

# INSPECTION REPORT

## **ST PAUL'S CE (C) JUNIOR SCHOOL**

Wokingham

LEA area: Wokingham

Unique reference number: 109987

Headteacher: Mr Tony Ludford

Lead inspector: Michael Bucktin

Dates of inspection: 24–27 May 2004

Inspection number: 264361

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Junior  
School category: Voluntary Controlled  
Age range of pupils: 7–11  
Gender of pupils: Mixed  
Number on roll: 376

School address: Oxford Road  
Wokingham  
Berkshire  
Postcode: RG41 2YJ

Telephone number: 0118 9785219  
Fax number: 0118 9795013

Appropriate authority: Governing Body  
Name of chair of governors: Mrs J MacGregor

Date of previous inspection: 16 November 1998

## **CHARACTERISTICS OF THE SCHOOL**

St Paul's CE (C) Junior School is a settled and well-established school. There are 376 pupils on roll, the same as at the previous inspection, making the school bigger than average. Ninety per cent of pupils are of White UK heritage; ten per cent of pupils come from other ethnic backgrounds. A few pupils speak English as an additional language, but none are at an early stage of learning it. The vast majority of pupils come from family backgrounds that are economically and socially secure; the proportion of pupils eligible for a free school meal is below the national average. Pupils start school with attainment that is above the average expected of seven-year-olds. The proportion of pupils that have special educational needs is below average, although the number of pupils with a Statement of Special Educational Needs, nine in total is above average. The nature of special needs varies, the most predominant being specific learning difficulties and autism. The proportion of pupils that start or leave school other than at the usual times is low and the turnover of staff is not particularly high. The school has been successful in gaining the ActiveMark Gold from Sport England, it has been recognised as an Investor in People and has received Achievement Awards from the DfES.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15484	Michael Bucktin	Lead inspector	Mathematics Science Design and technology Physical education
19436	Michael O'Malley	Lay inspector	
32396	Sue O'Hannan	Team inspector	English Art and design Music
23482	Diana Mackie	Team inspector	Geography History Information and communication technology Religious education Special educational needs English as an additional language

The inspection contractor was:

Cambridge Education Associates Limited

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Paul's CE Junior School is a highly effective school**, which provides good value for money. Through a very good curriculum, good quality teaching and highly effective leadership and management, it very successfully includes all its pupils in the life and work of the school and, as a result, their achievement is very good.

The school's main strengths and weaknesses are:

- Pupils achieve very well in the core subjects of English, mathematics and science; results in national tests have been sustained at a consistently high level.
- The quality of teaching is very good with just under a half of all lessons being very good or excellent.
- Pupils have very good attitudes, behave very well and are confident learners who work productively.
- The headteacher provides very good leadership and is very well supported by staff, particularly the deputy headteacher and the co-ordinators for English and mathematics; the governing body fulfils its duties very well.
- Provision for pupils with special educational needs is very good because of the outstanding work of the co-ordinator.
- The curriculum offers a broad and rich experience and pupils have many opportunities to develop their interests; standards are above average in many subjects.

The school was previously inspected in November 1998. Since then, improvement has been good. Results in national tests have been sustained at a consistently high level in the core subjects of English, mathematics and science. The quality of teaching has improved; there is now more teaching that is good or better and there are no significant weaknesses. The staff work well as a team and share their expertise and skills well. Pupils' understanding of religious beliefs and knowledge of Christianity are now good. A very successful programme for personal, social and health education (PSHE) has been introduced and pupils' personal development has improved as a result.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	A	A	A
mathematics	A	A*	A	B
science	A	A*	A	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. An A\* in the table means that the school's results were in the top 5% of schools nationally*

**Pupils' achievement overall is very good.** Pupils start school with above average attainment. Results in national tests in Year 6 show that pupils make much better progress than in most other schools and the school's results are well above the national average. They are also well above the average of similar schools in English, and are above average in mathematics and science. Work in lessons is demanding and challenging with over half of all pupils working at much better than expected standards in English, mathematics and science. Standards are above average in other subjects except for physical education where standards are average. Pupils with special educational needs (SEN), those with English as an additional language (EAL) and those with particular gifts or talents also achieve very well.

**Pupils' personal qualities are very good and their spiritual, moral, social and cultural development is good.** They have very good attitudes and are very involved and interested in all aspects of school life. They behave very well and attendance is also very good.

## **QUALITY OF EDUCATION**

**The school provides a very good education for its pupils and the quality of teaching is very good.** Pupils are confident learners because they are taught very well. The key skills of literacy and numeracy together with information and communication technology (ICT) are taught very effectively. The curriculum is broad and balanced and includes many opportunities to participate in sport, music and the arts. Pupils' personal and social development is very well supported, as are pupils with SEN. Arrangements to ensure pupils' health, safety and welfare are very good and all pupils, including those with SEN and EAL, are very well supported. There are good links with parents and the community.

## **LEADERSHIP AND MANAGEMENT**

**The school is led, governed and managed very well.** The headteacher provides very good leadership, particularly in setting challenging targets, to which staff readily respond, and has maintained an enviable record of success in many aspects of the school's work. All staff contribute well to the life and work of the school and senior staff - the deputy headteacher, the co-ordinators for English and mathematics and SEN - are very effective. The governing body fulfils its duties very well. All statutory requirements are met.

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

Parents are pleased with most of what the school offers, although a minority are concerned about the quality of end of year reports and the amount of homework given to Year 6 pupils. Reports meet statutory requirements but could certainly be more succinct in their presentation; staff are currently considering how reports can be improved. The school recognises that a better balance of homework is needed as Year 6 pupils prepare for national tests. Pupils are very positive in their views of the school.

## **IMPROVEMENTS NEEDED**

St Paul's CE Junior School is a very effective school with no significant weaknesses; there are therefore no major points for improvement. The school's own improvement plan identifies clear priorities and programmes of action to maintain and enhance the strong position the school has established in recent years.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is very good. Pupils start school with attainment that is above average. They make very good progress and by the end of Year 6, attainment in the core subjects of English, mathematics and science is well above average. In most other subjects it is above average.

#### Main strengths and weaknesses

- Results in National Curriculum tests have been consistently well above the national average.
- Literacy and numeracy skills are very well applied in other subjects.
- Pupils use information and communication technology well.
- Pupils with special educational needs achieve very well.
- Pupils with particular gifts and talents achieve very well.

#### Commentary

1. Pupils start school at the age of seven having already attained standards that are above average. They make very good progress throughout their time at the school and, as the table below shows, by the end of Year 6 attain standards that are well above the national average. In doing so, pupils make much better progress than most other pupils who start from a similar point. This is because the school sets challenging targets for each pupil based on meticulous procedures for tracking and monitoring their performance and progress. Each teacher has a clear picture of what should and could be achieved and, through good quality teaching, the school has sustained an impressively high level of performance in the five years since the previous inspection.

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

Standards in:	School results	National results
English	29.6 (29.8)	26.8 (27.0)
mathematics	29.1 (30.4)	26.8 (26.7)
science	30.8 (31.4)	28.6 (28.3)

*There were 96 pupils in the year group. Figures in brackets are for the previous year*

2. Work seen in lessons confirms this very strong picture of attainment and achievement. In English, mathematics and science standards are well above average. Pupils very confidently express themselves orally and they read and write very well. They have very good knowledge of mathematics and can apply their knowledge to solve problems, Year 6 pupils being particularly strong in this respect. Pupils have a very good understanding of scientific enquiry and, as in mathematics, can draw upon their knowledge and understanding to confidently undertake investigations and experiments.
3. Pupils use literacy and numeracy skills very well to support their learning in other subjects. Standards in humanities (history, geography and religious education) are above average. Standards are also above average in creative, aesthetic and practical subjects (art and design, design technology and music). In physical education standards are average.
4. Pupils' skills and competence in ICT are firmly established and used well to support other subjects. Work seen in English, science, design and technology, art and design and music used a range of applications to assist pupils' learning.



5. Pupils with SEN achieve very well. Targets in their Individual Education Plans are challenging and clearly written. Teachers and learning support assistants provide very good support, both academically and socially, under the excellent direction of the school's co-ordinator for SEN. This results in pupils with SEN being very well included and involved in the work of the school. Many go on to achieve average standards or, indeed, above average standards, overcoming specific difficulties such as dyslexia and learning disorders associated with autism.
6. The school has successfully identified those pupils with particular gifts and talents and enables them to achieve very well. It has also successfully closed the gap in attainment between boys and girls. Whilst the attainment of girls is still ahead of that of boys, work done in the last five years has resulted in boys making better progress than is the case nationally. Pupils with EAL also make very good progress.

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

Pupils' attitudes and behaviour are very good. Their moral and social development is also very good and their cultural development is good. Pupils' spiritual development is satisfactory, an improvement since the previous inspection. Attendance is very good.

### **Main strengths and weaknesses**

- Pupils are very involved and interested in school life through clubs and enrichment activities.
- Pupils and adults form constructive and supportive relationships which help them to learn.
- The school has a very purposeful working environment because of the high expectations it places on pupils' conduct.
- Attendance and punctuality are very good.

### **Commentary**

7. Pupils like their school very much, feel secure and are keen to learn. They show great interest in their work, work purposefully, enjoy their lessons and take part in a very good range of activities outside class. They work very effectively either on their own or in groups. Pupils behave very well. Bullying is rare and is quickly and effectively tackled.
8. Relationships are very good and have a direct impact on learning and the development of pupils' social skills. Pupils with SEN are very well supported and they develop very good relationships. Lunchtime social skills lessons help them to understand how the way they act can affect others. In one lesson they were asked to ignore someone who was talking about their hobby and then analyse why it was difficult for that person to talk effectively. The School Council and teaching in PSHE make a very good contribution to pupils' social development. Pupils get on very well with each other, as demonstrated by the way they socialise with, and befriend, each other. An example of this is the 'friendship bench' where pupils can go if they are lonely and in need of a friend.
9. Attendance and punctuality are very good and a significant feature of the school is the prompt and business-like start to all lessons.
10. Pupils are beginning to develop spiritual awareness from collective worship where they are given opportunities to reflect upon issues such as the value of friendship. During PSHE lessons they consider subjects such as prejudice and dealing with conflict. The Caribbean week has raised the pupils' awareness of the feelings, values and beliefs of people in different countries. They also learn about their own and other cultures through their studies in art and design, literacy, geography, music and religious education. However, there are no links with minority ethnic communities to further broaden pupils' views of contemporary Britain.

## Attendance

### Attendance in the latest complete reporting year 2002/2003 (%)

Authorised absence		Unauthorised absence	
School data	3.8	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.

## Exclusions

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	336	4	0
White – Irish	1	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	2	0	0
Chinese	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	4	0	0

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

11. Although there are four exclusions noted in the table above, they were in the school year 2002/2003. There have been no exclusions in the current academic year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is very good. Teaching is highly effective and pupils learn very well. The curriculum is very good and there are very good arrangements for pupils' care, guidance and support. The school has a good partnership with parents and the community.

### Teaching and learning

The quality of teaching and learning is very good and assessment is good. The overall quality of teaching has improved since the previous inspection; there are no significant weaknesses and a higher proportion is good, very good, or excellent.

## Main strengths and weaknesses

- English and mathematics are taught very well.
- Teaching of pupils with special educational needs is very good and they achieve very well.
- Pupils are confident learners.
- Teachers assess pupils' work well.
- The skills of ICT are taught very well.

### Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (7%)	17 (38%)	17 (38%)	8 (17%)	0 (0%)	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.*

## Commentary

12. Pupils are confident learners and are very articulate. Their contribution to class discussions, working collaboratively or in explaining what they are doing, is good. They are also able to work independently and make good use of ICT to extend their learning, for example using the Internet to research topics. They are keen to improve their knowledge and understanding and enjoy the challenge of solving problems, applying their skills and working practically. Their response to challenging work is particularly impressive, for example in drama and role play and in tackling complex number problems (see the examples of outstanding practice given in Part C – pp18 and 20).
13. In lessons, pupils work hard and concentrate well. They settle to their work quickly and are attentive throughout. They readily offer answers and opinions and are not put off by any mistakes they might make. The amount of work completed is very impressive, with a good range of work in all subjects. They consistently produce work of a good standard and their progress is much better than might be reasonably expected.
14. The reason why pupils learn and achieve so well is because the quality of teaching is very good. As the table above shows, merely satisfactory lessons are in the minority, indeed more than four out of every five lessons are at least good and more than two in five are very good or better. There are no significant weaknesses.
15. English and mathematics are taught well. Lessons are planned very carefully, work is closely matched to the abilities of the pupils and expectations are made clear from the outset. This enables lessons to proceed at a brisk pace. Oral and mental work is strongly stressed in mathematics and pupils are encouraged to contribute their thoughts and opinions in English lessons. Work is demanding and pupils are continually being challenged to improve on what they do.
16. Teachers assess pupils' work well. During lessons they are quick to spot and correct mistakes or misconceptions. They evaluate pupils' learning well and often adjust the next lesson to take account of aspects that need covering further. Marking is thorough and often includes helpful comments and suggestions for improvement. In English, teaching and learning are helped by clear targets which identify the steps needed to achieve the next level or stage. This practice does not yet extend to mathematics.
17. All lessons are managed well and teachers are very effective in securing high standards of behaviour. A very prompt start to lessons is always the case, even when pupils have to change classrooms, and a brisk pace is maintained throughout the lesson. However, some physical education lessons do not keep pupils sufficiently active.

18. Teachers have very good command of the subjects they teach and readily share their skills and expertise with others. The organisation of the school into year group teams offers good opportunities for teachers to teach to their specialist subjects and this contributes to the above average standards seen in subjects such as art and design and music.
19. The quality of teaching and learning of pupils with SEN is very good. Some excellent teaching was seen in the special withdrawal room, where the school's co-ordinator for special educational needs teaches groups regularly and addresses the wide range of individual needs with flair, rigour, challenge and sensitivity. In the classrooms, teachers understand pupils' needs very well, and the very effective help given by highly trained support assistants ensures that pupils make very good progress in achieving the targets set in their Individual Education Plans. ICT is used very effectively to enhance pupils' learning, and they enjoy working in this way.

## **The curriculum**

Curricular provision is very good. Activities are interesting and relevant and there is a very good range of extra-curricular activities. The accommodation is very good, as are resources

## **Main strengths and weaknesses**

- The wide range of interesting curricular opportunities is planned and managed very effectively, with a very good range of extra-curricular activities.
- The high quality of curricular provision impacts very well on standards, achievement, teaching and pupils' personal qualities.
- There is very good provision for pupils with special educational needs.
- There are few contacts with minority ethnic groups to enhance pupils' awareness of the rich diversity of cultures found in modern Britain.

## **Commentary**

20. The school provides a very good range of well-organised worthwhile curricular opportunities, including provision for religious education and collective worship. As a result, pupils achieve very well. Statutory requirements for curricular provision are met. The national strategies for teaching literacy and numeracy are well embedded; these basic skills are thoroughly taught and ICT is now used well. Year group co-ordinators are effective in managing curriculum provision in each year group.
21. Links between subjects are very well planned. For example, history, geography and art and design are linked when pupils learn about Ancient Greece. They look at maps of Greece, consider what the country is like today, and increase their knowledge about art and design as they learn about Greek vases and sculptures. Provision for pupils' PSHE is very good. The school's participation in the 'Healthy Schools' initiative is encouraging pupils to eat sensibly and exercise regularly. Education in sex and relationships is well planned, and attention is given to alcohol and drug misuse. Over the year, there is a very good range of extra-curricular activities for pupils to enjoy which enhance their knowledge and skills. Provision of homework is good overall so that pupils extend their learning outside the school day. This has a positive effect on standards.
22. Pupils are well prepared for the next stage of their education. Residential visits in Years 5 and 6 broaden pupils' education both socially and academically and help them to become increasingly independent and responsible. Opportunities to contribute to the School Council, be involved in local activities and organise charity events raise pupils' awareness of their responsibilities in the local community and the wider world. Staff and governors listen and respond to pupils' views; for example, when playground provision was improved and a 'friendship bench' was introduced.

23. There is equality of opportunity for all pupils. The inclusion of a small number of pupils from a wide range of British ethnic minorities and other nationalities is very good; their views and ways of life are valued and celebrated. Occasionally, children from travelling families join the school. Suitable links with the local Traveller Education Service ensure that these pupils are integrated very well so that they make very good academic progress and enjoy their time at St Paul's. Able, gifted and talented pupils are identified and supported effectively so that they achieve very well.
24. Provision for pupils who have SEN is very good, which is an improvement since the last inspection. The exemplary leadership of the school's co-ordinator for SEN ensures that there is specific help that enables pupils to gain confidence and achieve success. Pupils are given specialist support in a very well-equipped room. Teachers work very effectively with the co-ordinator and very well-trained support assistants to provide help of consistently high quality in the classrooms. All appropriate staff are involved in writing useful Individual Education Plans that help pupils to build step-by-step on what they already know, understand and can do. Parents are very well involved and are kept well informed of how their children are getting on. There is a very good range of resources for teaching and learning; many of them made by school staff. ICT is employed very effectively as pupils practise and consolidate new skills. Pupils who have difficulties with writing often enjoy using computers, and are stimulated to extend their literacy skills through games and word-processing. The school has a well above average number of pupils with Statements of SEN, particularly in the field of autistic spectrum disorders, and their needs are met very well.
25. The school actively looks for ways in which to enhance the curriculum; for example, it has added French for pupils in Year 6. Recent governmental guidance on the enhancement of the curriculum has been embraced positively, and there already is a strong tradition of participation in sport and the arts, especially in music. Throughout the school, educational visits are a regular feature, for example, when pupils go to museums or the theatre and when they participate in field trips to enrich their work in geography and history. Preparation for life in modern multicultural society, though developed effectively in religious education, is not sufficiently enhanced through regular contacts with minority ethnic groups in other parts of Britain.
26. There are a good number of suitably experienced and qualified teachers and the very good provision of support staff ensures that pupils with a wide range of needs are given suitable help. Very good levels of staff expertise contribute very well to the high standards achieved by pupils. Resources for teaching and learning are good overall. They have improved since the last inspection, and are very good for ICT and SEN. The school's robust analysis of pupils' performance in national tests has led to better provision of books that boys find interesting. As a result, standards of boys' reading and writing have improved.
27. Parents contribute effectively to enhance curricular provision, for example, when they bring artefacts such as Victorian books into lessons and discuss them with pupils. Visiting drama and music groups add excitement to pupils' learning, and events such as the Victorian Day and the Caribbean week provide opportunities for the whole school to celebrate and learn together. The accommodation is very good, with suitably sized classrooms, a computer suite, a well-stocked library and attractive grounds with a hay meadow area, pond and swimming pool. These are all used well to enhance pupils' learning.

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

Arrangements to ensure pupils' welfare, health and safety are very good. The provision for support and guidance is very good. There are very good arrangements to involve pupils and seek their views.

## **Main strengths and weaknesses**

- The school has maintained and improved on the high standards noted at the previous inspection.
- The school takes very good care of pupils and takes very good account of their views.
- Pupils' achievements are monitored very well and they are given very good support to help their progress.
- There are very good induction arrangements for new pupils.

### **Commentary**

28. The teachers know the pupils very well. They understand and meet their needs very well so that they are secure and confident in their learning. There are good arrangements for health and safety but they are not fully audited. Staff make sure that pupils learn and play safely. There is good first aid coverage and staff know pupils with medical conditions. The school premises are managed well by the Site Officer. However, the current arrangements for cleaning the school are not particularly thorough and the school is not clean enough.
29. There are satisfactory procedures for child protection and the school is effective at promoting healthy and safe living. Pupils are confident that there is someone to turn to if they have problems and the school takes very good account of their views and concerns through the School Council and in circle time. For example, "zones" have been created in the playground so that the space is used fairly.
30. Pupils' achievements are monitored very well. Information from monitoring and tracking pupils' attainment in English and mathematics is used systematically to set challenging targets. In writing, these have been linked effectively to a programme of learning outcomes which teachers use to set targets which they share with pupils; the same is not yet the case in mathematics. In Year 5 and 6 higher achieving pupils are able to monitor their own progress and set new targets. Monitoring and assessment in other subjects is satisfactory and teachers are clear about what pupils have learnt. Personal development is monitored effectively using the school's "Good Citizenship" award scheme. There is very good support for pupils with SEN and EAL and all pupils receive full recognition for their achievement.
31. There are very good induction arrangements for pupils who are new to the school. Older pupils act as mentors to new pupils and this helps them to settle in quickly. Arrangements for pupils to transfer to their secondary schools are also effective.

## **Partnership with parents, other schools and the community**

The school has a good partnership with parents, who effectively support their children's education. There are good links with the community and other schools.

## **Main strengths and weaknesses**

- There is good information for parents about what is happening in school, which enables them to actively support their children's progress.
- The school works closely with parents and responds to their concerns.
- The school makes good use of community links and works closely with other schools.
- A minority of parents are dissatisfied with end of year reports and have concerns about the amount of homework given to Year 6 pupils.

### **Commentary**

32. The school has effective links with parents, who are pleased with its work. Parents are kept well informed about what is going on in school through regular newsletters, email, and the school website. The prospectus and governors' annual report are informative and well written.

Parents are kept well informed about what their children are learning through well-presented information and meetings. There are satisfactory arrangements for keeping parents informed about their children's progress. End of year reports meet statutory requirements. However, they are not particularly clear or succinct and a minority of parents would like them to be improved in this respect. The school already has plans to respond to these concerns.

33. The school works closely with parents. There are very good arrangements for introducing parents and their children to the school. They are encouraged to keep the teachers well informed about their children, and the school is quick to involve them if there are problems. The school regularly consults with parents and takes account of their views, on things such as the behaviour policy and information for parents.
34. There are good arrangements for homework in Years 3 to 5 and parents encourage their children to complete it. However, Year 6 pupils receive too much as they prepare for national tests. A minority of parents expressed their concerns on this matter and the school intends to take account of these views for next year. Many parents encourage their children to take part in after school activities, and they support them at events such as concerts, festival celebrations and sports day. A few parents help in school and an active Parent Teacher-Association organises social events and raises funds.
35. The school makes good use of community links. Many visits and visitors enrich the curriculum. There are good links with St Paul's Church. Many pupils take part in the Wokingham Fun Run. School music groups regularly entertain the elderly and perform at local events. The Berkshire Young Musicians' Trust provides instruments and music tuition. Community groups make good use of the school facilities.
36. There is a good partnership with other schools. There is close liaison with Walter Infants School, including good transfer arrangements, shared projects and exchange visits for the pupils. There are good arrangements for helping pupils transfer to secondary school. There are good links with local secondary schools, including French and business studies teaching for Year 6 and project days for Year 5 in mathematics, science and design and technology. The school has regular placements for secondary school pupils on work experience and students preparing for teacher training.

## **LEADERSHIP AND MANAGEMENT**

The school is very well led and managed. The governing body fulfils its responsibilities very well. The headteacher provides very good leadership and is very well supported by other key staff. Management is very effective.

### **Main strengths and weaknesses**

- The governing body has a very clear understanding of the school and is very effective in fulfilling its roles and responsibilities.
- The headteacher provides very good leadership.
- The leadership of other key staff is very effective.
- The school is very well managed.

### **Commentary**

37. The governing body is very well organised and takes its roles and responsibilities very seriously. The governors' strategic planning is of a high order. The context of the school is very well understood. The asset management plan and budget plan indicate that due consideration is given to issues that will affect the school and sensible decisions have been made. Governors are particularly well informed about the performance of the school in National Curriculum tests and recognise that sustaining the high level of performance is a significant challenge. They go about this task well, ensuring that the quality of what the school

offers is considered alongside the need to maintain high standards. They are also effective in challenging the school to aspire to greater quality. For example, the decision to work towards recognition as an Investor in People challenged the school to evaluate its management processes against nationally recognised standards. This has resulted in very clear processes for managing the performance, training and development of all staff including support staff. The governing body also actively pursues its own development. The governors have reviewed their own effectiveness and, through their own training and development plan, are implementing procedures to ensure closer contact between subject co-ordinators and individual governors. These should include making more formal reports of governors' visits, a practice that has only just begun.

38. The headteacher has been in post for 23 years and is to retire at the end of the autumn term 2004. His leadership of the school is very good, giving very clear purpose and direction. The result is a strong sense of cohesion and teamwork in which everyone is clear about what the school is aiming to achieve and how they contribute. He sets high expectations in terms of pupils' achievement and has implemented very thorough and detailed procedures to set challenging targets and to monitor progress towards them. He is also very effective in delegating responsibility so that others have the opportunity to develop their leadership capability. For example, the deputy headteacher is shortly to take up a headship of her own as did her two predecessors.
39. The headteacher is very well supported by other key members of staff. The deputy headteacher co-ordinates school improvement planning. She draws together contributions from staff and governors ensuring that the school has a clear statement of its priorities and how it intends to achieve them. The co-ordinators for English and mathematics lead these subjects particularly well. Both provide excellent models of good practice and have ably led the introduction and implementation of the National Strategies for Literacy and Numeracy. They have monitored the quality of the school's work and led training to ensure that teaching and learning is of good quality. The co-ordinator for special educational needs has made an outstanding contribution in ensuring that pupils with SEN are well provided for and make very good progress. In particular, her management of support staff and the quality of the training and development she provides are especially good. She is very knowledgeable and her work is recognised outside the school as well as within.
40. The very good quality of leadership is very well supported by the way the school is managed. Subject co-ordinators have a clear framework through which to lead subjects. A clear and realistic monitoring plan enables them to be well informed about standards and quality within their subjects. Year group co-ordinators, who, with the headteacher and deputy headteacher, form the school's senior management team, are very effective in enabling staff to work collectively in contributing to the planning and organisation of teaching and learning and sharing their skills and expertise. Arrangements for performance management are securely in place and objectives are firmly focused on ensuring pupils progress well.
41. The school's financial affairs are very well managed, with good budgeting and planning ensuring that the school is well resourced and staffed. Principles of best value are very well understood. For example the high allocation of resources to SEN has been carefully balanced against the contribution to the school by the co-ordinator for SEN and the support staff, the achievements of the pupils and the extent to which such potentially vulnerable pupils are included and involved.



## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	821 828
Total expenditure	794 480
Expenditure per pupil	2 113

Balances (£)	
Balance from previous year	12 628
Balance carried forward to the next	39 976

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

## SUBJECTS IN KEY STAGE 2

### ENGLISH

The provision for English is **very good**.

#### Main strengths and weaknesses

- Standards in English are well above average.
- The pupils speak and listen very well.
- Teachers use a variety of teaching methods and resources that stimulate pupils' interest.
- Teaching and learning are very good.
- The co-ordinator provides very good leadership and management.

#### Commentary

42. By Year 6, the pupils achieve levels that are well above the average for all schools and for similar schools. Results from national tests indicate that, with one exception, this has been the case over the last four years. This is because pupils are very well taught. A significant feature of teaching is the range of strategies used to engage pupils in their learning. As a result of this, all pupils, including those with SEN and the more able, achieve very well.
43. The school has successfully implemented a programme of development in speaking and listening and by Year 6 standards in speaking and listening are well above average. One of the reasons for this is that teachers help pupils to become confident in speaking out loud through drama activities and class discussions. In an excellent Year 5 lesson the teacher used drama to help the pupils develop an understanding of persuasive writing. She asked them to take on the role of villagers and to persuade the developer that he should not build a road through their village.

#### EXAMPLE OF OUTSTANDING PRACTICE

##### A Year 5 literacy lesson about developing persuasive writing through drama

'We are all villagers in Chillingdon', reminds the teacher. In role, pupils move around the room introducing themselves to each other and asking questions about their character. 'What is the body language appropriate for questioning?' drew out suggestions of; facial expression, hand movement and open stance. With an obvious buzz around the class and more animation and expression the activity continued. Pairs of pupils then 'hot spotted' and were asked to perform to the class, who evaluated their performance. The teacher, in role as a property developer about to build a new road through the village, explained the benefits to the village as the assembled group of villagers listened. A vigorous response from the villagers resulted with boos and comments such as 'But what about our school? Children will have to travel miles to the next village!' and 'We need our church. You can't just knock it down!' Emotionally charged pupils worked in groups to discuss powerful statements to argue the case against the road.

The lesson ended with the teacher drawing these statements together, explaining that these would be used in the next lesson to write persuasive letters to the developer.

44. Standards in reading are well above average. Reading skills are taught very effectively as part of whole-class teaching sessions or when pupils are reading as part of a group. Pupils enjoy reading and are able to discuss the work of their favourite authors and why they like particular books. Pupils take books home and read regularly as part of their homework. Pupils are responsible for changing their own books and write comments on each book in their homework diary.

45. Standards in writing are well above average. Pupils achieve well due to interesting teaching based on a very good understanding of how to teach writing. Teachers help pupils to plan their writing and to understand how different forms of writing are constructed. In a Year 6 poetry lesson the teacher's explanation, followed by purposeful questioning, enabled pupils to understand the characteristics of a cinquain (a five line poem) and then construct their own. Pupils' spelling is very good because a comprehensive spelling programme, devised by the co-ordinator for SEN, is matched to pupils' individual spelling needs. Handwriting and the presentation of work across the school is very good.
46. Teaching of English is very good. Teachers have high expectations, set very challenging work and ensure lessons move at a brisk pace. Classroom management is very good and high standards of behaviour are achieved. Pupils' attitudes to their learning are very good and they enjoy what they are doing. Teachers also question well, challenging and extending the pupils' learning. They have good relationships with the pupils and constantly encourage them to do their best. Teaching assistants are used effectively and they make a significant contribution to the achievement of pupils, especially those with SEN.
47. Assessment procedures are thorough and used to ensure that challenging targets are set for all pupils. In writing, these targets are shared with pupils, who are clear what they have to do to improve their work. Higher-achieving pupils in Years 5 and 6 are encouraged to monitor their own work, recognising when they have achieved a target and then setting the next. Teachers mark pupils' work thoroughly and write helpful suggestions on how to improve.
48. Leadership and management of English are very good. The co-ordinator has used her expertise to develop teachers' skills, knowledge and understanding in the subject. Thorough monitoring and evaluation has enabled her to identify key priorities for development, which are embedded in a comprehensive action plan.

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

49. Very good opportunities are provided for pupils to develop speaking, listening, reading and writing across the curriculum. Discussions in groups or pairs are a feature of many lessons and pupils are confident and articulate. Pupils often use reading skills to research in other subjects, and practise, apply, and consolidate their writing skills. English is used effectively as a vehicle to practise ICT skills. In one lesson observed Year 3 pupils were using a word processing package to produce their final draft of a tongue twister they had composed in a previous lesson. The teacher then made these into a book.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards in National Curriculum tests have been sustained at a high level.
- Teaching is very good and pupils achieve very well as a result.
- Pupils' skills of problem solving are very well developed.
- The co-ordinator provides very good leadership.

### **Commentary**

50. From the point they join the school, the levels that pupils should reach at the end of each year are mapped out and closely monitored and their progress carefully assessed at the end of each year. This plays a major part in enabling pupils, who already have well developed levels of understanding, to go on and attain standards in Year 6 that are well above average. In the

2003 national tests almost nine out of ten pupils reached the expected standard and half achieved higher than the expected standard. This sustains the school's track record over the past five years, during which results have always been well above the national average or in the top five per cent of schools nationally.

51. These high standards have been achieved because the quality of teaching is very good and pupils make much better progress than might be reasonably expected. The National Strategy for Numeracy has been very well implemented and teachers have consistently good subject knowledge, which enables them to plan carefully structured lessons. Teachers are particularly adept at ensuring that work is appropriately challenging and demanding for each ability group. All lessons have a high degree of mental and oral work and are taught at a brisk pace. Pupils readily respond. They are quick to recall basic facts and tables and can confidently explain how they have arrived at their answers. They are happy to offer answers, even when they are not sure they are right, and they are keen to learn and extend their knowledge and understanding. They work very productively in lessons and their books show that a lot of ground has been covered during the year. Consequently, more than half are working at levels that are above expectations for their age. Most other pupils are attaining expected standards, with only a small minority that are not. Pupils with SEN are very well supported by teachers and their support assistants. Pupils with particular gifts and talents are also positively encouraged. For example, a pupil with autism led the way in an excellent Year 6 lesson on problem solving and confidently explained his calculation method to the rest of the class.
52. So, pupils have a strong level of mathematical knowledge. However, they are also provided with plenty of opportunities to use and apply this knowledge. A consistent and concerted approach has been developed and is evident in pupils' work and in discussions with them. For example in a very good Year 4 lesson, pupils broke down a problem into a series of smaller steps and used trial and error reasoning to arrive at the solution. In an excellent Year 6 lesson, the teacher created a very strong ethos for mathematical enquiry and the pupils readily searched for the logical pattern to determine how many dominoes were needed to construct a model bridge.

#### **EXAMPLE OF OUTSTANDING PRACTICE**

##### **A Year 6 mathematics lesson using functions to solve problems**

How many dominoes are required to make a bridge, which has a "bed" of 145? Hmm!!

Well, just to warm the brains up, pupils had already watched as one of them (with learning difficulties associated with autistic spectrum disorder) had demonstrated how  $-2-7 \times (3^3)$  was solved and then participated in a whole class game of "Loop" - except the loop didn't work as the teacher had unknowingly dropped one of the cards (she found it later). No matter, pupils quickly worked out which one was missing! Quickly moving on...!!

So, let's get back to the dominoes. Notes, jottings, scribbles, diagrams of domino bridges as pupils, either individually or in pairs, give it full concentration. Unsuccessful solutions were quickly discarded and the process started again as a pattern was searched for. The teacher watched with some pride as pupils applied their knowledge and understanding. Some she just let carry on, confident they were on the right track; others she probed and questioned as pupils, brows knitted in concentration, rose to the challenge, determined not to be defeated.

And defeat wasn't an option as first one then more recognised the pattern - 1 domino in the bridge needs 2 to support it so 3 altogether. Let's show our reasoning:  $1 \times 2 + 1 = 3$ . Does the pattern work for 2 dominos? - 2 dominos need 3 to support it so that's 5 altogether:  $2 \times 2 + 1 = 5$ . Yes the pattern works. One more time to make sure - 5 dominoes need 6 to support them, that's 11 altogether:  $5 \times 2 + 1 = 11$ . Right, back to the original problem. How many dominoes needed to make a bridge with a bed of 145?  $145 \times 2 + 1 = 291$ . Yes!!

53. The co-ordinator for mathematics has provided strong and assertive leadership. She has ensured that the teachers are clear about the National Strategy for Numeracy and the key elements for successful mathematics teaching. She has analysed information from assessments and national tests and has monitored lessons. The information gathered in this

way has been very well collated and presented to staff in the form of reports which give clear guidance and recommendations on what is needed to improve the quality of the school's work. This has resulted in the school maintaining an enviable record of attainment and achievement.

### **Mathematics across the curriculum**

54. Very good opportunities are provided to develop pupils' mathematical skills in other subjects. This is most evident in science and geography where work includes handling data and presenting results in the form of graphs and tables. Even in more routine situations like taking the register, younger pupils are often asked to work out the number of pupils present.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Results in National Curriculum tests have been maintained at a high level.
- Strong emphasis is given to the practical skills of scientific enquiry; good use is made of ICT.
- The quality of teaching is good.
- The co-ordinator provides good leadership.

### **Commentary**

55. In national tests, pupils have performed particularly well. In 2003 results were well above the national average and above those of similar schools. Work seen during the inspection confirms that results are set to continue in this vein. Year 3 pupils, taken on a tour of the school grounds, were quick to identify how a habitat was suited to the particular creature living there and the relationship between other animals in the same habitat. Year 4 pupils were able to give clear definitions of solids, liquids and gases and recognised that solid particles have air trapped between them. Year 5 pupils were able to note the symbolic and actual changes as humans grow older and discussed them in a very sensible and mature way. No lessons were seen in Year 6 but the work they have completed indicates that results will be similar to those achieved in previous years.
55. Whilst the previous inspection also noted that standards were above average, it criticised the lack of opportunities for pupils to acquire the skills of investigation and experiment. This is no longer the case. Indeed the school has improved this aspect particularly well. In the lessons observed and in pupils' books there is a strong emphasis on planning experiments, forming hypotheses, ensuring tests are fair, identifying variables and collecting and interpreting results. Work in books indicates that results are carefully tabulated and often presented in the form of tables and graphs, with numeracy and ICT skills used to improve their presentation and clarity.
56. Teaching is consistently good. Lessons are well planned and have a good balance between acquiring knowledge and gaining skills. Teachers give clear explanations; for example, in a Year 5 lesson on sex and relationships, the teacher was sensitive in dealing with important changes, both symbolic and actual, and encouraged pupils to think deeply about the issues being raised. Demonstrations are clear: for example, in a Year 4 lesson the teacher used an electronic microscope linked to an interactive whiteboard to enable pupils to see soil particles in greater detail. Lessons succeed well when very practically based: for example, in a Year 3 lesson, the teacher managed the excitement and enthusiasm of pupils very well as they toured the school grounds to observe different habitats.
57. As a result of good teaching, pupils' learning is good and they achieve very well. They are very quick to understand new concepts and work productively. They particularly enjoy working collaboratively and readily share and offer ideas and explanations.

58. The co-ordinator has done much to ensure that science provision is good. She is undertaking an extended course of training this year and is already using ideas from the course to improve assessment procedures. She has monitored planning and ensured that the skills of scientific enquiry are strongly emphasised. A useful portfolio of assessed work provides a good overview of standards across the school and lessons have been monitored in accordance with the school's monitoring plan.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **very good**.

### **Main strengths and weaknesses**

- The leadership and management of the subject are very good.
- Pupils are keen and interested.
- Teaching and learning are very good.
- Resources are well chosen to extend pupils' skills and knowledge.
- Assessment procedures are not sufficiently co-ordinated.

### **Commentary**

59. By the end of Year 6, standards are above average and pupils achieve well. Pupils make good progress because of the very good quality of the leadership and the effective planning of teaching in the computer suite and in lessons. They also progress well because they are enthusiastic, enjoy the subject very much and can see how well they are doing. There have been good improvements in teaching and resources since the last inspection, and pupils now achieve well in control and monitoring.
60. Teaching and learning are very good because of the very effective leadership, management and monitoring of ICT by the subject co-ordinator and the very good level of expertise amongst the staff. Support assistants are deployed very well. Both teachers and support assistants have the skills and knowledge to get the most out of programs and engage with pupils. Intensive teaching of skills in the computer suite and regular use of ICT in lessons ensures that pupils learn and use the subject very effectively to support and enhance learning in all subjects. In Year 3, pupils used a well-chosen program to improve their skills in musical composition. Pupils' artistic appreciation and skills in art and design were enhanced in Year 4 as pupils created pictures in the style of Paul Klee.
61. Teaching methods are very good. In the suite, lessons begin with challenging question and answer sessions as teachers review earlier work and expect pupils to demonstrate skills and explain them to others. This helps pupils to consolidate what they know, revise areas that are not so clear and build self-confidence. In a very good lesson in Year 4, the teacher's purposeful, brisk approach helped pupils to build very effectively on what they had learnt in the previous lesson about creating sets of instructions to draw geometrical shapes. They learnt to name a set of instructions so that a shape could be repeated quickly by simply typing in the name. The pupils were intent on achieving success and were very pleased when they did so. The very good use of time was evident in all of the lessons seen. Pupils settle down to work quickly and are very productive. Behaviour is not an issue, as management of lessons is effortless and pupils are so engaged and interested. High expectations and challenge are ever present.
62. As new programs or ideas are introduced, pupils usually work in pairs as teachers encourage them to solve problems through discussion and exploration. Girls and boys work well together and achieve similarly. Pupils benefit from having time to explore and learn from mistakes without fear of criticism. This is especially helpful for pupils who have SEN. Learning and

productivity then accelerate as pupils work alone. This happened when pupils in Year 6 created slideshows about their time at St Paul's. They ordered text in columns within frames, setting out the presentation with attractive backgrounds, and imported photographs and pictures.

63. Teachers keep simple, regular records of pupils' progress so that pupils build effectively on what they already know, understand and can do. However, the system is not yet co-ordinated securely across the school. Improvement of this is in hand. Pupils know how well they have done and what they need to do to improve.
64. Governors have been very involved in improving provision in ICT and monitoring the effectiveness of new resources. These are very good, and there is very efficient use of the computer suite, projector, classroom machines and two interactive whiteboards. Recently acquired laptop computers have enhanced provision. Computers are used at lunchtimes and after school for clubs, so that pupils can practise and extend their skills. Homework is set when appropriate, and pupils can use school equipment for this if they need to. Able, gifted and talented pupils are identified and encouraged to extend their learning by exploring programs in greater depth.

### **Information and communication technology across the curriculum**

65. ICT is planned effectively into the teaching and learning in all subjects. It enhances standards in literacy and numeracy because it is used regularly to support reading, writing and data handling. Overhead projectors, video and audio systems and digital cameras are used regularly to add interest to lessons. Control and monitoring are well developed as pupils use electronic measuring equipment and microscopes in science. In all classes, pupils use the Internet and CD-ROMs with increasing confidence to collect information to support learning in subjects such as religious education, geography and history.
66. As pupils learn more about the possibilities of the uses of ICT, their awareness is raised of its uses in modern society and its contribution to learning, commerce and industry. This enhances their appreciation of the wonders of modern technology and adds to their personal development and preparation for life. For example, practical activities, such as planning for a party and keeping within a budget, gave pupils in Year 5 opportunities to explore the use of spreadsheets. In Year 4, pupils extended their skills in exploring databases as they recorded their findings from a traffic survey. The control of the light in a lighthouse was well planned by pupils in Year 6 when they wrote effective programs to control the flashes and pauses.

### **HUMANITIES**

67. No lessons were seen in **geography or history**, so there are no firm judgements for provision. However, the range and quality of samples of pupils' work indicate that standards are above average.
68. Samples of work indicate that pupils' attainment and achievement have improved in **geography and history** since the last inspection and are now above average by the end of Year 6. Pupils' work is presented well, demonstrating teachers' high expectations, and project books suggest that pupils have enjoyed the wide range of topics covered.
69. Investigation is a significant feature in both subjects. In **geography**, pupils study the area around the school, do traffic surveys and take part in field trips to gain greater understanding of coastline and country environments. In **history**, they visit museums and historical sites to learn more about life in the past. By the end of Year 6, pupils develop skills of enquiry and recognise that evidence can be acquired in a wide variety of ways; for example, by studying the layers within soil, handling artefacts or looking closely at photographs, maps or paintings. Their work is both interesting and relevant. A Victorian Day and a Caribbean Week add a sense of fun and enjoyment to pupils' learning.

70. In **geography**, learning is well planned. Pupils in Year 4 explored the Wokingham website and identified their own homes on local maps. As pupils studied contrasting locations and debated the advantages and disadvantages of development in a city, a town, a village and a farm, they developed a greater understanding of the implications involved. In Year 6, pupils investigated the changes in coastal landscapes and considered how people's lives have changed over the years in seaside towns. A visit to the Dorset coast brought relevance and reality to the study.
71. In Year 4, pupils' study of invaders and settlers in Britain shows detailed consideration of aspects such as why people from other countries wanted to come here. In Year 6, pupils gain a deeper understanding of the importance of Ancient Greece in the development of Western culture.
72. In both subjects, there is a good range of resources, with more books about history and an increased range of software for ICT than at the time of the last inspection. These provide good opportunities for research. Literacy, numeracy and ICT are promoted well. Teachers plan work effectively to match pupils' differing abilities, enabling all pupils to achieve well. Work is marked well, with helpful comments to encourage pupils to improve their work. Leadership and management of both subjects are good overall. Lessons have been monitored so that there is a consistent approach to teaching and learning. Procedures for assessment are satisfactory; they are developing appropriately in line with the school's assessment policy.

## **Religious education**

Provision for religious education is **good**.

## **Main strengths and weaknesses**

- Pupils achieve well and know about a good range of faiths.
- The curriculum is rich and broad.
- Teaching and learning are very good.
- Discussion is used very effectively to promote pupils' respect for a range of cultures and ways of life.
- Whole-school procedures for assessing pupils' progress, though developing, are not yet embedded.

## **Commentary**

73. There has been very good improvement in pupils' attainment since the last inspection, when overall standards were unsatisfactory because pupils were not sufficiently aware of how religion could affect their own or another individual's life. The co-ordinator has rigorously monitored curricular provision, teaching and learning to address former weaknesses and standards are now above the expectations of the Locally Agreed Syllabus by the end of Year 6. Pupils achieve well, and religious education contributes very well to their spiritual, moral, social and cultural education. They know about a good range of world faiths and recognise the importance of religion in many people's lives. The quality of teaching and learning is now very effective and curricular provision is good. The subject is well managed by the co-ordinator, who ensures that the requirements of the Wokingham Agreed Syllabus are fully met.
74. The school's participative approach, better resources and improved planning ensure that pupils are now more engaged in the subject and they enjoy it more. Teachers plan work very well to ensure that lessons achieve a balance of factual teaching about religion and opportunities for pupils to make a personal response to what they have learnt. Pupils learn about significant figures who have fought for justice and worked to alleviate the suffering of people who are poor, sick or hungry. In a very good lesson in Year 6, pupils commented sensitively on the indignities endured by black children in Alabama at the time when Martin



Luther King was campaigning for civil rights. Pupils have not visited many places of worship, but they go to the parish church to learn about services and religious artefacts and to celebrate major Christian festivals. In Year 5, after visiting church, pupils discussed why people go there on Sundays. Thoughtful ideas emerged and it was evident that pupils were aware of how intercession, praise and music are important features of church services. Discussions are used very successfully to foster pupils' speaking and listening skills, and teachers ensure that pupils who have SEN are drawn into the conversation and are helped to participate fully.

75. Pupils' basic knowledge of a variety of world religions is good. As they study Judaism, Sikhism, Hinduism and Islam, as well as Christianity, pupils recognise similar features, such as rituals for birth, marriage and death. The self-esteem of pupils from minority ethnic groups and a range of faiths is raised effectively as a variety of religions is discussed and valued. The significance of religious symbols is explored. As they discussed the significance of the Cross as a symbol, pupils in Year 3 demonstrated their knowledge of the Easter story and its importance in the Christian year. A respectful atmosphere surrounded the discussion as pupils talked about the significance of the chalice as a receptacle for holding the wine in the service of Holy Communion. In Year 6, pupils considered the Sikh custom of observing the rule of 'Five Ks', representing five objects that Sikh men should always have with them. Similarities between religions are explored. The links between Judaism and Christianity became evident to pupils in Year 4 as they studied stories from the Old Testament and explored the meaning of the Ten Commandments. The subject makes a valuable contribution to pupils' spiritual, moral, social and cultural development. However, there are no links with minority ethnic communities to further broaden pupils' views of contemporary Britain.
76. The quality of teaching and learning is very good. Teachers have secure levels of knowledge about the topics they teach, and this ensures that pupils' questions can be answered effectively. Challenge is evident in teachers' high expectations of pupils' participation in lessons. Pupils are encouraged to think carefully about the importance of religion in their own and other people's lives. Teachers are good at explaining religious ideas in simple ways, and learning of high quality occurs as a result. The subject is well resourced with interesting and informative artefacts, books and posters to support each of the topics studied. Teachers use these very well to illustrate their teaching and encourage pupils to find out information for themselves. Because they have been encouraged to think things through, pupils produce well-researched and well-presented written work. They use their skills in literacy, numeracy and ICT effectively to record what they have learnt, and illustrate their work attractively with lively drawings.
77. Procedures for assessing pupils' progress are satisfactory. Pupils' work is assessed both formally and informally during the year. A clearer, whole-school approach is developing in line with the school's assessment policy. The curriculum is enriched through visits to the local church and a synagogue. Good use is made of visitors to assemblies, and school acts of collective worship broaden pupils' understanding of the life-enhancing aspects of religion.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

78. Only two lessons were seen in art and design and music, one in design and technology and three in physical education. It is not therefore possible to make firm judgements about provision. However, inspectors closely scrutinised samples of pupils' work, assessed work in portfolios, work on display and photographic evidence. This evidence indicates that standards are above average in art and design, design and technology and music. In physical education, standards are average in games and gymnastics.
79. In **art and design** the quality of displays in the school and the work seen in sketchbooks shows that standards are above average. This is because pupils develop a range of artistic skills as a result of a well-structured programme of work. This is an improvement since the last inspection. An example of this was when Year 3 pupils were asked to explore a range of media to produce their own sculpture following an investigation into the work of Anthony

Gormley. Good opportunities are provided for pupils to develop art and design skills across the curriculum. In a Year 5 class pupils had skilfully produced a collaborative collage to depict their trip to Ufton Court using information they had discovered from the Internet about the Bayeux Tapestry. The co-ordinator supports teachers well and ensures that a good range of resources are available to support the subject.

80. There is an effective programme to support the teaching of **music** and by Year 6 pupils can compose and perform their own music well. The school caters well for pupils who have a particular talent for music and visiting music specialists teach pupils to play a range of instruments. Pupils are encouraged to perform for others and in an assembly one pupil confidently played the piano accompaniment for the song. Visiting musicians make a significant contribution to pupils' musical development. Many pupils take advantage of a variety of extra-curricular clubs, which contribute to their ability to perform confidently. The co-ordinator is a good role model and provides good support for staff. A good scheme of work has been drawn up and assessment opportunities are in place. Teaching and learning are monitored effectively by the co-ordinator, who has identified priorities for development.
81. In **physical education** all aspects are planned and taught in an interesting and varied programme. Lessons were seen in gymnastics and games and standards in both these aspects are average. Year 5 pupils know the basic techniques of cricket; they bowl effectively and strike the ball with some force. They understood the principles of team play, played fairly and fielded the ball energetically. In gymnastics, pupils can create and perform sequences on the floor and using apparatus and vary the level, speed and direction of their movements.
82. Teaching in the three lessons seen was satisfactory. They were appropriately structured and pupils warmed up thoroughly and lessons included an appropriate cool-down activity. Teachers' subject knowledge is good and coaching points were effectively made. However, in two of the three, the teachers spent too long explaining what pupils were to do and left insufficient opportunities for pupil to refine and develop their skills and movements.
83. The co-ordinator has done much to ensure that physical education has a high profile in the school. There is a very good range of extra-curricular activities and the vast majority of pupils participate. The school has been an active participant in competitive sport with other local schools and has gained the ActiveMark Gold award from Sport England.
84. In **design technology** there is a clear scheme of work which covers the essential elements of the programme of study and gives appropriate emphasis to designing and making products and evaluating their effectiveness. The portfolio of assessed work and an examination of artefacts and products made by pupils indicate that standards are above average.
85. Year 6 pupils have used a wide range of tools and processes and produce labelled sketches and scale drawings in response to particular design briefs. Their finished work shows care in construction and attention to finishing techniques. Their models of alarms in houses successfully incorporated electrical circuits activated by pressure switches. Pupils' evaluations indicated that modifications had been made to the original designs and noted features that had worked and the problems encountered and how they were overcome.
86. The one lesson observed was very well taught. Year 5 pupils had researched the needs of younger pupils in preparation for producing story books and worked well in groups to discuss their findings and prepare their designs.

## PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

Provision is **good**.

### Main strengths and weaknesses

- There is a good programme for personal, social and health education and citizenship.
- Good teaching enables pupils to discuss and reflect upon difficult issues.
- Leadership and management of the subject are good.

### Commentary

87. The pupils achieve well as a result of good teaching and learning. The school has a comprehensive PSHE programme, which develops pupils' understanding of how they can lead confident, healthy and independent lives and the consequences of their actions. Teaching is good. Effective questioning and the use of circle time enables pupils to reflect upon difficult issues. In lessons observed, Year 6 pupils were helped to understand how they could mediate to resolve conflict, and how prejudice could result from lack of understanding. The pupils help each other when difficulties arise and are very supportive of pupils with SEN. There is good provision for drugs, sex and relationships education and during the inspection a Year 5 teacher dealt very sensitively with issues related to sex education.
88. Citizenship is promoted well. There is an active School Council, which enables pupils to be involved in considering developments and suggesting improvements. In particular, they have been instrumental in establishing the school choir and in developing zoned areas in the playground to ensure that activities such as football and quiet games are segregated. The older pupils have a number of responsibilities that they perform to support the smooth running of the school. The pupils show concern for people less fortunate than themselves by fundraising for various charities.
89. Leadership and management of the subject are good. The co-ordinator has undertaken training to develop her expertise and has a good understanding of how to teach PSHE and citizenship effectively. She has led staff training sessions to ensure that all staff have the skills, knowledge and understanding required. Monitoring of the subject is carried out effectively and strengths and areas for development are identified. There are good resources to support the teaching.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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