

INSPECTION REPORT

POLEHAMPTON CE INFANT SCHOOL

Twyford, Reading

LEA area: Wokingham

Unique reference number: 109981

Headteacher: Miss H Ball

Lead inspector: Mr M Newell

Dates of inspection: 20th – 23rd September 2004

Inspection number: 267501

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Controlled
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll:	105
School address:	Hermitage Drive Twyford Reading Berkshire
Postcode:	RG10 9HS
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D Richards
Date of previous inspection:	May1999

CHARACTERISTICS OF THE SCHOOL

The school is situated close to the town centre of Twyford near Reading in Berkshire. The school gained Achievement Awards in 2002 and 2003. There are 105 pupils on the school roll with a similar number of boys and girls. The school is smaller than other primary schools. Most of the pupils that attend the school are of white ethnic origin. A small percentage of pupils are from different ethnic backgrounds but none of these pupils are at an early stage of acquiring English. The percentage of pupils identified as having special educational needs and the percentage of pupils with Statements of Special Educational Needs is broadly in line with the national average. The nature of special educational needs includes moderate learning difficulties, social and emotional difficulties, hearing impairment and autism. The percentage of pupils eligible for free school meals is broadly in line with the national average. Attainment when children start at the school shows variability from year-to-year but is generally above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Mr M Newell	Lead inspector	English as an additional language English Science Information and communication technology Art and design Design and technology Music Physical education
16472	Mrs C Stormonth	Lay inspector	
14365	Mrs M Davidson	Team inspector	Special educational needs Foundation Stage curriculum Mathematics Religious education History Geography Personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school but improving rapidly under the very good leadership of the headteacher. There are strengths in many aspects of school life but the school is well aware of, and is effectively tackling, the need to ensure that all pupils achieve well. Taking into account all factors, the school is providing satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher has established a very clear and accurate vision of what is needed to move the school forward.
- Although teaching has a number of strengths the challenge provided for the higher-attaining pupils is not always high enough.
- Pupils attain above average standards and achieve well in elements of art and design, music and physical education.
- Pupils have a high level of enthusiasm for school life and behave well.
- Good assessment systems have been recently introduced to help set individual pupil targets and track pupil progress but they have not yet had sufficient time to fully impact on standards and how well pupils achieve.
- Good provision is made for pupils with special educational needs, for enriching pupils' learning opportunities outside of the formal curriculum and for pupils' personal development.
- There is room for improvement in writing standards.
- The school provides very well for the care and welfare of pupils and celebrates the individuality of pupils.
- The partnership that the school has forged with parents, the local community and other schools impacts most positively on pupils' learning experiences.
- Although improving well the role of subject leader is not yet rigorous or effective enough.

Improvement since the time of the last inspection has been satisfactory overall but has gained much greater momentum since the appointment of the present headteacher twelve months ago. Although many of the strengths from the previous inspection have been maintained and the identified key issues tackled, the school recognises that improvements in standards and achievement have not been as accelerated as they would have liked. However, these issues are now being addressed with rigour and great commitment and the school is well placed to improve at a good pace.

STANDARDS ACHIEVED

Year 2 results

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those with similar percentages of pupils eligible for free school meals.

Pupils' achievement is **satisfactory** overall and good in lessons when teaching is challenging and demanding for all pupils. Inspection findings show that standards are above average overall in English although writing standards are at an average level, and above average in mathematics and science. This reflects the greater ability of the current Year 2 group of pupils and explains the differences between test results and inspection findings. Standards in art and design and aspects of music and physical education are above average and pupils achieve well. Standards in religious education are in line with the expectations of the locally agreed syllabus. Standards in, information and communication technology and other inspected subjects are at an average level and achievement satisfactory.

Attainment when children start school covers the full ability range but is above average overall although there are times when cohorts contain a higher number of children with special educational needs. Children make satisfactory and on occasions good progress during their time in the Foundation Stage and by the end of the reception year most children are likely to attain the nationally recommended Early Learning Goals in all areas of learning and a good number will exceed them.

Pupils with special educational needs often make good progress within lessons because of the good levels of support they receive from teachers and in particular teaching assistants. There are times however when work is not accurately matched to the abilities of the higher attaining pupils and this prevents their achievement from being stronger.

The provision made for pupils' spiritual, moral, social and cultural development is **good** overall and very good for pupils' social and moral development. The attitudes of many pupils are very good and this together with the good behaviour that pervades the school adds much to the ethos and sense of community. Pupils love coming to school and this is reflected in the much improved attendance rates which are now well above the national average. Punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory** overall with some notable strengths. Teaching and learning are **satisfactory** overall with a number of good and some very good features. In some instances teaching is vibrant, fun, well paced and well matched to individual needs. At other times, however, it does not expect enough of the more able pupils. Good assessment and pupil tracking procedures have been introduced recently but they are not yet fully embedded in school practice to significantly impact on standards. The curriculum on offer is satisfactory with good opportunities provided to enrich pupils' learning. The school places a very high priority on the welfare and well-being of pupils and it is a school where the views of pupils are valued. The strong links that the school has established with parents, the community and increasingly with other schools add another dimension to pupils' educational experiences.

LEADERSHIP AND MANAGEMENT

Overall leadership and management of the school are **good** but over time they have been satisfactory. The headteacher leads and manages the school very well and has quickly, accurately and excellently established what is needed to move the school forward. She has wasted no time in putting in place effective procedures and strategies to raise standards. Time is needed, however, for these initiatives to have their greatest possible impact. Leadership and management of some other aspects of school life are good but there is a need for subject leaders to play a more active and effective role in monitoring teaching and

learning and in helping to ensure that all pupils achieve as well as they can. Governance of the school is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very happy with the quality of education that the school provides. Parents find the staff to be very approachable and feel that the school strives hard to build a strong partnership between school and home. Many parents commented that they feel that, during the last twelve months, the school is seeking to move forward at a more dynamic pace. Pupils thoroughly enjoy school and find learning fun. They feel safe and secure and feel that their views are listened to and are comfortable about approaching any member of staff should they have any worries or concerns.

IMPROVEMENTS NEEDED

The most important things that the school should do to improve the quality of education are:

- Ensure that the work that is set for the higher attaining pupils is consistently challenging and demanding.
- Ensure that test and assessment data is analysed and used rigorously and effectively to set individual pupil targets and to track pupils' progress towards these targets.
- Ensure that writing skills are taught in a direct manner and that opportunities for developing pupils' writing skills in other areas of the curriculum are planned for and capitalised on.
- Ensure that subject leaders play an active role in monitoring the quality of teaching and learning in subjects that they are responsible for in order to further raise standards and help all pupils to achieve well.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are currently **above average** in a number of subjects by the time that pupils leave school. Achievement for children in the Foundation Stage and for pupils in Years 1 and 2 is **satisfactory** overall.

Main strengths and weaknesses

- Pupils achieve well in aspects of some foundation subjects.
- Although how well pupils are achieving is improving, there is not yet enough challenge for the higher-attaining pupils.
- There is room for improvement in standards in writing.

Commentary

FOUNDATION STAGE

1. Attainment when children start school is usually above average although there is some variability from year to year. Children achieve satisfactorily and at times well. By the end of the year most children are likely to attain the early learning goals in all areas of learning and a number of children will have exceeded them making achievement satisfactory during the year.

KEY STAGE 1

2. On the basis of the 2003 National Curriculum tests and teacher assessments for Year 2 pupils, attainment was above the national average in reading, in line with the national average in mathematics and science and below the national average in writing. When compared to similar schools on the basis of free school meals, attainment was again above average in reading, average in mathematics and below average in writing. The trend in the school's rate of improvement over time is a little above the national trend. Inspection findings indicate that standards in reading, mathematics and science are above average, although they are not as strong in writing where standards are at an average level and could be better. The differences between test results and inspection findings are due to the natural ability of the current Year 2 group of pupils. The achievement of pupils is satisfactory overall but could be better because there are times when the challenge that is set for the higher-attaining pupils is not demanding or consistent enough. When, in lessons, tasks are well matched to the needs of pupils they make good progress and achieve well. Standards in religious education are in line with those expected by the locally agreed syllabus and the achievement of pupils is satisfactory. Standards in information and communication technology are at an average level and improving at a good rate and achievement is satisfactory overall. Standards in art and design and aspects of music and physical education are above average and pupils achieve well.

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

Standards in:	School results	National results
reading	16.7 (16.4)	15.7 (15.8)
writing	14.1 (14.2)	14.6 (14.4)
mathematics	16.4 (17.7)	16.3 (16.5)

There were 37 pupils in the year group. Figures in brackets are for the previous year

3. Pupils with special education needs benefit from good levels of support from teachers and, in particular, teaching assistants. This means that they make similar progress overall to their classmates and often good progress towards the targets in their individual education plans.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **very good**. Behaviour in and around school is **good**. The overall provision made for pupils' spiritual, moral, social and cultural development is **good**. Attendance is **very good** and punctuality **good**.

Main strengths and weaknesses

- Pupils really enjoy school and are eager to attend.
- The ethos of the school supports the high level of pupils' moral and social development.
- Pupils' self-esteem is high, relationships across the school are strong and as a result pupils are eager to learn.
- Lessons are peaceful and behaviour elsewhere is good.

Commentary

4. Very good relationships exist across the school which immediately help children to settle into school routines when they first start at the school. From the outset children and pupils show high levels of respect to adults and classmates. All pupils respond very positively to the caring and happy ethos of the school and flourish as their confidence and self-esteem increase rapidly as they move through the school. Pupils show very good attitudes to learning and all that the school has to offer. They enjoy all that they do and enter into activities with high levels of enthusiasm. Pupils show a real desire to want to do well and to please the adults that teach and support them. Pupils are encouraged, and respond well to the expectation that they take pride in their work and keep books tidy and neat. Behaviour in class, in assemblies and around the school is generally good and at times very good and many pupils show high levels of responsibility and self-discipline. These factors help to create an effective learning environment. Discussions with pupils indicate that bullying is not an issue in school and if it was pupils are confident that it would be dealt with quickly and sensitively. There have been no exclusions in recent years. Many of the strengths in terms of pupils' attitudes, values and personal qualities have been maintained since the last inspection and in some instances have been developed further.

5. A strength of the school is the provision that is made for pupils' personal development, helped in no small measure by the good provision made for pupils' spiritual and cultural development and the very good provision for pupils' moral and social development. Pupils are provided with many opportunities to carry out tasks and responsibilities around the school and carry these out with great maturity and confidence. Although many good opportunities are provided for pupils' views and opinions to be listened to in lessons, there is no formal mechanism by which pupils can contribute more formally to decision making in school. This issue is being addressed. From an early age children are encouraged to take responsibility for their actions and quickly gain a good insight into the differences between right and wrong. A positive approach to behaviour management, started successfully in the reception class, means that children know how to deal confidently and maturely with the occasional difficult or conflict situation.

6. The school is proud of and celebrates its Anglican foundation. There are very good links with the local church through visits and visitors to school. Well-planned experiences in assemblies contribute effectively to pupils' spiritual development. In lessons, pupils are encouraged to share their feelings and emotions, knowing full well their contributions will be respected. The enjoyment of a good range of music and singing as well as the quality of the art and religious education curriculum support this well. The issue raised in the last inspection about the quality of cultural development has been addressed most successfully through many aspects of the curriculum and through the experiences gained from visits and visitors. As a result pupils have now developed a good awareness and understanding of different faiths, cultures and traditions as well as the celebration of their own faith and culture.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.6	School data:	0.4
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.

7. Attendance is very good and is well above the national average and has improved significantly in the past two years. The unauthorised absence level has declined over the past year and is now slightly below the national level. This reflects some close monitoring and very effective following up of absence. The school is also actively discouraging the taking of term time holidays and has been successful in persuading parents to give education a greater priority. Punctuality on arrival at school is good. Timekeeping during the school day is also good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory** overall. Assessment is **satisfactory**. The curriculum is **satisfactory** overall. Accommodation and resources are **good**. The overall care and guidance provided for pupils are **good**. The involvement of pupils in the life of the school and how pupils' voices are taken

on board are **good**. Links with parents are **very good** and **good** with the wider community and other schools.

Teaching and learning

The quality of teaching and learning is **satisfactory**. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teaching has a number of strengths but is not consistently challenging for the higher-attaining pupils.
- Reading skills are taught well.
- Teaching in some foundation subjects is good.
- Good assessment and target setting procedures have been recently introduced but have not yet had enough time to impact fully on how well all pupils achieve.
- Teaching assistants make an important contribution to pupils' learning.

Commentary

8. Teaching and learning are satisfactory overall with good practice observed in all year groups. Teaching is at its best when tasks set are demanding and challenging and the needs of all pupils, particularly the higher-attainers, are fully met. There are times however when this is not the case and as a result pupils do not consistently achieve as well as they could. Improvement in teaching and learning has been satisfactory since the time of the last inspection.
9. Teaching and learning in the Foundation Stage is satisfactory with some good features. Staff work together well and ensure that children are provided with opportunities to learn through practical, "hands on" tasks as well as through the direct teaching of key skills and concepts. Teaching is at its best when learning is made fun and interesting and the adult input into small teaching groups is focused and challenging and all children learn well. Occasionally, too much time is spent in whole class teaching and some children lose interest and concentration.
10. Teaching and learning in Years 1 and 2 are satisfactory with some good practice observed during the week of inspection. Teaching ensures that reading skills are taught in a systematic manner so that pupils are able to tackle unfamiliar words and phrases with confidence. Teachers often use open-ended questioning well and encourage pupils to use an expressive vocabulary. There are occasions when introductions to lessons are too long or too few opportunities are provided for pupils to contribute to discussions. Writing skills are taught in a satisfactory manner with an increasing emphasis on pupils writing for a wide variety of audiences and purposes. There are some good examples of pupils' writing skills being enhanced in different subjects of the curriculum but there are times when opportunities are missed.
11. Teaching and learning in mathematics and science are satisfactory with good practice. Teaching is most effective when lessons zip along at a fast pace and work stretches the higher attaining pupils. Good examples were observed in both Year 1 and Year 2 where the opening mental session in mathematics is used very well to test out pupils' number skills in a fun and enjoyable manner. This sets the scene for the rest of the lesson and pupils respond with high levels of enthusiasm. Learning in mathematics and science is enhanced when pupils are provided with practical, investigative tasks, which

challenge their thinking. At times however tasks are a little too easy for the more able pupils.

12. Teaching in information and communication technology is good. Pupils are directly taught key skills in the computer suite and are then provided with a good array of activities where these skills can be put to good use. Teachers are increasingly putting pupils' information and communication technology skills to the test in other subjects such as geography, history, mathematics and religious education. Music and art and design are taught well. Teachers show a high level of enthusiasm for these subjects and this is transmitted to the pupils who take part in lessons with a real sense of fun and enthusiasm. Artistic skills are taught in a direct manner and pupils are provided with many opportunities to work with a wide range of media and materials in three as well as two-dimensional forms. Pupils are taught how to sing well and as a result standards in singing are good. Teaching is good in lessons when learning is brought to life. A good example was observed in a Year 1 history lesson where the use of role-play, dressing up in period costume by the teacher and a good range of artefacts enabled the pupils to get a real feel and grasp of Victorian life.
13. A strength of teaching is the contribution made by the teaching assistants. They support pupils well. Their support is sensitive to the needs of the pupils yet they expect a lot from pupils both in terms of behaviour and the work that they produce. The support enables pupils with special educational needs to take a fully inclusive role in lessons and this impacts positively on pupils' learning and achievement.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	15	10	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

14. Assessment is satisfactory. Good procedures have been put in place for assessing children's and pupils' progress in the Foundation Stage and in Years 1 and 2 and for pupils with special educational needs. The information gleaned from these procedures is beginning to be used to set individual targets for pupils and to track their progress towards the targets. However, these assessment procedures have not been in place long enough to fully impact on learning or to ensure that all pupils, particularly the higher-attainers, are consistently making the progress and attaining standards of which they are capable.

The curriculum

The range and quality of the curriculum are **satisfactory**. Provision for pupils with special educational needs is **good**. The enrichment of the curriculum is **good**. Accommodation and resources are **good**.

Main strengths and weaknesses

- Provision for pupils with special educational needs is good but could be better for the higher-attaining pupils.
- Good use is made of computers to support pupils' learning in many subjects but opportunities to develop pupils' writing skills in different subjects are not always planned for. Visitors and use of the local environment enrich the curriculum well.
- The provision made for art and design and music makes a significant contribution to the quality of the curriculum.
- The good quality outside accommodation is used well to make lessons interesting and relevant.

Commentary

15. The curriculum meets statutory requirements. All pupils are fully included in all aspects of the curriculum. All subjects are taught in sufficient depth. Since the arrival of the new headteacher much energy has been expended in establishing successfully clear planning systems. These ensure that pupils of the same age in different classes have equivalent learning experiences. The National Literacy and Numeracy Strategies are well embedded in school practice. Although pupils' literacy and numeracy skills are put to satisfactory use across the curriculum there are times when opportunities to enhance pupils' writing skills in different subjects are missed. On the other hand the use of computers to support and enhance pupils' learning in other subjects is good. The curriculum on offer in the Foundation Stage is satisfactory with good features. The curriculum recognises how young children learn and provides some good opportunities to learn through practical, hands on activities as well as the direct teaching of key skills. The programme for personal, social and health education is good and plays an important role in developing pupils' confidence and self-awareness. Improvement has been satisfactory since the last inspection in terms of how well the curriculum meets pupils' needs.
16. Pupils with special educational needs are supported well. Teachers are skilled at providing suitable activities within their lessons for these pupils; from well-designed games in mathematics to planned partnerships in the information and communication technology suite. The good quality of individual education plans helps them with this and teachers and support staff are well supported by the special educational needs co-ordinator. The provision that is made for the higher-attaining pupils is satisfactory overall but there are times when the tasks that are set for these pupils are not demanding enough and this prevents learning from being stronger.
17. The accommodation and resources are good overall as are enrichment opportunities. Together these strengths add much to pupils' learning experiences. The school grounds offer great opportunities for enhancing learning in a range of subjects. Pupils use the grounds to look at plants, habitats and minibeasts. The impressively carved totem pole provides a stunning stimulus for projects on sculpture and the wicker-warm constructed by a visitor to school enriches the art curriculum. The high quality climbing equipment provides a constant source of enjoyment for the pupils and adds much to their physical development. Music is given a high priority and the playing of instruments and joyful singing often resonate around the school. The school makes good use of visits, visitors and the locality to widen pupils' learning. Maps are drawn to illustrate historical and geographical walks around the village and good use is made of the local church to deepen pupils' spiritual understanding. Visitors to school extend understanding of a multi-cultural society and planned visits to adventure centres, the theatre and an association with a local "arts week" make work interesting and memorable.

Care, guidance and support

The provision for pupils' care, welfare and health and safety are **very good**. Support, advice and guidance based on the monitoring of their achievements and personal development are **satisfactory**. Overall, pupils' views are listened to and respected **well**.

Main strengths and weaknesses

- The care provided for pupils is a key strength of the school and this helps pupils feel happy and secure.
 - Pupils confirmed how much they valued the very good working relationships they develop with all staff.
 - The procedures to ensure pupils work in a healthy and safe environment are very good.
 - Procedures for providing guidance are improving well but are not yet fully impacting on pupils' academic progress.
 - Although the voices of pupils are listened to well there are as yet no more formal ways of pupils' contributing to the decision making processes of the school.
18. The school has a fully inclusive approach to helping others in a very supportive and caring community and relationships are of a high standard across the school. Discussions with pupils indicate that they feel they would always have someone to turn to if they were ever worried. Staff are getting to know their pupils as individuals at this early stage in the year and can detect any issues quickly. Pupils are supported and issues are resolved effectively to benefit learning and improve the quality of school life. Pupils are properly supervised at work and at play.
19. The arrangements for child protection are very good and all the requirements are fully met. Pupils with a range of medical needs are catered for well. When pupils are ill or suffer any minor injuries they receive a high level of care and attention. All the risk assessments and routine checking systems for health and safety are very good and have improved markedly in the past year. Indoors and out is secure, safe and in good repair.
20. The school has recently introduced good quality procedures for setting targets for individual pupils but they have not yet been in place to have their biggest possible impact on pupils' academic development. Pupils' personal development is tracked informally and in a satisfactory manner by staff who constantly remind pupils of the importance of good social skills and encourage pupils to take on greater responsibility.
21. The induction arrangements are good and pupils settle quickly and happily. The children who come from the "happy hours" nursery based on the school site have the added advantage of using school facilities and they move easily into the reception class when they transfer. Pupils talk openly and easily to their teachers and classmates in personal, social and health education and circle time and can put forward ideas and opinions both in these sessions and other lessons. Discussions with pupils indicate quite clearly that they feel that this is a school that listens to and respects their views and opinions. However the school is keen to strengthen this process further by introducing a school council so that pupils can play a more active role in making decisions about how the school could be improved.

Partnership with parents, other schools and the community

The partnership with parents is **very good**. The links with the local community and with other schools are **good**.

Main strengths and weaknesses

- The partnership with parents adds much to children's learning and the life of the school as a community.
 - The school seeks parents' views and acts upon the issues that emerge effectively.
 - Links with the junior school are developing rapidly
 - Although good links exist with the community the school is striving hard to raise its profile in the locality.
22. Parental support for pupils' learning and for the wide range of school activities is very good. Communication between parents and the school is effective and based on mutual trust. The parents who responded to the questionnaire and attended the parents' meeting expressed great confidence in the school. The school constantly seeks out the views of the parents and values their responses. When parents do raise concerns they are dealt with speedily.
23. The school is very approachable and parents find staff very accessible when they need to talk with them. The headteacher is always out in the playground before and after school to meet parents. Parents appreciate this greatly. Formal consultation arrangements are good. School reports are good for English, mathematics and science but only satisfactory for the other subjects because they do not provide sufficient information on pupil progress in these subjects. The quality of other information such as newsletters is very good. The Parent Teacher Association is very active and successfully raises money which is put towards improving the school building. The very attractive refurbished outdoor areas of the nursery were funded in this way.
24. Links with the local community are good. Recently the school has secured improved local press coverage for school activities and is gathering greater support from the community for school events. The school is keen to develop this aspect of school life further. Local businesses support parents' association fundraising well. Local police, the school nurse, the fire service and a host of other visitors help to enhance pupils' personal development through their involvement in the curriculum. Artists in residence have helped pupils produce some very good pieces of art work. The crossing patrolman is especially popular for helping pupils with road safety training.
25. Links with other schools are good and are improving. The "happy hours" "nursery links are very good and children transfer to this school very smoothly. Links with other pre-school providers are satisfactory. The links with the junior school are good and, improving rapidly. The buddy system where Year 5 pupils befriend Year 2 pupils who are transferring to the juniors works very well and helps pupils settle very quickly. Good joint staff training sessions and meetings support learning. Links in the local cluster group of schools are good and the sharing of resources is benefiting learning. Students from Reading University have some good opportunities for teaching practice in the school and help support learning and enhance pupils' personal and social development.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are currently **good** but over time they have been satisfactory. The leadership and management of the headteacher are **very good**.

Leadership of staff with key responsibilities is **satisfactory**. Governance of the school is **good**.

Main strengths and weaknesses

- The headteacher has an excellent grasp of what is needed to move the school forward.
- Although some key aspects of school life are led and managed well the role of subject leader is not yet rigorous enough.
- Governance of the school has a number of strong features.
- Financial monitoring and administration of the school are good.
- Staff new to the school are supported well.

Commentary

26. The headteacher has been in post for just over 12 months. In that time she has been very successful in setting a very clear and accurate agenda for school improvement which is linked directly to raising standards. She knows precisely what is needed to move the school forward. She has put in place good quality strategies and procedures that are beginning to ensure that standards rise and has not shirked from tackling key issues aimed at developing the school. The headteacher's very good leadership and management skills have gained her the respect of staff, pupils, governors and parents alike. The headteacher is well supported by the deputy and there is a good team spirit evident in the school where all staff share the vision and commitment for raising standards.
27. The headteacher has carried out a good number of lesson observations and the information gleaned from these observations has given her a good grasp of the quality of teaching and learning in the school. The role that subject leaders play in monitoring standards and the quality of teaching and learning, although satisfactory is not yet effective enough. Over time subject leaders have carried out some limited lesson observations and scrutinies of pupils' work and teachers' planning. However, these initiatives have not been regular, systematic or analytical enough to have the biggest possible impact on raising standards and ensuring high achievement. The situation is now being fully addressed and the role of subject leader is improving at a good rate. The headteacher has also put in place more stringent procedures for analysing test and assessment data and is using the information well to establish school priorities and to set targets for how well pupils should be attaining and achieving. She has rightly identified the need for subject leaders to play a more active role in the process so that they too get a good first hand grasp of standards and achievement in subjects that they are responsible for.
28. Management of the Foundation Stage is good because the co-ordinator ensures that the curriculum is geared to meet the needs of young children, has established good induction procedures and has established strong links with parents, particularly in establishing how parents can help their child's education at home. Leadership and management of special educational needs are good. The co-ordinator manages good quality procedures well. Pupils are identified at an early stage and the co-ordinator ensures that support is targeted to where the need is greatest and that individual education plans are of good quality and matched well to the needs of the pupils.
29. Good procedures are in place to ensure that staff, both teaching and non-teaching, who are new to the school are well supported, provided with good quality training opportunities and are quite clear as to what is expected from them in terms of their professional performance. Good opportunities are provided for all staff to attend training courses which help to improve their knowledge and expertise. There is an expectation that good practices picked up from training courses are then disseminated in school to have an impact on learning or how effectively the school operates.

30. Governors are very supportive of the work of the school and carry out their duties well. Governors have a good awareness of the strengths of the school but equally show an astute awareness of what is needed for the school to move forward. Governors are actively involved in target setting, reviewing school policies, performance management and in long-term strategic planning. Many governors visit the school regularly, observe lessons and the school at work and meet with subject leaders and other staff to discuss key aspects of school life. The Governing Body carry out their statutory duties fully and effectively hold the school to account for the quality of education it provides.
31. Financial planning and budget control are good. The finance committee meets regularly and plays an important role in helping to set and closely monitor the school budget and spending. The principles of best value are applied well and good procedures are in place for longer term financial planning, which take account of factors such as rise and fall in numbers and the need for building improvements. Spending patterns are closely linked to identified educational priorities. The day-to-day administrative running of the school by two clerks is pleasant, effective and unobtrusive. Taking all factors into account, the school provides satisfactory value for money.

Financial information

Financial information for the year April 2003 to March 2004

<i>Income and expenditure (£)</i>		<i>Balances (£)</i>	
Total income	326 735	Balance from previous year	30 031
Total expenditure	356 685	Balance carried forward to the next	81
Expenditure per pupil	3 476		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Teaching often provides children with good opportunities to choose and develop activities for themselves.
- Children enjoy being at school.
- The outside area provides an exciting place to learn.
- Classroom assistants are not always provided with opportunities to take a full role in planning.
- A few class activities are too long.

Commentary

32. Groups of children are admitted into the reception class at three entry points during the course of the school year. During the inspection week all seventeen reception aged children were only attending part-time as part of the school's phasing in programme. Induction procedures into the school are good. Children benefit from a well managed start to school and have all experienced visits to the school. Very good links with the neighbouring pre-school means that a significant number of children are used to the school. This makes the transition to "the infants," for these children very smooth. Links with other providers are at least satisfactory. Good links are maintained with parents through daily informal meetings with teachers and other staff. Very detailed instructions are given to help parents and carers to share books and homework this is a contributory factor in the above average levels of reading skills.
33. Children arrive with attainment levels which are generally above average although different groups vary and this year there are a higher number of children with special educational needs. Effective observations ensure that appropriate attention is paid to their needs to ensure that satisfactory progress is made. By the end of the reception year most children are likely to have attained the early learning goals in all areas of learning and many will have exceeded them making achievement satisfactory over the course of the year. Achievement is good within lessons when the quality of teaching is good.
34. Teaching and learning are satisfactory overall with some good teaching observed during the week of inspection. The two teachers who will be sharing the class teaching though a job share arrangement, plan closely together and have established a good working relationship during the "settling" time. Recently established planning systems mean that children receive a satisfactorily thought out curriculum. They are given good opportunities to select and plan their own activities thus learning about independence and responsibility. The support given by teachers and classroom assistants during these sessions is good and learning and vocabulary are developed well through good questioning and extending play. Careful and extensive observations are made of children's progress at these times and contribute to the establishment of targets to be set for each child's learning. Occasionally, however long periods are spent in whole class teacher directed activities and attention is not always paid to the most appropriate time of day for these activities. Where teachers use small groups to focus their

activities then children learn more successfully. For example children learned well about using their sense of touch and acquired new vocabulary to describe different textures when working in groups of four or five with an adult. Whilst they enjoyed singing and experimenting with instruments, they began to lose concentration towards the end of this session while waiting for turns.

35. The outside area is attractive and well equipped and is used well each day. Children can extend their understanding of number by playing games and counting on shapes as well as increasing their skill with balls and hoops. The current four-week themes are publicised well to parents but are not always made obvious to the children and not reflected in all the activities available. Classroom assistants are not yet consistently provided with opportunities to contribute to the planning of activities.
36. The management of the Foundation Stage is good because the co-ordinator ensures that induction procedures are good, strong links are established with parents and pre-school providers and that the curriculum is geared to how young children learn best. Leadership is satisfactory. It is not possible to make a judgement on improvements since the last inspection because no judgements were made about provision.
37. Well planned activities mean that children develop independence within the classroom and this supports their **personal, social and emotional development** well. Achievement is satisfactory. Teaching and learning are satisfactory and at times good. Teaching places a good emphasis on children clearing up after activities and after only two weeks children are working hard to put away their equipment as well as changing their shoes for physical education. Staff encourage children to make choices in terms of activities they participate in and in the selection of some resources. They establish very good relationships with their teachers and are beginning to understand class rules and about the need for listening and respecting the contributions of others and sharing. This approach, early in children's educational lives, sets the expectations and underpins the very good attitudes and good behaviour observed in the remainder of the school.
38. In **communication, language and literacy**, achievement is always at least satisfactory. Teaching and learning are often good. Teaching ensures that good opportunities are on offer for children to share books and most act like readers, turning pages correctly and returning to and talking about stories they have already heard. Early reading and phonic skills are taught well and by the end of the year most children are reading confidently. They have learned how to sound out the letters for words and recognise a number of common words. The writing corner gives children good opportunities to practise making letters and by the end of the year they can make books and most can write simple sentences without any help. Adults use questioning well to talk about children's experiences and encourage children to answer in sentences. Children are generally attentive listeners but lose a little interest and concentration when whole class activities or introductions are a little long.
39. Achievement in **mathematical development** is satisfactory overall. In some sessions observed it was good. Teaching is satisfactory with some good features. Teaching often provides opportunities for children to learn through practical, "hands on" learning activities as well as through the direct teaching of key mathematical concepts. Mathematical activities are often the focus for adult-led activities and children often make good progress in these small group activities, although at times there could be a little more challenge for the more able children. By the end of the reception year children have developed good number skills and are able to recognise shapes and count the number of sides. Every opportunity is taken to count throughout the day.

Children use dice to select numbers and recognise numeral cards. Good use is made of the outside area to play games which support the learning of numbers and counting.

40. Achievement in **knowledge and understanding of the world** is satisfactory and at times good when teaching is good. Children are encouraged to use their senses well when carrying out investigations. Children regularly experiment with sand and water and later in the year make accurate observations about plants and how they grow and make well-informed comparisons between old and new objects. Teaching makes good use of the local environment to enhance the quality of children's learning and to widen their knowledge of the world in which they live. Walks around the centre of Twyford and the school grounds are recorded effectively by the use of the digital camera and the children's own maps and give children a good early understanding of buildings and landmarks that are present in towns. Discussions about eating healthy food links to whole school topics ensuring that children are included with the older pupils in the school. There are daily opportunities to use the computer and children develop good skills with the mouse. Teaching ensures that children are free to talk about their feelings and emotions and are already being made aware that different people may have different views, beliefs and traditions.
41. Achievement in **creative development** and **physical development** is satisfactory. Teaching and learning in these areas of learning are always at least satisfactory. No direct teaching of art was observed but children have many chances to choose to paint, make collage and print and their efforts are displayed satisfactorily. Role-play is used effectively to develop confidence in speaking and listening and is supported very well by classroom assistants. Children learn to sing well; they enjoy using percussion instruments to accompany songs and stories but there are occasions when their excitement is subdued because the time taken for individual children to have a turn is too long. The inside and outside areas are used well to support the physical development of the children. Children are already beginning to use space well in the hall. They have very good opportunities to play with balls and hoops and to run and jump outside and they enjoy taking their turn on the interesting climbing apparatus in the main playground. Teaching ensures that good emphasis is given to developing children's ability to hold pencils, brushes and other small tools and how to put these skills to best use in creative tasks.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Reading skills are taught in a systematic and rigorous manner.
- At times opportunities are missed for pupils' writing skills to be enhanced in other subjects.
- Teaching assistants make an important contribution to pupils' learning.
- Good procedures for target setting and tracking pupils' progress have recently been put in place but are not yet fully impacting on standards and how well pupils achieve.
- The role of subject leader is not yet rigorous enough.

Commentary

42. On the basis of the 2003 National Curriculum tests for Year 2 pupils, attainment was above the national average in reading and below the national average in writing. A similar picture emerges when the school's performance is compared to similar schools on the basis of free school meals. Results over time and again in 2004 show that reading standards are consistently better than writing standards with only a small percentage of pupils attaining Level 3 in writing. Inspection findings indicate that standards are above average in reading and speaking and listening and average in writing, with only a small percentage of pupils on track to achieve Level 3 in writing. Any difference between test results and inspection findings can be explained by the natural ability of the present Year 2 pupils. Achievement is satisfactory. Improvement since the last inspection has been satisfactory.
43. By the end of Year 2 pupils have developed good reading skills. This is because the necessary skills and strategies to help pupils tackle unfamiliar words and phrases and to locate information quickly are taught well. Pupils are encouraged to read with expression and fluency and do so confidently. The vast majority of pupils are attentive listeners and show good levels of respect and maturity when listening to others. In many lessons, pupils are encouraged to take part in whole class and small group discussions. Teachers generally use open-ended questioning and get pupils to expand their answers using an expressive vocabulary. Occasionally teacher talk is too dominant and pupils are not offered enough chances to offer their views and opinions. Pupils are being provided with an increasing range of opportunities to write for different audiences and purposes. Pupils use punctuation in a satisfactory manner and spelling standards are at an average level but there are times when writing fizzles out after a lively opening or the level of vocabulary used does not match pupils' spoken ability.
44. Teaching and learning are satisfactory overall with some good features. Teaching is good when a good choice of text captures the imagination of the pupils and the tasks that are set are challenging and well matched to the learning objectives of the lesson. Effective lessons move along at a good pace, good attention is paid to the development of pupils' speaking and listening skills and every opportunity is capitalised on for pupils to read aloud text from books or from the board rather than the teacher reading it out. Good teaching was seen in both year groups. Analysis of pupils' books shows that learning is better when there is a high expectation set for the higher-attaining pupils in terms of the amount of work that they are to complete and in the vocabulary and sophistication of punctuation that is used. There are occasions when these high expectations are not set and as a result pupils do not achieve as well as they could. Pupils with special educational needs are provided with good levels of support from teaching assistants. Their support is challenging yet sensitive and enables pupils to take an active role in lessons. There are some good examples of the marking of pupils' work. It is good when what is needed to improve is clearly stated. The school has recently introduced procedures for setting targets for individual pupils and are seeking to make pupils fully aware of their targets so that they can take a greater responsibility for their own learning.
45. The subject is led and managed in a satisfactory manner. Over time there have been some formal observations of teaching and learning carried out by the headteacher and the subject leader but the school has accurately identified the need for lesson observations and for the scrutiny of pupils' work to be carried out on a more systematic and regular basis and for the co-ordinator to play a more active role in the analysis of test and assessment data. The school has recently introduced good quality procedures for setting targets for pupils and for tracking pupil progress. However, the recency of

this initiative means that there has not yet been enough time to impact on standards or in ensuring that all pupils achieve as well as they can. The school is rightly targeting groups of pupils who potentially could attain Level 3, monitoring their progress carefully and ensuring that teaching is sufficiently demanding for pupils to reach this level.

Language and literacy across the curriculum

46. The promotion of language and literacy across the curriculum is satisfactory with some strengths. Reading and speaking skills are generally promoted well in other subjects. The weaker aspect is that although there are instances where teachers capitalise on opportunities to enhance pupils' writing skills in other subjects, this good practice is not as consistent as it could be.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching is at its best when lessons have pace, activities are challenging and learning is made fun.
- Pupils with special educational needs are supported well by both teachers and classroom assistants but at times work needs to provide a greater challenge for the higher-attaining pupils.
- Good use of learning resources adds to the quality of the mathematical activities on offer.
- The role of subject leader and the use made of assessment data are not yet rigorous enough.

Commentary

47. On the basis of the 2003 National Curriculum tests for Year 2 pupils, attainment was in line with the national average and at an average level when compared to similar schools on the basis of free school meals. Inspection findings show that attainment is above average in mathematics and this reflects the higher natural ability of the present Year 2 pupils. Achievement is satisfactory overall, although there are times when the challenge for the higher-attaining pupils is not demanding enough. Improvement since the last inspection has been satisfactory.
48. By the end of Year 2 pupils have acquired good number skills and put these to good use in different calculations. They have a good recall of number bonds and a good understanding of place value. Pupils have a good knowledge of shapes and use a suitable mathematical vocabulary when talking about their work. Pupils are developing a good range of strategies to help them make accurate calculations and pupils' ability to solve problems is developing at a satisfactory rate. However, there are occasions when the higher-attaining pupils could be provided with more challenging investigative or practical tasks where their number skills could really be put to the test.
49. Teaching and learning are satisfactory overall. Some good teaching was observed during the inspection. Teachers of the same year group plan together well. In those lessons where pupils are grouped effectively and work is carefully matched to their abilities, they make the best progress but at times work is a little too easy for the more able pupils. However, pupils with special educational needs learn well. Their needs are

well provided for by teachers and classroom assistants. For example, in a Year 1 lesson, whilst the remainder of the class was learning about writing simple addition sentences, one group reinforced their concept of combining two numbers by counting ducks on two ponds. Pupils respond best to dynamic and action packed learning activities and learn well when the start of lessons involves them in fast and challenging thinking. For example, remembering number bonds against the clock makes learning fun and is effective. Occasionally though, these sessions are a little too sluggish to fully capture the interest of the pupils. All teachers use resources well to support their teaching. The school has a good range of equipment, which is easily accessible and forms a normal part of pupils' activities. This contributes to the level of security pupils have about using numbers, number lines, dice and a whole range of interesting fans and counting equipment.

50. Leadership and management of the subject are satisfactory. Over time the subject leader has carried out some lesson observations and monitors teachers' planning on a regular basis. However monitoring of teaching and learning and scrutiny of pupils' work has not been carried out on a regular and systematic enough basis to impact significantly on standards. Good procedures have been introduced during the past few months for tracking pupils' progress and for setting targets. Whilst these procedures are starting to pay dividends, they have not yet been in place long enough to have the biggest possible impact on standards and how well different groups of pupils achieve.

Mathematics across the curriculum

51. Mathematics is used satisfactorily across the curriculum. Pupils are encouraged to use their number and measuring skills in subjects such as science and design and technology and evidence was seen of pupils putting their graph drawing skills to good use in geography when pupils were asked to draw graphs when comparing the different types of houses in the local area.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching is effective when pupils are provided with challenging practical and investigative tasks.
- At times work that is set for the higher-attaining pupils is too easy.
- Opportunities are sometimes missed for the subject to be used as a vehicle for enhancing writing skills.
- Increasingly good use is being made of computers to support pupils' learning.
- Good procedures are now in place for tracking pupils' progress but are not yet fully impacting on how well pupils achieve.
- The monitoring of teaching and learning could be improved.

Commentary

52. On the basis of the 2003 and 2004 teacher assessments in science for Year 2 pupils, attainment was at an average level. Inspection findings show a stronger picture with attainment being above average. This is a reflection of the fact that the present Year 2

pupils are a more naturally able group of pupils. Achievement is satisfactory. Improvement since the last inspection has been satisfactory.

53. By the end of Year 2 pupils have developed a good level of scientific knowledge. Pupils know body and plant parts and confidently relate the conditions that are needed for plants to grow. They have a good understanding of the foods that are necessary for a healthy lifestyle and are conversant with the properties of different materials. Pupils have a good understanding of forces. The school has rightly identified the need for pupils to be provided with more opportunities to learn through practical and investigative tasks. This has not always been the case over time and at times practical tasks are not challenging enough for the higher-attaining pupils and their good level of scientific knowledge is not put to the test.
54. Teaching and learning are satisfactory with some good practice. Discussions with pupils show that they really enjoy taking part in the practical aspect of the subject. When teaching is good pupils are provided with opportunities to learn through challenging practical and investigative tasks. Teaching expects pupils to use their knowledge to help guide thinking in terms of what the outcome of an experiment might be. Teaching is also good when there is good use of resources whether it be actual foods or pictures of a teacher at different ages to help make learning more fun and realistic. Teachers often use a good level of scientific vocabulary when introducing topics and pupils are then quick to pick up on this and use terms such as 'proteins' and 'carbohydrates.' There are times when teaching is not at this good level because lessons lack sparkle and pace and tasks are over directed by the teacher instead of letting pupils explore and find things out for themselves. The subject is not always used well to further pupils writing skills as there are times when work is not recorded in enough depth or pupils are not expected to write up outcomes of investigations in their own words. Conversely teachers make increasingly good use of computers for improving the quality of pupils' learning and understanding.
55. Leadership and management of the subject are satisfactory. The co-ordinator has carried out some lesson observations over time but the school has recognised that there is a need for the co-ordinator to embark on a more systematic and rigorous approach to monitoring teaching and learning, to scrutinising pupils' work and to analysing test and assessment data to ensure that all pupils achieve as well as they could. Good procedures have been introduced recently to set individual pupil targets and to monitor pupils' progress towards these targets. The procedures have not yet become firmly enough embedded in school practice to impact significantly on standards and, in particular, on the number of pupils that attain the higher Level 3.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are improving at a good rate and pupils are presently achieving well.
- Computers are being used well to support pupils' learning in other subjects.
- Teaching assistants add much to the quality of pupils' learning.
- The monitoring of provision, teaching and learning is not yet rigorous enough.

Commentary

56. Standards in information and communication technology are at an average level and improving at a good pace. The recent installation of a computer suite means that pupils now have regular access to computers and benefit from the good quality and direct teaching of key skills. This has not been the case over time. Achievement is satisfactory over time but presently good in lessons. Improvement since the last inspection has been good.
57. By the end of Year 2 pupils have satisfactory keyboard skills. Pupils know how to log on and how to save and retrieve their work. Pupils know how to change the size and colour of the font that they are using and recognise words such as 'icon' 'mouse' and 'drag.' They are able to merge pictures and text and use tools such as 'paintbox' to colour pictures. Word processing skills are satisfactory if a little slow. Less evidence was available as to how well pupils write instructions for programmable toys.
58. Teaching and learning are good. Teachers have a secure subject knowledge and use this effectively to teach skills in a direct and systematic manner. Good and regular use is made of the computer suite and the manner in which teachers use the interactive whiteboard makes learning more fun, more visual and clearer to the pupils. Teaching ensures that pupils are provided with good opportunities to try things out for themselves and is not over-directed. Teaching assistants often support teachers well providing good support and guidance to pupils who are struggling a little. Adults are often heard using a good level of technical vocabulary which the pupils respond to positively. Pupils thoroughly enjoy working on computers and do so with high levels of motivation, confidence and independence which impact well on their learning.
59. Leadership and management are satisfactory. The subject leader monitors teachers' planning and has a good grasp of what is needed to move the school forward. The subject has taken on a higher priority and focus over the last couple of years and improvements targeted by the subject leader include the trialling of assessment booklets and the setting up of a moderated portfolio of work. Monitoring of teaching and learning to help further improve standards is not yet embedded in school practice.

Information and communication technology across the curriculum

60. The use of computers across the curriculum is good. Computers are used well to support and enhance pupils learning in English, mathematics, history, geography and religious education. Teachers plan these opportunities well and ensure that experiences are meaningful and relevant and add another dimension to pupils' learning experiences.

HUMANITIES

61. Timetable constraints meant that insufficient teaching was observed to make a judgement on the overall quality of provision in geography and history. However, work in these subjects was sampled.
62. In **geography**, evidence from pupils' work and teachers' planning and through discussions with teachers and pupils indicate that standards are at least at an average level by the end of Year 2. Pupils' work shows the different aspects of the subject are covered in sufficient depth over the course of the year. Teachers make good use of the local environment and the school grounds to support and enhance learning. Pupils

have developed satisfactory mapping skills and recognise simple geographical features and landmarks. Pupils learn to draw maps showing a variety of natural and man-made features and define what an island is as they are fascinated by their study of 'Struay'. They make good comparisons between transport seen by Katie Morag and that which they see every day in Twyford. Computers are used well to support and enhance pupils' learning. Evidence indicates that leadership and management of the subject are satisfactory but that there is a need for more opportunities to be provided for the subject leader to play an increasingly active role in monitoring the quality of teaching, learning and curriculum provision.

63. In **history**, available evidence from pupils' work, scrutiny of teachers' planning and discussions with pupils and teachers, indicate that standards are at an average level by the end of Year 2. Pupils have satisfactory knowledge and recall of periods of history that they have studied. Pupils' knowledge and awareness of chronology is satisfactory. Pupils know that everyday objects have changed over time and that objects can provide interesting information about the past. Good use is made of the locality for identifying historical features and events. The subject is brought to life through exciting role-play lessons and the use of historical artefacts. Such activities make the subject spring to life. In one such example, each member of the class experimented with the dolly tub and their curiosity was aroused by the irons, pegs, scrubbing boards and the teacher in full period costume. Visits to the local museum and local Victorian schoolroom enrich the history curriculum even further. Leadership and management of the subject are satisfactory but the subject leader has not yet had sufficient opportunity to monitor teaching and learning formally on a regular and systematic basis.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are provided with good opportunities to relate what they are learning to events in their own lives.
- The subject makes an important contribution to pupils' personal and cultural development.
- Good use is made of computers to support pupils' learning but opportunities are sometimes missed to develop pupils' writing skills.
- Assessment procedures and the role of subject leader could be better.

Commentary

64. Standards by the end of Year 2 are in line with those expected for pupils of that age in accordance with the locally agreed syllabus. Achievement is satisfactory overall and is good in individual lessons when the quality of teaching is good. Improvement has been satisfactory since the time of the last inspection.
65. By the end of Year 2, pupils have a satisfactory knowledge of Christianity and other world faiths and of the importance of different ceremonies and festivals. Pupils recognise that different buildings have a particular significance for different religions and pupils show good levels of reflection in lessons when talking about different topics. Pupils have good levels of respect for people who may not have the same feelings and views as themselves.
66. Teaching and learning are satisfactory with some good teaching observed during the week of the inspection. Lessons are planned well. Pupils are given good opportunities

to relate the topics they are studying to their own experiences and feelings. For example, while considering particular Christian celebrations, they were able to identify occasions when they would celebrate at home and why these were important, like birthdays and a special homecoming. Teachers make good links to the use of information and communication technology. The story of the lost sheep was told with pictures from a computer programme so that pupils could later write their own captions to tell the story. Younger pupils used a paint programme effectively to make illustrations for their harvest prayer. On occasions opportunities to use the subject as a vehicle for improving writing skills are missed. Through a good range of visits and visitors pupils begin to understand what it means to be a believer in world faiths other than Christianity, and these experiences make an effective contribution to their cultural development.

67. Leadership and management are satisfactory and improving. The subject leader monitors planning and provision in general terms but as yet not enough opportunities have been provided for her to monitor teaching and learning on a more formal basis. The subject leader is also working closely with other schools to develop better assessment procedures which would enable teachers to get a better grasp of the progress that pupils make.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. Not all subjects were taught in sufficient depth during the week of inspection and it was not possible to make a judgement on provision in design and technology.
69. In **design and technology**, evidence from teachers' planning, photographic evidence and discussions with teachers and pupils indicate that standards are at least at an average level by the end of Year 2. Planning indicates that all aspects of the subject are taught in sufficient depth over the course of the year. Evidence indicates that pupils are expected to address the designing and evaluating aspects of the subject as well as the making. Discussions with pupils suggest that they really enjoy the subject and are keen to do well. Pupils worked on a whole school project when they made a 'Guatemalan bird tree.' They made models out of recycled rubbish, designed and made finger puppets, moving vehicles and spiders with winding mechanisms. Some of the finished products are of a good standard and show good levels of invention and imagination. Pupils are provided with opportunities to work with a range of different materials and are directly taught specific skills such as cutting and joining techniques which help to improve their finished products.

Art and design

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

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Pupils are provided with a good range of learning experiences.
- Artistic skills are taught well.
- The subject makes an important contribution to pupils' cultural development.

Commentary

70. Standards are above average by the end of Year 2. Pupils throughout the school achieve well. Improvement has been good since the time of the last inspection.
71. During their time in school pupils are provided with a good range of learning opportunities. Pupils get the chance to work with paint, pencil, pastels, paper, fabrics and clay. They are taught how to make collages, wall hangings and masks, how to print well and how to make leaf rubbings. Pupils thoroughly enjoy the subject and often produce work that is of a good standard using these wide varieties of media and techniques. Pupils have good observational drawing skills and use techniques such as shading and colour mixing to make their work spring to life. They are conversant with the work of famous artists such as Van Gogh and Picasso and are as comfortable and confident working in three-dimensional form as two-dimensional form.
72. Teaching and learning are good. Teachers have good subject knowledge and high levels of enthusiasm for the subject. Teaching provides a wealth of different artistic experiences for pupils including painting, weaving, clay and textile work. In a good lesson for Year 2 pupils the clear explanation of the work of Picasso and cubism together with an emphasis on creativity meant that pupils produced good quality pictures in the style of Picasso but with the pupils' own stamp of originality. A significant strength of teaching is the manner in which it introduces pupils to art from different countries, continents and cultures. This not only enables pupils to learn about concepts such as 'Earth colours' and different artistic techniques, it also makes a telling contribution to pupils' cultural awareness and development.
73. Leadership and management of the subject are satisfactory. The subject leader has not had much opportunity to monitor teaching and learning in the subject but she has a good grasp of the strengths of the subject and has played an important role in ensuring that the subject has a high profile in school through well-planned and vibrant learning events such as the school's 'Art's Week' and through the building up of good quality resources which add to the quality of pupils' learning experiences.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Singing standards are good.
- Teaching encourages a love for music.
- The subject is used well to develop pupils' cultural awareness

Commentary

74. Although not all aspects of the subject were observed during the inspection, evidence indicates that singing standards are above average and the way in which pupils play untuned instruments is creative and imaginative. Pupils achieve well in aspects of the subject observed. Improvement has been good since the time of the last inspection.
75. Pupils sing a range of different songs well and with good diction, voice control and gusto. Pupils are introduced to a wide range of songs including old Gospel songs, blues, jazz and songs from different countries and continents such as the West Indies and Africa as well as traditional English songs and hymns. Pupils have a good recall of a wide number of songs. This adds a great deal to pupils' cultural awareness. Whether singing in assemblies or in class lessons pupils participate with great fun and

enjoyment and are always ready to perform with confidence. Pupils are provided with opportunities to play instruments and have a good awareness of the different sounds that instruments make and which are best for making long or short sounds.

76. Teaching and learning are good. A good emphasis is given to music in the school and all aspects of the subject are covered in sufficient depth over the course of the year. Resources are good and add to the quality of musical experiences on offer for the pupils. Teaching is at its best, with some very good features, for example in a Year 2 class, where the teacher's knowledge, expertise and enthusiasm are clearly apparent as she carries the pupils along on a wave of enjoyment. Pupils are directly taught how to improve their singing skills and pupils' performance improves during the course of the lesson. The subject leader plays the piano in assemblies with much skill and panache and helps to make assemblies joyous, uplifting experiences with pupils invariably rising to the challenge to sing tunefully and melodically.
77. Leadership and management of the subject are satisfactory. The subject leader provides a good role model and has played an important role in establishing music as a high profile subject in the school. She has not been provided with enough opportunities to monitor the quality of teaching and learning across the school but has a good grasp of strengths in the subject.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Many pupils show good levels of physical agility.
- The outside play equipment and pupils' access to it provides exciting opportunities for pupils' physical development.
- There are times when pupils are not provided with enough time to practise and refine their movements.

Commentary

78. Not all aspects of the subject were observed during the inspection week but evidence from lesson observations and observations of pupils on the outside play equipment indicate that many pupils have above average levels of physical agility. Achievement is satisfactory. Improvement since the last inspection has been satisfactory.
79. Lesson observations showed that pupils move around the hall with a good awareness of space and the needs of others. Pupils move under and over apparatus with good levels of confidence and show good levels of poise, balance and elegance. Many pupils put together sequences of movements that are both inventive and creative. A strong feature is that pupils are always ready to try out quite adventurous movements. The school has very good quality outside climbing equipment. Pupils use the equipment regularly and with a sense of adventure and imagination but also with a good awareness of safety. Many pupils show good levels of physical strength and co-ordination as they swing from bar to bar, traverse the different levels or hang and swing upside down from bars at different heights. There is little doubt that pupils' access to this equipment is helping their physical development and the standards that they achieve.
80. Teaching and learning are satisfactory. Pupils are managed well and no time is wasted in getting ready or in putting out equipment. Pupils enjoy physical activity and are keen

to do well. Pupils work well both independently and in small groups. Teaching provides good activities for warming up and cooling down. A satisfactory emphasis is placed on the direct teaching of specific skills but there are times when pupils are prevented from being too inventive or imaginative or they are not provided with enough time to practice and refine newly learnt balances or movements which in turn would raise their level of performance still further.

81. Leadership and management of the subject are satisfactory. The subject leader monitors teachers' planning and ensures that all aspects of the subject are covered in a systematic manner but has not yet been provided with sufficient opportunities to evaluate provision and monitor teaching and learning in classes other than her own.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social, health and citizenship education is **good**.

Main strengths and weaknesses

- Discussions contribute to very good attitudes and high self-esteem.
- Provision in this area of school life adds much to pupils' personal development.

Commentary

82. In each class good opportunities are provided for pupils to discuss issues which affect them and their school friends and have time to reflect on their own feelings and emotions. By Year 2 pupils have learned how to be frank and honest with one another and to listen attentively and respectfully to others. Teaching is good. Good use is made of discussion partners so that everyone has a chance to talk and listen. Circle-time and the value attached to it by the whole school is a contributory factor in the high quality of self-worth felt by the pupils and the very positive attitudes they have to school. The circle time technique builds well upon attitudes fostered in the reception class where children learn how to deal with difficulties they come across and then pupils grow in resourcefulness as they move through the school. These methods of discussion are reflected in other subjects particularly religious education. The school is keen to develop this aspect of school life still further and has identified the need to raise pupils' awareness of healthy eating before applying for a healthy school award and also by providing further training for teachers.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	2
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).

