

INSPECTION REPORT

WINNERSH PRIMARY SCHOOL

Wokingham

LEA area: Wokingham

Unique reference number: 109876

Headteacher: Mr Howard Penny

Lead inspector: Mr Christopher Gray

Dates of inspection: 6 – 8 June 2005

Inspection number: 268282

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:	4-11
Gender of pupils:	Mixed
Number on roll:	330 (f.t.e. 309.5)
School address:	Greenwood Grove Winnersh Wokingham Berkshire
Postcode:	RG41 5LH
Telephone number:	0118-9782590
Fax number:	0118-9629542
Appropriate authority:	The governing body
Name of chair of governors:	Mr Duncan Brock
Date of previous inspection:	18 January 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in a pleasant residential cul-de-sac and has extensive, attractive grounds. There is an independent pre-school class on the school's site which most of the children in Reception attended before starting at the school. Children's attainment on entry to the school is higher than is usually found. The mobility of pupils is above average in Years 5 and 6, though this does not have an impact on standards, since the pupils who join the school have a wide spread of ability.

Although pupils' backgrounds vary, the majority come from homes whose socio-economic circumstances are above average. Entitlement to a free school meal is below average. The proportion of pupils on the special educational needs register is well below average, though the percentage with statements is average. Pupils' needs are specific and moderate learning difficulties, social, emotional or behavioural problems, speech or communication difficulties and autism. The percentage of pupils from ethnic minorities is higher than found in many schools nationally, but no child is at the early stages of learning English.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21037	Christopher Gray	Lead inspector	Mathematics Information and communication technology Music
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23054	Graham Johnson	Team inspector	Special educational needs English and modern foreign language Religious education Geography History
32475	Nick Butt	Team inspector	English as an additional language Foundation Stage Science Art Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with many strengths which gives good value for money. Pupils achieve well overall and standards by Year 6 are well above average in English, mathematics and science. The quality of teaching is good overall and the school's management is effective.

The school's main strengths and weaknesses are:

- Pupils' behaviour is very good and they have very good attitudes to learning
- Pupils attain well above expected standards in art by Year 6
- The school is well led by the headteacher, senior staff and governors
- The quality of care and welfare given to pupils is very good
- The accommodation for children in the Foundation Stage restricts the provision of the full curriculum
- Standards in information and communication technology (ICT) are not as high as those in English, mathematics and science because pupils do not make enough use of their ICT skills across the curriculum
- The school has very good links with parents and they give the school their full support
- Though teachers generally have high expectations, there are occasions when a small number of pupils could receive greater challenge in their work

The school has made good improvements since the last inspection. The key issues about pupils' spiritual, cultural and creative development have been well dealt with, so that pupils' personal development is now very good and provision for art is good. Teachers' expertise in ICT and music has been increased and updated. Swimming is now taught in Year 2 and all statutory requirements regarding health, safety and welfare are now met. The school has worked hard to improve the fabric of the building within its limited financial means, but there are still inadequacies in the accommodation provided for the Foundation Stage. Standards in English, mathematics and science have been maintained at high levels and are rising faster than the national trend.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	B	D
mathematics	A	A	A	C
science	A	B	A	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve well overall. Achievement is satisfactory in the Foundation Stage and good in Years 1 to 6. The table above shows that pupils attain high standards by the time they leave the school and this inspection corroborates this: standards in the current Year 6 are well above average in English, mathematics and science. In last year's tests, English was less strong than mathematics and science because pupils did less well in reading than in writing. This situation has improved, though older pupils need more opportunities to practise their fluency and expression when reading aloud. Standards also exceed expectations in religious education and are well above expected levels in art. Those in ICT meet expectations. By the end of Year 2, pupils attain well above average standards in reading, writing and mathematics and above average standards in science. Most children in the Foundation Stage are likely to meet the goals expected of them by the end of Reception and many are likely to exceed them, especially in personal development.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils behave very well and have very good attitudes to school. They enjoy learning because they have established very good relationships with adults and with one another. Attendance and punctuality are good, though the attendance figures are marred by the number of holidays taken in term time.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching and learning are good overall. Pupils learn well in Years 1 to 6 because a very good learning environment is created in most lessons as a result of the respect children and adults show to one another. Teachers generally have high expectations of what pupils can achieve, though there are occasions when faster learners could receive more challenging work. The school thoroughly assesses the performance of its pupils in English, mathematics and science but little information is collected about pupils' achievements in other subjects. Teaching and learning in the Foundation Stage are satisfactory. The children receive a curriculum which is more akin to the curriculum for older pupils; this is largely because of the lack of easy access to the outside, which means that this part of their learning is restricted. The classroom for the youngest children (in use for only one term, mornings only) is not suitable for teaching the curriculum they require. The curriculum for Years 1 to 6 is good; interest and relevance are added by extra-curricular activities and visits. The school has worked hard to improve its provision for ICT, but pupils need more opportunities to use their computer skills in other subjects. Very good care and welfare are given to pupils. Links with parents, other schools and the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher leads well and has a very clear vision for the direction and work of the school. He receives good support from senior staff. Governance is good; many governors have particular expertise that is put to very good use in supporting the school's work. Governors fulfil all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school, both in its academic and pastoral work and in providing extra funding through the parent-teacher association. They are very pleased with the education offered to their children. Pupils are proud of their school and help give it the special character that it enjoys.

IMPROVEMENTS NEEDED

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

- Improve the accommodation for Foundation Stage children and give pupils the full curriculum appropriate to their age
- Give pupils more experience of using computers in all subjects of the curriculum so that standards in ICT rise to a level similar to those achieved in English, mathematics and science
- Provide higher attaining pupils with activities which are more consistently matched to their learning needs

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good overall. Children achieve satisfactorily in the Foundation Stage and well in Years 1 to 6. Standards are well above average in English, mathematics and science by the end of Year 6.

Main strengths and weaknesses

- Attainment in religious education exceeds expectations by Year 6
- Standards in art by Year 6 are well above expected levels
- Standards in ICT are rising but are not as high as those in English, mathematics and science

Commentary

1. Children achieve satisfactorily in the Foundation Stage. They begin school with skills that are above average overall. By the time they enter Year 1, standards in personal development are likely to be well above expected levels; those in language, mathematical and physical development are on course to be above average.
2. The table below shows the average point scores (where pupils' attainment at all levels is taken into account) for the 2004 Year 2 national tests. These were well above average in all three subjects compared with all and similar schools. The trend over three years has been rising faster than the national trend.

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

Standards in:	School results	National results
reading	17.8 (16.8)	15.8 (15.7)
writing	16.7 (14.8)	14.6 (14.6)
mathematics	18.1 (17.6)	16.2 (16.3)

There were 47 pupils in the year group. Figures in brackets are for the previous year.

3. The inspection finds that standards are similar in the current Year 2. Standards are well above average in reading, writing and mathematics. In science, standards are above average. The current Year 2 contains fewer higher attaining pupils than last year's cohort did. In English and mathematics, the percentage reaching Level 3 is still high when compared with national results; however, in science, where national averages at Level 3 are much higher than in English and mathematics, the percentage does not compare as favourably. This explains the difference in the current year between judgements in English and mathematics on the one hand and science on the other; it is not a result of a decline in the quality of science teaching. Standards in art and design exceed expectations; those in ICT and religious education are in line with what is expected.
4. At the end of Year 6 in 2004, pupils' results in the National Curriculum tests (looking at the average points scores as shown below) were above average in English and well above average in mathematics and science. The slightly lower results in English are accounted for by the fact that reading is less strong than writing among older pupils. This is because older pupils are rarely heard to read aloud, so that they do not have enough opportunities to develop fluency and expression. As in Key Stage 1, the trend over three years has been

rising faster than the national trend. The school did not meet its targets, except for the percentage of Level 5s in mathematics; however, the targets that are agreed with the local authority are generally over-ambitious.

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

Standards in:	School results	National results
English	27.8 (28.7)	26.9 (26.8)
mathematics	28.9 (28.7)	27.0 (26.8)
science	30.4 (29.8)	28.6 (28.6)

There were 60 pupils in the year group. Figures in brackets are for the previous year

- The inspection finds that current standards by the end of Year 6 are well above average in English, mathematics and science, though reading is still not as strong as writing. In religious education, pupils' attainment exceeds what is expected and standards in art and design are well above expectations. Standards in ICT are as expected, though there is evidence that standards are beginning to rise since the introduction of the new computer suite.
- There are no significant differences in the performance of boys and girls or in that of pupils from different ethnic backgrounds. The school makes special provision for gifted and talented pupils and these children achieve at similar rates to other pupils. Pupils with special educational needs achieve as well as other pupils because they receive good support that is well adapted to their learning needs. As a result, many reach the expected levels in national tests.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning and their behaviour is very good. Attendance and punctuality are good. Pupils' personal development, including their spiritual, moral, social and cultural development, are very good.

Main strengths and weaknesses

- Pupils enjoy school and are keen to learn
- Relationships are very good and contribute to pupils' personal development

Commentary

- Pupils have very good attitudes towards school; in lessons and in discussion they display an open enthusiasm for learning. Pupils in all years make a useful contribution to class discussion. They are able to sustain concentration and to respond to challenge, organising their work with independence and sophistication. Children in the Foundation Stage are happy in their class and many are likely to exceed the early learning goals for personal development.
- The school helps create a happy atmosphere which promotes good behaviour and self-discipline; this has a positive impact on pupils' learning, because it encourages them to see learning as worthwhile. Pupils respond well to the school's code of conduct, and are courteous, trustworthy and respectful. No incidents of bullying were seen during the inspection; parents and pupils are confident any issues are dealt with swiftly.
- Relationships between pupils and adults are very good and make a significant contribution to learning and to helping build pupils' self-esteem and confidence as learners. Pupils respond well to the good examples set by all staff, treat each other with care and demonstrate that they learn from their mistakes.

10. Contributions to developing pupils' spiritual awareness are evident in lessons and in assemblies. Year 1 pupils, during a science lesson, caught the wonder of an evening walk on a hillside in South Africa with fireflies glowing in the darkness, as described by their teacher. There are very good opportunities for pupils to develop self-knowledge and understanding; in one assembly, for example, pupils were gripped by the telling of the story of teamwork to rescue a small trapped dog.
11. Moral development is very good; pupils understand right from wrong and show evidence of this in their daily actions. Pupils are keen to take responsibility for themselves and others. There is no school council. However, pupils, especially in Years 5 and 6, develop ideas and use them for others; for example, one pupil has started a lunchtime chess club. Pupils have an awareness of their own culture and traditions; a range of activities ensures that pupils' multi-cultural understanding is developing very well, particularly through art and religious education, and is also supported with parental input in religious education.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.1
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.

12. Attendance and punctuality are good. Parents receive good information on attendance procedures and are left in no doubt of the school's expectations and dislike of term time holidays. Nonetheless, term time holidays contribute to a good percentage of authorised absence.

Exclusions

There were no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is good. The quality of teaching and learning is good. The school provides a good curriculum, effectively enriched by visits and extra-curricular activities. The care and welfare given to pupils are very good. Links with parents, the community and other schools are very good.

Teaching and learning

Teaching and learning are good overall; they are satisfactory in the Foundation Stage and good in Years 1 to 6. Assessment is satisfactory.

Main strengths and weaknesses

- Adults and pupils work together to achieve a very positive classroom ethos
- Teachers generally have high expectations of pupils' attainment, but there are occasions when a small number of pupils could receive greater challenge in their work
- Learning support assistants are not always used effectively during teachers' introductions to lessons

Commentary

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (16%)	33 (66%)	9 (18%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

13. Pupils learn well because a very good learning environment is created in most lessons. This is brought about by the joint effort of teachers, learning support assistants and the pupils themselves. Virtually all pupils want to work hard and they enjoy learning. Adults' encouragement and praise motivate them to succeed and the rare examples of unacceptable behaviour are quickly and unobtrusively dealt with.
14. As well as high expectations of behaviour, teachers generally have high expectations of what pupils can achieve. This was seen in a very good art lesson for Year 1 pupils, who were making patchwork collages of some of the animals that Noah housed in the ark. The pupils discussed their ideas and then laid out their scraps of material ready for gluing; before doing so, however, they walked round the room to look at the ideas of other pupils, commenting on what they liked and what might be changed. One child had used a bead for an eye and several reproduced the idea, one pupil using several beads for a parrot's beak. This type of evaluation is well above what pupils of this age might normally be expected to achieve and came about because the teacher trusted the pupils to make the most of the opportunity given.
15. Similar high expectations are evident in most lessons. However, in mathematics sets, all pupils generally receive the same activity, regardless of ability. Though higher attaining pupils in each set often move to 'extension' work towards the end of the lesson, teachers could extend the thinking of these pupils further by giving them more challenging work earlier in the lesson - or even at the outset. In English, older pupils are rarely heard to read aloud, with the result that teachers miss the opportunity to suggest more challenging literature or to improve pupils' fluency and use of expression. In foundation subjects, pupils sometimes receive worksheets which limit the amount and type of response they can make, rather than being given the opportunity to express themselves freely.
16. The school provides a good number of well-trained learning support assistants. They give effective help to pupils when they are engaged in activities. However, teachers do not always make the best use of them when the teacher is addressing the whole class at the start of the lesson. Assistants sometimes sit away from the pupils so that they cannot help individuals or groups; opportunities to make notes on pupils' achievement are also missed at these times. Teachers need to use the assistants more flexibly; for example, in lessons which involve a large amount of whole-class teaching, the assistant's work might be of greater value if transferred to another class.
17. Teachers and their assistants generally support pupils with special educational needs well. Classroom assistants collaborate closely with teachers, and develop a good understanding of how to support those for whom they are responsible. They adapt explanations or questioning to aid pupils' understanding, and manage well those with behavioural difficulties.
18. Assessment procedures and their use are satisfactory overall, but they also contain good features. The school thoroughly assesses the performance of its pupils in English, mathematics and science. In these subjects, teachers develop a good understanding of pupils' achievement partially through formal assessment procedures but also because they have good informal knowledge of their pupils' abilities. As a result, expectation for pupils' achievement is generally high. However, teachers could use their knowledge to greater effect in setting work that reflects more closely pupils' learning needs, as discussed above. Assessment is now used well to set learning objectives for each lesson. As at the time of the

last inspection, little information is collected about pupils' achievements in other subjects. Standards of marking are not consistent. Some teachers use it very sensitively to show pupils how they might improve, others confine themselves to general comments that add little to pupils' understanding.

19. Procedures for assessing special needs are good. Individual Education Plans contain realistic and achievable targets, and are reviewed termly to meet pupils' changing needs. There is no provision for comment on a pupil's rate of progress towards the agreed target, and it is not clear whether that target needs to be revised before the review date. The co-ordinator has little opportunity to assess pupils' needs herself, but collaborates closely with colleagues to identify and monitor their progress. The school promptly seeks the support of outside agencies when a pupil needs specialised assessment, and works hard to secure additional provision if this is required.

The curriculum

Curriculum provision is good overall and satisfactory in the Foundation Stage. It is enriched by a good level of additional activities. The accommodation is satisfactory overall, but in the Foundation Stage it is poor. Staffing and resources are good.

Main strengths and weaknesses

- There is effective coverage of the core subjects of English, mathematics and science
- Provision for art is strong throughout the school
- The curriculum provides well for pupils with special educational needs
- The use of ICT across subjects is limited
- There are serious drawbacks in the accommodation for the Foundation Stage

Commentary

20. The curriculum fully meets statutory requirements, including good provision for personal, social and health education and citizenship. The core subjects of English, mathematics and science are carefully planned to ensure they are taught to a good depth. Consequently pupils achieve well and standards are well above average by Year 6. The quality of art work is high, because many teachers have expertise and enthusiasm for the subject and skills are well taught. Displays are stimulating and colourful and make a strong contribution to the effective learning environment of classes. This helps to bring other subjects alive, for example in the large-scale three-dimensional rainforest collage produced by Year 2 pupils for geography. The oldest pupils need to have more time for religious education.
21. There are many opportunities for pupils to sample and enjoy additional experiences and activities provided by visits, visitors and clubs. During this academic year there have been recorders, the school choir and orchestra, football, netball, dance, athletics, cricket and art clubs. Visitors have included an African music workshop, a historical re-enactment group and orchestral players. Visits have included trips to Highclere Castle to see Egyptian artefacts, Henley-on-Thames to study the river setting and a Victorian school as part of a history project. The Year 6 pupils have a residential visit to Wales for adventurous activities and to learn to live together harmoniously away from home. French is taught to the Year 5 and Year 6 pupils.
22. The curriculum for the children in the Foundation Stage is satisfactory. It covers all the relevant areas of learning. A good emphasis is placed on developing children's personal and social abilities. Not enough use is made of the outdoors to develop children's skills and knowledge, partly because access is so limited. Planning is geared more towards preparing children for the National Curriculum in Year 1 than in fully meeting the learning needs of young children, many of whom have been in school only a matter of weeks.
23. There is good provision for pupils' personal development. It is often linked to religious education lessons. Pupils are encouraged to serve the local community, as when the school

choir sings for the elderly at Christmas. Social awareness is developed through fund-raising for charity and through environmental studies. Good use is made of the school grounds. ICT is insufficiently used across subjects, although the introduction of interactive whiteboards to a few classes is an improvement. The new computer suite is a very good resource, and resources generally are good, with many teachers making their own quality learning aids to support the needs of pupils.

24. The curriculum for pupils with special educational needs is good. These pupils receive a broad curriculum similar to that offered to other pupils. This is generally well adapted so that pupils feel that they have a part to play in every aspect of the lesson. Teachers are at pains to include those with special needs in class discussions, sometimes waiting patiently for them to respond or re-phrasing questions so that they are more easily understood.
25. As a result of the good quality curriculum and its high standards, the pupils cope very well with the demands of school life and are well prepared for transfer to secondary school. They are encouraged to be independent learners and to take homework seriously.
26. The accommodation is satisfactory overall, and improvements have been made since the last inspection. Apart from the new computer suite (recently converted from a cloakroom) there is a new administration block and refurbished toilets for the children. Six of the school's 14 classes are housed in 'temporary' accommodation, as at the time of the last inspection. Most of these rooms provide satisfactory accommodation, though there are no covered ways to connect to the main school. However, the room for the youngest Reception children is inappropriate and inadequate, being a long narrow shape with limited natural light and no area outside appropriate to the Foundation Stage curriculum. The unique layout of the main school building presents its own challenges, but there is no detrimental impact on learning. It is very well maintained by the caretaker and her staff, and the attractive displays manage to give it a well-loved feel.

Care, guidance and support

The care and welfare of pupils are very good. Support, advice and guidance are good. Pupils are actively involved in running the school.

Main strengths and weaknesses

- Health and safety of the environment is very good
- There are good induction arrangements for all pupils

Commentary

27. The procedures for ensuring pupils' safety and welfare are very good. The day-to-day awareness of health and safety is very good by all staff and pupils; this is well supported by the governing body and the headteacher. Risk assessment procedures are well established and the school effectively monitors and reviews safe working procedures.
28. Child protection procedures are good and an improvement since the last inspection. The school has an agreed policy that is clear to all staff and there are good working relationships with relevant support agencies; overall this provides very good protection for pupils. First aid provision is good.
29. Pupils' personal health and safety and that of staff working in the school are good. Through their everyday learning and through the personal and social health programme, pupils are learning to care for their own health and safety and that of others.

30. The procedures and practice for the induction into school of Reception children are good. Links with the secondary schools are very good and support the school's preparation for pupils' transition to the next stage of their education.
31. The support and guidance offered to pupils are good; pupils have some awareness of individual lesson targets and learning objectives are explained well. The monitoring of pupils' personal targets is developing across the school. Pupils are confident to ask for help and respond well to class teachers and teaching assistants. Pupils' relationships with adults and each other are very good and have a positive impact on their learning.
32. The school takes account of pupils' opinions and acts on them when appropriate. Although there is no school council, staff seek pupils' views informally - as when considering improvements to the playground. The recent pupils' survey confirms their good opinions of the school.

Partnership with parents, other schools and the community

Links with parents are very good. There are very good links with other schools, colleges and the community.

Main strengths and weaknesses

- Parents make a very good contribution to learning at home and in school
- Very good links with other schools and colleges strengthen the work of the school
- The community makes a positive impact on the school's resources

Commentary

33. The school works to develop effective links with parents, who feel they are encouraged to be involved in children's learning in an open and welcoming atmosphere. Parents are pleased with the educational provision offered by the school and feel it is improving year by year.
34. Good information and guidance are provided to enable parents to support children's learning at home. The range of information provided is very good and most informative. All information is both sent home with the pupils and posted on the school notice board in the playground. Additionally, there is a comprehensive and informative website, www.winnershprimaryschool.co.uk
35. The majority of parents are confident to approach the school with any questions or problems and equally confident they will receive a good response as the headteacher and staff are always readily available. A minority are not so confident but all are very supportive of what they see as a good school.
36. Parents make a good contribution to pupils' learning. They are supportive of homework and mostly agree that the school provides the right amount of work. The Parent-Teacher Association is appreciated by parents and staff; they make a very good contribution to the school, helping establish relationships between home and school and raising considerable funds. The committee provides a range of events and also helps in many other ways in the school.
37. Links with other schools are very good. Pupils are well supported before and during transfer to secondary school. Links with the local secondary school through the Business Enterprise is providing many opportunities to extend pupils' learning. The Local Learning Network is developing well to include joint cluster working activities. Good links are made with colleges for teachers' training.

38. There are very good links with the local community. Members of the community and local services visit the school to support the curriculum, broaden pupils' learning and extend their wider environmental awareness. Community links are further strengthened by liaison with local churches; this helps extend pupils' learning and develops their awareness of other beliefs and cultures. Newsletters are provided for those who live in close proximity to the school, ensuring that they are aware of all school events.

LEADERSHIP AND MANAGEMENT

Overall effectiveness of leadership and management is good. The school is well led and managed, and its governance is good.

Main strengths and weaknesses

- The headteacher provides perceptive and sensitive leadership, and has a clear understanding of how to bring about further improvements
- Senior managers lead and manage their teams well, generally ensuring the free flow of ideas and the consistent implementation of policies
- The management of the Foundation Stage is not effective enough
- Provision for pupils with special educational needs is well managed
- Several co-ordinators do not have a clear enough overview of teaching and learning in their subjects
- Many governors have particular expertise that is put to very good use in supporting and challenging the work of the school

Commentary

39. The headteacher has a very clear vision for the direction and work of the school. In the two years since his appointment, he has maintained the school's high standards in English, mathematics and science, and has made further improvements in arrangements for pupils' care and links with parents. The school's effectiveness has improved well since its last inspection, and almost all of its shortcomings have been successfully addressed. The headteacher is well supported by a strong deputy head and senior management team who share his aims and aspirations. Together, they have forged a leadership structure that facilitates the free flow of ideas and the sharing of values; this is reflected, for example, in the fact that expectations for standards of work and behaviour are consistently high.
40. Overall, the school's management is good. Each member of the senior management team leads a team of four classes effectively, ensuring that there is a common approach to planning, assessment and the management of behaviour. There is a strong network of mutual support, both within each team and across the school, so that staff feel valued and appreciated for the contribution they make. This in turn has a very positive effect on the quality of pupils' education and welfare. New members of staff feel very well supported. Teachers and support staff work very well together; staff know their pupils well, and there are smooth arrangements when they transfer from one year group to the next. One shortcoming is in the management of the Foundation Stage, where co-ordination is made more difficult because of the location and nature of the classrooms. Although several subject co-ordinators do not have sufficient opportunity to monitor the quality of teaching and learning in the classroom, they regularly influence planning and review pupils' finished work, and this has a positive impact on the maintenance of high expectations.
41. The management of special educational needs is well structured. Procedures for the identification, tracking and support of pupils are well established and thoroughly understood. Although she has little opportunity to monitor pupils' learning, the co-ordinator works closely with teachers to ensure that the right provision is secured, and makes early contact with the providers of expert advice should this be necessary.

42. The governing body has a thorough understanding of the school's strengths and its areas for development. Governors are strongly supportive of the school; they are constantly looking for ways in which they can assist the headteacher to improve on standards or to promote the standing of the school in the community. Many bring to their task a particular expertise or fresh perspective that help them to ask the right questions to enable the school to develop further. A few governors visit the school very frequently, supporting work in the classroom and developing a close interest in the development of particular subjects. Governors meet all statutory requirements fully.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	793,903	Balance from previous year	38,952
Total expenditure	810,226	Balance carried forward to the next	22,629
Expenditure per pupil	2,613		

43. The school's improvement plan reflects the right priorities for the school's development, and is finalised after close consultation between the senior management team, staff and governors. All targets have success criteria, though the time and cost implications for their achievement could be more precisely specified. The school's budget is closely monitored and prudently managed. The school's finance officer and the chair of the school's finance committee collaborate closely to ensure that governors receive information in sufficient detail for them to make appropriate spending decisions. A small surplus is wisely retained to cushion the effect of variations in income. The parents' association offers the school very good financial support.
44. Arrangements for the day-to-day administration of the budget are very good. The school's finance officer keeps the headteacher fully briefed on the school's financial health, and has developed good systems for the ordering and accounting of stock. The school regularly employs best value principles when securing services or materials, often using governors' specialist knowledge to acquire these at advantageous rates.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the Reception class in the term they become five, on a part-time basis for the whole term, becoming full-time in the ensuing term. Summer entrants, therefore, do not have any full-time education in the school before they move to Year 1. These children are housed in an inadequate mobile classroom that lacks sufficient daylight and is too small. As a result, the curriculum is geared too much to preparing children for the National Curriculum rather than providing a curriculum that takes fully into account their young age and needs. There is no access to the outside, which means that the outdoor curriculum cannot be provided appropriately. The other Reception class shares an outside area with the on-site, independent pre-school class, which restricts access, and again limits what can be done. The Key Stage 1 co-ordinator has responsibility for the Foundation Stage, but has little opportunity to review its work. It is not possible to comment upon improvement since the last inspection because no judgements were made at that time. Achievement overall is satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

45. Standards are well above average, but it is not possible to make an overall judgement on provision because not enough teaching was seen in this area. Children enter the school with abilities that are well above average. They are self-motivated and work very well independently. They co-operate together when playing games and take turns sensibly. To the cue of music, they tidy up quickly and sensibly and sit on the carpet without being reminded. Children's relationships with one another and with adults are very good, and they chat happily to a sophisticated depth, reminiscing and passing opinions. One child began a tale, "I remember a long time ago when I was three ...". Other children had a discussion about the relative merits of their swimming pools.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children have a wide spoken vocabulary and express themselves articulately
- Work is sometimes too undemanding for the more able children

Commentary

46. Children enter the school with abilities that are above average but well above average in speaking and listening. They use rich descriptive language, as when each child thought of a different adjective to describe their favourite fruit. They make reasonable progress and the vast majority attain the early learning goals for this area of learning, with a third exceeding them. Resources are used well to stimulate and interest children. For example a teaching assistant had made a model from felt of the car featured in a story. The quality of teaching is satisfactory overall. There is regular practice in phonics but this is sometimes too easy for the more able children. In one class, there is sometimes insufficient challenge for the brightest children as all children are given the same work to do. About a third of children are writing sentences unaided.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Home-made games and activities enrich learning
- Expectations in one class are too low

Commentary

47. Standards are above average. Children enter the school with abilities above those expected and make sound progress. Teaching is satisfactory overall. In one class tasks are well matched to children's abilities and an interesting range of activities is provided. In the other class, tasks are sometimes too easy for the more able children. In both classes, not enough use is made of the outdoors to promote mathematical knowledge because of restricted access. Home-made games linked to the topic on transport, such as filling in the missing numbers in train carriages and a car matching game, are stimulating and motivate children. All children work comfortably with numbers to 20 and some go beyond.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

48. There are no judgements on teaching and learning or provision because not enough evidence was seen. Children enter the school with a wide general knowledge and heightened sense of curiosity. The curriculum does not fully exploit this because the outdoors is not incorporated sufficiently into learning experiences. Children have studied exotic fruit in making fruit salad. They have filled in a sheet about the life cycle of the butterfly. Reference was made in a physical education lesson to the effect of exercise on the heart rate. They have looked at healthy eating. They demonstrate good quality skills in using computers and have produced some realistic drawings of cars using a paint program.

CREATIVE DEVELOPMENT

49. No judgements on teaching, learning or provision are made because insufficient evidence was seen. Children have above average skills on entry to the Reception class. They have observed and drawn exotic fruit. Their work shows good attention to detail and accomplished control of materials. Paintings of faces were large-scale and accurate, with good colour mixing. Carefully crafted seaside scenes were created using strips of coloured tissue paper for the backdrop. Children have folded paper to make story characters such as the three little pigs. In one class a display inspired by African art had white silhouettes against a dark background, and made a strong impact.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children are fully involved in their physical education lessons
- The lack of access to the outdoors is a barrier to progress

Commentary

50. Children enter the school with skills that are above average. They have plenty of opportunities to develop their fine control skills through art activities, construction games, using playdoh and early writing. They have regular physical education lessons in the hall and a period on the school playground. By the time children enter Year 1, standards are likely to

be above average. One good lesson was seen in which children's suggestions for types of movement were taken up, and they showed good spatial awareness and balancing skills. They very much enjoy these opportunities to use up energy. The problems presented by the accommodation described above restrict the outdoor curriculum and limit opportunities to develop physical skills in particular. Teachers make the most of what they have but provision is not as good as it could be.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils generally achieve well because teachers' expectations are consistently high
- Teachers develop good relationships with their pupils that make them eager to learn
- Older pupils are not heard to read frequently enough
- Teachers explain tasks very clearly and support pupils well in their efforts to achieve them
- Marking does not always show pupils how they can improve further

Commentary

51. Standards in Years 2 and 6 are well above average, as they were at the last inspection. Pupils achieve consistently well as they move through the school because teachers know their capabilities and have high expectations for their success. They motivate pupils well, setting tasks that are closely matched to their learning needs and presented in an interesting fashion. Though standards are well above average in all aspects of the subject, they are a little lower in reading among the oldest pupils because they are not heard to read aloud frequently enough; as a result, a number do not read with the expected expression or confidence. Those with special educational needs achieve as well as others because they receive good support.
52. Standards of speaking and listening across the school are well above average. Teachers question pupils well, sometimes challenging them to think deeply and probing their understanding. For example, pupils in Year 2 quickly came to an understanding of alliteration because the teacher used questioning flexibly, offering fresh examples when they first failed to understand and challenging them to justify and explain the answers they gave. Pupils with specialised knowledge are sometimes invited to explain abstract ideas to others - for example, articles of faith in religious education lessons. By Year 2, many pupils develop their skills in reading to well above average levels because they are taught their sounds thoroughly and because their progress is very closely monitored. While pupils continue to read regularly and to make generally good progress between Years 3 and 6, they are heard to read progressively less frequently from their chosen books so that some read without expression or pass over too many words without checking their meaning. Older, higher attaining pupils are not always guided towards literature that makes more extensive demands on their reading skills. Pupils write well across the school. By Year 2, a number write narratives fluently and interestingly, using punctuation accurately and presenting their work very neatly. In Year 6, pupils use a range of different writing forms confidently, appropriately matching the tone of their writing to its purpose and audience.
53. The quality of teaching and learning is good across the school. Teachers generally expect much from their pupils, setting them tasks and objectives that are challenging yet interesting, so that pupils are well motivated to learn. Lessons are generally well paced, although sometimes pupils have too little time to finish work that they are eager to complete. Many teachers are particularly adept at explaining new ideas, and use examples imaginatively and

effectively. In a very good lesson in Year 6, pupils quickly came to the understanding of a demanding task because it was presented in slightly different ways to pupils of different ability. Some teachers use marking well to explain or challenge pupils, but others use praise over-generously, and to little effect.

54. The subject is satisfactorily led and managed. The temporary co-ordinator has had little opportunity to monitor teaching in the classroom, but pupils' achievements are thoroughly analysed and the school is constantly seeking ways to improve their performance. The school offers a wide curriculum that regularly includes drama and role-play. Improvement since the last inspection has been satisfactory.

Language and literacy across the curriculum

55. Pupils' literacy skills are employed adequately to support learning in other areas of the curriculum, but a few teachers use photocopied sheets too frequently, especially when pupils are quite capable of writing at length for themselves. The library is used well. Pupils sometimes use word-processing to enhance the appearance of their work, though more use could be made of pupils' ICT skills, and standards of handwriting and presentation across the curriculum are generally good.

Modern foreign languages

56. No overall judgement can be made on provision as insufficient teaching was seen.
57. The subject is taught for half an hour weekly in Years 5 and 6. A **French** teacher visits from the local specialist language college to teach the older pupils. The course, established four years ago, fulfils its purpose of providing pupils with first experiences of a foreign language so that they become effective and enthusiastic language learners at secondary level; however, the lessons are not frequent enough for pupils to build in a sustained way on previously-acquired skills.
58. In the lessons seen, the teachers provided a good model for their pupils to emulate, and many pupils begin to develop a good accent as a consequence. In one lesson, pupils made good progress in understanding and using expressions related to the weather. The teacher's enthusiasm motivated pupils well, and they were eager to try out newly-acquired phrases and to indicate their understanding through the actions associated with them. In another lesson, pupils achieved satisfactorily. They made a good effort to complete the task set, but many could not understand what was being asked of them because the written questions were too demanding. Lessons move at a brisk pace, and teachers make good use of visual aids to support pupils' understanding. They offer clear explanations, but sometimes allow pupils too few opportunities to speak for themselves or to repeat phrases until they are securely learnt. Teachers make their lessons enjoyable, preparing a good range of activities for pupils to work at during the short time available.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are high by Years 2 and 6
- Teaching is good and pupils achieve well
- Higher attaining pupils in upper and lower sets do not always receive enough challenge
- Pupils have plenty of opportunities to participate in investigative mathematics

Commentary

59. Pupils achieve well throughout the school as a result of good teaching; standards are well above average by the end of Years 2 and 6. Pupils with special educational needs achieve at similar rates to other pupils because teachers and assistants help them to learn.
60. Teaching and learning are good. A strength of the teaching is the focus given to investigative mathematics. During the inspection, Year 6 pupils were following an enquiry into the possibilities of making up any amount of money if there were only two coins, of value three- and five-pence. Pupils were encouraged to devise logical ways of recording their thinking and demonstrating their hypotheses. Pupils' past work shows that such investigations are undertaken frequently.
61. Pupils in all year groups are divided into two sets per year, based on ability. The school has recently changed its planning, adopting unit plans from the numeracy strategy. A result of this has been that all pupils in the same set are generally given the same activity, at least, to begin with. Those who complete the work, usually those of higher ability in the set, are given 'extension' work. This is mostly demanding and shows high expectations on the part of teachers; however, pupils' thinking would be taken further if such work were, on some occasions, given at the start of the lesson, instead of being seen as an add-on when the lesson is drawing to a close. A rarer effect of this planning is that less able pupils are occasionally given work that is too demanding, requiring a large amount of support from staff - which the pupils receive.
62. Leadership and management are satisfactory. The focus on investigative mathematics has been the result of the co-ordinator's considered policy, and this has been effective. The co-ordinator has had little opportunity to monitor teaching and learning, however, and so has not had chance to realise the effect of the change in planning. Since the last inspection, standards have remained at high levels and have risen faster than the national trend. Improvement has been good.

Mathematics across the curriculum

63. Pupils make good use of their numeracy skills in other subjects. Most pupils have good mental arithmetic skills and these are readily used for measuring and calculation in science and design and technology lessons. In ICT, pupils use their estimating skills when deciding how far to instruct a robot to move and their number skills when checking that the calculations made in a spreadsheet are of the right order. There is scope for pupils to make more use of their ICT skills in mathematics, however.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average by Year 6
- Pupils have very good attitudes
- The co-ordinator provides very strong leadership
- There is not enough use of ICT to support learning

Commentary

64. Standards are above average by Year 2 and well above by Year 6. Pupils achieve well because the teaching is mainly good, with more than four-fifths of lessons seen judged good or better. Pupils with special educational needs achieve well because of the practical and visual elements in lessons. For example, Year 5 pupils examined fruit in depth, noticing the size and number of seeds of each type.

65. Teachers provide interesting activities for pupils, with a good emphasis on investigating and exploring. Effective use is made of the nature area in the school grounds for studying the environment and pond-dipping. Pupils enjoy their lessons and have very good attitudes to learning. In the best lessons they are enthralled by the teaching - for example, when Year 1 pupils heard a story about fireflies as an introduction to work on darkness and light. Resources are well used to stimulate pupils and teachers have good subject knowledge. They are sensitive to pupils' needs, as when the Year 6 teachers were very careful to answer questions honestly but at an appropriate level during a sex education lesson.
66. The co-ordinator has brought about changes to the curriculum that have helped standards to rise. A new scheme of work makes it easier for teachers to challenge pupils' thinking. A focus on investigative science, with regular assessments of pupils' progress, has been very effective in improving their understanding. A new computerised system shows the strengths and gaps in pupils' learning and enables teachers to modify planning to take into account their specific needs. Little monitoring of actual lessons takes place, and the scrutiny of work in books lacks rigour. This has not picked up, for example, that in some classes too much copying of information from the board takes place, or that marking in general does not help pupils to improve.
67. Good links are made between science and other subjects, particularly in mathematics and art. Pupils draw graphs to show their favourite foods or to measure their pulse rates. They make close observational drawings of fruit, and produce collages of fireflies and butterflies. The use of ICT to develop learning is at an early stage. Improvement since the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers have good knowledge and understanding of the software they use
- Pupils need more opportunities to use their ICT skills in a range of subjects
- Resources are good

Commentary

68. Standards are in line with expectations by Years 2 and 6. Pupils' achievement is satisfactory overall; however, there is clear evidence that standards are beginning to rise as a result of good teaching in the well-equipped ICT suite, which is only two months old. Pupils are achieving well in these lessons. Those with special needs achieve as well as their classmates because good support is given to them, especially with literacy work.
69. Teaching and learning are good in Years 1 to 6. Teachers are well prepared for the software they use and give clear explanations to pupils of how it works and what they will learn in each lesson. Many lessons were enhanced by the quality of resources produced to support pupils' learning. For example, in two good lessons for Year 6 pupils, the assistant had made a step-by-step guide to setting up and formatting a spreadsheet, to be used in calculating takings and observing trends in the sales from the school's tuck shop. About one-quarter of classrooms are currently equipped with interactive whiteboards and teachers use these well to clarify their explanations and capture pupils' interest.
70. Many examples of cross-curricular work were seen during the inspection, as described below. However, pupils regularly spend only one lesson in the ICT suite, and, for some classes, this is only 40 minutes. This means that pupils' opportunities to refine their ICT skills are limited. Much of pupils' past work on the server is incomplete because pupils need more time to finish,

evaluate and improve their work in order to reach above expected levels. There are periods when the ICT suite is empty and these could well be used for classes to have a second slot on the computers in another subject, such as literacy or religious education. Each classroom has further computers, but these are not used in all lessons; they would provide a good opportunity for pupils who need more time to complete their work, since all computers are networked.

71. The leadership and management of the subject are good. The co-ordinator has this year completely revised the guidance given to teachers in the scheme of work, so that it is clear to all what they have to teach and when. Good links are made to the available software. A new scheme of assessment has been introduced, though it is too soon for its effects to be felt. Teachers' confidence has been increased through good in-service training; this had been a key issue at the last inspection, and improvement since that time has been good.

Information and communication technology across the curriculum

72. Pupils' use of their ICT skills in other subjects is satisfactory. Year 1 pupils compared the distances to the various places Barnaby Bear visited on his holidays. Pupils in Year 2 worked at above expected levels when they made decision trees to distinguish between animals found in a rainforest, in connection with their work in geography. Year 4 pupils achieved good standards in designing posters to advertise a mountain bike which they had described in a literacy lesson. Higher attaining pupils in Year 5 designed a mathematics game and made a PowerPoint presentation to explain the rules. In Year 6, pupils created tables in word processing software to display the results of an investigation in science.

HUMANITIES

73. No overall judgement can be made on provision, teaching or learning in geography or history; they were not foci for inspection, and no teaching was observed.
74. In **geography**, pupils in Years 1 and 2 quickly become aware that most children live in an environment different from their own. For example, they understand how the life of a child on a Scottish island differs from their own in Winnersh, and begin to understand how location and features of the landscape make an impact on ways of life. Teachers help pupils to learn effectively through comparison; pupils contrast life in the Arctic with local winter weather, and learn how storms affect differently the work of farmers, sailors and fishermen. A few higher attaining pupils write at length on some themes, producing work of well above average standard. Between Years 3 and 6, pupils build effectively on their early experience. Those in Year 3 use maps and photographs to acquire geographical information, while pupils in Year 4 learn to read simple maps and locate position using two-figure co-ordinates. Older pupils compare different habitats and research individual projects on aspects of life in India. Some of this work was of a high standard. Across the school, geography is used very well to support pupils' cultural development, a significant improvement since the last inspection.
75. Some of the work seen in **history** was of equally good quality. In Years 1 and 2, pupils begin to understand that life in the past was very different from that today, and that the appearance of people, places and everyday objects changes over time. Pupils learn about the lives of well-known figures of the past, such as Florence Nightingale and Mary Seole, and compare a visit to the seaside in Victorian times with their own experiences. They understand the circumstances that led to the Great Fire of London, and compare the engines and stirrup pumps of the past with modern fire appliances. Pupils sometimes write extensively about the areas they have studied, but are often prevented from displaying the extent of their knowledge because they are required to fill in photocopied sheets that limit the expectation of what they will write. Pupils in Years 3 and 4 deepen their knowledge of British history, exploring Roman and Viking cultures, and later comparing the lives of rich and poor in Tudor society. A number of pupils in Year 4 produced work that is of above average standard, writing extensively on the Spanish Armada and completing independently biographies of Tudor monarchs. In Year 6, pupils learnt about the plight of children in Victorian industrial

towns and completed a study of ancient Greek life and culture. Many pupils attain well, using their writing and artistic skills effectively to produce extended, well-illustrated work that reflects a genuine interest in the subject.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6 because lessons are made relevant and interesting
- Teachers in Years 3 to 6 display good subject knowledge
- The excessive use of photocopied sheets limits the ability of younger pupils to demonstrate what they know and understand
- Older pupils have too little time to learn about the subject

Commentary

76. No lessons were seen in Years 1 and 2, and judgements here are based on an examination of work, interviews with pupils and scrutiny of the co-ordinator's file.
77. Standards are similar to those seen at the last inspection; they are in line with those expected by the agreed syllabus in Year 2 and exceed expectations by Year 6. In Years 1 and 2, pupils achieve satisfactorily. They learn stories from the Bible and other religious traditions. While they know a few well, such as some from the Ramayana and those surrounding Noah and Jonah in the Old Testament, they sometimes confuse religious story, fable and celebration. Pupils interviewed could retell the Christmas and Easter stories in some detail, and knew the parables of the Prodigal Son and the Good Samaritan. While younger pupils sometimes record at length the stories they have learnt, they are too often required to fill in photocopied sheets that limit their ability to display the extent of their understanding. On occasions when they are allowed to write at length, they achieve well.
78. Achievement and teaching are good among pupils in Years 3 to 6. Teachers generally have high expectations for pupils to explain and record at length what they understand, and pupils are well motivated because teachers make their lessons interesting. For example, those with particular knowledge of religious practice are sometimes asked to explain customs or the symbolic significance of artefacts. Other pupils respond well to this, asking uninhibited questions that often get to the heart of religious belief. Teachers are often inventive in the tasks they set. In a very good Year 6 lesson, pupils were asked to identify samples of different types of literature found in the Bible and to compare these to books that they enjoy reading.
79. The leadership and management of the subject are satisfactory. The co-ordinator has been responsible for improving resources and increasing the number of visitors with specialist knowledge of different faiths. As at the time of the last inspection, assessment and monitoring procedures are not well developed, but the subject now makes a very good contribution to pupils' spiritual development. The time allocated to religious education in Year 6 and in one of the Year 5 classes falls substantially below that recommended, and steps should be taken to redress this. Improvement since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. Design and technology, music and physical education were not foci for inspection; no lessons were observed in these subjects so no judgements are made on provision, teaching or learning.
81. In **design and technology**, the school is adapting its planning to forge closer links with other subjects. Good examples were seen around the school including high quality Egyptian masks in Year 5 and musical instruments in the ancient Greek style in Year 6. Year 2 pupils made shoebox rooms fitted with an electrical circuit for the ceiling light. Year 1 pupils made moving pictures to illustrate a story book about the journey a boat makes through calm and storm. A very good cross-curricular project in Year 2 involved pupils generating designs on the computer of patchwork squares. They later colour-dyed these to sew together into a class replica of Joseph's multi-coloured coat, which could then be used for role-play in religious education lessons.
82. In **music**, the acting co-ordinator's file shows that the curriculum is covered by a detailed scheme of work, which teachers' plans follow closely, so that pupils have experience of all aspects of the subject. Good connections are made with other subjects, as when Year 6 pupils carried out independent research on the Internet to find out about musical instruments used by the ancient Greeks, and then made their own working models.
83. Pupils' singing was heard in assembly and hymn practice; pupils sang well, with clarity of melody and diction. Hymn practice is used well by the acting co-ordinator so that pupils make clear improvements, holding on final beats and giving good attack at the beginning of lines. His job would be easier if there were more adults present in the hall to ensure that all pupils give full concentration.
84. The school has a choir made up of older pupils; their singing is clear, with good attention to detail and tuning. During the inspection, the choir was heard rehearsing Christmas carols for a recording session the following week; they are making a CD for sale at Christmas. The choir also performs to old people, to customers in a local supermarket and at the Baptist church. Pupils take part in the annual Winnersh Primary Schools' festival. The school also has a string orchestra, run by the peripatetic string teacher. Pupils play the violin, the viola and the 'cello and the sound they make is musical and pleasing. These activities give pupils many opportunities to strengthen their cultural and spiritual development.
85. In **physical education**, the statutory requirement for pupils to go swimming is now met. Year 2 pupils have this opportunity, but only 40 per cent of them can swim 25 metres by the end of the programme. None of the pupils in Years 3 to 6 receive swimming tuition provided by the school. There is no assessment of pupils' progress apart from the end of year report. Pupils are offered a good range of clubs and help is given by pupils from the local high school. There are visiting coaches and events, such as a street dance workshop for Year 3 pupils.

Art and design

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

Main strengths and weaknesses

- Standards are above average by Year 2 and well above average by Year 6
- Improvement since the last inspection has been good
- The enthusiastic and knowledgeable co-ordinator provides strong leadership
- There is no formal assessment of work except in the end of year reports

Commentary

86. Standards have improved considerably since the last inspection and are now well above average. Pupils achieve well because of consistently good and some very good teaching. Lessons are very well planned to develop pupils' skills and understanding and well linked to other subjects. For example, Year 1 pupils studying materials in science used them to make collages and paper creations. Teachers have high expectations of pupils and provide a good range of resources. In a very good lesson in Year 3, pupils used mirrors and digital photographs to sketch their own portrait, paying careful attention to line and tone.
87. All the weaknesses identified in the last inspection report have been addressed successfully. There is much more creativity and more multicultural art. There is more awareness of the work of other artists, with very good examples in Year 5 of paintings in the style of Monet. The work of O'Keeffe has inspired large-scale detailed pastel drawings by Year 3 pupils. The school now keeps a portfolio and photographs of work. Classrooms and shared spaces are bursting with colourful and attractive displays that provide a rich learning environment for pupils.
88. Leadership and management are effective because the co-ordinator has expertise and a passion for her subject. She runs a popular art club and the school contributes to local exhibitions, for example, of Indian masks. Individual advice and guidance are given on request, but steps to implement and monitor consistent practice across the school are in their early stages. There is no formal system of assessment apart from the end of year reports. Written feedback is given to teachers on the quality of work on display, but there are no opportunities to observe lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION

89. Too few lessons were observed to form judgements on provision, teaching or learning.
90. Pupils' personal development is catered for effectively through the teaching they receive on a day-to-day basis. They often have to co-operate together and work as part of a team. Sex education is taught through the science curriculum and drugs awareness is taught off-site by specialists. The Year 6 pupils have produced posters about the dangers of abusing alcohol and drugs. Two good lessons were observed, one in Year 3 about the need to conserve water, and a circle time in Year 1. Here pupils spoke about what made each of them special, and the lesson served to raise their self-esteem. House captains have been elected by the pupils, but there is not currently a school council for them to express their views on matters of interest.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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