

INSPECTION REPORT

South Moreton School

Didcot/Oxfordshire

LEA area: Oxfordshire

Unique reference number: 123064

Headteacher: Keith Eaton

Lead inspector: Jacqueline Ikin

Dates of inspection: 31st January to 3rd February 2005

Inspection number: 267691

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 134

School address: High Street
South Moreton
Didcot
Oxfordshire
Postcode: OX11 9AG

Telephone number: 01235 813110
Fax number: 01235 813695

Appropriate authority: Governing body
Name of chair of Philip Jackson
governors:

Date of previous 2nd November 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

South Moreton Primary School is a small village primary school which caters for pupils aged from four to eleven years of age. It serves the villages of South Moreton, North Moreton, Aston Tirrold and Aston Upton but also draws pupils from the wider area. The majority of pupils are from white United Kingdom backgrounds, but other white European backgrounds and Indian heritages are also represented. None speak English as an additional language. The number of pupils entitled to free school meals is below average. The socio-economic circumstances of the area are above average. There is a wide spread of attainment on entry which varies from year to year but, overall, it is average. The number of pupils who join and leave the school after the usual time of admission and before Year 6 is about average. The percentage of pupils with special educational needs is below average. Their needs include moderate learning difficulties. None has a Statement of Special Educational Need. The school has a 'Schools Achievement' award for 2000 and a silver 'Eco School' award for 2003 (this is an environmental awareness raising scheme).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3349	Jacqueline Ikin	Lead inspector	Mathematics Information and communications technology Art and design Design and technology Music Personal, social and health education and citizenship The Foundation Stage
9163	Geoffrey Humphrey	Lay inspector	
4099	Rodney Braithwaite	Team inspector	English Science Geography History Physical education Religious education Special educational needs

The inspection contractor was:

Altecq Inspections Limited
102 Bath Road
Cheltenham
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk)

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	8
STANDARDS ACHIEVED BY PUPILS	
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school. It achieves above average standards in English, mathematics and science by the end of Year 6 and pupils' achievement is satisfactory overall. Leadership, management, the curriculum and teaching are all satisfactory and the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Consistently good teaching in the reception class and in Years 5 and 6 results in pupils achieving well in these classes.
- There is good provision for sports, the arts and environmental studies.
- The school is well supported by a forward-looking governing body.
- Pupils with special educational needs achieve well. Higher attaining pupils do not always achieve as much as they should because of insufficient use of assessment and target setting to plan for their needs.
- Procedures for monitoring and evaluating teaching and learning are unsatisfactory.
- The very strong links with the local community and good links with parents make a significant contribution to pupils' learning.
- Standards in religious education are below average by Year 6.

The school was last inspected in 1998. The school's improvement since then has been satisfactory. Most of the issues raised then have now been addressed. The school development plan is much better than it was and standards in art and design and in physical education have improved. There have also been substantial improvements in the accommodation. However, the monitoring of teaching and learning is not yet systematic enough and standards in religious education are not as high as they were.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6 compared with:	all schools		
	2002	2003	2004
English	A	A*	B
Mathematics	A	A*	B
Science	A	A	A

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.

The findings of the inspection are that children in the reception class achieve well and standards are above average. Most pupils achieve satisfactorily in Years 1 to 4 and pupils with special educational needs achieve well. Some higher attaining pupils do not achieve as much as they should. In Years 5 and 6, all pupils achieve well as a result of the good teaching they receive.

Standards in reading and mathematics are above average in Year 2 and standards in writing and science are average. In Year 6 standards in English, mathematics and science are above average. Standards are above average and pupils achieve well in art and design

and physical education throughout the school. In information and communication technology (ICT) standards are average and achievement is satisfactory. Standards in religious education are average in Years 1 and 2 and achievement is satisfactory but achievement in Years 3 to 6 is unsatisfactory and standards are below average.

Pupils' attitudes to the school are good and their **spiritual, moral, social and cultural** development is **satisfactory** overall. Their behaviour is satisfactory overall and attendance and punctuality are good.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **satisfactory**.

Teaching and learning are **satisfactory** overall. Consistently good teaching occurs in the reception class and in Years 5 and 6. In Years 1 to 4 teaching is mainly satisfactory although some very good teaching by a temporary part-time teacher was seen in Year 1 and some good teaching occurs in the Year 4/5 class. Where weaknesses occur it is because there is insufficient planning for higher attaining pupils. There is an overemphasis on personal and social issues in religious education lessons for older pupils to the detriment of pupils' learning about different religious beliefs and traditions. Pupils with special educational needs receive good support from well trained teaching assistants. Assessment is satisfactory overall but not enough use is made of it for target setting and planning challenging work for higher attaining pupils. The curriculum is satisfactory overall. Curriculum provision for reception-aged pupils is good. The scheme of work for religious education is good but it is not consistently applied in lessons. There is good enrichment through the 'Eco Award' (environmental awareness) programme, through sport and the arts, visits to places of interest and through the use of visitors. The accommodation is satisfactory overall. Although some classrooms are small, the school has a magnificent sports hall and the school grounds are developed well for learning. However, outdoor provision for children in the reception class is unsatisfactory. The school provides a good standard of care for its pupils. Links with parents are good and, together with the school's very good links with the community, make a significant contribution to pupils' education.

LEADERSHIP AND MANAGEMENT

The **leadership and management** of the school are **satisfactory** overall and its governance is good. The headteacher provides satisfactory leadership. The school has a friendly and welcoming ethos which extends to the wider community. Governors hold the school to account for the results it achieves in national tests and the need to improve the achievement of higher attaining pupils has been accurately identified. There is a good school development plan in place and this is being effective in improving standards and achievement in the reception year, writing and in ICT. However, the monitoring and evaluation of teaching and learning are not systematic enough and this leads to some inconsistencies between classes and year groups.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The great majority of parents hold the school in high regard. Most pupils like the school and are happy there. They feel that their views and opinions are valued but some feel that the work does not always challenge them until they get to Years 5 and 6.

IMPROVEMENTS NEEDED

- Improve the rigour of assessment and target setting and its use to inform planning for higher attaining pupils.
- Improve procedures for monitoring and evaluating teaching and learning.
- Raise standards in religious education.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils in Years 1 to 6 is **satisfactory**. Standards are generally above average in Year 2 and Year 6. Children in the reception year achieve well and reach standards that are above average by the end of the reception year.

Main strengths and weaknesses

- Children achieve well in the reception class and in Years 5 and 6.
- The Year 2 national test results were not as good as they should have been in 2004 but the school has put strategies in place to address this.
- Pupils with special educational needs achieve well but higher attaining pupils do not achieve as much as they should in Years 1 to 4.
- Standards in physical education and art and design have improved since the last inspection, but standards in religious education have declined.
- Standards in ICT are improving as a result of new resources and equipment.

Commentary

Key Stage 1

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

Standards in:	School results	National results
reading	14.2 (16.3)	15.7 (15.8)
writing	14.3 (15.2)	14.6 (14.4)
mathematics	16.0 (16.4)	16.2(16.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

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

Standards in:	School results	National results
English	27.9 (30.0)	26.9 (26.8)
mathematics	28.2 (30.5)	27.0 (26.8)
Science	30.0 (30.5)	28.6 (28.6)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

1. Standards in reading, writing and mathematics in Year 2 dropped to below average in 2004. When compared with similar schools the results were well below average. This can partly be explained by the nature of the cohort and also by the school's inexperience when participating in a new form of assessment. The school rightly recognises that not enough pupils achieved at the higher levels and it has put in place strategies to address this which are beginning to take effect. Results in Year 6 were above average for English and mathematics and well above average for science. They were average when compared with similar schools.

2. The findings of the inspection are that there are variations in the achievement of different groups of pupils and between year groups. Children in the reception class achieve well. Teaching the reception children in their own dedicated classroom is a recent innovation and it is having a positive effect. Standards are above average at the end of the reception year in communication, language and literacy, mathematical and creative development and in their knowledge and understanding of the world. Standards are average in their physical development.
3. Achievement in Years 1 through to Year 4 is broadly satisfactory. Pupils with special educational needs achieve well. They receive good individual support from teaching assistants and the special educational needs coordinator monitors their work and achievement carefully. Although more remains to be done, the school's efforts to improve the achievement of higher attaining pupils in Year 2 are beginning to have a positive effect. Standards seen during the inspection were better than those indicated in the 2004 test results and were above average in reading and mathematics and average in writing and science. In Years 1, 3 and 4, higher attaining pupils do not always achieve as much as they should in lessons where planning takes insufficient account of their needs. Achievement is good for all pupils in Years 5 and 6 where standards are above average for English, mathematics and science.
4. Standards and achievement in physical education have improved since the last inspection as a result of better resources and equipment. This includes the provision of a magnificent sports hall. Standards and achievement in art and design have also improved. Contributory factors are knowledgeable teaching and a good scheme of work which gives practical and comprehensive support to teachers. Although standards and achievement in ICT are similar to those found in the last inspection, improved resources and equipment are ensuring that pupils' skills are keeping pace with technological developments. Standards in religious education are average in Year 2 but below average in Year 6. Older pupils are not as knowledgeable as they should be about different religious traditions, including Christianity, and the ways in which religious beliefs affect the lives of believers.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes are **good** overall. Behaviour is **satisfactory**. Their spiritual, moral, social and cultural development is **satisfactory**. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Pupils are confident and have good levels of self-esteem.
- Most pupils are interested in school life and enjoy taking responsibility.
- Children in the reception class behave well but a small number of boys in other classes do not always behave as well as they should.
- Pupils develop a good understanding of right and wrong in respect of their wider social responsibilities.
- Art makes a good contribution to pupils' cultural development, but pupils' awareness of religious traditions is not developed as well as it should be.
- Attendance and punctuality have improved since the last inspection.

Commentary

5. Pupils' attitudes to the school are generally good. This is similar to the findings of the last inspection. The good start that pupils receive in the reception class ensures that children acquire good attitudes to learning. They concentrate for extended periods,

learn to work well together and behave well. Most pupils in Year 1 to 6 enjoy the activities that the school provides. They have good levels of self-esteem and confidence and, in the main, they tackle new work with energy and enthusiasm. However, some pupils report that work is generally too easy until they get to Years 5 and 6. Inspectors agree that in some lessons work is not always sufficiently challenging and on these occasions some pupils, particularly boys, lose interest and they then engage in silly behaviour. Boisterous behaviour also occurs amongst some older boys in the playground. This was also the case at the time of the last inspection and is due to a lack of rigour in implementing and monitoring the school's good behaviour policy. There have been no exclusions and incidents of bullying are rare. Pupils report that when they occur they are effectively dealt with.

6. The school's strategies for developing pupils' sense of responsibility and awareness of their wider social responsibilities are good and have improved since the last inspection. Pupils have a number of responsibilities around the school and they carry these out well, including their work on the school council and their involvement with the 'Eco Award' scheme. For example, pupils have monitored the amount of energy that the school uses and thought about ways in which they can help the school become more energy efficient. The recent introduction of 'values' education effectively encourages pupils to reflect on values such as 'patience' in relation to their own lives and the lives of others. It makes an important contribution to pupils' awareness of their personal responsibilities and to their satisfactory spiritual development. Pupils' cultural development is satisfactory overall. It benefits from the good provision made for the arts, including opportunities to learn about artistic traditions from other countries and from ethnic minority groups. There are not enough opportunities for pupils to develop a secure understanding of the religious traditions represented in today's society.
7. Attendance is good and rates of attendance are above average. Pupils arrive punctually in the morning well prepared for the start of the school day.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.7	School data:	0.0
National data:	5.1	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Teaching and learning are **satisfactory** overall. The curriculum is **satisfactory**. The school provides a **good** standard of care for its pupils. There are **good** links with parents and **very good** links with the community

Teaching and learning

Teaching and learning are **satisfactory** overall. Assessment is **satisfactory** overall.

Main strengths and weaknesses

- Teaching and learning are good in the reception class and in Years 5 and 6.
- The 'Eco Award' scheme is used well to provide purposeful learning experiences.

- The teaching of religious education does not take sufficient account of the agreed syllabus.
- Pupils' learning benefits from teachers' good subject knowledge in art and design and music.
- Not enough use is made of assessment to inform planning and target setting and consequently work is not always as challenging as it should be in Years 1 to 4.
- The support given to pupils with special educational needs is good.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	2 (7%)	15 (50%)	13 (43%)	0 (0%)	0 (0%)	0 (0%)
<i>The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.</i>						

8. The quality of teaching for reception-aged children is good. Provision has improved for these very young children since the last inspection as a result of them being taught in a dedicated reception class. The teacher and teaching assistant are knowledgeable about the needs of young children and the requirements of the curriculum for this age group. Planning is well structured and clear. The wide range of activities that is provided is effective in engaging children's imaginations, enriching their experience and in helping the children to learn through play and talk. Interaction between the adults and the children is good and supports children's learning, encouraging them to think for themselves and helping them to achieve well.
9. There is good teaching in Years 5 and 6 where work is thoroughly planned with a good level of challenge for higher attaining pupils. Pupils learn well in these lessons because of the high expectations that the teachers have of them. Good use of questioning encourages pupils to think for themselves. The choice of tasks and activities in Years 5 and 6 successfully engages the interest of all pupils and moves their learning on. For example, pupils produced interesting and original stories on the theme of 'beasts', related to Greek mythology, and talked knowledgeably about the components of story writing as a result of their work. Some good teaching occurs in Years 4 and 5 where the choice of relevant subject matter, for example linked to the school's 'Eco Award' scheme, is effective in helping pupils to see purpose in their learning. A good example is pupils' investigation into the school's energy use, which involved the application of their data handling and ICT skills. The scheme also contributes effectively to pupils' learning in science and art. During the inspection some very good teaching by a temporary part-time teacher was seen in Year 1. Interesting and lively tasks were very well planned to ensure that the needs of all the children were met. However, the high quality work produced in these lessons was not matched by previous work seen in books.
10. The teaching of art and design benefits from the good subject knowledge of the coordinator who has provided clear practical guidance alongside the good scheme of work. Good teaching of the basic skills together with knowledgeable explanations about the work of famous artists ensure that pupils learn well and that they enjoy their work. The expertise of peripatetic music teachers makes a significant contribution to pupils' learning in music.

11. When weaknesses occur in Years 1 to 4 it is because there is an over-reliance on published worksheets which are often similar for all the pupils in the class regardless of age and capability. As a result, those potentially higher attaining pupils do not learn as well as they should because they do not receive the level of challenge that they need to reach the higher levels. During the inspection pupils were kept sitting and listening for too long in the introductory part of some lessons. Pupils who learn best in practical ways were not sufficiently engaged in the learning process. They then became restless and engaged in silly behaviour at the periphery of the teacher's attention. When this behaviour was noticed the school's good procedures for promoting good behaviour were not always consistently used. Although teaching and learning in the religious education lessons seen were satisfactory in Years 3 to 6, there is an emphasis on personal and social issues rather than learning about different religions and the ways in which they influence the lives of believers, as identified in the locally agreed syllabus. Pupils' knowledge of different religions is therefore weak by the time they reach Year 6.
12. Assessment procedures are satisfactory overall in that they provide teachers with adequate information about pupils' achievement in most subjects. However, they are over-reliant on the teachers' good informal knowledge of their pupils in subjects other than English, mathematics and science. The use of assessment to inform planning for pupils' individual needs in lessons is unsatisfactory overall in Years 1 to 6. Although target setting is in place for English and mathematics, not enough use is made of the good assessments at the end of the reception year for this purpose. Pupils' understanding of what they need to do to improve is satisfactory overall. They are provided, from a very young age, with self-evaluation forms that help them to identify their own perceptions of their strengths and weaknesses. In the best lessons, the final session involves pupils in assessing what they have learned. However, written comments in marking vary between classes and between subjects and they do not always give sufficient help on how pupils might improve, particularly when worksheets are used. In the reception class assessments are good. Daily notes are taken on individual children and comprehensive records are kept of their achievements. This is then used to ensure that tasks are matched to their developing needs in lessons.
13. All statutory requirements are met for the assessment of pupils with special educational needs. They receive good support and this enables them to meet the targets in their individual education plans. Their difficulties are identified at an early stage and good arrangements are made to help them learn.

The curriculum

The curriculum is **satisfactory** with **good** enrichment. The accommodation and resources are **satisfactory** overall.

Main strengths and weaknesses

- Schemes of work have improved since the last inspection but the lack of systematic monitoring and evaluation procedures means that the school has no way of knowing whether these schemes are being implemented consistently.
- Provision for special educational needs is good. Provision for higher attaining pupils is not always as good as it should be.
- Learning is successfully enriched by the 'Eco Award' scheme and good provision for clubs and skills development in sport and the arts.

- The school has a magnificent sports hall and well developed grounds. However, there are shortcomings in its classroom accommodation and provision for outdoor play for reception-aged pupils.

Commentary

14. The quality of the curriculum has improved since the last inspection as a result of improvements in schemes of work and in the accommodation. The curriculum for children in the reception class is well planned and meets all the national requirements. The curriculum in Years 1 to 6 meets the requirements of the National Curriculum. The quality of schemes of work to support teachers' planning has improved since the last inspection and schemes are in place for all subjects. However, subject coordinators do not have the opportunities that they need to monitor teaching and learning and this leads to some inconsistencies. The art and design scheme of work is good and, because it includes really practical guidance for teachers, it makes a significant contribution to standards and achievement. However, the good scheme for religious education is not fully reflected in pupils' work because there is an over-emphasis on personal and social issues in lessons, rather than the religious content of the scheme. Provision for pupils' personal, social and health education is good and it is enhanced by the school's good environmental education programme which encourages pupils to think about their wider social responsibilities. The time that the school provides for teaching and learning is at the lower end of the recommended levels. This limits the school's ability to respond to curriculum innovations such as those identified in the 'Excellence and Enjoyment' guidance.
15. Provision for pupils with special educational needs is good and has improved since the last inspection. Individual education plans are detailed and well targeted and teachers follow these carefully. The progress of pupils is regularly reviewed and they are well supported in all classes by teachers and competent teaching assistants. This ensures that they make good progress. However, weaknesses in the use of assessment and target setting to plan for the different needs of pupils result in the needs of some higher attaining pupils not always being fully met.
16. The curriculum is enriched well through pupils' involvement in many sporting activities and the good quality of opportunities they have to extend their skills and knowledge in art and music. The 'Eco Award' scheme has been effective in raising pupils' awareness and sense of responsibility in relation to environment issues. It is also used well to add purpose and relevance to pupils' learning across the curriculum. There are frequent visits to places of interest and, together with visitors to the school such as artists, poets and environmental experts, they make an important contribution to the curriculum. The overuse of worksheets in some lessons reduces the opportunities to make use of pupils' literacy skills across the curriculum.
17. The accommodation makes a satisfactory contribution to the standards that pupils attain. The school has a high quality sports hall and well equipped computer suite. However, timetabling arrangements mean that they are not used as much as they should be throughout the school day. Weaknesses in the accommodation include the small size of some classrooms. Limitations of space have resulted in the school having to use the dining hall, which is also a thoroughfare, as a classroom. This has a negative impact on pupils' learning because teaching is often interrupted as people go through the hall and classes have to end five minutes early each day in order to prepare for lunch. The school grounds have been developed well and they support the curriculum effectively. The development of a sensory garden and woodland are good

examples of this. However, outdoor provision for the reception class is unsatisfactory and the accommodation for these very young children is judged to be unsatisfactory because of this. The school is aware of all the weaknesses in its accommodation and there are well established plans to address them. The school has a good ratio of teachers and teaching assistants to pupils in the Foundation Stage and a satisfactory ratio in the rest of the school. Learning resources are generally satisfactory and are very good in physical education. The school's resources to promote learning through practical activities and play, both indoors and outdoors, are barely adequate in the reception class. However, the teacher and teaching assistant have contributed their own equipment in order to bring resources up to a satisfactory level.

Care, guidance and support

Pupils are **well** cared for and the pastoral support provided by the school is **good**. Pupils' views and opinions are valued and the school responds **well** to them.

Main strengths and weaknesses

- The school provides good welfare, support and pastoral care.
- There is a high level of mutual trust and respect between pupils and staff.
- There are very good procedures for child protection.
- Pupils know that their views and opinions are valued.

Commentary

18. Pupils are cared for well. The pastoral support provided by the school is good. The academic advice and guidance are satisfactory overall. Staff know the pupils well and are sensitive to their personal needs. There is good awareness of the needs of vulnerable pupils and their families and the arrangements for child protection are very good because those responsible are well trained and vigilant. The school makes good use of the support and advice of social services and other outside agencies when it becomes necessary.
19. Health and safety procedures are satisfactory. A health and safety committee comprising the headteacher and two governors oversee and monitor the implementation of the health and safety policy. The school is aware of a number of health and safety issues that relate to aspects of the accommodation and school site and has developed a strategic plan for dealing with these matters. Currently any perceived risks associated with these issues are carefully monitored. There is a comprehensive personal, social and health education programme that ensures that pupils have a good understanding of personal hygiene and the value of a healthy lifestyle. They are also taught to use school equipment safely. There is very good provision for first aid. The school is cleaned and maintained to a good standard.
20. The relationships and trust among pupils and between pupils and staff are good. Pupils say that they are confident that if they have personal concerns or need to seek help that all members of staff will listen and respond to their needs. The school council provides a good consultative link between the pupils and the school management. The councillors feel that they are encouraged to exercise their influence and are therefore able to make a significant contribution to the environment and life of the school. There are good arrangements for supporting children when they first enter the reception class. The arrangements for supporting pupils during their transfer into secondary education are good. Overall the quality of welfare, pastoral care and guidance has been satisfactorily maintained since the previous inspection.

Partnership with parents, other schools and the community

The partnership between the school and parents is **good**. There are **good** links with other schools and colleges. Links with the community are **very good**.

Main strengths and weaknesses

- The school provides good support for parents and encourages them to become involved in the education of their children.
- Parents have positive views about the school and they support their children's learning well.
- The school's links with the community make a significant contribution to the curriculum and to school life.

Commentary

21. The school has a good working partnership with parents and this has been well maintained since the previous inspection. The majority of parents express good levels of satisfaction with the quality of education and care provided. Effective two-way communication between the school and parents ensures that their views and concerns are noted and acted upon. For example, the governors and headteacher are taking steps to address current concerns about lunchtime. Regular information is provided about the curriculum. Parents are encouraged to participate in and support their children's learning and do so. This makes an important contribution to standards and achievement.
22. The annual progress reports provide a good overview of pupils' personal and academic development with a clear indication of their progress, effort and attainment. In addition to the formal consultation evenings, where parents are able to discuss their children's progress and future learning targets, there are monthly informal parent evenings when pupils have the opportunity of presenting their work.
23. Parents support the school well. There is an active parent-teacher association that organises regular social and fund raising events, some of which attract participation by the wider community. Over the years funds raised by parents have made a significant contribution to school equipment and facilities. One example is the provision of all the equipment for physical education in the recently built sports hall. A number of parents regularly volunteer to contribute their expertise for the benefit of the school and help with educational visits and extra curricular activities. This makes a positive contribution to the curriculum, especially to sport, poetry, art and design and environmental education.
24. The links with the wider community are very good. Some local businesses have been very supportive of the school, the most recent example being the extensive contribution of labour and materials for the construction of the new sports hall which provides excellent sports, leisure and recreational facilities for both the school and the village community. Overall the very good community links have made a significant contribution to the quality of the school environment which in turn has had a positive impact on the educational provision and the standards that pupils achieve in physical education and science.
25. The links with other schools and colleges are good. The school hosts local sporting events with other schools, which make good use of the new sports hall. The arrangements for the transfer of pupils into secondary education are good. They include visits by pupils, meetings of staff and the use of units of work especially

designed to aid transition. There are good links with local colleges for training purposes. Links with the pre-school playgroup on site are also good and a significant factor in the good start that children have to their schooling.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory** overall. The headteacher and other senior staff provide **satisfactory** leadership overall. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher has created a welcoming, friendly and trusting ethos in the school.
- The headteacher, governors and staff share a real vision for the school to be at the centre of the community it serves.
- Procedures for monitoring and evaluating teaching and learning are unsatisfactory.
- The governing body is a driving force for improvement and there is good financial management.

Commentary

26. The overall judgement about the leadership and management of the school is similar to the findings of the last inspection. The headteacher has created a friendly and caring ethos in the school and this strongly promotes the positive attitudes that most pupils have to their learning. There are trusting relationships between the headteacher, staff and pupils and these contribute to pupils' good levels of self-esteem. The headteacher and governors have successfully improved the accommodation so that it can offer better sporting and ICT facilities to the pupils and to the local community. A current priority is the development of an 'early years' unit which can link with the pre-school on site and offer extended day care provision to families. The current effective improvements in its provision for the reception class are the first part of this work. There is good delegation of roles and responsibilities at a range of levels. Staff are trusted to do the jobs allocated to them and they respond well to this, taking their leadership responsibilities seriously. For example, they have worked hard to develop their subjects and update schemes of work. Pupils are also trusted with a good range of responsibilities. For example, the school council has an allocated budget, comprising money that council members have raised themselves, which they spend wisely for the benefit of pupils. The good leadership and management of special educational needs make a significant contribution to the good provision the school makes for these pupils.
27. Monitoring and evaluation and school development planning were identified as significant weaknesses in the last inspection. An improvement since the last inspection is the good school development plan now in place which accurately identifies the main areas for school improvement. The main priorities have been arrived at as a result of an accurate analysis of Year 2 and Year 6 national test results. The actions taken have been effective in improving standards in Year 2 and in Year 6. Where weaknesses remain it is because insufficient attention is given to monitoring teaching and learning by lesson observations and the scrutiny of work and to the analysis of year-on-year test result in year groups other than Year 2 and Year 6. This has led to some inconsistencies in the way that policies and schemes of work have been implemented and variations in the quality of teaching and learning between classes.

28. Staff performance management and professional development systems are in place and are satisfactory overall. There is good provision for the training and support of teaching assistants and all staff say they receive the professional training they need to support their work. However, there are not enough links between performance management and improvements in standards and achievement in each year group.
29. The governing body, in particular the chair and the chair of finance, have a good understanding of the strengths and weaknesses of the school. A number of governors are relatively new to their posts and they already have a good understanding of their responsibilities. They hold the school to account for the outcomes of its work, for example strongly challenging the disappointing 2004 test results in Year 2 and identifying with the headteacher and staff the actions that needed to be taken in order to improve the situation. They give generously of their expertise and time for the benefit of the school. For example, they have been highly influential in the building of the new sports hall and are currently actively involved in the proposals for developing provision for early years. The governing body fulfils all of its statutory duties and makes a good contribution to the promotion of inclusion policies in the school.
30. Financial management is good. The school runs a very tight budget, with only a very small contingency fund. It has done very well to gain grants and substantial funding raised by parents for the new sports facility and adventure area. There is sound use of best value principles and, overall, the school gives satisfactory value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	345,442	Balance from previous year	12,746
Total expenditure	344,501	Balance carried forward to the next	13,687
Expenditure per pupil	2,609		

The main aids to improvement are:

- the hardworking, caring and committed staff team who support each other well;
- the good governing body with a high level of expertise.

The main barriers to improvement are:

- the limited strategies that the school has for monitoring and evaluating teaching and learning;
- insufficient use of assessment to inform curriculum planning and target setting.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

31. Provision for children in their reception year in the Foundation Stage is **good** and the children achieve well. This is an improvement since the last inspection because all the children are now taught in a new dedicated class. The teacher is new to the post and she has achieved a great deal in a short period of time. The provision is well led and managed and the quality of teaching is good. By the end of the reception year, standards are average in physical development and above average in communication, language and literacy, mathematical development, personal and social development, in knowledge and understanding of the world and in their creative development. The teacher and teaching assistant work as an effective team and the classroom is very well managed as a result. There are good induction arrangements in place and very strong links with the local playgroup. Both the accommodation and the resources for the reception class have many shortcomings. The accommodation is unsatisfactory overall because it lacks a secure designated area for outdoor play. Resources are barely adequate. The school knows about these deficiencies and there are well-established plans to address them. However, a very high degree of commitment from the teacher and the teaching assistant limits any detrimental effect on children's learning. The curriculum for children in the reception class is good.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children acquire good attitudes to learning because of the rich and stimulating environment that has been created.
- The children are encouraged to be independent and take responsibility for their own actions from an early age.

Commentary

32. Standards are above average and children achieve well. The high levels of encouragement and positive responses that the children receive from the teacher and teaching assistant ensure that they are confident and secure from an early stage. The range of interesting and practical experiences that is provided captures their interest and makes learning enjoyable. Consequently they are keen to come to school and eager to learn.
33. Teaching and learning are good. Many children are not used to doing things for themselves when they first start school and they often find it difficult to share and get along with each other. The teacher and teaching assistant set and achieve high standards for work and behaviour. They set up purposeful tasks which require the children to work together, organise their own resources and use the language of social conventions. There are also good opportunities for the children to learn about different cultural traditions in spite of limited resources for this.

Communication, language and literacy

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

Main strengths and weaknesses

- There is good attention to the basic skills of reading and writing.
- There is a good range of opportunities for children to apply their literacy skills in interesting, practical activities.

Commentary

34. Standards are above average and children achieve well. Teaching and learning are good. Careful daily attention is given to the systematic development of reading and writing skills through interesting and practical activities. For example, the children enjoy correcting a puppet called Inky whenever he makes a mistake with his letter sounds and they are helped to remember the correct size of the letters they write by practising 'garden writing' on three coloured lines which represent the sky, the grass and the soil. Most acquire a bank of known sight words and start to write independently by the end of the reception year. They identify initial and final sounds and begin to sound out words that are new to them. Opportunities to take their books home daily and to change them frequently make a significant contribution to the development of children's reading skills, as do the regular opportunities that the children have to share and act out stories with the teacher and the teaching assistant. Children develop their speaking and listening skills well as a result of the good attention that is given to the development of their vocabulary and a good range of well-planned activities which involve play and talk, as well as more formal opportunities to talk together as a whole class.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is good attention given to the basic skills of numeracy.
- The teacher and teaching assistant work well together to ensure that the children work in small groups and get plenty of individual attention.

Commentary

35. Standards are above average and children achieve well. Teaching and learning are good and good attention is given to the development of children's mathematical vocabulary. They gain an early understanding of addition and subtraction and use language such as 'more' and 'less' confidently when counting on a number line. Children count reliably up to twenty and back again. Higher attaining pupils are developing techniques to calculate simple sums in their heads and can, for example, accurately double single numbers. Most children develop the language that they need for shape, space and measure and begin to use it as part of their work. For example, when they observe and compare the growth of beans. They know the names of simple two-dimensional shapes and, through their physical play in the hall and in the playground, they have a good understanding of directional and positional language.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **good** overall.

Main strengths and weaknesses

- A very good range of practical activities is provided for children to find out about the natural and material world.
- The lack of a designated outdoor area restricts opportunities for the children to initiate their own explorations of the outdoor environment.
- The provision of construction equipment is barely adequate, although it is augmented to a satisfactory level by the teachers' own equipment.

Commentary

36. Standards are above average and children achieve well. Teaching and learning are good. There is a wealth of very well-planned opportunities that fascinate the children and help them to find out about the natural and material world. The children thoroughly enjoy looking for birds in the playground through a pair of binoculars. In the classroom they explore the darkness of a cave with torches and are fascinated with the shadows that they make. They have been on a worm hunt, set up a wormery and watched as the earthworms mixed up the soil. As part of another activity they have made windsocks and explored the way they twisted and turned on a windy day. Walks in the locality are used very well to enable the children to explore the effects of the changing seasons. However, the lack of a designated outdoor area for the reception class limits opportunities for the children to initiate their own explorations.
37. Children build and construct with the limited range of construction equipment that is available. They select the appropriate components and resources to develop their work and the skills and confidence to use tools and materials independently. There are good opportunities for children to develop their understanding of the place where they live and of past and present in relation to their own lives and in relation to famous people, such as Guy Fawkes. They make satisfactory use of computers as part of their learning. An early understanding of religious traditions is promoted well through celebrations of festivals such as Christmas and Diwali.

Physical development

Provision for physical development is **satisfactory** overall.

Main strengths and weaknesses

- Opportunities for children to develop their manipulative skills are good.
- The hall is used well to promote children's movements on a larger scale.
- Provision for outdoor play is unsatisfactory.

Commentary

38. Standards are average by the end of the reception year and achievement is satisfactory overall. There is good encouragement for children to develop their manipulative skills through a well-planned range of opportunities such as the use of construction toys, drawing and cutting. They are taught how to hold pencils and scissors correctly and this supports their work well in other areas of learning. They develop their awareness of space in relation to others satisfactorily when they are taken into the hall for physical activities. This prepares children well for their work in physical education in Year 1.

39. The school's provision for outdoor play is unsatisfactory. There is no designated outdoor space and the range and quality of resources is unsatisfactory. Consequently the children do not have the regular opportunities that they need to develop control and coordination of their movements on a larger scale than is possible indoors.

Creative development

Provision for creative development is **good**.

Main strengths and weaknesses

- Children enjoy working with a range of different materials, singing and listening to music.
- There are good opportunities for children to develop their own imaginative ideas through play activities because the staff augment the limited resources available.

Commentary

40. Achievement in this area of learning is good and standards are above average. Teaching and learning are good. The children enjoy exploring colour, texture and shape as a result of a very good range of opportunities to work with paints and to make collages and prints out of different materials. They enjoy listening to music and quickly learn to sing simple songs from memory. There are good, well-planned opportunities for children to develop their ideas through role-play and imaginative play with small representations of the real world. For example, children were fully engrossed in working in the 'cave' dressed up as wild animals and in developing their own imaginative stories when playing with toy dinosaurs and a castle. However, there is a limited range of resources for imaginative play and the teacher and teaching assistant have to work extremely hard to augment provision in order to ensure that children's education does not suffer.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 2 have improved since the 2004 test results.
- Teaching and learning are good in Years 5 and 6 and lead to good achievement in these year groups.
- Assessment is satisfactory overall but there is insufficient use of assessment and target setting to inform planning for pupils' differing needs.
- Pupils who have special educational needs learn well. Some higher attaining pupils do not achieve as much as they should.
- There is good curriculum enrichment by visits to places of interest and visitors to the school.
- The school makes good use of national test results to inform its plans for improvement, but there are not enough strategies to monitor teaching and learning.

Commentary

41. The 2004 results for Year 2 pupils were below the national average and well below the average for similar schools. The school took part in pilot assessments in 2004 and their inexperience in using the materials explains these results. However, the school rightly recognises that not enough pupils achieved at the higher levels. It has implemented strategies to deal with this which are beginning to have a positive effect but more remains to be done. The results of Year 6 tests in 2004 were above the national average but average when compared with similar schools. The findings of the inspection are that standards are average in writing in Year 2 and above average in reading and speaking and listening. Standards in reading, writing and speaking and listening are above average in Year 6. Achievement is satisfactory overall in relation to pupils' starting points at the beginning of Year 1. Pupils with special educational needs achieve well because they receive good quality individual support. Some higher attaining pupils do not achieve as much as they should because of some weaknesses in planning for their needs in some lessons in Years 1 to 4.
42. Teaching and learning are satisfactory overall and are good in Years 5 and 6. The good teaching of phonics in the reception class and the infant years and the successful teaching of basic reading skills throughout the school has resulted in pupils having the skills that they need to decipher new words and to understand the deeper meaning of the books they read. This has contributed to the improved standards in reading since the last inspection. Pupils learn to write for an increasing range of purposes as they move through the school as a result of the satisfactory opportunities for extended writing that are given in Years 1 to 4 and the good opportunities that are given in Years 5 and 6. Higher-attaining pupils in the upper juniors produce work of good quality because of the good attention that teachers give to helping them understand and apply the techniques and strategies that authors use to create different effects. Speaking skills are developed well throughout the school and many pupils are articulate, very keen to contribute verbally and answer often at length, using a wide vocabulary because of the good encouragement they receive from their teachers. Listening skills are good, although in less successful lessons pupils have to listen for too long and they become bored and restless. Some silly behaviour sometimes occurs on these occasions. When weaknesses occur in teaching and learning in Years 1 to 4, work is often too similar for all pupils in the class, regardless of age and capability, and there is not enough challenge for higher-attaining pupils. The considerable use of worksheets in some lessons is an example of this.
43. The quality of leadership and management is satisfactory overall and there have been satisfactory improvements since the last inspection. There is good analysis of Year 2 and Year 6 test results to identify priorities for improvement. However, the lack of systematic procedures for monitoring teaching and learning limits the extent to which the school can evaluate the effectiveness of its actions. Satisfactory assessment procedures are in place for English, but not enough use is made of assessment at the end of the reception year to set challenging goals for individual pupils at the end of Year 2 and Year 6. Weaknesses also occur in the use of assessment to plan for pupils' different needs, particularly higher attainers. The curriculum benefits from visitors to the school such as a local poet who has talked about his work and run workshops for pupils. Pupils are also taken on frequent visits which provide them with interesting and relevant contexts for their reading and writing.

Language and literacy across the curriculum

44. Pupils' literacy skills are being developed **satisfactorily** across the curriculum. Speaking and listening skills are developing well, with pupils especially enjoying

opportunities for drama in several subjects. The use of too many worksheets in some subjects limits opportunities for pupils to use their writing skills in different contexts.

MATHEMATICS

Provision in mathematics is **satisfactory** overall.

Main strengths and weaknesses

- Standards in Year 2 have improved since the 2004 national test results.
- Higher attaining pupils do not always achieve as much as they should.
- Assessment procedures are satisfactory overall but there is not enough use of assessment and target setting to plan for pupils' differing needs.
- Teaching is consistently good in Years 5 and 6 but it is more variable in other year groups.
- Although the subject leader provides conscientious leadership, her role in monitoring and evaluating standards, teaching and learning is unsatisfactory.

Commentary

45. The 2004 results for Year 2 pupils were below the national average and well below the average of similar schools. This can be partly explained by the school's lack of experience in using the new pilot test materials. However, the school rightly recognises that not enough pupils achieved at the higher levels. It has put in place actions to improve this situation and this is having a positive effect. However, more remains to be done. The results in Year 6 were above average in 2004 and were average when compared with similar schools. The findings of the inspection are that standards are above average in Year 2 and Year 6 and the achievement of most pupils is satisfactory in relation to their starting points at the beginning of Year 1. Improvement since the last inspection is satisfactory. This is similar to the findings of the last inspection. Pupils with special educational needs achieve well. Higher attainers do not always achieve as well as they should in Years 3 and 4, although they begin to catch up in Years 5 and 6.
46. Teaching and learning are satisfactory overall. However, they are consistently good in Years 5 and 6. Interesting and relevant tasks involving problem solving and investigation, successfully engage the interest of all pupils, including those who are higher attainers, and moves their learning on. In other year groups teaching and learning are more variable. A good example of this is in Year 1. The evidence from pupils' work indicates that all pupils are working at a similar level in the average range. By contrast, in a very good lesson taken by a temporary part-time teacher, tasks were carefully designed to meet the needs of pupils' varying capabilities and ages and nearly half were working at levels above those expected for their age. Planning in Year 2 clearly identifies how the needs of different groups of pupils are to be met and this is contributing to an improvement in standards in this year group. In Years 3 and 4 tasks are often very similar for all pupils and this constrains learning for higher attainers. In weaker lessons pupils spend too long sitting listening to their teacher rather than being actively engaged in learning and there is an over-dependence on published worksheets, which are similar for all the pupils in the class. Pupils then find it hard to concentrate and a small minority, particularly boys, become uninterested and some silly behaviour occurs at the periphery of the teacher's attention.

47. The subject leader carries out her role satisfactorily overall. She sets a good example by the quality of her own teaching, provides good informal support to other members of staff and ensures that the curriculum is kept up to date. She also analyses test results to inform the school's improvement work. However, the lack of systematic procedures for observing lessons and monitoring teaching and learning limits the extent to which she can evaluate the effectiveness of the school's improvement efforts. Assessment is satisfactory overall. However, its use for target setting and planning for pupils' differing needs is unsatisfactory.

Mathematics across the curriculum

48. Pupils make **good** use of their numeracy skills to support their work in other subjects. For example, they compile graphs to present the results of their findings about electricity use as part of the work in mathematics and very confidently use their measuring skills in science.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good in Years 5 and 6.
- Pupils with special educational needs achieve well but higher attaining pupils do not always achieve as much as they should in Years 1 to 4.
- The 'Eco Award' scheme makes a positive contribution to the science curriculum.
- Assessment is satisfactory but not enough use is made of it to inform planning for pupils' differing needs.
- There is not enough use of the monitoring and evaluation of teaching and learning to ensure a consistent approach throughout the school.

Commentary

49. The results of 2004 national tests for pupils in Year 6 are well above average. Compared with similar schools they are average. The results for pupils in Year 2 are average. The inspection findings are that standards in science are average in Year 2 and above average in Year 6. The achievement of pupils is satisfactory overall in relation to their starting points at the beginning of Year 1 and achievement is good in Years 5 and 6. Pupils with special educational needs achieve well but some higher attaining pupils do not always achieve as much as they should. This is a similar finding to that of the last inspection.
50. The quality of teaching and learning is satisfactory overall. Although there is a greater emphasis on scientific enquiry than was the case during the last inspection, there are inconsistencies in the way it is taught between classes. Where learning is best, practical and relevant tasks, such as those involving 'eco' environmental and health studies, are effective in enabling pupils to acquire the skills of scientific enquiry. Challenging tasks and good ongoing feedback enable pupils to think about their own scientific questions, carry out their own tests and draw their own conclusions. For example, in Year 6, pupils tried to discover the variables for the fair testing of the solubility and evaporation of different substances in water. Where weaknesses occur in other year groups, pupils are over directed and conclusions are made by teachers rather than pupils. There is also an overuse of worksheets in some lessons and this

often constrains learning, particularly for higher attainers, because tasks are not sufficiently well matched to the different needs of pupils in the class. Pupils' attitudes to science are good overall. However, a minority of pupils, particularly boys, engage in silly behaviour when they have to sit and listen for too long without being practically involved.

51. The 'Eco Award' scheme has made a good contribution to pupils' learning, particularly in their studies about the natural world and the environment. They have buried mixtures of material, for example, to find out about decomposition. They have planted seeds and cared for plants in the school's sensory garden and, more recently, have been involved in planting a woodland. Visiting speakers, such as an expert on bats, have been used well to extend pupils' knowledge and understanding of living creatures.
52. The quality of the leadership and management of science is satisfactory overall and led to satisfactory improvements since the last inspection. The co-ordinator is leading plans for a more investigative approach to science, but she has few opportunities to monitor teaching and learning. This is a contributory factor in the inconsistencies that occur in the teaching of science from year to year. Assessment procedures are satisfactory, but their use to inform planning for pupils' different needs and for target setting is unsatisfactory. Widespread use of worksheets limits opportunities for writing, although numeracy and speaking skills are developed satisfactorily in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Recent improvements in staff expertise and resources are leading to pupils' good achievement in lessons.
- The curriculum ensures the systematic development of ICT skills but does not yet ensure their systematic application in other subjects of the curriculum.
- Assessment is not yet consistent between classes.
- The leadership and management of the subject are satisfactory overall and have led to good improvements in resources, but there are weaknesses in monitoring and evaluation.

Commentary

53. Standards of work at Year 2 and Year 6 match expectations and pupils' achievement is satisfactory overall. This is similar to the findings of the last inspection. However, in the past year the school has updated its resources for the subject and staff expertise has improved, with the result that standards are beginning to rise and the school is very well placed to move forward. Discussions with Year 6 pupils indicated that their word processing skills are developed well. They make satisfactory use of spreadsheets for data handling and combined text, graphics and animations to present their work in history. Other aspects of the subject, such as control technology, are less well developed because the school does not yet have all the equipment that it needs. However, pupils have had satisfactory experience of this work as a result of a visit to a local technology centre.

54. Teaching and learning are satisfactory overall and some good teaching of basic ICT skills occurs. Prior to setting pupils off on a task teachers give clear demonstrations of what is required, explain what tools will be needed and what processes are involved. Pupils are given time to ask questions to clarify their understanding and assist with demonstrations. The headteacher, who is also the coordinator, teaches groups of pupils throughout the school and this ensures a consistent approach to skill development. Teaching assistants have been well trained and good use is made of their expertise to work with and support individuals and groups of pupils after the teacher has given the main introductory session. Pupils with special educational needs achieve well because adults keep a close eye on their work and give extra support where necessary. Where weaknesses occur it is in the lack of opportunity for the development of pupils' skills in control technology and in planning for the needs of higher attaining pupils.
55. Provision has improved significantly under the leadership and management of the headteacher. Resources have been updated and the subject leader's expertise has been influential in raising the confidence of staff. He has a satisfactory understanding of the strengths and weaknesses in the subject and knows what needs to be done to improve the subject further because of his teaching role throughout the school. However, monitoring and evaluation rely too heavily on his good informal knowledge and are not yet rigorous enough. The curriculum is satisfactory overall. A scheme of work is in place and this is an improvement since the last inspection. It ensures the systematic development of skills well but does not yet ensure that pupils have systematic opportunities to apply these skills in other subjects of the curriculum. New assessment procedures are still being trialled and are not yet used consistently throughout the school.

Information and communication technology across the curriculum

56. Pupils' use of ICT to support their learning in other subjects is satisfactory. Word processing skills are developed well through English and history and examples of spreadsheets were seen in mathematics. The Internet is used for research and all pupils have used computer programs in art. Currently teachers do not have a consistent approach to planning information and communication technology into other subjects and its use depends on the expertise and interest of the individual teacher.

HUMANITIES

57. Due to the constraints of the timetable and other foci of the inspection it was not possible to observe any lessons in geography and only parts of two lessons were observed in history. These subjects were sampled and no judgement on provision is made. Religious education was inspected in full and is reported on below.
58. Although it is not possible to make secure judgements about overall provision in **history** and **geography**, an analysis of samples of completed work, scrutiny of planning and discussions with pupils show that these subjects meet statutory requirements. The curriculum is enhanced well by visits to places of interest. The evidence suggests standards match expectations, which is similar to the findings of the last inspection.
59. In history pupils in Year 2 are reaching expected standards in their study of recent historical events such as the coronation of Queen Elizabeth in 1953. They enjoy role playing, through 'hot seating' when they answer questions about their imagined

presence on the day. Pupils in Year 4 have good recall of their studies of the Romans and have also been involved in dramatic reconstructions. In Year 6, pupils have enthusiastically begun to study the Ancient Greeks and in an observed lesson were thoroughly absorbed in developing historical research skills through their selection and use of reference books, CDs and Internet sites.

Religious education

Provision for religious education is **unsatisfactory**.

Main strengths and weaknesses

- Standards by Year 6 are too low.
- Although the school has good curriculum guidance, it is not used consistently throughout the school.
- There is no whole school system to record pupils' progress.
- Systems for monitoring and evaluating the subject are unsatisfactory.

Commentary

60. Standards by Year 6 are below expectations and pupils' achievement is unsatisfactory. Standards at the end of Year 2 are in line with those expected and pupils' achievement is satisfactory. Improvement since the last inspection is judged to be unsatisfactory because standards by Year 6 have declined.
61. No lessons were seen in Years 1 and 2 during the inspection. Scrutiny of the pupils' work, though, showed that they are developing a sound knowledge of faiths such as Islam, Christianity and Judaism and can identify faith leaders, special meals and signs and symbols. Teaching and learning are generally satisfactory, but there is a heavy reliance on filling in worksheets and opportunities are missed to develop writing skills in the subject. The learning of most pupils in a lesson seen in Year 3 was satisfactory when they talked about the idea of sacrifice and the role of prophets in religion. Most pupils in Year 4 also reached average standards when learning about forgiveness, using the parable of the Prodigal Son as an example. However, in both classes there was underachievement by several boys in particular, who were inattentive and who occasionally disrupted the work of other pupils. Older pupils in Years 5 and 6 have good learning opportunities on aspects of their personal development such as values and patience. However, there is not enough emphasis on the religious content of the syllabus and as a result they show limited and sometimes confused knowledge of their studies of other faiths and religions including Christianity. They record very little of their work so opportunities for writing in religious education are limited. The overall effect throughout the juniors is that the quality of teaching and learning is unsatisfactory because too many pupils do not achieve well enough and do not reach the standards of which they are capable.
62. The quality of leadership and management in religious education is unsatisfactory. The co-ordinator, who is on long term sick leave, has had very limited opportunities to monitor teaching and learning in the subject and this has led to some of the inconsistencies seen in the way that the subject is taught. Assessment is unsatisfactory and so work is not sufficiently matched to the different needs of pupils. This is a contributory factor to pupils' underachievement in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. Art and design and physical education were inspected in full and are reported below. Due to the constraints of the timetable and other foci of the inspection, design and technology and music were sampled.
64. Although it is not possible to make secure judgements about overall provision in **design and technology** and **music**, an analysis of samples of completed work, scrutiny of planning and discussions with pupils and the evidence from the one music lesson seen show that these subjects meet statutory requirements. The music curriculum is enhanced well by instrumental tuition given by peripatetic music teachers and the subject also benefits from the expertise of the part-time music teacher. In design and technology good quality work on display indicates that throughout the school pupils are encouraged to think about their designs for a wide range of products. Some very good work was seen in Years 5 and 6, where pupils responded very well to a challenge to design a propeller-driven boat which had to carry a set weight over a set distance as fast as possible.

ART AND DESIGN

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

Main strengths and weaknesses

- Teachers have good subject knowledge.
- Skills and techniques are systematically taught and there is good reference to the work of famous artists.
- Pupils' skills of self-evaluation are very well developed.
- The subject co-ordinator has developed a good scheme of work which makes a significant contribution to standards and achievement.

Commentary

65. Standards in art and design are above expectations in Year 2 and Year 6 and pupils achieve well. Higher attaining pupils are given good encouragement to develop their own creative ideas and to extend their skills. Pupils with special educational needs achieve well. This is a good improvement on the last inspection.
66. Teaching and learning are good. There is a good level of teacher expertise in the school and this is reflected in the well planned curriculum which promotes pupils' art and design skills well, develops their creativity effectively and introduces them to a good range of media as they move through the school. There is a sound emphasis on sketch book work in which pupils are encouraged to record their observations and their own creative ideas for line, colour and texture prior to embarking on their work. There are good opportunities for pupils to understand and appreciate the work of professional artists and designers. For example, pupils in Year 1 have studied the work of Georgia O'Keefe and produced good quality two and three-dimensional flower designs based on her work. In Years 5 and 6, they have studied the work of Picasso and the Cubist movement and developed their own designs based on this work. These pupils have a good knowledge of technical terminology and this enables them to discuss art and comment constructively on their own work and that of others.

67. The subject is well led and managed. The subject leader is knowledgeable and enthusiastic and she sets a very good example by the quality of her own teaching. She has a good overview of the subject as a result of talking with teachers and teaching in all parts of the school. She has developed a good scheme of work which includes very practical guidance for teachers and she has also collated a portfolio of work to illustrate standards and achievement. She uses this information well to plan for improvements and this is making an important contribution to consistency in the teaching of art and to the good achievement of pupils throughout the school. The subject contributes well to pupils' cultural development because it draws on a wide range of cultural traditions. It is enriched well by the involvement of visiting artists. For example, a collage based on 'The Fellowship of the Ring', which involved all the children, has been painted on an outside wall.
68. Assessment is satisfactory overall but currently relies heavily on the teachers' good informal knowledge of their pupils. The subject leader is fully aware of this and the need to develop a systematic system which can be used throughout the school.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Swimming and provision of extra-curricular sports clubs are strengths.
- The quality of teaching and learning is good in Years 3 to 6.
- The new sports hall is of high quality and has helped to raise standards and increase community links.
- The subject is well led but there are weaknesses in assessment and monitoring and evaluation.

Commentary

69. By Year 2 standards match national expectations and by Year 6 standards are above national expectations in physical education. The achievement of pupils in the infants is satisfactory and in the juniors is good. The achievement of pupils with special educational needs is also good because they are well supported in lessons, especially by teaching assistants. The school gives pupils especially good opportunities in swimming so that almost all pupils are able to swim 25 metres by the time they leave the school.
70. Teaching and learning in the infants are satisfactory. In a lesson seen in Year 2, pupils learned to use space effectively and develop their skills in jumping and balancing. Teachers have good relationships with their pupils, who are hugely enthusiastic about physical education and behave very well. In Years 5 and 6 teachers have high expectations of the pupils and pay particular attention to the development of skills. There is good use of the high quality large apparatus in the magnificent new sports hall. Teaching and learning are good throughout the juniors. Pupils are encouraged to develop sequences independently and in groups and to evaluate each other's work positively. Teaching in Years 1 and 2 is satisfactory. Where weaknesses occur it is because pupils have to sit for too long listening to instructions
71. A strength of physical education is the number of opportunities pupils are given for extra-curricular clubs. Pupils of all ages were observed at football and netball clubs

which are organised by teachers, parents and outside agencies such as Reading Football Club. These activities make a positive contribution to the development of pupils' skills. The school is involved in regular competitive sports with other schools, often with notable success.

72. The school has very good resources for physical education such that, for example, 18 local schools were being hosted for netball on the last day of the inspection. Since the last inspection the governing body, staff and parents have been responsible for the provision of a superbly equipped large modern sports hall. This has increased already strong links with the community and is a major factor in the improvement of standards since the last inspection. However, the school has still to work out how it can be used best for maximum effect and how it can be used more often than at present. The quality of the leadership and management of the co-ordinator, the enthusiastic headteacher, is satisfactory, overall. He has led the developments to improve the accommodation well. However, his role in monitoring and evaluation teaching and learning, standards and achievement are not sufficiently rigorous. Assessment, whilst broadly satisfactory, relies too heavily on the teachers' informal knowledge of their pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. Only part of one lesson was seen in this area of the curriculum and so no judgements were made on overall provision. There is good use of a 'values education' programme in assemblies to promote pupils' thinking about issues such as patience in relation to their own behaviour and this is effective for most pupils. In addition there is good curriculum guidance to promote understanding of issues such as friendship and bullying, healthy lifestyles and the need to develop responsible attitudes towards diet, sex, drugs and personal safety. Opportunities to work on the school council help pupils to understand that they have responsibilities towards themselves and other members of their community. The 'Eco Award' scheme is effective in raising their awareness of their wider responsibilities in respect of the environment.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
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	4
Pupils' care, welfare, health and safety	3
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	3
The quality of the school's links with the community	2
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	4
The leadership of other key staff	4
The effectiveness of management	4

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