6, some write in attractive joined up script. Punctuation within sentences is reasonably accurate. Overall however, pupils' presentation of their work is not good enough. The school is aware of the urgent need to raise writing standards and presentation and, consequently, this is a focus for improvement.
66. In Years 1 and 2, the quality of teaching and learning is consistently good. In Years 3 to 6 it ranges from satisfactory to very good and is satisfactory overall. In best practice, teachers place an appropriate emphasis on helping pupils develop their literacy skills through

purposeful and enjoyable activities that are matched well to different levels of ability. As a result, pupils' attitudes to the subject are good. They concentrate well in lessons and work successfully at their level of need. Where teaching is less effective, it is because teachers set work that is over-reliant on common worksheets. Not enough account is taken of the needs of individuals or groups of pupils. Work set for pupils of higher ability in particular lacks challenge. Consequently, the pace of learning is slow.

67. Systems for target setting for pupils in English are at an early stage of development. Consequently, many pupils do not yet know at what level they are working, or how best they can improve. In addition, the recently introduced quality marking system has not yet had an impact on improving skills. This is because some teachers are not making effective diagnostic written comments to help pupils' understand how they could now improve their work. Teachers generally make sound use of teaching assistants to aid learning, particularly for pupils of lower ability and those with special educational needs. Teachers occasionally use ICT to support learning but there is scope to develop this much more, for example to support the writing and learning of pupils with SEN further. Pupils themselves do not use computers sufficiently to draft and check their work or to apply their literacy skills in other subjects.
68. Leadership and management in English are good now. In a short space of time the recently appointed co-ordinator has introduced worthwhile initiatives to improve standards. These include for example, library re-organisation, a review of the handwriting style used in the school and the promotion of staff development through focused training. She monitors teaching and learning systematically. All of this well-directed effort is beginning to impact beneficially on teaching and learning.

Language and literacy across the curriculum

69. Pupils' well-developed skills in speaking and listening are applied successfully in other subjects. For example, pupils regularly discuss ideas with partners and review their work with them. This co-operation also makes a good contribution to their spiritual, moral, social and cultural education. Otherwise, pupils' do not have sufficient opportunities to apply skills acquired in writing and in information and communication technology to enhance learning in other subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning is satisfactory in Years 1 to 6.
- Teaching assistants support lower attaining pupils well.
- Pupils have good attitudes to their lessons and work very well together.
- The subject is well led and managed.
- The use of ICT to support learning in mathematics is weak.
- Sometimes teachers move through their lesson too slowly expecting little work to be undertaken.

Commentary

70. Standards by the end of Years 2 and 6 are average. This represents satisfactory achievement. Standards are also similar to those seen in the last inspection. However, pupils could do better if work for higher attainers, in particular, was better matched to their needs in Years 3 to 6. There is a clear improvement in relation to this seen in Years 1 and 2 where the subject co-ordinator has much influence. Over recent years, pupils' attainment from the results of the national tests in Year 2 has been average in relation to schools nationally, although this has been below or well below average when compared with schools with a similar percentage of free school meals. This was linked to weak teaching found in the infant

department by the LEA and by the recently appointed headteacher. This has now been eradicated and pupils' standards are rising. In line with the results in Year 6, pupils who have reached the higher levels (Level 3 at Year 2 and Level 5 at Year 6) have been average. This is now rising in Year 2 but there is still some way to go in Year 6 for higher attaining pupils to reach their full potential.

71. Pupils' work indicates that a broad range of mathematical activities is carried out and that pupils use a wide range of computational methods. Challenging work in Years 1 and 2 builds on the already good foundations of pupils' learning in Nursery and Reception. Work in Years 3 to 6 lacks challenge for higher attainers at times. Although there is reasonable attention given to the solving of 'word' problems, there is little investigational work. This is revealed in pupils' weaknesses to see patterns and relationships in number and shape, in particular.
72. Although the teaching is sound overall and teachers strongly promote different ways of tackling problems, the teaching and learning in one lesson seen in Years 3 and 4 were unsatisfactory. This was because of the way a particular method of subtraction was explained. This confused the pupils and resulted in many being unable to complete their work without a lot of further detailed explanation. The approach in Years 1 and 2 excites learners, motivates them and interests them in the work set. Occasionally, teachers use visual aids insufficiently to help pupils understand ideas about shape, however. Strong teamwork, careful joint planning among staff and regular shared evaluation of lessons help teachers in the infant department to provide accurate planning to meet pupils' needs, adjust work in the light of pupils' successes or difficulties and to challenge pupils accordingly. Over the course of Years 3 to 6, work is generally planned for different groups of pupils across the school, although in the other lessons judged as satisfactory in Years 3 to 6 there was insufficient challenge in the work set for higher attaining pupils or not enough expected from them. Teaching assistants generally support pupils well, often 'interpreting' what the teacher has said in the introduction, although at times some do not have a clear role at the beginning and end of lessons. They help pupils well during the practical part of the lesson, although sometimes teachers give insufficient direction to staff to help pupils move forward if they easily tackle the work set.
73. The co-ordinator has done much to raise the profile of the subject and to ensure that the programme of work supports pupils' progress. She recognises much of the weakness in the subject and has developed an action plan to eradicate these. She has strengthened her own knowledge through working with other mathematics teachers and co-ordinators from other schools. The support provided from the LEA has enabled her to monitor teaching and learning and to make accurate judgements about this. Pupils' results from tests have been analysed and a sound assessment system for tracking progress is now being developed.

Mathematics across the curriculum

74. Mathematics and numeracy are used soundly across the curriculum. Both in lessons and in an examination of pupils' work, there were a number of instances seen where mathematics was being used to support learning. For example, measurement takes place in a number of science investigations. In design and technology, pupils cut and measure card to specific lengths, as they make models.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Achievement and standards are sound across the school; the co-ordinator recognises that higher attainers, in particular, should achieve more than they do.
- There is good attention to scientific investigation which pupils thoroughly enjoy.

- Teaching is sound overall; however, in Years 3 to 6, what pupils are to do and learn are often the same for all groups despite their different ages or abilities and there is sometimes unsatisfactory teaching relating to a lack of challenge for higher attaining pupils.
- The subject is currently in the hands of a relatively new co-ordinator; there have been many changes of co-ordinator in the past few years and the subject has suffered as a result of this.

Commentary

75. Standards in science are currently approaching those expected for pupils in Year 2 and are average for those in Year 6. This represents satisfactory achievement overall for the large majority of pupils. However, overall, pupils' attainment should be much higher than 'average'. The pupils' standards are also similar to those seen during the last inspection. Over the past three years, the results in the national tests in Year 6 have indicated that standards have varied from average to above average. This is below average when compared with schools with a similar percentage of free school meals, yet is average (and sometimes above average) when compared with schools which attained similar results to Pangbourne when the pupils were assessed in Year 2. In Year 2, teachers' assessments had identified that pupils reached standards above the level expected, although there has been some variation in the quality of the assessments made in science overall in the past.
76. The main issue which the school faces is the attainment of the higher attaining pupils. Their needs are better catered for in Years 1 and 2, where work is reasonably well planned and matched to the needs of different pupils. However, sometimes the written work they are asked to do is the same for all levels of need and ability. In Years 3 to 6 this is a particular weakness. Pupils' results in the 2003 Year 6 national tests showed that the percentage of higher attaining pupils was average. From the work seen and discussions with pupils, the proportion of pupils who attain the higher levels in science should be greater than is currently seen or which has been typical in past years.
77. Throughout Years 1 and 2, pupils receive a good foundation in all aspects of science. Subject vocabulary is well promoted. Work is well presented, is interesting and challenging questions are asked by teachers. This helps pupils to think like 'real scientists' and to use well the information from observations made and the scientific knowledge acquired. Teaching is sound and is sometimes good. Occasionally, inexperienced teachers allow too much time for an activity to take place and pupils lose interest.
78. In Years 3 to 6, evidence from pupils' books show that the main focus of the work is learning through investigation and experimentation. This is strongly promoted, although there are occasionally some gaps in the pupils' work seen in their books. This is sometimes because they ceased learning about a topic due to another school event occurring. Marking is inconsistent and some pupils' work is unfinished. Teachers often provide helpful advice on how the work can be improved in lessons. Some give clear written guidance, whereas some is just ticked and some not marked at all. There are good examples of the use of charts and tables to record data but a lack of emphasis on presentation. Little ICT is used, except for national test revision topics explored through the use of the Internet. Occasionally, teaching is unsatisfactory in the junior department because too little is expected of the higher attaining pupils, with little work provided specifically for them; there is little to challenge them and help them to attain higher levels. Teachers plan revision well in Year 6 and some specifically taught sessions strongly helped pupils recall what they had already learned and fill in 'gaps' where a topic had not been completed previously. This has a positive impact on raising the attainment of pupils towards the end of Year 6, but is no substitute for a consistent programme of work taught well.
79. The subject has suffered in the recent past from many changes of co-ordinator, resulting in little headway made in improving the provision. Assessment has not moved forward sufficiently despite this being a key issue at the last inspection. A new co-ordinator has now been appointed and links are being made with co-ordinators from other schools. He has a clear picture of the strengths and weaknesses of the resources in the subject and has focused

largely on improving these since his involvement. However, little analysis of pupils' work, results or of trends in progress has been undertaken. Monitoring of teaching has been recognised as an area for development, however. Overall, the impact of leadership and management on improving standards has been limited and this is now where subject leadership needs to focus. Despite standards being similar to those seen in the last inspection, overall improvement in the subject has been limited.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

Main strengths and weaknesses

- The skills, knowledge and understanding of pupils by Year 6 are below what is expected for pupils' ages.
- The programme of work insufficiently builds on the good skills the pupils have gained in Nursery and Reception.
- Teachers' knowledge of what they are teaching is limited but is improving.
- The subject is insufficiently co-ordinated overall, although personal support to help staff develop their skills is good.
- Computers are not sufficiently used to support learning in other subjects.
- Despite a recent increase, there are too few computers for the number of pupils in the school.

Commentary

80. There has been limited improvement in the provision since the last inspection. The number of computers has increased, but there are still too few of these to support pupils' learning. The ratio of computers to children is below national guidance. The weakness in control and modelling (identified as a key issue for improvement in the last inspection) has been only partially addressed. A full programme of work is now in place but there is still no coherent system for assessing pupils' progress. Teachers' skills are improving, although the staff's response to the national training programme was mixed. There is still limited knowledge of how to teach the subject among some teachers. Staff are further enhancing their skills through the good support and tutoring provided by the co-ordinator and through working with other teachers when planning lessons.
81. Little use of ICT was seen during the inspection. In Years 1 and 2 five new computers had arrived the previous week and these had not been set up. An examination of the programme of work the pupils have undertaken in the past shows that they have been taught the full programme of study, although they have often spent a long time on a particular topic. Discussion with staff indicates that this was because of the lack of computers and need for all pupils to have a 'turn'.
82. Two lessons were observed in the junior department. The teaching in one of these was unsatisfactory. This was because of a lack of knowledge of how to teach the particular aspect. The lesson had been prepared well but because of the teacher's own inexperience in teaching the topics he had either pitched the work and ideas at too high a level or had failed to realise the pitfalls of providing pupils with too much information at once.
83. It is not possible to make a judgement on pupils' standards in Years 1 and 2 and too little work was seen. Samples of work are not consistently saved and there is limited tracking of pupils' skills, knowledge and understanding. Discussions with some pupils indicated a strong knowledge of the use of the computer, although those spoken with often had computers at home and used them there. Samples of junior pupils' work seen on the school's network shows that much work is tackled in Year 5 and 6. The amount of work available in Years 3 and 4 was scant. Overall, the files are badly organised, although it was possible to gain a partial view of the range of work covered. Pupils' skills are strong in desktop publishing,

multimedia work and data presentation. These are weakest in database and control, modelling and monitoring work, especially in Years 3 and 4. The latter was an area for improvement at the last inspection. Discussions with pupils indicate that those that have and use computers at home are the most confident learners. The parents of some of the pupils have a background in ICT themselves. Those that did not have computers at home (or did not use them) had the most limited knowledge. Overall, pupils' achievement and the standards that they reach by Year 6 are unsatisfactory.

84. Leadership and management of the subject and planning for development are unsatisfactory. The work is tackled insufficiently rigorously and monitoring of pupils' work, progress and staff's teaching is limited.

Information and communication technology across the curriculum

85. Computers are beginning to be used to support pupils' learning in other subjects, such as in English for poetry writing or to support pupils with special educational needs. Pupils use the Internet in religious education and history to research topics. Overall, however, the use of ICT in other subjects and support learning is limited.

HUMANITIES

86. **Geography** and **history** were sampled. Only a limited number of lessons were seen in history and geography during the inspection and it is, therefore, not possible to make an overall judgement about the quality of teaching and learning. However, judgements about pupils' attainment and achievement are based on an analysis of available work, teachers' planning, and discussions with subject co-ordinators and with pupils. By Year 6, pupils' history and geography skills are slightly above those expected for pupils' ages and most have a good understanding of geography and history terms. Their achievement is sound. However, their progress has not been consistently tracked over time.
87. In the few lessons seen teaching was at least sound and sometimes good. In the best lessons teachers were enthusiastic, had planned their lessons well and had good, relevant visual aids that enabled all groups to follow and to be involved. Most pupils were keen to learn and responded well to their teachers' questions, involving themselves positively in discussions. In weaker lessons, some groups of pupils were less focused, partly because not all teachers planned and taught their lessons with the different learning needs of different groups in mind.
88. A good programme of work is in place for both history and geography although the depth of teachers' planning is highly variable. The curriculum is well supported by a programme of visits (some of which are residential) which enhances pupils' learning well. Some good support for literacy was seen in individual lessons. This was to support their topic work and research skills in both geography and history are promoted well. There was also some support for numeracy in geography. However, in some classes work is poorly presented, pupils have too little work in their books and some have work that is unfinished. In other classes teachers use marking well to ensure that pupils' presentation and understanding are extended even further. Generally geography and history are taught in cycles, but teachers also link the subjects to each other well, for example comparing local communities now and in the past as part of their comparative localities work.
89. There has been a satisfactory improvement in the history and geography provision since the last inspection. Leadership and management of both subjects have improved and are good. The co-ordinators are both clear as to the strengths of their subjects and what now needs to be done; they have moderated work across the school and are enthusiastic about their subjects.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education is managed and taught in a way that promotes respect and interest in different faiths and beliefs; it makes a good contribution to pupils' personal development and cultural awareness.
- Relationships are good in lessons and pupils show respect for one another's views.
- Older pupils do not always write enough or in sufficient depth about their work.
- Pupils do not have enough opportunities to use computers to support their own learning.

Commentary

90. Standards are in line with expectations for the locally agreed syllabus and achievement is satisfactory, overall. The school provides an appropriate programme of work based on the locally agreed syllabus. The sound standards that were reported at the previous inspection have been maintained.
91. Pupils in Years 1 and 2 learn about Judaism and the importance of the Torah in the Jewish faith. They enjoy making their own version of the Torah using a range of different materials. In discussion with their teacher, pupils remembered several significant facts related to this topic and talked animatedly about them. For example, they elicited facts about the length of time it takes to read the Torah and that it contains 613 rules for living. Pupils in Years 3 and 4 learn about Christianity. They visit the local church of Saint James the Less and in connection with their studies of comparative religion, pupils also visit a synagogue and a Hindu mandir. Faith leaders teach pupils about various aspects of their respective religions. The insight that pupils gain through learning about different world faiths contributes well to their personal, social and cultural development. The school extends pupils' learning appropriately through its carefully structured assembly programme that also links well to other faiths and celebrates religious diversity.
92. Teaching and learning are satisfactory with some good features. Practical work, for example, brought learning to life and the effective use of resources such as the photos of the local church of St. James clearly stimulated pupils' interest. The quality of relationships in lessons is good and there is a positive atmosphere of mutual respect. Consequently, pupils are able to discuss their ideas openly because they know that their opinions will be respected.
93. The subject is led competently by an experienced and enthusiastic co-ordinator who has a clear understanding of the subject's strengths and weaknesses. Resources are satisfactory in range and quality. Appropriate artefacts are available to stimulate interest in the subject and this enhances achievement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

94. No teaching was seen in **art and design**. It is, therefore, not possible to make a judgement about provision, the standards attained or pupils' achievement. A discussion was held with the subject co-ordinator and school planning was analysed. Work on display and evidence from previously completed work was evaluated. These indicate that achievement is satisfactory and that standards are average throughout the school. The previous inspection judged standards and progress to be above average.
95. Art and design are used well to support learning in other subjects such as history. For example, pupils in Years 5 and 6, have produced a Tudor Portrait Gallery with paintings of good quality in the style of Holbein. These same pupils have glazed their clay containers and embellished them with some highly creative decorations. Recorded work shows that pupils

have had opportunities to study and apply the ideas of other artists such as Picasso and Mondrian. Previously the school organised a successful Art Week that enhanced pupils' learning. Learning is also enhanced through pupils' visits to places of interest such as the National Gallery. The co-ordinator has a secure overview of the subject that derives from her monitoring of planning, and the maintenance of a portfolio of completed work. Assessment of pupils' work and the systems to record what they have achieved are not yet developed sufficiently well.

96. No teaching was seen in **design and technology**. It is not, therefore, possible to make a judgement about provision, the standards attained or pupils' achievement. A discussion was held with the subject co-ordinator and teachers' planning was analysed. Work on display was evaluated. These indicate that achievement is satisfactory and that standards are average throughout the school. This is the same as the judgement of the previous inspection.
97. Pupils experience an appropriate variety of experiences that are based on National Curriculum guidelines. For example, pupils in Years 1 and 2 have made wind-up mechanisms that support learning in literacy that is linked to the poem *Ding, Dong Bell*. In Years 3 and 4, pupils make moving pictures related to the story of *The Lion, the Witch and the Wardrobe*. The process of 'design, make and evaluate' is evident in Year 6 pupils' Bridge Building project. Pupils in Year 3 have visited Legoland in connection with their work in DT.
98. The co-ordinator does not have a strong overview of teaching and learning in DT because she has not had appropriate opportunities to undertake effective monitoring of the subject. Currently the school is piloting a new assessment system that is linked to the scheme of work. This should result in a better understanding of pupils' standards and progress.
99. Too few lessons were seen across the school to make an overall judgement about the quality of provision in **music**. One lesson was seen in each of Year 1 and 2, Year 3 and 4 and Year 5 and 6 classes. The evidence from these lessons indicates that by the end of Years 2 and 6, the majority of pupils achieve appropriately and reach standards that are in line with national expectations. This is the same judgement that was reached at the previous inspection.
100. Younger pupils build up a repertoire of familiar songs such as '*She'll be coming round the Mountain*' and enjoy singing together, adding gestures and movement with enthusiasm and enjoyment. They clap in time using a domino rhythm and thoroughly enjoy playing a variety of different instruments when accompanying a piece of recorded music. By Years 5 and 6, pupils explore clusters with voices and show that they can move the pitch of their note, higher or lower, in response to a conductor.
101. In the few lessons seen during the inspection, teaching was satisfactory. Teachers mostly brought secure subject knowledge to their teaching and as a result they were able to move pupils' learning along at a good pace. They had realistic expectations of pupils' capabilities. When teaching was less confident, there was a lack of challenge for pupils of higher ability and the lesson was marred by the immature behaviour of a minority of pupils. Tuneful and melodious singing made a significant contribution to the effectiveness of the assembly for older pupils.
102. The school participates in performances in and out of school. The school choir visits different venues in the local community to entertain and has participated in various musical festivals at local theatres. The curriculum is enriched by visits from musicians, such as the Berkshire Young Musicians Trust who give frequent concerts in the school. A significant number of pupils benefit from peripatetic tuition in a range of instruments. All of these activities enhance pupils' learning and appreciation of music.
103. The subject co-ordinator is very experienced and has built up the school's reputation for worthwhile achievement in music. She is aware of the areas of strengths and the areas needing development. This derives from her monitoring of standards of teaching and learning. She is energetic and successful in co-ordinating the work of staff and others who provide

music enrichment and in maintaining the sound quality and quantity of resources at the school. The co-ordinator plans to update the school policy to incorporate the national scheme of work and to improve assessment arrangements.

104. Only one lesson was seen in **physical education (PE)**. It is, therefore, not possible to make an overall judgement about provision, pupils' achievement or the standards attained. However, the indication from inspection evidence is that provision in PE is as strong now as it was at the time of the previous inspection.
105. In the one lesson observed, teaching was satisfactory. Pupils' behaviour was managed skilfully and this created very good relationships and responses, with all pupils co-operating fully with their teacher and with one another. Consequently, almost all pupils performed competently when practising their skills of throwing, catching and gathering. Swimming is taught successfully. By the time they leave the school, all pupils are able to swim a minimum of 25 metres. Pupils have a notable record of success in inter-school swimming galas. Dance is planned for and visiting experts have previously run dance workshops for junior aged pupils. The school provides very well for pupils through its programme of day and residential visits. As a result, pupils can engage successfully in outdoor pursuits and confidently develop their orienteering skills. Learning is enhanced further through the school's provision of a very good range of extra-curricular sporting opportunities involving both boys and girls. The school has a strong record of success in competitions involving other schools. The subject is led well by an enthusiastic and committed co-ordinator who provides good support to her colleagues.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

106. Only a small number of lessons were seen in this subject. It is not possible, therefore, to report fully on pupils' achievements and the quality of the teaching. However, from the evidence gathered, the programme provided for **personal, social, health education and citizenship education (PSHCE)**, is good. Pupils have regular lessons to help them to understand what it means to be responsible and to respect commitments to the community. The PSHCE programme incorporates circle time, sex and relationships education and drug awareness. It is also related to assertive behaviour policy. The school participates in the Healthy Schools Initiative and it has received a bronze award. The school actively promotes good physical health, self-confidence and taking responsibility for one's own action. A particularly strong feature of personal and social education is the way the school nurtures and develops pupils' social skills, self-esteem and self-awareness through different areas of the curriculum as well as through extra-curricular activities. The school is successful in establishing a supportive environment in which staff / pupil relationships are governed by mutual trust and respect and support. Pupils show a degree of independence in learning and a number of them work well together in small group and team situation. To support learning in science, the school has established mini-habitats within its grounds.

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	4
Pupils' attitudes, values and other personal qualities	4
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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