

## INSPECTION REPORT

### **COLLEGE TOWN INFANT AND NURSERY SCHOOL**

Sandhurst

LEA area: Bracknell Forest

Unique reference number: 109828

Acting Headteacher: Mrs K. Money

Lead inspector: Mrs W. Knight

Dates of inspection: January 26<sup>th</sup> – 28<sup>th</sup> 2004

Inspection number: 261624

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
Number on roll:	240
School address:	Branksome Hill Road College Town Sandhurst Berkshire
Postcode:	GU47 0QF
Telephone number:	01276 31933
Fax number:	01276 600665
Appropriate authority:	The governing body
Name of chair of governors:	Mr D. Lockley
Date of previous inspection:	November 1998

## CHARACTERISTICS OF THE SCHOOL

Although there are currently 240 children aged between 3 and 7 registered at the school, the roll fluctuates as the result of the proportion of pupils with parents at the Royal Military Academy, Sandhurst (RMAS) which accounts for about a quarter of the intake of pupils. The mobility of pupils is high and many Year 2 pupils did not start their education at the school but joined after reception. This high turnover causes difficulties in tracking progress. There are currently two nursery classes and eight others. Although the proportion of pupils entitled to free school meals is well below average, this is not an accurate reflection of family economic circumstances and makes comparison with similar schools appear to be unfavourable. Despite the ward census data showing a relatively advantaged catchment area, the intake of pupils is mixed. The number of pupils for whom English is an additional language is high and some pupils are at the early stages of learning English. Most pupils are white. The proportion of pupils with special educational needs is broadly average and includes pupils with a range of learning problems and emotional and behavioural difficulties. The school received a Healthy Schools gold award in 2003 and the Investors in People award in 2001. Attainment on entry is judged to be average, but is below the LEA average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12172	Wendy Knight	Lead inspector	English, design and technology, geography, music, physical education and special educational needs
9646	Geraldine Osment	Lay inspector	
20230	Jennifer Clayphan	Team inspector	Science, art and design, Foundation Stage curriculum and English as an additional language
31029	Peter Thrussell	Team inspector	Mathematics, information and communication technology, history and religious education

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>16</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGE 1</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>25</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**College Town Infant and Nursery school is not fully effective** and is judged to be underachieving because older higher attaining pupils are not achieving as well as they could. Teaching is satisfactory overall, as is the achievement of younger pupils. The turnover of pupils is high, which does make tracking progress difficult. The school is being led and managed satisfactorily by the acting headteacher. It does not give satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils are well taught in nursery and reception.
- A caring, encouraging ethos permeates the school, and the children are managed well so their behaviour is good and they are enthusiastic about attending.
- Pupils have many opportunities to work together, understand right from wrong, learn about other people's views and cultures and to be imaginative.
- Standards in reading, writing and mathematics are below average because in Year 1 and 2 teachers' expectations are not high enough.
- Higher attaining pupils in Years 1 and 2 are not achieving as well as they could.
- Assessment information is not used sufficiently well to plan suitable work for pupils' different needs or to fully track their progress.
- Systems for monitoring the school's work have recently been introduced but are too new to have had an impact.
- Parents are actively involved, well informed and their views are valued.

There were no key issues to be addressed from the last inspection but improvement since then is unsatisfactory. Standards overall have fallen and the teaching in Years 1 and 2 is less effective.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	B	E	D	E
Writing	A	D	C	E
Mathematics	C	D	E	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Achievement is unsatisfactory** overall in the school, but it is satisfactory in nursery and reception and for pupils with special educational needs and English as an additional language.

Although the 2003 Year 2 test results were better than in 2002 in reading and writing they are still lower than in 2001, and in mathematics they have been declining since 1999. Standards are currently below average in English and mathematics. The number of pupils eligible for free school meals is not a reliable indicator of family circumstances at College Town so comparison with similar schools is not helpful. However, a significant number of pupils are not achieving as well as they could. Standards in science are broadly average.

Standards in reception are average in relation to the goals children are expected to reach by the end of reception in all areas of learning.

**Pupils' personal qualities are good.** Attitudes, behaviour and attendance are all good, and their **spiritual, moral, social and cultural development is very good.**

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.** Teaching and learning are satisfactory. Throughout the school pupils are managed well, lessons have clear objectives and support staff are well used to support pupils with special educational needs and lower attainers. However, pupils do not have a clear understanding of what they are trying to improve and lack of regular pace and challenge in Years 1 and 2 means pupils do not always work hard enough. Assessment is good for children in nursery and reception. The curriculum is enriched by special events such as arts week. Good links with the pre-school group give children a good start to school and links with the junior school ensure a smooth transition to Year 3. Links with the RMAS contribute well to the school's work.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** Leadership is satisfactory overall, with a sense of purpose being shown by the acting headteacher. Co-ordinators are beginning to take responsibility for provision in their subjects. The work of the governing body is good, with governors providing regular challenge and effective support to senior managers. Management is satisfactory overall. Because monitoring systems are new, decisions taken by senior managers, curriculum leaders and governors have not been based on complete knowledge of provision. Financial management is good, but the governing body did not meet its responsibility to provide an Annual Report to Parents in 2003.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very well satisfied with the school. They know their children enjoy school and they appreciate the care and encouragement given to their offspring. The parents meeting was very positive and no specific concerns were raised. Pupils also show good levels of satisfaction. They like school, are confident in having an adult who will sort out any problems and feel they are listened to.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in reading, writing and mathematics by increasing teachers' expectations of the amount and speed at which pupils can learn.
- Improve the achievement of higher attaining pupils in Years 1 and 2.
- Use assessment information to plan appropriate work for pupils' different needs and to track progress more effectively.
- Ensure monitoring is rigorous and the information gathered is used to analyse and improve the school's work.

and, to meet statutory requirements:

- Ensure the Governing Body Annual Report to Parents is produced and distributed on time.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Achievement is unsatisfactory overall, although it is satisfactory for children in nursery and reception and for those pupils with special educational needs and for whom English is an additional language. Standards are below average in reading, writing and mathematics in Year 2.

#### Main strengths and weaknesses

- Children in reception reach the expected goals despite the restrictions of part-time attendance on their learning.
- Standards are currently below average in reading, writing and mathematics in Years 1 and 2.
- Higher attaining pupils in Years 1 and 2 are underachieving.

#### Commentary

1. The school has largely succeeded in maintaining the percentages of pupils achieving the expected National Curriculum level (level 2) but its overall performance has declined since 1999 because fewer pupils achieve the higher level (level 3) in tests. Although the continuous turnover of pupils does affect tracking of progress of some pupils its overall impact on standards in 2003 was limited. In science teacher assessment results were also below average for the same reason. The number of pupils eligible for free school meals is not a reliable indicator of family circumstances at College Town so comparison with similar schools is not helpful.

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

Standards in:	School results	National results
reading	15.3 (15.1)	15.7 (15.8)
writing	14.5 (13.9)	14.6 (14.4)
mathematics	15.3 (16.1)	16.3 (16.5)

*There were 75 pupils in the year group. Figures in brackets are for the previous year*

2. Overall pupils are still not achieving as well as they could in English and mathematics. Most Year 2 pupils are on track to achieve the expected level, but very few are working beyond it in reading, writing or mathematics and the teaching is not regularly aimed at helping higher attaining pupils to reach level 3, indeed in mathematics planning and assessment procedures do not go beyond level 2. One of the factors limiting pupils' achievement is that assessment information is not used well enough to plan challenging work for higher attainers in English and mathematics and to give pupils clear guidance on how to improve their work.
3. Children leave the reception classes with average attainment in relation to the goals children are expected to reach by the end of the reception in all areas of learning. Their achievement is satisfactory despite the system of part-time attendance for children in the reception classes, which restricts the amount of time they have for learning, particularly for younger children. Standards are currently average, but children achieve well in lessons in response to good teaching, and early signs are that they will exceed the standards reached by reception pupils last year.
4. There is a small number of pupils who speak English as an additional language in most classes throughout the school. They arrive with varying standards of English. The class



teachers are aware of them and ensure that they have support from teaching assistants. They achieve satisfactorily during their time in school. Likewise, pupils with special educational needs achieve satisfactorily as the result of the support they receive from additional adults in most lessons. When there is no additional support, though, work is not always matched to their specific needs and on these occasions they do not achieve as well.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes to learning are good. Their behaviour is also good, and in nursery and reception classes it is very good. Pupils' personal development is very good overall. Pupils arrive at school on time and their attendance rate is good.

### **Main strengths and weaknesses**

- Pupils' moral, social and cultural development is very good. Their spiritual development and opportunities to use imagination are good.
- Pupils are keen to come to school and they enjoy lessons.
- Pupils' behaviour is good in Years 1 and 2, and it is very good in the Foundation Stage.

### **Commentary**

5. The pupils' good attitudes to school make a valuable contribution to the way in which they learn. Pupils listen attentively in lessons and are usually conscientious about tackling tasks. These positive aspects, and the active promotion of pupils' personal development by adults, have been maintained since the last inspection. Pupils are keen to collect rewards for good behaviour and effort, and very much appreciate being "star of the day". They relate easily with adults and are polite both to adults and to each other. The parents say their children like school, and pupils agree, particularly as they think the people are friendly.
6. Pupils who speak English as an additional language and those with special educational needs have good attitudes to learning. They listen attentively, and try to join in. The behaviour of pupils with learning difficulties and those for whom English is an additional language is good and they quickly form trusting relationships with adults and their classmates. Although there were no exclusions in the last school year, there was one fixed term exclusion last term for a pupil with emotional and behavioural difficulties. However, pupils with emotional and behavioural difficulties are well supported and, as a result of the assistance they receive, are usually able to join in fully with class activities.
7. All staff promote the principles of right and wrong consistently. Teachers have very high expectations of how their pupils should behave and behaviour is good in classrooms, at lunchtimes and usually around the school. It is very good in the nursery and reception classes and children are well set to meet the goals for social and personal development by the end of reception. Adults are very good role models, showing respect and concern for all pupils, and pupils respond well by showing care for each other. Pupils are encouraged to take small responsibilities, which they do with pride. Carefully prepared assemblies give pupils good opportunities to reflect on their own and others' actions, and these are reinforced well by class discussions. There are regular opportunities in many lessons for pupils to use their imagination through drama, role-play and activities such as creating pictures in art and devising their own movements to music.
8. Pupils' cultural development is very good. They are provided with a wide range of opportunities to learn about their own and others' cultural traditions. While much of this is taught in lessons, the school also arranges stimulating events such as taking part in a local drama festival and a visit by members of the Nepalese community which fire the pupils' imaginations.

### Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.1
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's procedures for monitoring attendance are good and have made a very positive impact on pupils' attendance. Attendance rates have been low in comparison to other schools within the local authority. The acting headteacher worked closely with the education welfare officer to review the school's procedures and as a result the attendance rate improved from 93.7 per cent at the end of the summer term 2003 to 97 per cent in October 2003.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching is good in nursery and reception and satisfactory in Years 1 and 2, where it lacks sufficient challenge to ensure pupils consistently achieve their best. The pupils are cared for very well and there are very good links with parents and the community.

#### Teaching and learning

Teaching and learning are satisfactory overall and better in reception and nursery. Assessment arrangements are satisfactory overall, but whereas the data is used well in nursery and reception its use is unsatisfactory in Years 1 to 2.

#### Main strengths and weaknesses

- Teaching is good in nursery and reception.
- Children throughout the school are managed well.
- Teachers are clear what they want pupils to learn in each lesson but their intentions are often too modest for higher attaining pupils.
- Basic skills are regularly introduced and practised, but pupils do not always learn to apply them.
- Classroom assistants provide good support for lower attainers and pupils with special educational needs.

#### Commentary

##### Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2 (6%)	13 (36%)	19 (53%)	2 (6%)	0	0

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

10. Teaching is satisfactory overall. In nursery and reception it is good, with nine out of ten lessons being good or better. Both the very good lessons were in nursery. In Years 1 and 2 the proportion of good lessons was much lower (20 per cent) and this proportion has decreased since the time of the last inspection when seven out of ten lessons were good. The strengths in establishing good relationships, managing pupils successfully and using classroom assistants well to support pupils with special educational needs have been maintained, and in nursery and reception assessment is used to match work to children's different needs and challenge

children. However, in Years 1 and 2 expectations are not as high and feedback is not as effective as it was. In mathematics the teaching, which was judged to be good at the last inspection, is not as effective and one lesson was unsatisfactory because work was not well enough matched to pupils' prior attainment. Because teachers' work has not been systematically monitored there has been no regular feedback on their work to help them to consider the effectiveness of their practice.

11. Teachers usually have a clear objective for each lesson, which is often well focused on teaching basic skills, and these intentions are regularly and appropriately shared with the pupils so they know what they are expected to learn. Lessons often start at a brisk pace with an interesting introduction that often motivates pupils because it involves puppets, role-play or fictional characters to which they can relate. Pupils are managed well, and supporting adults usually take steps to ensure pupils understand the introduction and can participate, especially lower attaining pupils and those with special educational needs or English as an additional language. All the adults actively encourage pupils to contribute and provide regular praise for doing so. As a result pupils pay attention, concentrate well and are keen to contribute during the early part of each lesson. The quality of teaching provided for pupils who speak English as an additional language is satisfactory overall and pupils' learning is satisfactory. Teachers do not give consistent emphasis to explaining specialist vocabulary and using a rich range of words and phrases.
12. The teaching often becomes less effective during explanations and when pupils are set tasks or activities to complete. Although teachers actively involve pupils in demonstrating and contributing ideas teachers' questioning is not always effective in making pupils think further or in developing and applying the skills and understanding, which are the main purpose of the lesson. There is much consolidation and reiteration of the skill or facts that are being taught, but the pace slows and higher attaining pupils lose concentration because they do not need further practice. Subsequently, because the same task is too often given to all pupils irrespective of their abilities or prior attainment, for some class members concentration is not restored. While for those lower attaining pupils who are supported by adults work is challenging, and it is often at a suitable level for a proportion of average attaining pupils, higher attaining pupils too often complete it without much effort. Because praise is given readily and effusively pupils who complete a task easily are seldom challenged to improve upon first attempts or to refine their work, so once a task is done higher attaining pupils waste time doing more of the same and are not as productive as they could be. On occasions when pupils with special educational needs have no additional adult support, work set for all pupils sometimes proves too difficult to tackle independently and they make limited progress in these lessons.
13. Over the longer term the lack of focused feedback has a detrimental effect on pupils' work. Pupils are aware that they are not always helped to improve, with about a fifth having reservations when responding to this question on the pupils' questionnaire. Because they are not told how to improve, higher attainers settle for work that is inaccurate and less than their best. Moreover, while pupils have some useful targets that have been agreed with parents these are seldom referred to in lessons so pupils are not aware of what they need to do next. Individual education plans for pupils with special educational needs, which were judged to be very well used at the time of the last inspection, are not regularly used in lessons to ensure pupils reach the next targets identified for them.

## **The curriculum**

The school ensures that all pupils have a satisfactory quality and range of learning opportunities. It provides them with good opportunities to widen their experience through extra-curricular activities, visits and visitors to the school. The school's accommodation is good and there are satisfactory resources for learning.

## **Main strengths and weaknesses**

- The curriculum for personal, social and health education is good.
- Opportunities for participation in the arts are very good, and good for sports.
- The school has a good number of support staff.
- The resources for information and communication technology are limited, which restricts the progress pupils make.

### **Commentary**

14. A full range of subjects is taught that satisfactorily meets pupils' learning needs. Although times are allocated to all curriculum subjects these are not fully adhered to, and this affects the progress pupils make. When lessons finish early, planning does not identify how the remaining time should be used. Whereas setting pupils by ability was judged to be effective at the time of the last inspection, it is no longer providing a better match of work to different needs in either literacy or numeracy. The school has recognised that the provision for information and communication technology needs to be improved. Classrooms have their own computers on which teachers demonstrate skills. There was little evidence during the inspection, however, of pupils using these computers to practise and develop these skills themselves. Good accommodation, including the outdoor areas, helps to provide a stimulating environment for learning.
15. There is a good scheme of work for personal, social and health education and lessons are timetabled for all pupils. Appropriate work is planned for sex education and drugs awareness. The school has recently worked very hard to achieve the 'Healthy Schools Gold Award', which shows that a caring, healthy and lively ethos has been established and recognised.
16. The school plans and provides very good opportunities for the enrichment of the arts. Pupils take part in a local schools' music and dance extravaganza; arts weeks have been organised with, for example, visiting African artists. Nepalese parents share their dance expertise with pupils and pupils put on Christmas performances at the Royal Military Chapel. Extra-curricular sports activities provide good opportunities for pupils to develop basic skills in gymnastics, tennis and football and these opportunities have improved since the last inspection. Educational visits, for example, to local churches, museums, shops and the library, enhance pupils' learning. Pupils are keen to take part in these activities and events. Parents also confirm that these areas are strong and much appreciated.
17. Classroom assistants are allocated to all classes. They work well alongside class teachers helping groups of pupils, including those with special educational needs. There is no special curriculum provided for pupils who speak English as an additional language but the classroom assistants are alert to individual pupils' needs.

### **Care, guidance and support**

Procedures to ensure the care, guidance and welfare of the pupils are very good. Achievement and personal development are monitored satisfactorily. The pupils have good opportunities to express their views and to have them acted on.

### **Main strengths and weaknesses**

- Very good relationships throughout the school enable pupils to feel safe and secure.
- Pupils' personal development is monitored closely.
- There are very good procedures for health and safety, child protection and first aid.
- Pupils feel valued because their teachers seek their views.
- The induction arrangements for the youngest children and pupils new to the school are good and ensure that they settle quickly and happily.

## Commentary

18. All adults who work in the school form close and trusting relationships with the pupils. In discussions with pupils during the inspection they were very positive that their teachers are kind and fair to them. The teachers know their pupils well and are able to monitor their personal development effectively. Systems for recording pupils' personal and social development are good. In all these respects provision has been maintained since the last inspection. Teachers keep behaviour logs and they work closely with parents when necessary, providing effective support for pupils who have emotional and behavioural difficulties. The special educational needs co-ordinator ensures that pupils with special educational needs receive appropriate support from external agencies, although parents, governors and teachers comment on the difficulty of obtaining speech therapy. Pupils who speak English as an additional language are very well cared for, well supported and are fully included in all activities. Teachers record all pupils' achievements; good work or attitudes or out of school successes and so that pupils are rewarded in Friday achievement assemblies. Academic progress is appropriately recorded and targets are agreed with pupils, but the information is not used to ensure best progress.
19. The acting headteacher and site controller make regular health and safety checks and risk assessment procedures are thorough. Fire practices are logged, accident records checked regularly and there are sufficient first aiders amongst the staff. The acting headteacher and deputy headteacher are named responsible people for child protection issues and all staff have received appropriate training.
20. The pupils have the confidence in their teachers to express their views and know that they will be listened to. The pupils devise the class, computer and playground rules with their teachers; they designed posters for the 'Healthy Schools' campaign to encourage sensible eating habits and there are regular opportunities for staff to listen and respond to pupils' needs. All of these opportunities are successfully promoting pupils' personal development.
21. There are good induction arrangements for the youngest children. Children from the on-site pre-school group are invited into school for performances; they share the playground and spend time in the nursery. Year 2 pupils play with the reception children when they first come into the school. Pupils who join the school in Years 1 and 2 are 'buddied' with others in their classes but it was obvious during the inspection that all pupils are kind to each other and make good efforts to include others in their games at break and lunchtimes.

## Partnership with parents, other schools and the community

The school has a very effective partnership with the parents. Links with the community and with other schools are very good.

## Main strengths and weaknesses

- Parents have very positive views of the school.
- Information for parents, including the annual reports, is very good.
- Very good community links successfully promote pupils' personal development.
- Very good links with the pre-school and other schools and colleges provide many benefits for the pupils.

## Commentary

22. Responses to the pre-inspection questionnaire and meeting showed that parents are very satisfied with the school, as they were at the time of the last inspection. A few parents were concerned about the timing of meetings for the three intakes to reception classes during the year, but the school does hold separate meetings for all of these. Parents also appreciate the 'drop-in' surgeries held by the acting headteacher and they were pleased about the ease of access to teachers through the school's 'open door' policy.

23. The inspection team agrees with parents that they are kept well informed about how their children are progressing. Parent/teacher consultations take place three times a year and the annual reports to parents are good. They provide parents with good information on what their children know and understand and of the skills they are learning. General comments about personal effort show that the teachers know them well. The school makes great efforts to welcome the parents of pupils who speak English as an additional language. 'Individual targets to be addressed at home and at school' are very helpful as parents can easily see what their children need to do next to improve and how they can help them to achieve that improvement. Parents are also given 'Targets for Maths' leaflets that identify activities they can share with their children. Other information for parents is also of good quality. The 'Caring, Sharing' newsletters, curriculum newsletters, foundation stage workshops and invitations to mathematics and science fairs are all helping parents to understand what their children are learning.
24. The school has built up some very strong links within the local community that enrich the curriculum. The vicar from St. George's Church is a regular visitor, senior citizens are entertained at Christmas and pupils visit Safeways to buy ingredients to make their Christmas puddings. Pupils celebrate the Nativity with friends and families at the Royal Military Academy chapel and the RMAS supports the summer fete with vehicles and manpower.
25. There are very good links with the pre-school group based on the site. Staff and pupils make visits to the school, share reading with pupils and watch performances and these help the pupils to adjust to the changes more easily. There are also good links with a dyslexia centre and trainee teachers are welcomed from Reading University. Students from Frogmore Community School, Sandhurst School and Farnborough College are invited for their work experience placements and two students from Farnborough College also run a weekly gym club. The school has developed good links with the adjoining junior school. Staffs meet regularly together, and subject co-ordinators share curriculum development and planning. This helps to ensure continuity in pupils' learning. Buddy links are set up between Year 2 and Year 3 pupils. Year 2 pupils have opportunities to use the junior computer suite.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. The leadership of the acting headteacher and other senior staff is satisfactory, and management is also satisfactory. The governance of the school is good.

### **Main strengths and weaknesses**

- The acting headteacher has recently established sound systems for monitoring the school's work which fully involve the subject co-ordinators.
- Important areas for improvement have been identified but the school has not analysed reasons for lack of effectiveness and taken swift action.
- The governors provide active support and challenge for senior staff based on their understanding of its work.
- All the adults, including students and external support staff, work effectively as a team to ensure individual pupils are included and are happy and confident in school.

### **Commentary**

26. On taking up her appointment in June 2003 the acting headteacher judged that subject co-ordinators had a limited understanding of their roles. As there was a need to change some of the responsibilities of teachers where new staff had been appointed, she provided useful training and support to raise awareness of the responsibilities of managing subjects for all teachers. As a result, subject co-ordinators have an overview of planning and resources, a consistent record of their work has been started and they have a clear understanding of what to

look for when they start to observe lessons in the near future. The performance management arrangements have also been reviewed so that all staff have a useful overall appraisal of their work. These actions have helped senior staff to identify important areas where development is needed such as standards in numeracy and provision for music.

27. However, action taken is not always timely. In numeracy, for instance, because the school has chosen to extend its published material rather than immediately referring to the National Curriculum to ensure work at a higher level (level 3) is incorporated into planning for Year 2 higher attainers, opportunities to teach the current Year 2 relevant level 3 work have been missed. Because systematic lesson observation has not yet been regularly carried out by senior staff they do not currently know the strengths and weaknesses of the teaching across the school. The Foundation Stage is well managed so that effective teamwork ensures consistency of provision across the three classes.
28. The management of special educational needs is sound. The co-ordinator is well organised and has established effective procedures for keeping track of pupils who need support, liaising with teachers and providing timely advice. As the result of monitoring provision she has rightly identified a need to check on the consistency of the identification of pupils' needs in different classes. Support staff are effectively deployed to assist the pupils.
29. The considerable time devoted to considering the proposed amalgamation with the adjacent junior school (which is not now to take place) detracted from the school's internal issues last year, but on the basis of the information given to them the governing body regularly challenge senior staff and make their decisions through effective and informed debate as they did at the time of the last inspection. They are actively involved in monitoring the school's work and are clearly abreast of the issues, including data on standards. Governors regularly attend relevant training in order to keep themselves informed about their roles. They take their responsibilities for setting the direction of the school's work seriously and were responsible, after consultation, for the main thrust of the strategic three-year school development plan. Governors responsible for finance understand principles of best value, regularly and assiduously monitor the budget and have prudently handled a deficit budget caused by circumstances beyond their control. They keep a weather eye on managing money for an ever-changing school roll. They normally meet all statutory requirements, but due to the many additional meetings and discussions about the amalgamation including ones involving parents, they missed producing last year's Annual Report to Parents.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	613437
Total expenditure	588148
Expenditure per pupil	2147

Balances (£)	
Balance from previous year	-10470
Balance carried forward to the next	14819

30. The school's ethos, which is one of the features which parents most like about it, is effectively maintained by the consistent teamwork of all the adults who work in the school, including visiting staff and students. They share a common purpose in including each individual pupil and valuing their different interests and needs. An example of this approach was the handling of newly admitted pupils with emotional and behavioural difficulties by undertaking training in restraint so that the pupils concerned could feel secure and overcome some of their problems. Although some pupils continue to exhibit challenging behaviour from time to time, they are fully integrated with peers except on rare occasions when they are unable to cope.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Children enter the nursery with broadly average attainment in all areas of learning. They leave the reception classes with average attainment in relation to the goals children are expected to reach in all areas of learning where a judgement was possible. Not enough teaching of knowledge and understanding of the world and physical education were observed to make firm judgments on children's attainment. The good teaching in all the areas of learning observed, and the well planned curriculum ensure that their achievement is satisfactory despite the system of part-time attendance for children in the reception classes which restricts the amount of time they have for learning, particularly for younger children. Standards and provision have been well maintained since the last inspection as the result of effective management which has ensured good teamwork. Children's personal, social and emotional development in reception has improved because, while they continue to give good support, adults now also expect children to be as independent as possible. Provision for nursery and reception children is well managed.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision for children's personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Teaching is good and encourages children to achieve well.
- The very good daily routines and high levels of care established when they start nursery help children to become self-confident.
- Detailed knowledge of each child's needs helps staff to provide good individual support.

#### **Commentary**

31. Through very good organisation, teachers and other staff ensure that children are purposefully employed in appropriate activities. This enables children to move confidently from one task to another with little opportunity to be bored. There is also a selection of activities that they may choose which is valuable in helping them to take the initiative in their learning. Throughout nursery and reception, staff help children to take turns and to share. The way adults talk to children sets them a very good example, so that by the time they move into Year 1, most children are mature, confident, very well behaved and able to work sensibly both independently and in small groups.
32. Daily routines are very well established in both nursery and reception classes and ensure that children settle quickly and happily. Parents are welcomed into classes, thus maintaining close links between home and school. Good systems are in place which enable staff to hold discussions with parents before the children join the school. From this secure knowledge, staff provide very good individual care. Children with special educational needs are identified at an early stage and relevant individual learning programmes are set up for them. Children who speak English as an additional language are well included in activities.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Careful assessment of individual children and planning of appropriate activities enable children to make good progress in lessons.



- Teachers and support staff use opportunities well to extend children's language skills. Early literacy skills are well promoted.

### **Commentary**

33. Children's speaking and listening skills are developed well through all activities. In the nursery staff engage in meaningful conversations, asking children open-ended questions that require more than "yes" or "no" as response. Children in reception have further demands made on them as they are encouraged to think and then explain their answers. In both age groups there are carefully structured activities which specifically develop early reading and writing skills.
34. Children are well taught and learning is good in lessons. All staff make notes of the children's achievements throughout the day and these are carefully recorded, enabling children's progress to be monitored and appropriate activities planned for further learning. In the nursery there are daily sessions in which children develop a love of stories and rhymes. These are extended in reception to include reading together. There are also many opportunities for children to make their own marks (emergent writing) to convey their messages. By the time they leave reception children are set to reach the goals expected of them and they achieve satisfactorily. They write their own names, their handwriting is becoming clearly formed and many can independently write a few words.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children are interested in mathematics.
- Activities are well matched to children's abilities and provide appropriate challenge at different levels.

### **Commentary**

35. Adults make the learning of mathematics fun and children respond well. Most children are on line to reach the goals expected of them and are achieving satisfactorily. The teaching is good and children learn well in number sessions. In the nursery children learn counting games and rhymes which play an important part in reinforcing their early concepts of number and adding and subtracting. There is good emphasis on practical activities, as when an adult took a group of new reception children outside for practice in adding one more. Older children in reception count beyond 20 and activities are well chosen to challenge children of differing abilities. For example, while many children were adding one or two up to 12, higher attaining children were counting on in twos or threes up to 20.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

*Not enough teaching of knowledge and understanding of the world was observed to make a firm judgment.*

36. Good planning ensures that children enjoy a wide range of experiences which help them understand about technology, simple science, history, geography and religious education. In reception children new to the school were eager to talk about the life cycle of the butterfly. Opportunities for children to learn about information and communication technology are carefully included each day in connection with other topics, and children were observed using the mouse with confidence and concentration.

## PHYSICAL DEVELOPMENT

*Not enough teaching was observed to make a firm judgment on this area of learning.*

37. Children in reception were not observed in a physical education lesson, but the outside area is used well and children are agile and show good control over their bodies. Nursery children are confident in the large space of the hall, and they start to develop early skills well. Fine manipulative skills are also developed well through good provision of activities such as cutting, gluing, painting and drawing. A range of construction toys including tessellation tiles challenged and intrigued children, both physically and mentally.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Children are provided with a wide range of activities.
- They are taught early skills which encourage them to use colour and shape well.

### Commentary

38. Children daily experience a wide range of activities in both nursery and reception classes, which provide good opportunities for them to experiment and use their imagination. Children are set to reach the expected goals and achieve satisfactorily. The teaching and learning are good. In the nursery children start to look carefully at shapes and to use colour. They choose and use un-tuned instruments and name them confidently. In reception children develop their observation skills well, mixing colours for desired effects and choosing different textured materials to imitate fish scales. There are good opportunities in both year groups for children to develop their imagination, and skilful input by teachers in reception made playing in the cafe a valuable experience on several levels.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Higher attaining pupils are underachieving in English.
- Basic skills are regularly taught and consolidated but not always applied.
- Assessment information is not used well enough.
- Opportunities to take part in drama and role-play help pupils to use their imagination and speak confidently.

### Commentary

39. Teaching and learning in English are satisfactory overall, and as a result achievement is satisfactory for most pupils. Basic reading skills are systematically taught and practised regularly. Most Year 2 pupils read a simple text accurately, using letter sounds and pictures when encountering unknown words. However, higher attaining pupils read demanding books more often at home than at school, and even in group reading sessions texts rarely challenge them to use skills such as use of context. The proportion of pupils reading challenging material and beginning to infer and deduce information has declined since the time of the last inspection.

40. At the time of the last inspection pupils' library skills were well developed but now few pupils know how to use contents pages and they seldom use the library for research. Pupils rarely use their emerging reading skills to access information independently in subjects such as science, geography and history.
41. Most Year 2 pupils write readily for a range of purposes but written work is inaccurate and poorly presented, unlike at the time of the last inspection. Few pupils use full stops and capital letters regularly, and their spelling is erratic despite the lessons in punctuation and spelling rules. Teachers rarely say how pupils can improve work, and even if they do it is not followed up so work does not regularly become more accurate. Higher attaining pupils who are able to identify punctuation such as speech marks are not expected to use them in their work. Lower attaining pupils are not given all the support such as word lists and whiteboards to enable them to write independently. Handwriting is also taught regularly, but not enough is done to ensure day-to-day work is neatly written.
42. Pupils with special educational needs and for whom English is an additional language are well supported during literacy lessons by support assistants, and as a result they achieve satisfactorily, but work is not always matched to their specific needs. In these situations pupils with special educational needs are not able to tackle tasks independently and pupils with English as an additional language do not develop a broader vocabulary and nuances.
43. Teachers give pupils useful opportunities to speak and listen in lessons through paired and group activities and they enliven lessons with role-play and drama. Pupils speak clearly and audibly from an early age, and do so confidently to larger audiences such as in assembly. However, opportunities to use language for thinking are not as well developed and pupils sometimes struggle to express their thoughts when asked for reasons.
44. The main focus of lessons is planned effectively and interestingly, but objectives are often too modest, especially for the higher attaining pupils where similar tasks are set for the whole class. Information and communication technology is sometimes used to practise skills but not regularly for drafting or editing work or locating information. Plenary sessions often just reiterate the same points rather than applying the skills to a new situation.
45. Regular praise actively encourages participation, but no distinction is made between work just meeting the criteria, and that exceeding expectations so pupils do not do the best they could and aspire to something greater. Pupils have relevant targets in their exercise books, but these are seldom referred to so have little impact on learning.
46. The co-ordinator's leadership and management are satisfactory. She has only recently begun to have a full overview of provision but has now identified areas such as accuracy of writing where work needs to be done. Even so, she has yet to analyse data to ensure planning addresses those areas where pupils are not achieving as well as they could.

### **Language and literacy across the curriculum**

47. Although there are some opportunities to use their reading and writing skills in science, geography, history and religious education the tasks set are not matched to pupils' different needs and are not planned systematically to enable pupils to apply what is taught in literacy lessons. When writing tasks are set, pupils are seldom given prompts such as relevant subject-specific word lists to help them and outcomes are difficult to read because the spelling is inaccurate and work is not punctuated.

## **MATHEMATICS**

Provision in mathematics is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards overall are below average.
- Assessment is not used well enough to identify where pupils are in their learning, how they can improve and to plan the next stage.
- Expectations are not high enough, teaching is not sufficiently challenging and the pace of lessons is sometimes too slow.
- Parents are encouraged to help children in their learning.

## Commentary

48. Although the proportion of pupils achieving average levels reflects the national figure, too few achieve the higher level. Standards overall have fallen over the last five years. Pupils with special educational needs and English as an additional language generally achieve satisfactorily but overall pupils are underachieving. In recent years boys have been performing better than girls. During the inspection there was no evidence of any difference, although in the current year there are more girls than boys in the top Year 2 set.
49. The expectations for the current Year 2 again show only a small proportion likely to achieve the higher level. There was little evidence, either from past work, lessons seen or assessment records, of pupils working towards this. For example, in a Year 2 lesson the top set was just colouring in multiples of 3, 4 and 5 on a 100 square. The higher attaining pupils were not yet expected to relate these patterns to times tables, and could not confidently use the 100 square to find a given number of fives. Their recorded work, much of it on worksheets, shows few opportunities for them to organise their working out and to check it. There are not sufficient opportunities in lessons for pupils to discuss their work and to explain how they get their answers, in order to further their understanding.
50. The school has started to track pupils' progress year on year, and to set end of year targets for teachers to plan for and pupils to work towards. Planning, however, does not take enough account of the ongoing progress pupils are making in order to identify the next steps in their learning, and to ensure continuing achievement. Although pupils are in sets, much of the work planned across year groups is similar and relies on the support given rather than on the appropriateness of tasks themselves. Too much use is made of published worksheets. As a result work is at times too difficult for some, even with support, and not demanding enough for others. For example, in a Year 1 lesson, pupils were working on the use of near doubles to calculate number bonds to 20. Some were not yet sure of number bonds to 10 or of how to record numbers beyond 10, and therefore made very little progress in their learning. Pupils are not sufficiently aware themselves of how well they are doing or of what they need to do to improve. The marking in books and on worksheets, although congratulatory, shows little evidence of any assessment to be shared with pupils. The conclusions to lessons help teachers to assess how well pupils have done, but do not give pupils much opportunity to discuss their own learning, to say, for example, what they have found easy or difficult.
51. Teaching and learning overall are satisfactory, which is much less positive than at the time of the last inspection when a third of lessons were judged to be very good. Pupils are encouraged well in their learning by the praise teachers give but too much praise is sometimes given for too little effort. Few targets are given in lessons, for example the amount of work to be completed, and this lowers expectations and slows the pace of learning. Extension activities are generally planned but few pupils manage to get to these. Lessons are well prepared; resources are set out and teaching assistants generally well briefed, so that groups quickly settle to work. Some use of information and communication technology was seen in lessons for pupils to use programs to develop basic skills. However, these do not always support learning objectives for lessons, and therefore limit the progress made against them by some pupils.
52. Pupils are set numeracy targets in the spring term, which reflect average ability for the year group, giving little indication, however, of possible higher attainment. These are shared well with parents and reviewed in pupils' annual reports. Parents are encouraged to help pupils achieve

their targets through a range of home activities. Booklets for parents set out the general expectations for each year group, identifying the particular areas that might be supported.

53. At the last inspection standards were above average and the proportion of pupils achieving higher levels was well above average. Teaching, assessment, and leadership and management were judged to be good. The decline in provision since then shows improvement to be unsatisfactory. Leadership and management since then have been unsatisfactory because they have not halted declining standards. Key areas for development have now been identified by the current co-ordinator, but have yet to improve provision. The targets for improvement are not sufficiently focused or linked closely enough to raising standards and achievement. There has been little rigorous monitoring to help maintain the quality of teaching and learning.

### **Mathematics across the curriculum**

54. Insufficient planned use is made of mathematics to enhance pupils' learning in other subjects and this indicates a decline in provision since the last inspection when mathematics was used well across the curriculum, especially in geography and physical education.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards of attainment have declined since the last inspection.
- There is a lack of consistent challenge across the school for higher attaining pupils.

### **Commentary**

55. National teacher assessments indicate that standards are below average. This represents a decline in standards since the last inspection. Analysis of pupils' written work this year shows that while many pupils perform within the levels expected, there is limited evidence that higher attaining pupils consistently have the opportunity to do more challenging work. Pupils' achievement is satisfactory overall.
56. The quality of teaching and learning is satisfactory with some good elements. In all the lessons seen teachers had secure subject knowledge, and planning showed a clear focus. The majority of pupils attained at average levels. Teachers plan lessons for groups of pupils of mixed ability who all perform the same task and this either restricts the progress of higher attaining pupils or means that slower learners need constant support in order to keep up. There was only one instance where pupils were grouped by ability. Everyone performed the same task but the highest attaining pupils discussed their findings in greater depth while the slowest learners discussed in less detail. The different groups were encouraged to record their findings in different ways, according to their abilities. Teachers use questions well which reveal that pupils have good understanding of what they are doing, but opportunities are missed for pupils to develop their writing and spelling skills. In most lessons there is clear emphasis on the use of correct scientific vocabulary. Samples of pupils' work and lesson observations show that opportunities for investigations are becoming more numerous, and this is an improvement since the last inspection. Pupils with special educational needs and those who speak English as an additional language are well supported and achieve at the same generally satisfactory level as their classmates.
57. The co-ordinator has been in post since September and is starting to work satisfactorily in moving the subject forward. There is a new scheme of work in place and monitoring of teaching is due to start later this term. She sees assessment and tracking of pupils' progress and their projected attainment as areas for improvement.

## INFORMATION AND COMMUNICATION TECHNOLOGY

*There was insufficient evidence for an overall judgement to be made on provision because tasks being done on computers in lessons across the curriculum required limited information and communication technology skills, and few pupils used the computer independently during the two information and communication technology lessons seen.*

58. Displays and past work provided insufficient evidence to make a judgement on standards and achievement although pupils observed using computers generally lacked keyboard skills. Curriculum planning shows that all aspects of the subject are covered satisfactorily. Two lessons were seen where teaching and learning were satisfactory. Teachers knew the skills to be taught and demonstrated them satisfactorily using a single classroom monitor and computer. The lack of sufficient computers slowed the pace of the lessons and had a detrimental effect on pupils' achievement. A few pupils were asked to demonstrate, leaving many insufficiently involved. Better use of teaching assistants could have brought a second computer into use and therefore occupied more pupils. Although subject vocabulary was introduced there was little encouragement for pupils to use this in their responses to questions. Planning does not show when taught skills are to be practised by pupils. There are no assessment procedures to clearly identify those who need more support in their learning and those who need to be challenged further.

### Information and communication technology across the curriculum

59. Some use of information and communication technology was seen, supporting the development of basic skills in literacy and numeracy, but information and communication technology is generally not well used to support pupils' learning across the curriculum. Most of the practice tasks used during the inspection required very limited information and communication technology skills.

## HUMANITIES

*Geography and religious education were sampled. History was not inspected.*

60. Pupils' **geography** work from both year groups was scrutinised, but both lessons observed were in Year 2. Pupils from Year 2 also discussed their work, and the school's documentation on planning was read, but the co-ordinator was not interviewed. Standards are below average and pupils are underachieving. Year 2 pupils studying differences in the contrasting locations of Struay and Sandhurst have limited understanding of geographical issues and a limited knowledge of relevant technical vocabulary. The majority of pupils are confused about differences in transport and settlement. Only the higher attaining pupils identify some physical features such as lakes, hills and bogs. Average standards reported at the time of the last inspection have not been maintained.
61. One lesson observed was unsatisfactory because it failed to bring out from the story the geographical differences about island life. The follow-up activity was artistic rather than geographical. Although the other lesson was more focused on physical differences the writing did not enable all pupils to record what they knew from the introduction to the lesson. Work in books is very limited. Opportunities to apply literacy and numeracy skills are few whereas at the time of the last inspection they made a significant contribution to pupils' learning. Some use was made of information and communication technology in the better lesson, but there is limited evidence of it being planned regularly across the geography curriculum.
62. As sessions scheduled to be inspected finished early, no religious education lessons were observed. Past work in **religious education** shows that pupils study an appropriate curriculum and that sufficient opportunities are provided for writing. However, these opportunities are not

matched to the levels at which pupils are working in literacy, and therefore do not fully support the development of their literacy skills.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Work was sampled in art, music and physical education. No report is made on design and technology.*

63. Only two **art** lessons were seen in Year 1 and therefore it is not possible to make a firm judgment about provision. Teachers' planning and colourful displays around the school indicate that work is varied and interesting, and that pupils develop their artistic skills progressively and well. This is a similar picture to the last report. Teaching in the lessons observed was thorough. Teachers showed good subject knowledge and encouraged pupils to develop their observation skills and to consider the effect of shape, colour and texture. Pupils concentrated hard and while the majority attained at expected levels, some produced work that was of high quality.
64. Two lessons of **music** were seen, both in Year 2. A discussion was also held with the co-ordinator and documentation was studied. Two singing sessions were also observed but no teaching was done in either singing session. Both class lessons were judged satisfactory since they introduced pupils appropriately to new skills, but opportunities for pupils to be creative and to participate fully were limited. The school's planning is not sufficiently detailed to ensure skills and knowledge are systematically developed so over the long term pupils are not reaching the expected standards. There was limited feedback by teachers on how to improve performance although they did correct pupils' skills in playing instruments. Too little attention was given to dynamics or relevant vocabulary.
65. Standards are below average in music in Year 2 and achievement is unsatisfactory. The high standards reported at the time of the last inspection have not been maintained. Many pupils do not play percussion instruments confidently and cannot name them or use relevant vocabulary. They respond to rhythm and keep the pulse. Although singing is tuneful pupils have limited awareness of diction and dynamics and do not know how to improve. Pupils have limited knowledge of simple musical structures.
66. There is a recorder club and the curriculum is also enhanced by visiting musicians. Although pupils are encouraged to respond creatively to music in assembly pupils do not appraise it or compare different styles. Nevertheless, music does contribute to pupils' cultural development through special events such as an arts week, and the school productions give pupils confidence to perform to an audience.
67. The subject has not been adequately led and managed in the past. A newly appointed co-ordinator has done some relevant training but the lack of expertise amongst the staff is limiting the development of the subject.
68. In **physical education** one Year 2 gymnastics lesson and one Year 1 dance lesson were observed. Standards were average in both lessons, but there is insufficient evidence to judge overall standards. In gymnastics Year 2 pupils were able to jump from the apparatus and land safely, and perform 'bunny hops' during which they took weight on their hands. Higher attaining pupils jumped confidently from a high position and made star shapes in flight; their 'bunny hops' involved full transfer of weight as they lifted their feet high. Lower attaining pupils and those with special educational needs, with appropriate adult support, dropped off low apparatus and attempted to 'bunny hop' on and off a low bench. Year 1 pupils performed the figures of the English traditional dance *Circassian Circle* without a call and, as far as their body control allowed, to the music. Higher attaining pupils suggested and carried out improvements such as all moving at the same rate together to the centre to clap.
69. The teaching was also sound in both lessons. Lessons start with a suitable warm up and end with a cool down and older pupils are made aware of the reasons for these activities and the

effect of exercise on their bodies. Pupils are well managed, including making them fully aware of safety issues. Teachers know exactly what they want pupils to learn. They demonstrate movements as an example for pupils to follow and they use good examples from pupils' performances to show what is good. However, the amount of feedback and comment, including the use of pupils' contributions, and the opportunities provided to improve performance are not as strong as they could be so progress, while satisfactory, is not as fast as it could be. This strong feature of teaching at the time of the last inspection has not been maintained.

70. The co-ordinator has only been responsible for physical education since September. She has made a satisfactory start by identifying areas for development and drawing up an action plan that includes reviewing the dance scheme of work. There are useful opportunities for pupils to participate in extra-curricular gymnastics, football and tennis and a Bracknell Forest music and dance extravaganza contributes along with performance of English dances to pupils' cultural experiences. An annual non-competitive sports day encourages pupils to take part in physical education for fun.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

71. There was not enough evidence to report on this area individually since no lessons were observed. The school does plan appropriate lessons and its caring ethos and concern for individual children's needs make it effective in teaching in this area. Assemblies seen during the inspection also made a good contribution to this curriculum area and the Healthy Schools Gold Award celebrates the school's work in promoting happy and confident children.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>5</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	5
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>4</b>
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	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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

