

# INSPECTION REPORT

## **LARCHFIELD PRIMARY AND NURSERY SCHOOL**

Maidenhead

LEA area: Royal Borough of Windsor and Maidenhead

Unique reference number: 109938

Headteacher: Mr R Howell

Lead inspector: Mr J Palk

Dates of inspection: 31<sup>st</sup> January – 2<sup>nd</sup> February 2005

Inspection number: 267185

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	150
School address:	Bargeman Road Maidenhead Berkshire
Postcode:	SL6 2SG
Telephone/Fax number:	01628 622522
Appropriate authority:	The governing body
Name of chair of governors:	Mr N Smith
Date of previous inspection:	January 2003

## **CHARACTERISTICS OF THE SCHOOL**

Larchfield is a small primary school and serves a disadvantaged area of Maidenhead. The number of pupils in receipt of free school meals is above that of most schools. The proportion of pupils with special educational needs is well above average; most of these pupils have moderate learning difficulties. There are six pupils with statements for their specific needs. The majority of pupils are of white British origin. There are more pupils from minority ethnic groups than in most schools; in the main these are of Asian and European backgrounds. Seven of the pupils are at early stages of learning English as an additional language. Children join the nursery part-time in the term that they are three. Overall attainment on entry is well below average. Pupils are taught in single year groups. The headteacher was appointed in January 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23630	J Palk	Lead inspector	The provision for pupils with special educational needs and those learning English as an additional language. Mathematics, information and communication technology and physical education.
13874	J Chesterfield	Lay inspector	
30810	L Kounnou	Team inspector	English, music, history and geography.
6169	M Bradshaw	Team inspector	The Foundation Stage curriculum, science, art and design, and design and technology.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **sound** education for its pupils. The new headteacher provides clear leadership and is taking the required action to raise standards. Standards in mathematics and science are improving but there is scope for pupils to achieve more than they do in English. Teaching is satisfactory overall and pupils are well motivated to learn. Costs per pupil are average and the school gives **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Pupils do not achieve as well as they should in English and standards are well below average throughout the school.
- The leadership and management of the headteacher are good.
- The pupils' behaviour is good and they have positive attitudes to learning.
- The teaching and learning in the nursery and reception class are good.
- Insufficient use is made of assessment information when planning lessons for pupils.
- The curriculum is not sufficiently adapted to meet all the pupils' needs.

Improvement since the last inspection is satisfactory. The school is in a stable situation and moving forwards. Standards are rising steadily in mathematics, science and information and communication technology (ICT) because teaching in these subjects has improved. However, the progress made in raising standards in English is unsatisfactory because the teaching is not good enough. There are still weaknesses in the way the curriculum is planned. The partnership with the parents has improved. Management is secure and the strong determination to improve further is founded on good systems for evaluating performance.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of <b>Year 6</b> , compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E*	E	E*	D
mathematics	D	E	E*	D
science	C	D	E	C

*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.*

Achievement overall is **satisfactory**. The number of pupils taking the national tests is small and the high proportion of pupils that have special educational needs affects the school's performance. Pupils' performances in English and mathematics tests were in the bottom five per cent of all schools last year. The results of tests taken in year 6 have declined over the past three years. Inspection found that standards in mathematics are rising throughout the school; standards are broadly average at the end of year 2 but below average in year 6. This is the result of better teaching, which is maintaining a consistent rate of progress in this subject. Pupils are not achieving well enough in English and standards continue to be well below average. Standards in science are below average although pupils' investigative skills are improving. Children make a good start to their learning in the nursery and reception class but the inability of the school to maintain this rate of progress in English affects pupils' achievement in subjects across the curriculum.

Pupils' personal qualities, including their moral and social development, are **good**. Spiritual and cultural development is satisfactory. Pupils work well together and show a good level of respect for each other and the adults that work with them. Attendance levels are just below average, and a few children do not come to school on time.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **satisfactory**. The teaching and learning are **satisfactory**. Lessons are well managed and support staff work well with the teachers. Activities in the nursery and reception class are carefully matched to meet children's needs and as a result children progress well in all areas of their learning. However, there is not enough rigour in English teaching in years 1 to 6 and expectations of the quality and quantity of pupils' work remain too low. In too many lessons teachers do not use their knowledge about the gaps in pupils' skills to adjust the work that they set. Consequently the learning of some lower attaining pupils and those with special educational needs or learning English as an additional language is erratic.

The curriculum is not structured carefully enough to provide the balance between exciting experiences and teaching key skills in English. This limits the progress of too many pupils. Pupils do not have enough opportunities in history and geography to develop their skills. This is due to the imbalance in the way the curriculum is planned. However, the curriculum provides for a good range of additional opportunities and experiences that ensure pupils enjoy their time in school. Sport, music and extra-curricular activities make a good contribution to pupils' personal development.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory** overall. The leadership and management by the headteacher are good. He has accurately evaluated the strengths and weaknesses in the school and has been active in seeking extra support to raise the aspirations of pupils and the expectations of teachers. There is a clear set of targets to help measure improvement, and appropriate urgency about the timescale for change. Much has already been achieved. The work of the governing body is satisfactory. Governors are now involved in sharing the targets for improvement and have sound systems in place for monitoring school improvement. Statutory requirements are met.

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

Parental satisfaction with the school is good. They are pleased with the efforts taken by the headteacher to involve them in school life and how they are made welcome. Pupils like school. They are keen to continue helping it to get better.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English and improve the quality of teaching and learning in this subject.
- Ensure that teachers use the information they have about pupils' skills to match work in lessons more accurately, particularly to the needs of those with learning difficulties and those learning English as an additional language.
- Develop a curriculum that is better adapted to pupils' needs and is planned to give a good balance to their experiences.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is satisfactory overall, but varies too much in different subjects. There is no difference in the achievements of boys and girls. Pupils from minority ethnic groups and those with special educational needs do not make enough progress in English as they move through the school.

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

- Standards are too low in English.
- Children's achievement in the nursery and reception class is good.
- Standards in mathematics and science and ICT are improving.

#### **Commentary**

1. Children are achieving well in the reception and nursery class because of good teaching, a well-organised curriculum and a good quality classroom and resource area. The partnership with parents in children's learning, encouraged by the efforts of the headteacher and the clear and determined leadership of the class teacher, is improving. This makes a good contribution to children's achievements. However, most children still have well below average skills in English when starting year 1 and are below average in other areas of learning.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
reading	12.1 (11.6)	15.8 (15.7)
writing	10.3 (10.8)	14.6 (14.6)
mathematics	13.8 (13.7)	16.2 (16.6)

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

2. This is a poor set of results and there has been little improvement over time. In 2004 a reasonable proportion of pupils reached average standards in mathematics, but significant proportions did not reach average levels in reading and writing. This has a detrimental impact on pupils' learning through years 3 to 6.
3. Inspection found that there is no effective approach to teaching of sounds and early reading skills in years 1 and 2 and standards are well below average in English overall. There is insufficient structure given to pupils to help them with their writing and the expectations that pupils have of their own written work are too low. Inspection found that standards in mathematics are average and achievement is good. This is the result of good teaching, following recent training. In science standards are below average. This is an improvement because of the attention given to learning through practical investigations.

#### ***Standards in national tests at the end of Year 6 – average point scores in 2004***

Standards in:	School results	National results
English	22.8 (23.4)	26.9 (26.8)
mathematics	22.8 (23.8)	27.0 (26.8)
science	25.6 (28.3)	28.6 (28.6)

4. Overall performances by the year 6 pupils in 2004 tests were low when compared with similar schools. The school is only recently in a position to evaluate individual performance and these data indicate that lower attaining pupils did not make sufficient progress in English and mathematics. The pupils' progress in English and mathematics from their prior attainment was unsatisfactory overall. In mathematics tests higher attaining pupils made the progress expected. This reflects some stronger teaching in some years. Despite the introduction of additional strategies to boost attainment in English, teaching is not of a sufficiently consistent quality between years 3 and 6 to improve test performances.
5. There is significant underachievement by all pupils in literacy because the school does not yet have an adequate strategy for raising attainment. Improving oracy standards is a major focus and the headteacher has done a great deal to encourage drama and discussion as part of lessons. However, there is not enough attention given to strengthening pupils' vocabulary in lessons through well matched discussions; standards in speaking and listening remain well below average. In the past year, much has been put into place that is making the writing curriculum more stimulating and pupils in years 3 to 6 are enthusiastic about writing. However, there is a lack of clear sharp teaching of the necessary skills that would ensure that the written work of more pupils is both grammatically correct and contains appropriate style for the purpose. There are insufficient well-planned opportunities elsewhere in the curriculum to ensure that pupils develop their literacy skills. Standards in reading are well below average throughout the school due to lack of clear teaching of skills in lessons and a lack of opportunity to develop these in small group teaching.
6. Pupils learning English as an additional language do not achieve well enough because the support they receive in lessons is not sufficient to accelerate their learning of literacy skills. Teachers infrequently repeat new vocabulary or provide additional materials to support these pupils during reading and writing lessons. The pupils are well motivated and make the most of regular opportunities to discuss ideas with their peers and teaching assistants. This is ensuring they understand what they are expected to achieve during lessons. Pupils with special educational needs do not achieve well enough in English lessons because the learning intentions for these pupils are rarely modified and insufficient time is given for these pupils to work towards their individual literacy targets.
7. Achievement in mathematics is now satisfactory overall. The teaching effectively follows the numeracy strategy and standards throughout the school are closer to average than at the last inspection. In year 6 standards are below average because of the significant proportions of lower attaining pupils who still lack confidence with larger numbers. However, there are some good opportunities to boost the achievement of lower attaining pupils, and appropriately challenging targets, based on assessment information, are raising teachers' and pupils' expectations. Pupils through the school are developing a secure base of mental arithmetic skills and confidence in solving complex mathematical problems. The gaps in pupils' knowledge are recognised and teaching is effectively focused on these areas. Fractions, shape and space are regularly taught and more difficult ideas for pupils, such as division, are revisited regularly. Throughout the school the teaching assistants have a good awareness of pupils' targets and the lesson objectives, and this is making their involvement in pupils' learning more effective.
8. Pupils throughout the school have a sound knowledge of scientific ideas and principles and investigative skills are improving. Good emphasis is given to practical work, but written work is not always well matched to the pupils' abilities. Teachers emphasise the need to explain findings and record work accurately. The pupils work very well together and this contributes to some good learning in lessons. The limitations of pupils' literacy skills, particularly when it comes to articulating hypotheses or communicating their results and findings limit what they can achieve.
9. Achievement in ICT is satisfactory but limited by the lack of use of these skills in other subjects. Consistent teaching is contributing to a rise in standards. Standards and achievement were not judged in history and geography; however, the scrutiny of work and discussions with pupils and

teachers revealed that experiences are too infrequent to ensure an even development of skills as pupils move through the school. Pupils' achievement in religious education is satisfactory. Pupils make good progress in art and design because of the very effective teaching by the subject leader.

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

Pupils' attitudes and behaviour are good. Their attendance and punctuality are satisfactory. Pupils' personal development, including their spiritual, moral, social and cultural development, is good.

### **Main strengths and weaknesses**

- Pupils respond well in lessons and behaviour is good in class and around the school.
- Pupils' personal development has improved since the last inspection, but opportunities to promote their independence are still not developed sufficiently.
- Relationships and racial harmony are good and pupils are aware of the right and wrong ways in which to behave.

### **Commentary**

10. Attitudes and behaviour have remained a strength of the school. A good structure supports pupils who have behavioural difficulties. Consequently, pupils with special educational needs generally behave well and display positive attitudes to school. Pupils are usually interested in their work and keen to learn. There is a sense of purpose in most lessons; pupils are engaged in their work and willing to co-operate with each other. Attitudes are especially good when pupils are engaged in practical activities, such as when painting landscapes in year 6 and investigating materials in science in year 2. However, interest wanes and attitudes are less positive for many pupils when they are asked to complete written work. Pupils usually listen attentively to their teachers and are happy to co-operate with their classmates on their tasks.
11. Children in the nursery and reception have settled well to the daily routines of school. They are happy to come to school and enjoy the activities. Overall their personal, social and emotional development is well below average when they start school. As a result of good teaching and regular reminders from the teacher and support staff, the majority of children behave satisfactorily and show good improvement. Although children achieve well, there are still occasions when they do not co-operate well with each other or are inattentive.
12. Clubs are well supported and members of the school council view their role positively. The school council is a developing forum where pupils voice their opinions and discuss how the school can be improved. Assemblies and religious education often provide good moments for reflection and an appreciation of others. However, there is little planned development of spiritual opportunities throughout the wider curriculum. In art and design pupils consider the work of famous artists, such as van Gogh. However, the limited development of history and geography restricts opportunities to develop pupils' cultural awareness.
13. Pupils work together in their groups, co-operating effectively. However, on occasions, support staff limit opportunities for these pupils to develop their independence, either by doing too much for them or answering questions aimed at the pupil or group. Although the school is increasing the range of pupils' responsibilities, opportunities to develop independence in their learning are limited.
14. Across the school, pupils have a clear sense of right and wrong and know how to behave. Staff support this consistently by the application of the school's code of conduct. Outside in the playground, pupils show consideration for others and they behave well when eating in the dining room. Relationships in the school are good; no bullying was seen during the inspection and any instances that occur are minor and dealt with quickly. Pupils from a range of ethnic backgrounds and with different social and academic needs are successful in building relationships with each

other. This makes a good contribution to their achievements. Racial harmony in the school is good. There has been one fixed term exclusion this year, but the pupil concerned has been well integrated back into school.

## 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	133	1	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	14	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – African	1	0	0
Any other ethnic group	5	0	0

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

## Attendance

15. The above average level of unauthorised absence is largely because of parents taking term time holidays. The school is good at chasing up parents for reasons for unauthorised absence and the prospectus clearly sets out what is acceptable and unacceptable. However, apart from individual certificates, there is little else the school does to promote regular attendance.

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

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.8
National data	5.1	National data	0.4

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. The teaching is satisfactory. There is some good curriculum enrichment but overall the curriculum is not meeting the needs of pupils. Levels of care and welfare are satisfactory overall. Links with parents, with other schools and the community are satisfactory.

## Teaching and learning

Teaching and learning are satisfactory. Assessment arrangements are sound but their use is unsatisfactory.

## Main strengths and weaknesses

- Teaching and learning in the nursery and reception class are good.
- The teaching and learning in English are not good enough.
- There is good support provided by the teaching assistants for those pupils with specific needs and for small groups.
- Lessons are not always planned well enough to meet the wide range of needs.

## Commentary

### Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (8%)	14 (38%)	17 (46%)	3 (8%)	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.*

16. Teaching in the nursery and reception class is effective. Adults have a clear grasp of children's needs based on careful observation of them at work and play. The activities are exciting and very well organised. The good emphasis placed on developing children's vocabulary and practical activities and games make a very valuable contribution to the success of children's learning.
17. Teaching of English throughout the school is unsatisfactory. There is no clearly agreed strategy for teaching literacy. Consequently, lessons lack a clear focus on teaching reading and writing skills. Pupils are not given a clear understanding at the start of the lessons of what is to be learned through a well taught reading or writing activity. The group and independent work is not matched accurately to pupils' needs. Some English lessons go on too long without checking up on what has been learnt or celebrating achievement. Plenty of initiatives have been introduced, with mixed success, to enliven the teaching of writing. These have the potential to improve the quality of learning but there is a lack of clarity amongst teachers about what skills need to be learnt during these activities.
18. This is in contrast to numeracy and science lessons where there is a clear view of what is to be achieved. Teachers set out what pupils are to learn and, during the start of the lessons, they work towards establishing these objectives through their questions. These parts of the lesson are often lively and sometimes humorous. Good use is made of the whiteboards to involve pupils during discussions which link pupils' learning to the lesson objectives. All teachers make good use of paired working where pupils turn to their neighbours to answer questions or use their whiteboards to suggest answers. This is good practice and pupils are eager to learn. However, teachers are not making the most of supplementary questions to challenge pupils, in particular those who may be less inclined to take part, or to stretch the average attainers.
19. The additional teaching support is adequately matched to pupils' special educational needs, ensuring that class based support is successful. Support assistants share the planning with teachers but feedback on pupils' learning is inconsistent in quality. Support assistants work hard with the small groups and, because their relationships with the pupils are very effective, they are successful in encouraging pupils to complete tasks. However, there is an over-reliance on their support as lesson objectives and learning intentions for these pupils are rarely modified by teachers to meet their specific needs. Hence the progress of pupils with special educational needs is variable in lessons.
20. The teachers have sufficient assessment data about pupils' attainments to plan lessons and to set targets for individual pupils. However, not all teachers plan tasks that develop these targets and expectations are not always high enough. The content of some of the work is not addressing the academic needs of pupils with special educational needs, because the targets used do not yet have enough clarity and focus to ensure that good learning occurs in their

literacy and numeracy skills. In many lessons pupils' learning of English as an additional language is satisfactory because there is a good level of support and objectives are modified as the pupils encounter difficulties. This is not effective in the long term. Teachers rarely repeat new vocabulary through the lesson or provide additional materials to support these pupils during reading and writing lessons. There are opportunities for pupils learning English as an additional language to share and discuss ideas during lessons but they are not given enough guidance on what it is they are expected to achieve during these sessions.

## **The curriculum**

The curriculum is unsatisfactory overall because it is not well balanced. Opportunities for enrichment are a high priority for the school and are good. The quality of resources and accommodation is satisfactory overall.

### **Main strengths and weaknesses**

- The guidance of the national literacy strategy is not used well enough to support learning in English.
- The curriculum in the nursery and reception classes is good and contributes well to children's learning.
- The curriculum is unbalanced so that pupils struggle to develop key skills, particularly in history and geography.
- There is a good range of clubs and other activities for pupils after school each day that are well attended.

### **Commentary**

21. Long-term planning to improve reading, writing, speaking and listening skills over time in English and other subjects is weak. As a result the quality of opportunities provided for pupils from year 1 to year 6 is unsatisfactory. Throughout the school, teachers are not using the guidance of the national literacy strategy well enough to help them plan how pupils of all abilities will make progress over time. These weaknesses in the curriculum contribute to the low standards in English. Since the last inspection the school has reviewed the way it plans subjects; at that time the variability in planning was affecting the standards that pupils achieved. This has been done successfully in subjects such as ICT, art and design and design and technology, but history and geography remain unbalanced. The school teaches these subjects in a block over a whole term, but often pupils complete another unit on the same subject the following term. Sometimes pupils spend a year doing only one subject, so that they struggle to develop their skills appropriately. The length of time available slows the pace of learning greatly, as there is little sense of urgency in lessons due to the very long time spent on each unit. The way that English lessons are planned in some year groups has a similar effect. Very long lessons before morning break proceed at too slow a pace so that pupils often become bored with the subject by the end of the lesson.
22. The curriculum for the nursery and reception children has been significantly improved since the last inspection by providing inviting and engaging activities. These are well planned and based firmly on what children need to learn next.
23. The school has had some success in its aim to improve the opportunities for pupils to be more active in their learning, particularly in science and mathematics. In science, many lessons now include opportunities for pupils to investigate what is happening through practical activities that pupils enjoy. The leadership team has ensured that more pupils have opportunities to make visits out of school that will help them in their learning. For example, year 6 pupils take part in a residential visit to a Tudor house where they dress up in costumes and participate in activities that show them how life was lived at that time. There is a good range of after school activities that are well attended by pupils from year 1 to year 6. On most evenings pupils can choose from

two or more activities. Some of the sporting activities have a high profile, with pupils enthusiastically taking part in local competitions.

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

The attention given to pupils' care, welfare, health and safety is satisfactory. Support, advice and guidance based on monitoring are also satisfactory. There is good involvement by pupils in the work and development of the school.

### **Main strengths and weaknesses**

- Pupils are wholeheartedly encouraged to play their part in the life of the school.
- Good relationships between adults and children mean that pupils feel secure.

### **Commentary**

24. The school council has only been running for two terms, but has already had an impact on school life and helped pupils realise that their views matter and can make a difference. The council is fully involved in the school's plans for a complete overhaul of the playground, and has already got off to a good start through the creation of the 'friendship bench'. Pupils are very pleased to have the chance to have their say and members of the council report that other children are always ready to offer ideas. The school also gives pupils good opportunities to contribute in other areas. Year 6 pupils, for example, are happy to take on the responsibility of organising lunchtime clubs for younger children, which run very smoothly.

25. Staff at all levels treat pupils fairly and consistently at all times. The pupils benefit from the very caring relationships they have with all adults. There is a good team of well-trained teaching assistants who work in all classes supporting those with special educational needs. The needs of the pupils vary and the teaching assistants are well trained to understand these. Improved organisation and supervision in the playground has also helped pupils to feel more confident outside. The school monitors pupils' personal development closely, keeping track of their absences, for example, or incidents in the playground, so that any problems can be quickly resolved.

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

Links with parents, other schools and the community are all satisfactory.

### **Main strengths and weaknesses**

- The school is working hard to inform parents and involve them in their children's education.
- Some exciting new initiatives with other schools, businesses and the community are being developed.

### **Commentary**

26. The headteacher is committed to building a genuine partnership with the parent community and has introduced some good measures to make this possible. Newsletters have been redesigned to make them more appealing and termly topic information is sent out to tell parents what their children will be learning. There is a growing emphasis on helping parents to help their children through activities such as the family learning sessions. A good number of parents and carers have joined short courses to learn more about how they can help their children learn well. In the nursery and reception class parents are very much welcomed to come in and work with their children every day; as a result, parents are very content with the way their children settle into school life. Across the rest of the school parents feel that the headteacher and staff are always approachable, and that their concerns are dealt with swiftly and efficiently. Reports to parents on their children's progress are satisfactory, but need to be more consistent in their quality in

order to be helpful to parents. The best give a readable picture of how well the children are doing for their age and what they need to do to improve. Some, though, contain too much jargon to be clear to people who do not work in education.

27. Consulting parents through questionnaires has become a part of school improvement planning, and parents are getting used to being more involved in school life. While the first survey drew only two replies, the most recent received dozens, containing constructive criticisms and useful suggestions, on which the school is acting. Parents are taking more of an informed role in the school through the fledgling friends' association; which is now ready for official registration as a parent and teacher association.
28. The school is strengthening its relationship with the community by developing its work with other local organisations. There are promising opportunities to share skills and resources with a new community nursery and the nearby secondary schools. In physical education (PE) and music this has already begun, and is having an impact. The support from the local secondary school for the 'Wider Opportunities for Music' project is helping to give pupils an outstanding opportunity to broaden their horizons and discover unknown talents. The town's Rotarians and the estate's community wardens are already an established part of school life, as, respectively, male role models for reading and advocates of neighbourly behaviour. Good plans for involving the Berkshire Business Trust in the development of the playground will help pupils to gain an insight into the world of business.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is satisfactory and both are improving rapidly. The leadership of the headteacher is good and governance is satisfactory.

### **Main strengths and weaknesses**

- The headteacher has effectively and accurately audited the quality of provision and has clearly informed staff and governors of the issues to be addressed.
- Recent developments have raised the expectations of pupils and strengthened the curriculum.
- The management of the school is based on sensible actions to address current weaknesses.

### **Commentary**

29. The headteacher has a clear vision of where he wants to take the school. In one year he has achieved a considerable degree of success in bringing about much needed changes that are tackling the causes of underachievement. The headteacher has introduced a good set of tracking procedures which is ensuring that the school sets realistic targets, and monitors and refines these for pupils. This has been usefully included into performance management systems, ensuring that teachers are aware of their underlying responsibility for the progress of pupils through the school. External support for training subject leaders in management skills has resulted in some success and there is a strong commitment amongst the staff to work together.
30. The headteacher has built a strong confidence amongst all the teachers who are now gaining an insight into what is needed to enhance and improve their teaching skills. He has brought good practitioners into the school to demonstrate what is possible as well as introducing teachers to a range of creative ways they can deliver key skills. These include involving the school in the 'Wider Opportunities for Music' project and also 'thinking hats'<sup>1</sup>. A number of national competitions are entered, in which pupils have performed well. Areas of the school have been redecorated with some good use of artwork to celebrate the pupils' achievements. Staff have been deployed to utilise their strengths in teaching art and mathematics throughout the school. This is helping to drive up standards in these subjects.

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<sup>1</sup> 'Thinking hats' which is when pupils have a moment of thought before they share their ideas with the class or their peers.

31. The leadership successfully brings together all those involved in pupils' learning: parents and pupils, staff and governors. The partnership with parents has been strengthened and parental concerns about the school are fewer and rapidly resolved. There is strong partnership with the governors who have a clearer grasp of the needs of the school and of how they can help. The role of the subject leaders is developing. Few of them had undertaken enough monitoring of teaching and learning to be able to make judgements about standards achieved or the quality of provision. The recent changes to the management of the school indicate that there is thorough evaluation of the quality of provision, and some effective actions have been taken. This is evident in the improved provision for the nursery and reception children and in the teaching of mathematics. Along with the governing body the headteacher took the decision to return to year group teaching in order to improve teachers' lesson planning. This is improving and there is coherence in subject planning that should help to improve provision. The decision has placed some strain on the budget but this is being managed well.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	524,538	Balance from previous year	978
Total expenditure	530,465	Balance carried forward to the next	4,949
Expenditure per pupil	3158		

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

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

32. The provision for children in the reception and nursery has improved well since the previous inspection. In particular, the two classrooms have been attractively combined and equipment for children to use is stimulating and well organised to meet their needs. The teacher is managing the provision effectively and is developing the use of the improved environment. She has been very well supported by the headteacher who recognised previous deficiencies and the need to provide children with a rich environment for the start of their school life. Activities are generally varied and interesting, but the outside area is not developed sufficiently and lacks adequate resources.
33. Few reception children are likely to reach the expected learning goals. However, achievement is good because of good teaching and effective teamwork between the teacher and assistants. They have high expectations of children and encourage them to become confident and independent. Well-organised assessment systems result in detailed records of each child's progress and careful attention to meeting the needs of individuals.

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

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

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

- Teaching and learning are good because staff encourage co-operation and independence.
- Although children achieve well, inattention, lack of co-operation or an inability to share is still evident.

#### **Commentary**

34. The effective work in this area of learning contributes well to the children's improving behaviour and attitudes. The encouragement for parents to be in the classroom at various times helps the development of children's personal skills. Children and staff sit together at snack time and lunchtime so that children develop social skills, enjoying sharing food and chatting to one another. Staff are fully aware of the needs of all the children and sensitively include everyone in the day's activities. Most children have settled well into class routines. They enjoy learning. There is a good combination of teacher-directed and child-selected activities, helping children to gain confidence and learn to work on their own. Whilst they show increasing independence, there are occasions when children still find co-operation and sharing difficult. This can result in raised voices, pushing and some tears. About a third of the reception children require regular reminders about paying attention and behaving properly when working in the small group literacy and numeracy sessions.

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

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

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

- Teaching is good and all children learn effectively.
- There are good opportunities to develop the basic skills of writing and reading.
- Those learning English as an additional language are well supported.

## **Commentary**

35. Children achieve well but by the end of reception few are likely to meet expectations in this area of their learning. Despite regular opportunities for discussion, children's speaking skills are not extensive enough. Their vocabulary is limited and their speech often unclear. Listening skills generally develop well, but some older children still require regular reminders to listen. Teachers encourage children to enjoy books and to join in with stories. Children listened well to the story of 'The Very Hungry Caterpillar.' Good use of questions helped children to recall the main events of the story.
36. Letter sounds are taught well, often using class books and matching games. A few children are beginning to recognise the letters in their names and some simple words such as 'egg'. Children take books and words home to help develop early reading skills. A good range of opportunities is available for children to develop early writing skills and they have made good progress from a low starting point. Higher attaining and average children are beginning to form their letters appropriately and write simple words correctly.
37. There is good assessment of children's progress in language development. A wide range of activities and effective adult support is well directed to support children whose first language is not English and those with special educational needs. These children are effectively included in all aspects of the curriculum through sensitive support and good attention to learning communication skills. The teacher and other adults are careful to ask appropriate questions and take time to repeat questions and new words.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good teaching helps to promote an increasing understanding of numbers and shapes.
- Children achieve well but few will reach the expected goals by the end of reception.

## **Commentary**

38. There are good opportunities for children to develop their understanding of mathematics in the classroom. A good range of number and shape games is available and teachers use registration sessions well to develop an awareness of numbers. Reception children are beginning to show an understanding of simple addition skills when using dice and small plastic teddy bears. Although teaching is good, there is not always enough involvement of individual children in these activities and they lose concentration. Children enjoyed finding butterflies hidden outside, which were then used to reinforce knowledge of numbers to ten. Practical tasks such as this contribute well towards children gaining correct mathematical vocabulary. Displays of previous work extend learning about number, such as a simple graph of the types of minibeasts with different numbers of legs and the properties of various shapes. Good access to water and sand helps children explore aspects of volume and capacity.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT**

39. The provision in these areas was sampled. Evidence from children's work, activities and photographs indicate that they achieve well in their knowledge and understanding of the world and creative development, but few will attain the goals expected by the end of reception. Children's physical skills are under-developed, and despite some recent improvement to the outside area it is not sufficiently well resourced.

40. The quality of teaching and learning in the areas of creative development and knowledge and understanding is good. Resources are well organised and stimulating. For example, an aquarium for stick insects gave some wonderful opportunities for children to talk about differences between young and old insects. They learnt to be careful when observing them. The chance to experience the insects crawling over their hands brought excitement and joy that was wonderful to see and made positive contributions to children's personal development. The teacher has used a wide range of experiences including the Internet to 'bring alive' their study of minibeasts. Children have learnt that numbers of legs varies, that spiders spin webs, and about the sequence of changes from egg to caterpillar to butterfly. Good use has been made of this work to produce some well-developed models of different animals, as well as paintings of patterns on cut out butterflies. This work made good links between different areas and helped extend children's knowledge of the world and improve their creative and physical skills. A range of opportunities is provided to explore the properties of materials such as sand, dough and water. Regular use is made of computers, for instance, when using art programs, and children's skills in using the mouse are satisfactory.
41. The role-play area makes a good contribution to children's creative development. There is a good balance of independent play and adult intervention to extend children's experiences. Inside the classroom, there are many opportunities for children's manipulative skills to develop through printing, painting, colouring and tearing. However, control does not develop well. Weak pencil control and creative development are evident in pupils' sketches in year 1. A good-sized outdoor area is available. It is used to promote all areas of learning, but its effectiveness is limited by the narrow range of resources, especially for promoting physical development and aspects of sharing.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **unsatisfactory**.

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

- Standards are low and pupils do not achieve as well as they should.
- Teaching and learning are unsatisfactory because lessons are not planned well enough to meet pupils' needs.
- Management is not effective and planned improvement has not been implemented successfully.

#### **Commentary**

42. Standards in all aspects of English are well below average throughout the school. Pupils do not achieve well enough. Since the last inspection standards have not improved enough. The signs of improvement that were evident at that time have not been built upon, so that the school has not halted a continuing trend of low standards. A significant factor in the lack of success in raising standards is the way that English is planned and taught. Throughout the school, teachers are not consistently using the structure of the national literacy strategy to guide teaching and learning in English, and this results in a lack of rigour in most lessons.
43. Senior staff have rightly identified the development of pupils', currently very poor, skills in speaking and listening as an area for improvement. They understand that improving pupils' skills in this area is likely to help them in their reading and writing. As a result, a number of lessons across the curriculum include opportunities for pupils to talk. However, the lack of determination with which this initiative has been introduced means that in most lessons these opportunities are incidental and not planned well enough to ensure that pupils actually improve their skills. Consequently, the initiative has not been effective.

44. Pupils are not achieving well enough in reading because they have too few opportunities in English lessons, and in lessons in other subjects, to improve their skills. This is partly because the reading element of the literacy hour is too often missed. This has an impact on pupils' attitudes to reading, as well as limiting the development of key skills. Few pupils show that they really enjoy books and stories. However, when pupils in year 4 took part in a purposeful and enjoyable reading session that helped them improve their skills their faces were filled with pleasure as they read aloud together.
45. Writing standards are very low throughout the school. This is mainly due to the lack of opportunities for pupils to develop writing skills in English lessons and other subjects. Teachers' low expectations of what pupils could achieve in lessons are a major factor in their unsatisfactory achievement. Some lessons are very long and lead to a very slow pace in learning. Teachers' planning does not clearly identify what each group of pupils will be expected to learn in each lesson. The questions that pupils are asked rarely contribute to learning. Many questions are very limited, requiring very simple answers that do not encourage pupils to think. Too often pupils have few opportunities to make a real contribution to the lesson, they spend a great deal of time listening to teachers. Consequently, the time available for writing is very limited. Teachers do not consistently share with pupils what is expected of them in lessons, so that pupils' response is often leisurely. Pupils learn how to write successfully with a joined hand from an early age and the majority of pupils in year 2 join up their writing most of the time. Despite regular handwriting lessons in years 3 to 6, teachers do not consistently expect pupils to present their work well so, although many pupils are capable of writing neatly, they do not usually do so.
46. Pupils with special educational needs are often supported well in small groups by teaching assistants who know them well and provide much encouragement. However, all too often the work that these pupils are expected to do is the same as the rest of the class. This means that they are not working towards the targets that are set out in their individual plans and often struggle to succeed. Pupils learning to speak English as an additional language are not supported well enough. This is due to the lack of emphasis on developing pupils' vocabulary. Many classroom displays include very little language, and they do not help this group of pupils and others to become familiar with the key words for topics being taught.
47. Many of these issues have already been identified by the school and are set out in the action plan drawn up to improve standards in English. Currently, several of the target dates have passed without changes being implemented. This is because the management in English is not effective in taking the action needed to bring about the substantial changes in teaching and learning that are urgently required in order to raise standards.

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

48. This is unsatisfactory. There are few planned opportunities to develop writing skills in most subjects, and the range of styles used to record information is very limited. Pupils rarely use research techniques to find information from non-fiction books or other sources to contribute to their work in other subjects. Consequently, they do not achieve the standards they should throughout the school. Library areas are not organised well enough to help pupils to easily find books on a particular subject and do not provide a source of inspiration for reading. ICT is not used well enough to help pupils develop their skills in English.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Improvement since the last inspection is good.
- Teaching is better focused on addressing gaps in pupils' skills to improve their confidence and marking is helpful.

- Pupils are achieving well in years 1 and 2 but there is still some variation in how well teachers match work to individual pupils' needs in years 3 to 6.

### **Commentary**

49. Standards are improving throughout the school and are average at the end of year 2 and close to average in most other year groups. However, in year 6 standards are below average. In this year group there is a large proportion of the pupils on the register of special educational needs and some other lower attaining pupils who lack confidence in using large numbers and are uncertain of the strategies that would help them to arrive at answers to problems quickly and accurately. However, their achievement is satisfactory. Throughout the school there is an appropriate challenge for higher attainers who are reaching expected standards.
50. Leadership of the subject is effective. The co-ordinator has done a good job in evaluating where pupils have skills deficits in each of the year groups. She ensures that areas of mathematics that have previously received scant attention are now being taught. Teaching is satisfactory overall and stronger than at the last inspection. There has been an effective programme of training that has raised teachers' confidence. The objectives for the main part of the teaching activity are clearly understood by teachers and a good range of mathematical resources and the use of whiteboards help to keep the introduction snappy and interesting. There is still some variation in how well teachers question pupils in order to establish what they have learnt, and in some lessons the final part does not consolidate what has been learnt. All teachers mark pupils' work carefully helping them to see where mistakes have been made and suggesting other strategies for solving a problem. This is proving effective and many of the pupils now enjoy their mathematics lessons because they are gaining a sense of achievement.
51. Pupils' books in years 1 and 2 show some good progress, particularly in developing a range of computational skills and regular practice of these through problem solving. Pupils in year 2 are learning to use large numbers accurately and have a sound understanding of how our number system works. There is a good balance of work with much that is practical. Throughout the school there is regular testing that helps teachers understand what pupils can and cannot do and this is put to good use when planning work for the class. However, there are still lessons where the work given to lower attaining pupils is too demanding. For example, in a year 5 lesson on fractions the work set for pupils was far too difficult for lower attainers and those with special educational needs, who were still struggling with the idea of a simple fraction. In lessons such as these there is an over reliance on the teaching assistant to modify the activity with the result that that pupils' needs are not being met. There are individual education plans for pupils with special educational needs but these are not sharp enough to help address their particular needs.

### **Mathematics across the curriculum**

52. Pupils have very little opportunity to use and extend mathematics skills other than those required for completing ICT programs. This is unsatisfactory, particularly as there are, therefore, missed opportunities for pupils to reason about number or extend their confidence in choosing from a range of problem solving strategies. Data handling is particularly under-represented in subjects where it would be possible to use these skills in real contexts.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- Pupils enjoy practical sessions and demonstrate good behaviour and attitudes.
- Good leadership is helping to improve the development of pupils' scientific skills.
- The use of ICT is limited and too often the requirement to write reports slows pupils' progress in science.

## Commentary

53. Since the last inspection satisfactory progress has been made in maintaining the improvements in teaching and learning. Pupils' achievement is satisfactory.
54. During practical activities pupils behave very well and show high levels of interest and concentration, and this aids learning. However, when completing written reports of their work their concentration falls and limited amounts are produced. Teaching is satisfactory, with examples of good teaching in years 3 to 6. In year 1, satisfactory teaching helped pupils explore push and pull forces, but there was insufficient challenge for higher attaining pupils. In year 2, pupils enjoyed exploring how the properties of certain materials affected how they could be used when making puppets. The positive features of this lesson evaporated when pupils were required to write a formal account of what they had been doing. Only a few produced more than four lines of writing and the task for average and lower attaining pupils was too difficult. Not enough direction is being given to teachers on the other styles of report writing that could match pupils' abilities in this area more closely. Good teaching in year 3 helped pupils explore the properties of magnets. Pupils achieved well and understood the idea that some materials are attracted to magnets and some are not. Toy trains were used effectively to demonstrate attraction and repulsion by magnets.
55. The curriculum has been improved to help pupils develop their investigative skills. Good support is often given to pupils with special educational needs, but occasionally adults limit opportunities for these pupils to develop their independence and to explain their own ideas. The pupils learning English as an additional language are fully involved in activities and achieve at least as well as other pupils. Pupils use their numeracy skills to draw and interpret graphs, but these are not sufficiently challenging for pupils in year 5 and year 6. There is little use made of ICT. Although it is planned to improve writing in science, the use of literacy skills lacks a clear purpose. It is often merely a writing exercise, rather than one linked to a specific focus to develop and use particular literacy skills. These reports are often poorly presented.
56. The co-ordinator has produced a good analysis of the subject's strengths and weaknesses and produced an appropriate plan to improve provision further. Assessment procedures are good and marking satisfactory, but information gained is not used sufficiently to ensure that work matches pupils' individual needs.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- With good teaching pupils are achieving well and catching up on skills.
- There is insufficient use of ICT to support other subjects.

## Commentary

57. Standards are average throughout the school. There is regular coverage of most aspects of the subject and skills by year 6 are average. Pupils are sufficiently prepared to enter the secondary school, confident in working with a range of programs. Pupils use the Internet competently to search for information and are adept at copying and editing text and graphics for use in their own documents. Pupils use ICT in increasingly sophisticated ways to publish their work and to produce multimedia presentations. The older pupils learn to use a spreadsheet and understand how to search a database and compile their own. However, the skills that younger pupils learn in using paint programs are not extended to include more complex work with digital images. A further gap is the use of sensors to record changes in temperature, light and sound.

58. Teachers and teaching assistants have a good level of computer competence. The high level of collaborative skills demonstrated by pupils ensures some good learning in lessons. Pupils learn quickly even in situations where they have only met the activity once before. The school has invested a great deal in maintaining its suite. Despite limitations in the location of the ICT suite the teaching is effective and pupils learn well. The sensible siting of the interactive whiteboard, used competently by teachers, ensures an effective aid to teaching new skills. Teachers are well organised and, where necessary, match their expectations accurately to pupils' skills. They manage sessions very well, and this is important given the cramped conditions and the fact that sometimes three pupils are sharing one computer. The use of a technical assistant maintains the efficiency of computers, ensuring that teachers spend their time teaching with confidence rather than dealing with technical problems.

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

59. The use of ICT across the curriculum is unsatisfactory. It is not used enough in English and there is little use of ICT in other subjects. When pupils gather information in geography and science it is rarely entered into a database. Despite the close proximity of computers to all classes and a suitable work area, the computers are not used adequately to support learning in other subjects.

### **HUMANITIES**

*Religious education is reported in full below. Pupils' work was sampled in history and geography but not enough lessons were seen to judge provision.*

60. Pupils' work and teachers' planning shows that pupils do not have enough opportunities in **history** or **geography** to develop their skills. This is due to the imbalance in the way the curriculum is planned. This was identified at the last inspection and there has not been enough improvement. The time between each topic in the subjects is very long, sometimes more than a year, so that pupils struggle to develop key skills. Additionally, there are not enough planned opportunities for pupils to develop English and ICT skills in the subjects. The leadership team has arranged more opportunities for pupils to develop their skills through visits and this is beginning to enhance provision in the subjects. For example, during the inspection, year 4 pupils enjoyed working on a geography topic looking at the local area. They made good use of digital photography to record local facilities and used the pictures appropriately to help them in their lesson.

### **Religious Education**

Provision in religious education (RE) is **satisfactory**.

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

- On occasions, teaching is very good and contributes very well to pupils' learning.
- The subject makes a good contribution to pupils' personal development.

#### **Commentary**

61. Pupils' achievement is satisfactory and work displays a knowledge of RE similar to what might be expected from the locally agreed syllabus. In year 1 pupils have a sound understanding of some stories from the Old Testament. By year 2 they have begun to compare the events that take place in different faiths following the birth of a new baby. This work develops, so that, by year 6 pupils record relevant detail of ceremonies associated with birth, marriage and death in Christianity, Judaism, Islam and Buddhism. Good use is made of pupils' own beliefs, which enriches other pupils' understanding; in year 1 a Muslim boy retold the story of Noah because the Qur'an records Allah speaking to Noah. Teaching and learning are satisfactory overall. In year 6, very good teaching occurred in one lesson because of the teacher's own knowledge of

Judaism and her emotional demonstration of the 'Seder' meal. Pupils' became enthralled and made great strides in their understanding of key features of the Jewish faith.

62. The co-ordinator's action plan has correctly identified the need to raise the profile of RE in the school. Although the planned curriculum is followed, class displays rarely help to promote religious awareness and understanding. The hall, however, does contain a range of relevant displays. RE makes a good contribution to pupils' personal development by the introduction of a wide range of faiths, a sensitive examination of the beliefs involved and examples of how beliefs and rules can influence an individual's life.

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

*Art and design are reported in full below. Pupils' work was sampled in design and technology (DT), music and physical education (PE).*

63. **DT** was not a major focus during the inspection and no lessons were seen. The small amount of work displayed indicated a lack of precision in cutting and joining. Planning indicates suitable coverage of the prescribed programme of work for design and technology. The subject co-ordinator has produced a detailed file and identified a relevant action plan to improve provision further.
64. During the inspection three **music** lessons were sampled, and a special session engaging pupils in a new project called 'Wider Opportunities For Music'. The evidence seen was not enough to make a secure judgement about the quality of music teaching and learning or the standards achieved. The project is part of the school's aim to enhance the range and type of opportunities for learning across the curriculum involving music experts from outside the school. The project work seen was of high quality, providing pupils from year 4 with a very good experience. They had opportunities to participate in many activities with a range of instruments. Pupils succeeded in the tasks they were set, gaining confidence and great enjoyment as they learned about pitch and dynamics. The drums were particularly popular. Throughout the school, teachers are beginning to have more confidence in the way they teach music and this is beginning to help pupils learn more effectively. Teachers also run a choir and a handbell club after school to encourage enjoyment of music
65. Only one **PE** lesson was seen in year 4 so no judgement on provision, standards or teaching is possible. The school has recently re-organised the schemes of work providing a clear structure for the planning of PE lessons throughout the school. There is some potentially useful guidance on how to develop pupils' oracy skills in PE lessons through discussion and evaluation of pupils' learning. There has been training for all staff and this, teachers feel, has enhanced their confidence in teaching the subject. The timetable has been organised to ensure that the school is making the most of the hall and moving towards recommended levels of time. The input from a skilled PE teacher from the local secondary school is being used wisely to further enhance teachers' confidence.

### **Art and design**

Provision in art and design is **good**.

### **Main strengths and weaknesses**

- Pupils' achievement by year 6 is good.
- Teaching by the subject leader is good and she is a good role model.

## Commentary

66. Good progress, especially in years 3 to 6, results in good achievement and standards that are similar to those expected by year 6. Satisfactory teaching in years 1 and 2 helps pupils build on the skills they develop in the nursery and reception years. However, attainment is below that expected by the end of year 2, with sketching skills in particular being undeveloped. In a sound lesson in year 2 pupils selected suitable materials to produce a collage. The pace at which they worked was rather slow and the final product lacked sophistication. Good teaching by the co-ordinator in years 3 and 6 leads to accelerated learning. The teacher's knowledge is used well to help pupils build on their skills. She is enthusiastic and gives good advice, for example, on issues such as perspective and the use of media in a variety of ways to develop depth in pictures. This resulted in examples of good landscape paintings based on views around the school. In year 3, pupils explored printing techniques and could explain the differences between the methods they had learned. When engaged in art lessons pupils' attitudes are good and sometimes very good because they enjoy the practical involvement. On occasions art is used well to support learning in other subjects, such as watercolour pictures to illustrate 'The Emerald City' poetry work. Pupils in year 1 looked at paintings by van Gogh before making use of paint to create similar pictures.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

*Not enough lessons were seen to judge overall provision in personal, social and health education and citizenship (PSHCE).*

67. A wide range of evidence shows pupils' personal development to be secure within the school. 'Circle time' discussion sessions have been introduced to provide opportunities to explore a range of topics and feelings. This work is well supported by RE lessons. Pupils in year 6 wrote about the importance of keeping the promises they have made. Other junior pupils wrote about themselves under the title 'Who am I?' They also wrote about how pressure groups can campaign to alter decisions, such as writing about 'Saving the school peacefully' when the fictitious suggestion was made that it was to be closed. The introduction of the school council has begun to develop responsibility and an awareness of citizenship by allowing pupils to vote for class representatives. Members of the council explore ways of helping to improve aspects of the school and are given responsibility for fund raising. In year 1, pupils reflected on what they have achieved and were encouraged to write 'I can...' statements. A significant contribution to pupils' personal development is the opportunity to recognise the role of others as friends or helpers by nominating individuals through statements in 'Friendship Balloons.'

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

