

**INDEPENDENT SCHOOLS COUNCIL
(ISC)**

INSPECTION OF

**YATELEY MANOR SCHOOL
YATELEY, HAMPSHIRE**

By the

**INDEPENDENT SCHOOLS INSPECTORATE
(ISI)**

on

February 2nd — 6th, 2004

MAIN REPORT

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Yateley Manor School

Full Name of the School	Yateley Manor		
DfES Number	850/6045		
Address	51 Reading Road, Yateley, Hampshire GU46 7UQ		
Telephone Number	01252 405500		
Fax Number	01252 405504		
E-mail Address	Headmaster@yateleymanor.com		
Name of Headmaster	Mr Francis Howard		
Chairman of Governors	Dr Christopher Mitchell		
Age Range	3 to 13 years	Gender	mixed
Number of Pupils	491	Number of Boarders	n/a
Inspection Dates	2nd - 6th February 2004		

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 163(1)(b) of the Education Act 2002, under the provisions of which the Secretary of State for Education and Skills has accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003.

The school must not quote the report selectively in the school prospectus or other promotional literature.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. MAIN FINDINGS

Overall Summary

- 1.1 Yateley Manor School is well managed and successful at providing its pupils with many opportunities to learn and to develop very well. Good, and sometimes even better, standards are often achieved by pupils in all age groups, and in entrance and scholarship examinations to senior schools. Strong links are fostered with parents who in return support the school very well. The school needs to improve the consistency of teaching, put in place a rigorous system to monitor and evaluate its performance and to establish a formal staff appraisal system.

What the School Does Well

- 1.2 The school has many strengths of which the following are the most significant.
- The good, and sometimes even better, standards achieved by pupils in many subjects across the school.
 - The very good personal development of pupils.
 - The good standards of pupils' learning, attitudes and behaviour.
 - The good links with parents which result in their very good support for almost all aspects of the school's work.
 - The good start provided for the children as they enter the school in nursery classes.
 - The school's commitment to the provision of a broad range of learning opportunities for the pupils.

What the School Should Do Better

- 1.3 The school has the following shortcomings:
- Significant inconsistencies exist in the quality of teaching despite its overall good quality.
 - There is no effective, formal staff appraisal system.
 - The quality of teaching and learning is not monitored or evaluated in a systematic and rigorous way.

Standards of Attainment and Progress in Subjects

- 1.4 In the reception classes, children achieve well beyond the early learning goals set nationally for their communication, language and literacy and creative development. They make rapid progress in these areas of learning. Reception children also often achieve the goals early in the other four areas of learning for this age group: personal, social and emotional development; mathematical development; knowledge and understanding of the world; and physical development. They make good progress in each area.
- 1.5 By the age of seven, pupils' attainment is good in relation to their abilities, with the exceptions of history and music where attainment is high. In information and communication technology (ICT) the pupils' attainment is in line with their abilities. Pupils' overall progress in relation to their abilities is good with some rapid progress being made in history and music. By the age of 11, pupils' attainment and rate of progress are good in relation to their abilities with a few exceptions. Pupils' attainment in French and history is in

line with their abilities, Their progress is increasingly good in science and in line with their abilities in French and history. In music, pupils of all ages who take instrumental tuition often make good progress.

- 1.6 By the age of 13, pupils' overall attainment and rate of progress are good in relation to their abilities. Their attainment is high and the rate of progress is rapid in English. In science, some rapid progress is taking place. In music, pupils of all ages who take instrumental tuition often make good progress. Pupils' progress is in line with their abilities in French and history.
- 1.7 By age seven and 11, pupils' results in the 2003 national tests were well above the national average at expected and higher levels for the nearest equivalent primary schools in English, mathematics and, at age eleven only, science. Pupils consistently achieve good results in entrance examinations to senior schools, with a number of scholarships being awarded each year. The levels of attainment and the rate of progress prepare pupils well for the next stage of their education. Pupils with educational needs and the small number for whom English is an additional language frequently achieve well and make good progress, particularly when receiving specialist one-to-one tuition in learning support sessions.

The Quality of Pupils' Learning, Attitudes and their Behaviour

- 1.8 The quality of pupils' attitudes to learning and of their personal development and behaviour is good for their ages, abilities and aptitudes and conducive to the learning process. The quality of learning is good. Most pupils are competent learners who respond positively in lessons. Their attitudes and behaviour are good. Pupils relate well to each other, to teachers and to others for whom they show respect for their feelings, values and beliefs.

The Quality of Teaching

- 1.9 The quality of teaching is good, with some very good features, across the school and makes an effective contribution to pupils' attainment and progress. In eight of every 10 lessons, teaching was good or better, with four in every ten lessons containing very good or excellent teaching. Teaching was less than satisfactory in very few lessons. Consistent strengths of teaching include good subject knowledge, the effective use of time and resources, the general levels of support offered to pupils as they work and the positive relationships between pupils and teachers. Despite the overall good quality of teaching, the needs of pupils with special educational needs and those capable of higher attainment are not met consistently.

Other Aspects of the School

Attendance

- 1.10 Pupils' levels of attendance throughout the whole school are very good. Registration of the pupils is carried out efficiently. Pupils arrive punctually in the mornings but punctuality is much more inconsistent during the day.

Assessment and Recording

- 1.11 Systems for assessing and recording pupils' attainment and progress are good, being efficient thorough and appropriate for the age of pupils, their particular needs, including those with a statement of special educational need, and their stage of development. Assessment procedures and the teachers' marking are good, being frequent, accurate,

consistent and effective in assisting pupils to make progress. The use of assessment information is making a sound contribution to curriculum development and planning.

Curriculum

- 1.12 The curriculum is satisfactory; it is broadly based and generally balanced through the areas of learning for children under five and the subjects and courses offered to older pupils. It contributes effectively to the intellectual, physical and personal attainment and development of the pupils. Appropriate provision is made for a statement of special educational need. The curriculum is appropriate for the ages, abilities, gender and ethnicity of all years and prepares them well for the next stage of education. However, there is some imbalance in respect of the music curriculum. With the exception of nursery, there was little evidence of tasks being consistently planned to meet the specific needs of pupils requiring learning support or those capable of higher attainment.

Teaching and Non-teaching Staff

- 1.13 The number, qualifications and the experience of teaching and non-teaching staff are good and contribute well to the quality of education provided and the educational standards achieved. The staff are sufficiently qualified and experienced for the roles they are required to undertake and are effectively deployed. The adult-pupil ratio in the Foundation Stage is inconsistent. It is unsatisfactory that the school has no formal policy of appraisal in place.

Resources for Learning

- 1.14 The quantity, quality and accessibility of educational resources are good. These resources are well managed and they are used effectively throughout the school to promote the quality of teaching, learning, study and recreation. The recent major investment in ICT has been of particular benefit to the school community, and is providing many valuable teaching and learning opportunities for teachers and pupils.

Libraries

- 1.15 The range, availability, quality and accessibility of library stock are good and are effective in supporting pupils' attainment, progress and quality of learning. Additional resources are required regarding multi-cultural literature for all age groups and for music in Yateley Manor library. The library premises and stock are well managed.

Premises and Accommodation

- 1.16 The premises and accommodation are good. The provision, quality and condition of the buildings and grounds are suitable for their purpose, and appropriate for the numbers, abilities, ages and gender of the pupils. The premises and accommodation are well managed and give good support to the curricular provision, and to teaching and learning. Since 1990, an extensive building programme has transformed the school into its present attractive yet functional setting.

Links with Parents and the Community

- 1.17 The school has a positive and effective partnership with parents and a number of worthwhile links with the community, which enrich the quality of education for pupils. Reporting to parents is consistent throughout the school. Written information sent to parents is of a very good quality. The parental questionnaire returns showed that the great majority of parents are very supportive of the school and are very satisfied with the education provided. A

minority of the parents expressed concern about the information they received on pupil progress and the opportunities to discuss pupils' work, while nearly one-fifth were dissatisfied with the help given to pupils with learning difficulties. The school should address these minority concerns.

Pupils' Personal Development

- 1.18 The provision for pupils' personal development is very good. The school provides a very good range of suitable opportunities through which pupils can develop a system of spiritual beliefs and a moral code, as well as developing appropriately personally, socially; and culturally. All children benefit equally from the provision in these areas.

Pastoral Care

- 1.19 Pastoral care is good. The pastoral system supports all children, including those of minority groups and requiring learning support, with equal care. The school cares effectively for all its pupils well being, development and safety through its good arrangements for pastoral support and guidance and for welfare, health and safety.

Governance and Management

- 1.20 The school is soundly governed and well managed. Governance and management provide clear educational direction for the work of the school which is reflected in the good quality of education and the standards achieved by all its pupils. A good amount of informal monitoring and evaluation of the school's work is taking place, for example, as the headteacher visits classes, but a more formal and structured system of appraising the quality of teaching and learning is lacking.

Achievement and Quality in Activities

- 1.21 A wide range of activities is offered by the school. Achievement and quality in the activities provided are appropriate for the ages, aptitudes and abilities of the pupils concerned and the quality of provision makes a good contribution to the personal development of the pupils. The programme is implemented effectively and managed to support all the boys and girls equally.

Progress Made by the School since its Last Inspection

- 1.22 The school has made good progress since the February 1994 inspection. The improvements made to the accommodation and resources have been excellent, for example, in providing a new teaching block.

Compliance with the Regulations for Registration

DfES Standard		Does the School meet the regulatory requirements?
1 Quality of education:	1.(2) Curriculum	Yes
	1.(3)-(5) Teaching	Yes
2 Spiritual, moral, social and cultural development of pupils		Yes
3 Welfare, health and safety of pupils		Yes
4 Suitability of proprietors and staff		Yes
5 Premises and accommodation		Yes
6 Provision of information		Yes
7 Manner in which complaints are to be handled		Yes

Actions Required for Compliance with the Regulatory Requirements

- 1.23 No action is required.
- 1.24 In addition to the actions set out above, the school is asked to address any issues highlighted in What the School Should Do Better. These are set out as recommendations for the school in Section 2 of the report.

2. MAIN RECOMMENDATIONS

2.1 The main recommendations are listed below. The numbers in brackets refer to relevant paragraphs in the body of the report. The schools needs to take action on the following in order to maintain and improve the standards of pupils' work and the quality of education provided.

R1 Improve the overall consistency of the quality of teaching by:

- Ensuring that pupils of all abilities receive appropriate and consistent levels of challenge in their lessons
- Establishing a rigorous programme of lesson observations that provides teachers with opportunities and feedback to develop their teaching skills and to improve the effectiveness of their work

(Paragraphs 5.1; 5.3 to 5.5; 5.8; 5.17; 8.22; 8.23; 8.45; 8.51)

R2 Put in place an effective system of staff appraisal

(Paragraph 5.24)

R3 Put in place a rigorous system for monitoring and evaluating the quality of teaching and learning by:

- Planning and implementing a programme of lesson observations, as part of the cycle of actions to monitor the school's performance
- Specifying the monitoring and evaluation role of staff with management responsibility and providing them with the time and training to carry this out, as necessary

(Paragraph 7.2; 7.4; 8.1; 8.10; 8.16; 8.53; 8.61)

3. INTRODUCTION

Characteristics of the School

- 3.1 Yateley Manor is day preparatory school for pupils aged between 3 and 13 years. It is situated in the large village of Yateley, Hampshire. The pre-prep department of Wyndham's takes girls and boys between the ages of 3 and 7 years. The prep school takes girls and boys on to their entrance to senior schools. Yateley became an educational charity in 1970, controlled by a board of governors. The headmaster is a member of IAPS. He is part of an unbroken family connection from when his grandmother founded the school in 1947 and has been head since 1968.
- 3.2 Pupil numbers have been fairly stable over the last three years. The roll consists of 491 pupils (295 boys and 196 girls). There are more boys than girls from Year 1 onwards. Most pupils live within a 10-mile radius of the school. They come from relatively affluent homes and have above average attainment on entry. Pupils are prepared for Common Entrance and scholarship examinations to other independent schools. In comparing the school's National Curriculum results with those of other schools nationally at ages 7 and 11, this report uses the benchmark of maintained primary schools with no free school meals. Yateley has a slightly higher ability range than these comparable schools.
- 3.3 No ethnic group accounts for more than five per cent of the pupil roll. Two Korean boys are learning English as an additional language. One boy has a statement of special educational need. Eleven girls and seven boys are identified by the school as having special educational needs. They are usually withdrawn from class to receive individual tuition each week, which is paid for by the parents.
- 3.4 Pupils can enter Wyndham's from the age of three and most have some pre-school experience. Pupils entering nursery and reception classes spend half a day for an informal developmental assessment. Pupils entering in Years 1 and 2 are also assessed for their general development and English and mathematics skills. Formal entry assessment takes place at Year 3 onwards when standardised tests are taken in English, mathematics and reasoning. Pupils joining in older year groups come from a broadly equal mix of independent and maintained schools. The total fee assistance is just over £220,000.
- 3.5 The mission of the school: 'For the maximum academic and social development of each child, we care, listen, encourage, praise, enthuse and challenge'.
- 3.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

Key Indicators

National Curriculum Assessments at Age 7 (Key Stage 1)

Subject		Level 2 or higher	Level 3 or higher
Reading	Boys	100	N/a
	Girls	100	N/a
	All	100	N/a
Writing	Boys	96	N/a
	Girls	93	N/a
	All	95	N/a
Mathematics	Boys	96	N/a
	Girls	100	N/a
	All	98	N/a
Science	Boys	N/a	N/a
	Girls	N/a	N/a
	All	N/a	N/a

3.7 Externally marked National Curriculum Assessments at age 11 (Key Stage 2)

Subject		Level 4 or higher	Level 5 or higher
English	Boys	100	N/a
	Girls	100	N/a
	All	100	64
Mathematics	Boys	100	N/a
	Girls	96	N/a
	All	99	56
Science	Boys	100	N/a
	Girls	100	N/a
	All	100	79

3.8 Attendance for First Half of Autumn Term 2004

	Authorised	Unauthorised
Percentage absence	1.4%	1.3%

3.9 Exclusions Over the Previous 12 Months

Temporary exclusions	Permanent exclusions
0	0

4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and Progress

- 4.1 The vast majority of pupils make good progress in most subjects and achieve good standards in relation to their ability by the time they reach Year 8. Overall attainment levels and rates of progress are good throughout the age groups. Some high attainment is evident in the Foundation Stage, English, history and music. Although only a few lessons were seen in art and design, the pupils' attainment in these lessons and in the large amount of work displayed around the school was of a consistently high standard at all ages. No significant differences between the standards achieved and the progress made by boys and girls, including those of ethnic minority groups, were identified.
- 4.2 In reception, children achieve well beyond the early learning goals set nationally for their communication, language and literacy and creative development. They make rapid progress in these areas of learning. Reception children often achieve the goals early in the other four areas of learning for this age group: personal, social and emotional development; mathematical development; knowledge and understanding of the world; and physical development. They make good progress in each area.
- 4.3 Pupils' attainment in observed work in Years 1 and 2 is good in relation to their abilities, with the exceptions of history and music where attainment is high. In ICT the pupils' attainment is in line with their abilities. By age seven, pupils' attainment in English is good in relation to their abilities. For example, Year 2 pupils can read fluently from a variety of texts and are competent in writing for a variety of purposes. In mathematics, pupils' attainment is good, with Year 2 pupils able to recognise simple fractions and work out quite complex number problems mentally. In science, pupils' attainment is good: for example, Year 1 pupils have a good understanding of the principles of why objects float and sink.
- 4.4 In Years 3 to 6, pupils' attainment in observed work is good in relation to their abilities in ICT, music and physical education (PE) as well as in English and mathematics. In English, Year 6 pupils have a good understanding of the scenes being enacted in drama. In mathematics, Year 5 pupils have a good knowledge of the properties of three-dimensional shapes. In science, pupils' attainment is at least good in relation to their abilities, with the pupils' depth of understanding and knowledge increasing as they move through the age groups. Year 4 pupils' good knowledge of vertebrates and invertebrates was recorded well in writing and drawings. Pupils' attainment in French and history is in line with their abilities.
- 4.5 In Years 7 and 8, pupils' attainment is good in relation to their abilities in most subjects. In mathematics, by age 13, the most able pupils can solve complex equations effectively. Similarly, pupils have a good ability to conduct and record an experiment as seen during a Year 7 science lesson where copper foil was heated and observed. Pupils' attainment is high in English: for example, Year 7 pupils showed well-developed speaking and listening skills while learning about the play of 'Romeo and Juliet'. It is in line with the pupils' abilities in music.
- 4.6 Pupils' overall progress in relation to their abilities is good in Years 1 and 2 with some rapid progress being made in history and music. Good progress is being achieved in ICT because the regular use of improved facilities is increasing pupils' skills well. In Years 3 to 6, overall progress is good with some pupils beginning to make rapid progress in science. Pupils' progress is sound in French and history. In Years 7 and 8, pupils' overall progress is good

with some rapid progress taking place in English and science. Pupils' progress is in line with their abilities in history. In music, pupils of all ages who take instrumental tuition often make good progress. Pupils with educational needs and for whom English is an additional language frequently make good progress, particularly when receiving specialist one-to-one tuition in learning support sessions.

- 4.7 By age seven and 11, pupils' results in the 2003 national tests were well above the national average for the nearest equivalent primary schools in English, mathematics and, at age eleven only, science where there are no tests at age seven. Pupils consistently achieve good results in entrance examinations to senior schools, with a number of scholarships being awarded each year. The levels of attainment and the rate of progress prepare pupils well for the next stage of their education.

Quality of Pupils' Learning, Attitudes and Behaviour

- 4.8 The quality of pupils' attitudes to learning and of their personal development and behaviour is good for the ages, abilities and aptitudes of the pupils concerned and conducive to the learning process.
- 4.9 The quality of learning is good. Most pupils are competent learners who respond positively in lessons. The great majority are well motivated, co-operative and apply themselves to their work successfully. Good opportunities are given for individual investigative work in certain subjects.
- 4.10 Attitudes and behaviour are good. There are very few exclusions. The school has a pleasant family atmosphere. Pupils relate well to each other, to teachers and to others in the school. They work collaboratively when required and show that they are willing to take responsibility through holding such posts as prefects, librarians, and membership of the school council and food committee. Members of these two committees are democratically elected by their peers and obligations are taken seriously. Good opportunities are given to pupils to show initiative in such areas as choosing charities to support each year and organising the Christmas fair. Pupils receiving learning support behaved very well both in one-to-one tuition and during lessons.
- 4.11 Pupils show respect for the feelings, values and beliefs of others. Girls are integrated into the school although girl representation on the school council and food committee is currently limited and is not proportionate to the girl/boy pupil ratio. The few pupils from ethnic minorities also appear to be well integrated within the school. In conclusion, pupils behave well in class when it is expected of them and have a courteous and friendly presence around the school.

Attendance

- 4.12 Pupils' levels of attendance throughout the whole school are very good and enable all pupils, of whatever grouping, to take full advantage of the opportunities offered.
- 4.13 Registration of the pupils is carried out efficiently at the beginning of the morning and afternoon sessions and the pupil's daily attendance is recorded on a computerised registration system. Pupils arrive punctually in the mornings but every effort needs to be made to enable them to arrive punctually at every lesson, particularly when it is a single period.

Does the school meet the regulatory requirements for admission and attendance registers?

4.14 Yes.

5. QUALITY OF EDUCATION PROVIDED

Teaching

- 5.1 The quality of teaching is good, with some very good features, across the school and makes an effective contribution to pupils' attainment and progress. In nearly eight of every 10 lessons seen, teaching was good or better with four in every 10 lessons containing very good or excellent teaching. Consistent strengths of teaching include good subject knowledge, the effective use of time and resources, the general levels of support offered to pupils as they work and the positive relationships between pupils and teachers. Despite the overall good quality of teaching, the needs of pupils with special educational needs and those capable of higher attainment are not met consistently, for example, by teachers planning different tasks for them or by involving them in group work.
- 5.2 The very best lessons contained excellent teaching. This was seen, for example, in a nursery music lesson and in a Year 4 art lesson. These lessons contained a purposeful atmosphere, rigorous pace, high expectations for pupils' learning and behaviour, excellent relationships between teacher and pupils and a clear learning objective. Very good teaching occurred in every age group and subject. These lessons were well planned to contain a degree of challenge for pupils of all abilities. Teachers had high expectations for pupils' learning.
- 5.3 Pupils' needs are met in most lessons. In about one lesson in five the needs of the pupils capable of higher attainment and those with special educational needs are not met as well as they should be. A general task is often set for all the pupils in the class regardless of their particular needs. Few opportunities for group work were seen, but there were some good examples of pupils working together in Foundation Stage, French and music lessons. The lessons that contained the best quality of teaching also contained tasks that were best matched to the varying needs of the pupils. A very small number of lessons contained unsatisfactory teaching. These were characterised by the poor use of time, a slow pace and little challenge for the pupils.
- 5.4 Teachers' subject knowledge is good overall, but varies considerably in ICT knowledge, understanding and skills. The school is aware of this situation and is providing some well-focused training for staff. The management of pupils is frequently done well. The teachers' task in this matter is greatly assisted by small class sizes and the generally positive attitudes and pleasant disposition of the pupils. Time and resources were often well used, including the use of interactive whiteboards in classrooms. Lessons were frequently well planned and organised, for example, in science and RE. The best planning contained precise learning objectives which were shared with the pupils. This practice was not seen to be used in a consistent way, but enhanced the quality of teaching and learning, for example, in some ICT lessons.
- 5.5 Teaching in specialist one-to-one lessons was of a high standard, for example, in providing learning support. In regular classes, however, pupils with special educational needs were not always supported consistently, although, the overall quality of teaching helped these pupils to make good progress in relation to their difficulties.

Does the school meet the regulatory requirements for teaching?

- 5.6 Yes.

Assessment and Recording

- 5.7 Methods used for assessing and recording pupils' achievement, progress and needs are good being accurate, consistent and effective.
- 5.8 Systems for assessing and recording pupils' attainment and progress are good, being efficient, thorough and appropriate for the age of pupils, their particular needs and their stage of development. Assessment of the core subjects throughout the school is linked to national benchmarks. These arrangements enable pupils to understand the criteria by which they are judged, and to know how well they are doing. The assessment and recording by the special education needs staff was very good and used to direct the learning of pupils having one-to-one tuition. All the children in the school had been assessed by the special needs staff but not all teachers used this information to inform their planning and teaching of future lessons.
- 5.9 Assessment procedures and the teachers' marking are frequent, accurate, consistent and effective in assisting pupils to make progress. In the Foundation Stage a profile is kept of pupils' achievement work and this makes a valuable contribution to the development of planned activities. From Years 1 to 6 national tests are taken annually in mathematics, English and reasoning to predict how well a pupil should be achieving and also to provide information for the effective monitoring of the performance of individual pupils. Form teachers have an overview of each pupil, and records of pupils' effort and achievement are easily accessible via the school intranet to all members of staff. The standard of marking is good, and helps pupils to make progress in most subjects of the curriculum. Pupils' books are marked regularly and usually with encouraging comments. Grades are used for effort and content and information is shared with parents on a three-weekly basis.
- 5.10 The use of assessment information is making a sound contribution to curriculum development and planning. Some use is being made of assessment data for teachers' planning; there is, however, little use of the assessment data to adapt the curriculum to the pupils' needs. Records of pupils' achievement and effort are monitored regularly and provide a means of identifying any decline in performance or apparent lack of challenge for individual pupils.
- 5.11 Pupils with specific learning needs have individual education plans (IEPs) which helpfully inform teachers of the pupils with particular needs, and the support they require. These IEPs are easily available to all members of staff via the school intranet. The school is meeting requirements for a statement of special educational need.
- 5.12 Results in national tests are used along with the school's regular assessment data to give a comparison to a national benchmark. School assessment and sample test papers for the Common Entrance and Scholarship examinations are used to provide support and information about the pupils' attainment in Years 7 and 8.

Curriculum

- 5.13 The curriculum is sound. It is broadly based and generally balanced through the areas of learning for children under five and the subjects and courses offered to older pupils at each stage within the school. It contributes effectively to the intellectual, physical and personal attainment and development of the pupils. The curriculum is appropriate for the ages, abilities, gender and ethnicity of all years and prepares them well for the next stage of education. However, there is some imbalance of teaching time between different year groups in music. Provision of time is generous for the teaching of science and foreign languages for

Years 5 to 8 and for games and PE in Years 1 to 8. Provision for ICT is a developing strength within the school.

- 5.14 The Foundation Stage curriculum is based on the six areas of learning and the children are provided with a broad and balanced range of activities. The curriculum for Years 1 to 8 is based on the National Curriculum with numerous adaptations to suit the needs of the school and its pupils. The day is divided into ten 30-minute lessons, with the majority of these being double periods, allowing sufficient time for teachers to structure lessons in an appropriate manner. Music and PE are taught by subject specialist teachers from nursery and Year 1 respectively. French is taught from nursery and by specialist teachers from Year 1. Latin is taught from Year 4.
- 5.15 Each subject department has a policy document, backed up by detailed schemes of work. These are very good working documents in the main and provide a framework to promote continuity and progression in children's learning. Planning is carried out collaboratively by class teachers in each year, and by subject teachers in the senior part of the school and this ensures the same curriculum is offered to all pupils in a year group. There are appropriate setting arrangements for English and mathematics.
- 5.16 For the one child with a statement of special educational needs, the school provides suitable and efficient education in line with the statement, which is reviewed annually by the LEA making the placement. The curriculum properly prepares all children, including those of minority groups, for the next stage of their education. There is good equality of access and opportunity for all pupils in the school. Support is given by experienced staff to those pupils requiring it, if their parents wish to pay for it.
- 5.17 With the exception of nursery, there was little evidence from lesson observations or the sample of pupils' work of tasks being planned to meet the specific needs of pupils on a consistent basis. There is no consistent system of monitoring the curriculum by the use of regular lesson observations and scrutinising work in books. There were examples of pupils working collaboratively in English, science and music and some examples of investigative work seen in Foundation Stage, French, Latin and science. PSE is taught formally in Year 6 although various topics are covered as part of other subjects.
- 5.18 The curriculum is enriched by a wide range of extra-curricular activities, including sport, music, drama, as well as many other activities and options on a Wednesday afternoon for those pupils not involved in matches. There are also numerous educational trips and visits. Together these activities are a strength of the school's provision. Chess, for example, is offered to pupils of all ages and coached to a very high level with pupils gaining national recognition. Good use is made of the art studio in activities. The opportunities are very good and are open to all, irrespective of ability.

Does the school meet the regulatory requirements for the curriculum?

- 5.19 Yes.

Teaching and Non-Teaching Staff

- 5.20 The number, the qualifications and the experience of teaching and non-teaching staff are good and contribute well to the quality of education provided and the educational standards achieved. Staff are qualified and experienced for the roles they are required to undertake, and they are sufficiently deployed to teach the curriculum. The teachers have a good range of experience in teaching and of teaching at Yateley. The roles of heads of department are

developing appropriately and their subjects are being enhanced. Appropriate checks are made in to the background of staff before they are appointed.

- 5.21 Staffing ratios for children under five years of age are sound and in line with current guidance. However, the adult-pupil ratio in the Foundation Stage is inconsistent. There is a need to increase the support given to the reception classes which in a significant number of lessons are often working with a ratio of 20:1.
- 5.22 The deployment of teaching and support staff is good. The general level of staffing is generous enough and effective enough to cover the broad curriculum which is taught. The school benefits from a librarian and part-time technicians in science and ICT. Three classroom assistants work in the younger years and four gap-year students are used to support the work of the school, but the school does not have full-time teaching assistants in all pre-prep classes. The school has a suitable number of support staff in the kitchens, grounds and administration and the deployment of these staff is good.
- 5.23 It is unsatisfactory that the school has no formal policy of appraisal. Policies do exist to cover the induction of new staff and with no newly qualified teachers currently employed the school has not had to agree procedures that meet regulatory requirements. Training and professional development contribute to the effectiveness of all staff but without a link to an efficient appraisal system professional development lacks clear direction and does not support school development effectively.

Does the school meet the regulatory requirements for the suitability of proprietors and staff?

- 5.24 Yes.

Resources for Learning

- 5.25 The quantity, quality and accessibility of educational resources are good, and often very good. These resources are well managed and they are used effectively throughout the school to promote the quality of teaching, learning, study and recreation. Pupils of all groupings have ready access to the school's learning resources.
- 5.26 The allocation of budgets to the various departments is good and often very good, for example, in ICT. These budgets are set annually and are managed efficiently, with updated expenditure details being circulated regularly by the bursar to heads of department. Special, large capital investment bids are treated separately and are considered sympathetically. In all subjects there is good provision of books, equipment and other materials, all of which are readily available for teachers and pupils, for example, in personal, social and health education (PSHE). There is considerable expenditure on photocopying materials but this reduces in scale as pupils progress up the school. Outside the school, facilities are available for school matches, water sports, riding and habitat studies. Hired coaches for transporting pupils to activities are preferred to school minibuses as being safer and more convenient.
- 5.27 The recent major investment in ICT has been of particular benefit to the school community, and is providing many valuable opportunities for teachers and pupils. Classrooms have interactive whiteboards and computers and, in addition, there are 40 computers in the ICT suite. These very good resources are being used increasingly effectively by all members of staff, and their provision is enhancing the attainment, progress and quality of learning of the pupils. The electronic diaries and notices throughout the school make an excellent contribution to communication.

Libraries

- 5.28 The range, availability, quality and accessibility of library stock are good and are effective in supporting pupils' attainment, progress and quality of learning. However, two areas exist within the libraries where additional resources are required to enrich attainment and progress, and these are multi-cultural literature in pre-prep and Yateley libraries and music in the Yateley library.
- 5.29 The library premises and stock are well managed. In the pre-prep, the centrally located library is attractively arranged with books appropriate to the needs of the pupils. An afternoon is set aside during the week for all pupils to visit the library and group reading takes place there. Two computers are available for pupils with appropriate software. In Yateley Manor the library is a warm, inviting area where the books are accessible to pupils of all ages and are laid out using the Dewey method of cataloguing and a computerised method of checking books in and out is in operation. A colourful display of pictures and reference books on the topic of 'Homes' being studied by Year 3 was seen, as was a display of books by Joan Aitken together with biographical information about the author. The library budget is managed by the librarian who allocates an amount each year to heads of departments to purchase books for their section of the library.
- 5.30 The library facilities are well utilised by pupils and staff. Topic collections are put together by the librarian for a variety of subjects and year groups, and Yateley Manor pupils have class time allocated for library use. The acquisition of library skills is promoted, work sheets are provided and a system of certificates encourages pupils to acquire the necessary skills. The library is open to pupils and staff from 8.30 a.m. until after school. It is evident that Yateley pupils enjoy this facility and make good use of it. In pre-prep, pupils have library time every Friday.
- 5.31 The library provides pupils with a good resource for personal study and is successful in encouraging pupils to read and research widely for information and pleasure. Library periods provide the time to allow pupils to familiarise themselves with reference books and enable the teacher and librarian to introduce them to a wider selection of genres and authors. A number of pupils use the library to enjoy quiet reading and for personal study during lunchtime when the librarian is available to advise and assist pupils in their research. The library provision is effective in supporting all boys and girls, including those of minority groups and those needing special academic provision.

Premises and Accommodation

- 5.32 The premises and accommodation are good. The provision, quality and condition of the buildings and grounds are suitable for their purpose, and appropriate for the numbers, abilities, ages and gender of the pupils. The premises and accommodation are well managed and give good support to the curriculum provision, teaching and learning. They also make a positive contribution to the pupils' personal development, behaviour and welfare.
- 5.33 The spacious, light classrooms and specialist areas are clean and well decorated, thereby providing a pleasant teaching and learning environment. The furniture and fittings are of good quality, and there is sound provision for storage and office space. The standard of display throughout the school is very good and is well managed by the head of art. Effective planning of the location of teaching areas ensures straightforward movement between lessons in spite of some relatively narrow corridors.

- 5.34 The school kitchen is clean, hygienic and safe, and lunches of good quality are served efficiently in the school hall. The medical facilities are very good, with an accessible, well-equipped room and full-time nurse. Changing areas and toilet and washing facilities meet the requirements of the boys and girls. Disabled accommodation is strategically placed to ensure convenient access. The premises effectively support the education of all groups. The main staff room is quite well appointed but there is no provision for staff changing. Health and safety matters are taken seriously to ensure the well-being of all members of the school community. There is close liaison between the school and outside users of the facilities.
- 5.35 Since 1990, an extensive building programme has transformed the school into its present attractive yet functional setting. Areas such as the science laboratories have been improved significantly, and a most successful major project has combined older buildings with newly designed structures to include classrooms, a creative arts block, and pre-prep which houses pupils in Years reception, 1 and 2. In addition, new stand-alone structures have included a multi-purpose sports hall, a music school, sports pavilion, swimming pool and a nursery. The space available for games and playtime is put to very good use for boys and girls. The fields, courts and play areas are looked after well and provide a good breadth of activity for the pupils. The school makes regular use of off-site facilities for extra sports matches.

Does the school meet the regulatory requirements for premises and accommodation?

- 5.36 Yes.

Links with Parents and the Community

- 5.37 The school has a positive and effective partnership with parents and a number of worthwhile links with the community, enriching the quality of education for pupils.
- 5.38 Reporting to parents is regular throughout the school. Eighteen months ago, the school's reporting system became fully computerised with all staff including the administrative and office staff, having access. Full written reports are prepared at the end of the autumn and summer terms. All subjects are reported and grades are awarded for both effort and achievement with a general comment for each subject taught. Reports inform parents about the work covered, how well a pupil is achieving in each subject in relation to his or her class, and how further improvement may be made through explicit targets. Additionally, three-weekly account sheets are issued to parents in order that progress across all subjects can be continually assessed and tracked. From this database, detailed analyses can be extrapolated by staff and trends measured both for individual children and larger groups. At present there is no opportunity on the report for parents to respond in writing to the information they receive. As parents' consultation evenings take place once a year on a regular, timetabled basis, opportunities to discuss progress with teachers are somewhat limited. An 'open door' policy offers opportunities to parents at the beginning and the end of the day to discuss concerns with teachers, though this is not the same as systematically discussing progress in all subjects on a regular basis. Open mornings are occasionally organised for existing parents and there are plans to re-introduce an annual event where parents can look at the children's work and their displays.
- 5.39 An analysis of the 313 responses to the questionnaire sent to parents in advance of the inspection showed that the great majority of the parents are very supportive of the school and very satisfied with the education provided. They singled out for particular praise the quality and range of extra-curricular activities available to pupils, the promotion by the school of worthwhile attitudes and values and the quality and breadth of the curriculum. A minority of the parents expressed concern about the information they received on pupils' progress and

the opportunities to discuss pupils' work, while nearly one-fifth were dissatisfied with the help given to pupils with learning difficulties. The school should address these minority views.

- 5.40 Written information sent to parents is of a very good quality. The school provides regular information about events, activities and all aspects of school life through a number of publications, such as a regular weekly newsletter, the school calendar and an annual 'Highlights' publication, which focuses on academic and sporting success. Parents are encouraged to become involved with the life of the school; for example they accompany school trips, help with cookery and referee sports matches. Parents are very good at supporting school events. The school website is excellent and includes detailed day-to-day information, a selection of the school's policy statements in addition to digital versions of the prospectus and the newsletter. A very good school prospectus provides prospective parents with general information about the school. The school has an active Parent Teacher Association, which meets regularly and raises funds for a range of capital items through a variety of events such as a Quiz Evening, a May Fair and a Summer Ball. Four members of staff attend meetings. The wide range of links with parents contributes well to the ethos of the school and its sense of community.
- 5.41 The work of the school, its curriculum and pupils' experience are enriched by the links with the community. The school has active links with the local police liaison officer who is involved with the PSHE and citizenship programme and talks to the pupils higher up the school on drug and solvent abuse. The school is a centre for music examinations and is used by the local community for badminton in the evenings. 'Manor Leisure', run from the school, hires out the school plant for use by children's groups in the holidays. Through the links formed by the addition to the staff of a national chess master, the school is used as a centre for local and national chess competitions. Every year significant sums of money are raised for charities selected by the pupils. This helps all the children to appreciate the needs of other groups in society. These include national charities. Amounts in excess of £4000 are raised by various events including, "Dress as a celebrity for a day", and the Christmas fair organised, in the main, by the pupils. All of these events help to develop the pupils' awareness and understanding of the wider community.
- 5.42 The school should add to the full report a response sheet on which parents can respond in writing to their children's report, alongside the inclusion of additional formal parents' consultations throughout the year. It should also develop further the provision of support for pupils which is uneven throughout the school.

Does the school meet the regulatory requirements for the provision of information?

- 5.43 Yes.

Does the school meet the regulatory requirements for the manner in which complaints are to be handled?

- 5.44 Yes.

6 PUIPILS' PERSONAL DEVELOPMENT AND PASTORAL CARE

Pupils' Personal Development

- 6.1 The provision for pupils' personal development is very good. The school provides a very good range of suitable opportunities through which pupils can formulate a system of spiritual beliefs and a moral code as well as developing very well personally, socially; and culturally. All children benefit equally from the provision in these areas.
- 6.2 The provision for spiritual development is satisfactory. Christian-based assemblies, biweekly in the senior school and daily in the pre-prep department, play a key part in the opportunities available for spiritual reflection. These regular experiences are supported by timetabled religious education (RE) lessons, and cross-curricular input as itemised in the schemes of work from, for example, music, English and art. All Year 3 pupils visit a Hindu temple. The Year 4 pupils visit a synagogue. The choir's religious input and the pupil-organised Bible-buzz activity add further dimensions to the pupils' spiritual awareness helping to develop their self-knowledge as they grow older.
- 6.3 The provision for moral development is very good. The PSHE programme covers many aspects including good manners and sex education, which is also addressed in science. Environmental matters are included in science and geography. The local police liaison officer visits to talk on drugs. PSHE and RE underline the three school rules of kind politeness, sensible safety and the importance of clearing up your own mess. In the pre-prep department the children know the 'golden rules' that set the expectations for their behaviour and conduct. All pupils are made aware of the school anti-bullying policy and know to whom to turn for help. The 'friendship bench', under the care of Year 4, helps any juniors feeling lonely to find a friend. The breadth of these experiences and the support available enable pupils to develop an ethical and moral code and make responsible, reasoned judgements on such issues.
- 6.4 The provision for cultural development is very good. The pupils are made aware of and exposed to a very good range of cultural experiences at all educational levels. In lessons and activities, artistic, musical and dramatic experiences are plentiful. The Year 7 residential French trip, annual Alpine skiing and summer water sports in Spain give scope to understand western European culture. Further input is provided by studies concerning the law, the police, Parliament and other public and service institutions. History lessons and occasional associated visits add more dimensions that enhance the pupils' appreciation of their own cultural traditions and the diversity and richness of others.
- 6.5 The provision for social development is very good. The school's ethos fosters concern for others. Good behaviour is always evident and its necessity is regularly reinforced in PSHE lessons and by staff at appropriate times. In the pre-prep department the children have classroom duties whilst the oldest undertake "playground patrol" on a rota at break. The senior school aims to ensure that all pupils have been a form captain or vice captain for at least half a term by the time they reach Year 6. The democratically elected school council, under the chairmanship of the school captain, has representatives from each class and acts on any suggestions and issues of concern, including advising the vital food committee which also has elected pupil representatives. In Years 7 and 8 every pupil has duty responsibilities. Each may advance up the "silver" and "gold" prefect ladder with different leadership aspects. These culminate in the position of team prefect with responsibilities to support staff one day in eight. During breaks team leaders patrol with a walkie-talkie radio, a significant badge of office. At a different level, a mentoring system whereby senior children assist any in Years 4 and 5 who are having difficulty with tables or spelling has recently been

introduced, with encouraging results for both parties. All these and other provisions encourage pupils to relate positively to one another, take responsibility and participate fully in the school community.

Does the school meet the regulatory requirements for the spiritual, moral, social and cultural development of pupils?

6.6 Yes.

Pastoral Care, including Welfare and Health & Safety

- 6.7 Pastoral care is good. The pastoral system supports all children with equal care, including those of minority groups and requiring learning support. The school cares effectively for all its pupils' well being, development and safety through its good arrangements for pastoral support and guidance.
- 6.8 The school's various pastoral, tutorial, and other support and guidance systems are good. They make a positive and effective contribution to the educational standards and personal growth achieved by pupils. A clear system of support for pupils is provided by class teachers and form tutors. Form teachers and tutors are assisted in their pastoral role by the pastoral deputy head who advises on specific problems and is available to talk to parents. Information about the needs of individual pupils is disseminated in staff meetings as well as informal discussion between staff. The good relationships that exist between pupils and staff throughout the school are a significant factor in the trust pupils have in the staff. When talking about their school pupils say they feel safe and secure in their environment and confidently name a member of staff they would ask for help in a variety of situations. The tutorial system, 'friendship bench' and 'golden rules' in pre-prep all serve to reinforce the caring ethos of the school.
- 6.9 The effective monitoring of academic progress and pupils' personal development through assessment and grades results in provision of good support and guidance for all pupils. The effective support and guidance is based on a system of assessment, three-weekly grades, standardised tests and class and individual targets; the latter are discussed on a regular basis with the pupil, whose contribution and self-assessment are valued.
- 6.10 Effective measures promote good discipline and behaviour, including procedures to guard against harassment and bullying; and unacceptable behaviour is dealt with constructively when it occurs. Good, clear aims and comprehensive documentation are supported by detailed objectives and the school places significant importance on this area of work. Throughout the school pupils know what is expected of them.
- 6.11 The school cares effectively for all its pupils' well being, development and safety through its arrangements for welfare, health and safety. Measures to safeguard and promote all pupils' health and well being are successful. The matron is a full-time employee and well qualified. At least 12 members of the teaching staff have first aid qualifications. The school surgery is well equipped and organised. Communications between matron, teaching staff and parents are good. Efficient medical records are kept. An accident/incident record book together with a health and safety record is kept for all pupils. Thorough details of medical conditions, allergies and recent incidents are circulated to all members of the teaching staff via the school intranet. Parents are sent a "head letter" in the case of pupils suffering a head injury.

- 6.12 School meals are appreciated by all. Menus are varied and there is always a vegetarian alternative on offer. There are regular meetings of the pupil/staff food committee attended by both the bursar and the headmaster.
- 6.13 Child protection procedures are fundamentally sound, but need to be strengthened. The deputy headmaster (pastoral) is the nominated officer for child protection. A record book relating to child protection issues is kept in the headmaster's study. Child protection procedures are thoroughly documented on the schools intranet. However, there has been no recent staff in-service training on child protection. The school anti-bullying policy is broadcast on the school intranet, but no records are kept of incidents related to the bullying of individual pupils. A small number of pupils gave only vague answers to school policy and procedures when questioned. All members of the teaching and non-teaching staff, school governors and part-time visitors have undergone relevant checks,
- 6.14 All necessary measures to reduce the risk from fire and other hazards have been taken. The school complies with fire regulations. It has a letter of approval from the local fire officer. All classrooms have laminated notices relating to fire risk and procedures particular to that room. Fire practices take place six times a year and are efficiently logged on the school intranet.
- 6.15 Arrangements to ensure a healthy, safe environment are effective and the school complies fully with health and safety regulations. There are effective formal and written procedures to safeguard and promote welfare, health and safety. Detailed guidance regarding action to be taken in eventualities such as a prisoner escaping from Broadmoor is given to staff via the intranet. Health and safety responsibilities are included in job descriptions of individual members of staff. Proper risk assessments are carried out in preparation for educational and residential visits. Discussion of health and safety issues takes place regularly with relevant staff. A health and safety committee meets twice a term and includes the headmaster, the bursar and other members of staff. Meetings are efficiently minuted.

Does the school meet the regulatory requirements for the welfare, health and safety of pupils?

- 6.16 Yes.

7. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Governance and Management

- 7.1 The school is soundly governed and well managed. The structure and management arrangements relating to the governors, head, teachers and others with management responsibilities are well defined and provide a framework which supports effective management. The chair of governors sets a good role model for his colleagues by making regular visits to the school and meeting staff. Governors are very supportive of the school and keep a sound overall view of its work.
- 7.2 Governance and management provide clear educational direction for the work of the school which is reflected in the overall good quality of education and the standards achieved by all its pupils. The school has benefited for many years from the astute leadership and management of the headmaster. The senior management team (SMT) is an effective group that provides sound strategic leadership for the school, but does not represent all sections of the school. The work of the SMT is communicated to the rest of the staff, but there is scope to improve how this is done and to have more interaction with staff who have management responsibilities. A good amount of informal monitoring and evaluation of the school's work is taking place, for example, as the headteacher visits classes, but a more formal and structured system of appraising the quality of teaching and learning is lacking. Teachers with posts of responsibility are often managing their subjects well within the time they have to carry out their duties. Their monitoring and evaluation roles are often limited, preventing them from obtaining a clear view of the quality of teaching and learning in their subjects across the school.
- 7.3 The governors and managers create a caring ethos and definite sense of purpose in the school which are conducive to effective teaching and learning and place value on a wide range of achievement including that which is academic, creative and sporting.
- 7.4 The school has clear aims, suitable values and many useful policies which are reflected through its work and supported soundly by short- and long-term development planning. The development plan is effective in analysing and prioritising the school's needs. However, there is insufficient emphasis on monitoring and evaluating the implementation and success of the plan against agreed timescales and objectives. This is valuable role for the SMT to undertake in improving their oversight of the school's work and in increasing their interaction with the rest of the staff
- 7.5 Routine administration and organisation are efficient and effective. There are good systems for communication within the school and with the wider community. The use of ICT systems to achieve this good level of communication is a particular feature of the school as it embraces the advantages of new technology.
- 7.6 The management team monitor and evaluate human and material resources well to ensure that they are sufficient, appropriate and suitably deployed. For example, the finances are managed very well and this is an area that is monitored and evaluated effectively. The bursar keeps a tight control on expenditure. The governors receive high quality financial information on which to base their decisions. The school runs smoothly because of the good management of the head and his teaching team, but also through the support and hard work of the administrative, catering, grounds and maintenance staff.

8. ACHIEVEMENT AND QUALITY IN SUBJECTS AND ACTIVITIES

Achievement and Quality in Subjects

The Foundation Stage

- 8.1 Pupils in the Foundation Stage achieve good standards in relation to their abilities. Their achievement and progress are very good in the nursery and good in reception. The overall quality of learning and teaching is very good in the nursery and good in reception. The pupil-teacher ratio is very good in the nursery at 1:6 and poor in reception as at times it reaches 1:20. The curriculum follows the government's Foundation Stage curriculum, and progress towards the early learning goals is recorded for each child. By the time the children reach the end of the Foundation Stage nearly all attain levels in their work which are in line with those expected nationally for pupils at the end of reception. Many pupils exceed these levels and tackle work of Year 1 standard. The department has many strengths and prepares the children well for Year 1 work. However, the lack of monitoring and evaluation of the teaching and learning does not allow these strengths to develop fully.

Personal and Social Development

- 8.2 Children's development in this area is good overall and they make good progress in relation to their abilities. The children have good relationships with their teachers, teaching assistants and with one another. The general ethos of the school contributes to the children developing respect for others. The overall quality of teaching is good. Children with special educational needs, or English as an additional language, are appropriately supported in classrooms, with tasks suited to their needs. Cultural differences are respected. A recent topic on the Chinese New Year was much enjoyed by the children. Both nursery and reception children attend the pre-prep assembly regularly. Personal independence is encouraged, for example when the children change into wellingtons for playtime or into PE kit. 'Circle time' is a regular feature in both the nursery and reception classes, during which the children learn to take turns and express their thoughts clearly. However, the reception teachers do not have sufficient time to meet the children's personal and social needs thoroughly, because the one teaching assistant is shared between the two classes and a teacher can find herself alone, catering for up to 20 young children's needs.

Communication, Language and Literacy

- 8.3 Children's development in this area is very good overall and they make very good progress in relation to their abilities. The children display very good listening skills and express themselves fluently. The teaching of reading is well structured, making use of several reading schemes. The parents are encouraged to work with the school and listen to their child's reading regularly. The quality of teaching was at least good and sometimes better. Very good use is made of big books during story time, and a very good lesson was observed during which the intervention by the children commenting and predicting was encouraged but handled well, so that the story line did not become interrupted. Excellent storytelling directly to the children, without a storybook, was also observed, during which the children were entranced and their imagination fired. Pencil control and the formation of letters is begun in the nursery and developed in reception classes. The children's handwriting is very good and their awareness of writing for different purposes was noteworthy, as shown by examples of their stories, invitations, menus, emails and secret messages.

Mathematical development

- 8.4 Children's development in this area is good and they make good progress in relation to their abilities. The programme for the children's mathematical development is well taught in both the nursery and reception classes. It is based on the early learning goals and takes into account the differing abilities of the children. Parent helpers provide useful support for small groups within the classroom. Children are encouraged to develop their mathematical language throughout nursery and reception, as they explore concepts with the help of some very good resources such as a programmable toy and excellent computer software. The use of ICT facilities is developing but is not yet good enough to provide regular learning opportunities for the individual child or for the whole class at one time. In the nursery, children are given activities which encourage their understanding of comparison, matching, sorting and sequencing. Children were observed matching numbers on a sewing card and sewing a line between them to make a spider's web. In reception, children are beginning to understand the operations of addition and subtraction and can use mathematical symbols. By the time the children leave the Foundation Stage, the great majority have attained the early learning goals.

Knowledge and Understanding of the World

- 8.5 Children's development in this area is good. They make good progress in relation to their abilities through well-planned activities and regular classroom events such as observing how a classroom amaryllis plant changes and completing daily weather charts. In the nursery the topic of 'nursery rhymes' was linked to learning about spiders and spiders' webs in the natural world. The reception classes were observed handling ice and carrying out investigations on 'melting'. Children in the reception classes were learning about the history of the school and they observed which school buildings were old and which were new. The quality of teaching is good. Throughout the Foundation Stage, the staff are quick to grasp any opportunities to extend the children's vocabulary and this was particularly noticeable in science lessons.

Physical Development

- 8.6 Children's development in this area is good and they make good progress in relation to their abilities. The range of physical activities is reasonable but the school has not broadened this range, for example, by including swimming in the curriculum. The children in nursery and reception classes have timetabled lessons in the sports hall and gym for PE and games with their class teachers. The teaching is of a good standard, but the progress of the reception children would be improved with more support for the teachers. The present teacher:pupil ratio of 1:20 makes it difficult for the teacher to monitor the skills acquisition by all pupils.
- 8.7 Within the classrooms there was much evidence of pupils having opportunities to use scissors, felt-tip pens and paintbrushes, as well as table top and floor construction kits to develop fine motor skills. The outdoor play areas are good, providing the grassed areas are usable. If they become muddy, outdoor play areas are poor for the nursery children. A larger all-weather play area is necessary for the children in the nursery to achieve the early learning goals involving gross motor skills. Also the reception children's physical development could be improved if their all-weather barked play area was extended.

Creative Development

- 8.8 Children's development in this area is very good. They make very good progress in a range of activities including painting, printing, making collages and salt dough modelling. The café, containing the salt dough 'pretend food' was very popular and provided much

opportunity for role-play. The paintings of Humpty Dumpty in the nursery were delightful, and of a high standard for this age group.

- 8.9 The nursery and reception classes have a music lesson once a week from a music specialist, and the teaching and learning in these lessons is excellent. In other lessons the teaching is very good. The children were observed enjoying rhythm games and songs, moving to music, playing percussion instruments and learning about the instruments of the orchestra.

Other Aspects of the Foundation Stage

- 8.10 This stage of the school is managed soundly, but leadership is limited. The member of staff has a limited role and overview of the Foundation Stage because a considerable teaching load precludes her having the time to monitor and evaluate the teaching and learning taking place. This situation should be amended and improved as part of the implementation of a rigorous system of monitoring and evaluation of the quality of teaching and learning across the school.

English

- 8.11 Throughout the school the standards achieved by pupils are good, and in some cases high in relation to their abilities. Compared to broadly equivalent maintained primary schools, results of national tests at 7 and 11 are well above the average achieved by these schools. Results of Common Entrance and scholarships are very good in Year 8.
- 8.12 The attainment of pupils at the end of Year 2 is good in relation to their abilities. By the end of Year 2 pupils read from a variety of texts and are competent in writing for a variety of purposes. They are able to suggest 'ie' sounding words with different spellings and use them in sentences and embark on creative writing tasks with confidence and a willingness to share their ideas. The good quality of presentation, accuracy of spelling and correct use of grammar is evident in their work and owes something to the recently introduced spelling and handwriting scheme. By the end of Year 6, pupils' attainment is good in relation to their abilities. They write accurately and when producing extended pieces of writing pupils plan effectively and sustain the pace of content well, as seen in an imaginative piece of writing entitled 'A Day in the Life of my Pen'. Year 6 pupils' reading skills are good and they enjoy the opportunity to read their writing aloud to different audiences. The introduction of timetabled drama for Years 5 and 6 and the opportunities for pupils to participate in drama productions and enjoy performances by theatre groups enrich their experience of English and substantially improve their speaking and listening skills. By the end of Year 8, pupils' attainment is high in relation to their abilities. Pupils show appreciation of language and well-developed skills of comprehension and the ability to express themselves.
- 8.13 Throughout the school the progress of pupils is good and sometimes very good. By the end of Year 2, pupils understand tenses of verbs and are able to use them correctly in sentences and competently construct extended sentences of their own. Effective use is made of language skills in historical accounts. The progress of pupils at the end of Year 6 is good and at the end of Year 8 is very good. The monitoring and assessment of pupils' work in Years 3 to 8 has helped to raise the standards of written English. Pupils show a mature understanding and appreciation of a variety of Shakespearean texts; ability for character analysis and the competent use of inference and appreciation of the language and imagery of the war poets. Pupils with learning difficulties are identified and there is some evidence of tasks being suited to individual needs.

- 8.14 Throughout the school the quality of learning and behaviour is good. Pupils are enthusiastic learners who are keen to participate in lessons; share their ideas and read out their work. Pupils of all ages are good listeners who respond well to questioning and are competent and able to work individually, in pairs or in a group. They are enquiring and eager and respond well to a variety of stimuli. They are capable of sustaining concentration and they can focus on a set task and develop their ideas maturely. Positive relationships are evident between staff and pupils and pupils and their peers. Pupils behave well and respond to the high expectations of the teachers.
- 8.15 The quality of teaching throughout the school is good with some examples of very good teaching. Teachers have a thorough grasp of their subject, they plan meticulously and have high expectations of their pupils. They are energetic and responsive to the pupils' needs and ensure work relates well to their everyday lives and experiences. Considered questioning and encouragement achieve well thought-out responses from pupils. Pupils' work is regularly and carefully assessed, with positive, constructive comments and individual targets. In many cases the enthusiasm of the teachers raises the interest and consequently the attainment of the pupils. The small number of pupils for whom English is not their first language are well catered for throughout the school.
- 8.16 The management of English is good but limited by a lack of time for monitoring and evaluation of teaching and learning. The leadership of the department is very good; a shared vision, new schemes of work and deployment of the English teams' strengths have been instrumental in raising the standards, profile and enjoyment of this subject. This combined with the team's enthusiasm, year group planning and termly assessment to inform future planning have all had a positive influence on pupils' attainment and progress. Appropriate areas of the National Curriculum have been utilised and corresponding texts are under constant review. The particular attention to raising the profile of creative writing and the development of speaking and listening skills has been successful, as has the introduction of Shakespearean plays and texts from Milton, Chaucer and the war poets. Regular planning meetings between Wyndham's and Yateley Manor teachers helps to ensure continuity.

Mathematics

- 8.17 Pupils achieve good standards in relation to their ages and abilities across the school as a whole. At the end of Year 8 children achieve good results in Common Entrance and scholarships that are at least in line with similar schools and often better, and many gain entrance to highly regarded senior schools. By the end of Year 6 attainment is well above the national average and above that achieved by pupils of similar ability in comparable schools. A large number of Year 6 pupils attain the higher level in national tests, although only one pupil has reached a very high level over the last four years. Year 2 pupils attain standards that are above the national average and are commensurate with the level expected for their age and ability.
- 8.18 Pupils in both Years 1 and 5 were observed studying 3-D shapes. The work showed appropriate progression. Year 3 pupils demonstrated good understanding of time using both analogue and digital clocks, converting one to the other with ease. Year 4 pupils know how to convert kilograms to grams, estimate mass and carry out practical measuring tasks. They show confidence in changing numbers from one form to another. The oldest pupils display good understanding of transformations and a group in the top set in Year 8 attempted some quite complex questions from scholarship papers.
- 8.19 Pupils make good progress in the development of their mathematical knowledge, understanding and skills. Pupils in Years 1 and 2 make sound progress in relation to their

ability. By age 11, the progress of pupils is good for their ability and similarly good progress is being made by Year 7 and 8 pupils.

- 8.20 Overall attitudes to learning are good. Pupils show good levels of concentration and behave well, particularly if the work is interesting and stimulating. They show courtesy to each other and to staff with whom they develop good relationships. This is particularly noticeable, as the pupils get older in the school. They listen well, want to take part in oral work and show interest. In those lessons observed when the task was less absorbing or the pace slowed that interest waned. The pupils' attitudes to learning are conducive to good achievement and learning overall.
- 8.21 At all stages, the overall quality of teaching is good and contributes effectively to the standards achieved in the school. The teaching is never less than sound and occasionally very good. Each lesson begins with a numeracy section, which serves as a warm up or starter and allows more than one emphasis in an hour lesson. Sharper focus on starts of lessons would help pupils make more progress. Teachers plan their work together and this ensures the same entitlement to all classes in a year. They display good subject knowledge and manage the pupils well. Marking is thorough, with many helpful comments; this being particularly noticeable in the top four years of the school. The pattern of marking follows the school's policy of content, effort and presentation marks using rubber stamps in the senior part of the school or sheets glued in the front of exercise book in the Years 3 and 4. Use of white interactive or smart boards and data projectors is a good feature throughout the school. One lesson in the computer room was observed with Year 5 pupils working on a mathematics programme. This involved children working individually at a computer terminal with headphones and a very high level of concentration and interest was seen. Individual results can be analysed by each teacher, thus informing the future planning of lessons. Teachers of Year 7 and 8 pupils do not regularly use this facility in the same way.
- 8.22 Little collaborative or investigative work was observed during the inspection although three Year 4 lessons were seen in which children worked in groups on estimating and measuring mass. Evidence from schemes of work shows investigations are due to be carried out in the summer term. Most of the work observed was with children working individually on a task from a textbook. The department does not use a full range of teaching strategies to give different opportunities and experiences to the children in order to extend them further. One interesting example of paired work occurred almost by accident in a Year 5 lesson on timetables, when a pupil said to the member of staff that she had not understood a point and by the time the teacher arrived to help, a minute later, a neighbouring pupil had cleared up the problem with two simple sentences of explanation. There is limited evidence of the very brightest children being consistently challenged. Year 8 doing scholarship work and Year 7 involved in the UK Junior Mathematics Challenge are good examples, but in the lower years the brightest children would benefit from consistent challenge in order to raise standards further.
- 8.23 The subject is well led. There is a very good policy document and appropriate schemes of work. The long-term plan is worked out by the leadership team who then pass the medium-term and short-term planning to each teacher. Although the year group teachers meet to plan together, there is little opportunity to get all teachers of mathematics together because of time constraints. The lessons observed were well planned and linked back well to the medium term plans. These medium-term plans were being used as working documents, being constantly readjusted and it is intended that they will be fully updated in the light of experience at the end of the year. The assessment arrangements are entirely appropriate and thorough, and evidence was seen of good analysis of individual results to inform the

planning of future lessons. The long-term assessments are the end of year examinations. Classwork and homework grades are kept by each class teacher. The subject is very well managed. There is a good range of high quality resources, both in terms of paper resources and practical equipment and there are a good number of relatively new textbooks.

Science

- 8.24 At all stages, pupils' attainment is at least good in relation to their abilities, with the pupils' depth of understanding and knowledge increasing as they move through the age groups. Within each year group, there is a marked range of ability. In the 2003 national tests at age 11, all pupils achieved Level 4 with over three-quarters reaching Level 5. This is well above the average in comparable schools. The results at Common Entrance and scholarship level continue to be above the average of comparable schools and are maintaining an upward trend.
- 8.25 The boys and girls reveal good knowledge and understanding at all ages, and are articulate, perceptive and increasingly analytical in their observations. They handle apparatus confidently, and have good ICT skills. The standard of presentation of written and graphical work is good, and often high. There is appropriate emphasis on practical work, accompanied by a proper concern for safety. In Year 1, pupils predicted and tested enthusiastically in a 'floating and sinking' investigation and, in Year 2, pupils reported back on a weekend project involving garden bird observation. In Year 4, invertebrates and vertebrates were studied through a wide range of activities and, in Year 5, the concept of a fair test was well understood when pupils showed co-operative teamwork in a soundproofing experiment. Practical tasks matched to the pupils' differing abilities were tackled successfully by Year 6 pupils working with series and parallel circuits, and by Year 8 pupils investigating reflection and refraction. Selections of practical work and projects of good quality were displayed in the laboratories and classrooms.
- 8.26 Progress in Years 1 and 2 is good in relation to the pupils' abilities, and then accelerates through Years 3 to 8, to become rapid by Year 8. Progress in understanding topics was clearly evident during the double periods and was helped significantly by practical work in groups, with boys and girls often working together and progressing equally well. Through the stages, confidence is gained in handling apparatus, and the standard of presentation of work, notes, diagrams and graphs shows good to rapid progress. In Years 7 and 8, the pupils cope well with the more demanding practical work, which requires an increasingly analytical and perceptive approach.
- 8.27 The learning and behaviour are good: always at least sound, and usually good or very good. Secure scientific understanding develops from an enthusiastic, positive classroom atmosphere and a trusting rapport with the teacher. The pupils are interested and well motivated, and they usually maintain concentration throughout the double periods. They are very willing to contribute answers, questions and hypotheses, and respond positively to explanations and instructions. Behaviour is very good, and the pupils show initiative while working constructively with their partners on practical tasks. They are keen to exchange ideas and to seek solutions to challenges.
- 8.28 Teaching is good and sometimes very good at all stages, demonstrating convincing subject knowledge. Explanations are given clearly and sympathetically and, in practical work, individuals are given extra help or are challenged further as appropriate. A lively pace is maintained as a result of thoughtful planning, which includes a variety of tasks to capture the pupils' interest. Question and answer sessions test and develop understanding. Objectives are made clear and tasks are appropriately challenging so that, with the right degree of

guidance, the pupils make discoveries themselves. Time and resources are used effectively in a sensibly disciplined environment.

- 8.29 Marking and the correcting of pupils work is regular and thorough, often with encouraging and helpful comments. Work of a particularly high standard is rewarded appropriately. In Years 5 to 8, the results of end-of-topic tests and school examinations are recorded across the year group. Pupils in Year 6 sit National Curriculum tests, and the 11 + external examinations as required. In Year 7 there are summer trials in physics, chemistry and biology and, in Year 8, a series of mock examinations matches the demands of senior schools. The test and examination assessments are used to set personal targets and to assist in making decisions regarding set composition.
- 8.30 Years 1 to 4 are taught by their class teachers, and Years 5 to 8 by science specialists. All teachers teach the curriculum effectively. The curriculum allocation is appropriate and the setting arrangements are effective. Study in Years 7 and 8 is enriched by natural history and science museum visits, and habitat study outside the school is being investigated for Years 5 to 8. The recently provided technical assistance is making a significant, beneficial impact on the organisation of the department. Training courses are well attended but staff appraisal needs to be improved. The department is well resourced with an appropriate budget, and has benefited from major additional expenditure in the last year. The two laboratories are bright, spacious and well equipped with effective storage, seating and practical work surfaces. They are linked by a well-organised preparation room and a large, secure chemical storage cupboard. ICT is being embraced by staff and pupils increasingly effectively for word processing, data logging, spreadsheets, and for making good use of interactive whiteboards, CD-ROMS and relevant websites. Health and safety is given detailed consideration in the policy document, and relevant issues are emphasised in practical work. Risk assessments are carried out as required, and the laboratories are locked when not in use.
- 8.31 Science is very well led and managed. Clear direction and continuity are provided by the newly completed comprehensive policy document and the detailed schemes of work. These are seen as evolving papers and there is continuous planning for future development. The regular monitoring of resources is being assisted greatly by the new technical assistant. The specialist science teachers hold half-termly departmental meetings with agenda and minutes. There would be real benefit in arranging occasional meetings of all those staff who teach science, and in developing effective strategies for the evaluation of their performance.

French

- 8.32 Pupils attainment is in line with their abilities by Year 6 and Year 8.
- 8.33 Orally, pupils attainment by Year 6 is in line with expectations of pupils' ages and capabilities. By Year 8 it is in line with their ability and for a minority of pupils their attainment is good. At all ages, pupils are able to chant and sing French with gusto and the same applies when they work in pairs. Greater inhibition sets in though when pupils are asked to speak on their own to the rest of the class. Answers tend to be mumbled and inaudible and pupils need to project their voices more forcefully. Standards of spoken French in Year 3 are good with most pupils able to comprehend and speak and sing French confidently. However most pupil responses in two Year 5 sets were confined to single word answers of the "oui" or "non" variety. Similar inhibition affected the majority of pupils in Years 6, 7 and 8 although less so with older pupils, but only very few pupils were heard to express themselves in a proper French sentence. Pronunciation standards vary. Most of the Year 3 class could get their tongues around a difficult word like "vendredi", but older pupils

were still making pronunciation mistakes such as “jay” instead of “je” (Year 5) and “lemonade” instead of “limonade” (Year 5). A small number of pupils had very good accents indeed. The majority of pupils showed good understanding of simple, everyday instructions given in French although there were exceptions.

- 8.34 Pupils’ attainment in written French at Year 6 is in line with expectations of pupils’ ages and capabilities. By Year 8 it is in line with and for a minority of pupils their attainment is good. Only a minority of Year 5 pupils could translate simple sentences such as “J’ai soif” or “Je voudrais un jus d’orange” quickly and with total accuracy. Others were too content to think they knew the general sense of the sentences and did not attempt word for word correctness. Greater precision needs to be encouraged. A lower ability Year 5 set made sensible use of ICT provision, unscrambling words in French text on screen. Attainment was good with most pupils moving along quickly, on average at an 80% correct level. By Year 6 the more able pupils coped confidently with “Qu’est ce-que” constructions and were employing them in simple French sentences. They showed a good grasp of present tense endings. They were becoming familiar with the use of “je m’appelle” and other reflexive verbs. By Year 8 the more able pupils showed a secure grasp of verb tenses. A middle ability Year 8 set showed good familiarity with the imperfect tense and most were able to cope with a related test very well. A small sample of French Common Entrance grades for 2003 showed good results.
- 8.35 Progress was generally in line with the abilities of pupils by Years 6 and 8, with some making good progress. Pupils’ progress was less consistent in the speaking of French. Year 3 made significant gains with recognising, singing and speaking words for days of the week. Most, but not all, Year 5 pupils could put names of nine different drinks to pictures by the end of a lesson and most showed a good grasp of words for classroom objects studied beforehand. Most could put sentences together using “je voudrais...” with the aid of picture prompts. Year 6 pupils extended both their vocabulary and knowledge of French life style by reading a “soap” story from the magazine *Equipe*. A lower ability Year 8 set made progress with spelling and vocabulary with the aid of a computer programme where they had to unscramble words from a French text.
- 8.36 The quality of the great majority of pupils’ learning is good, but many are inhibited with the speaking of French. Pupils respond well and show good motivation in the lessons. They cope well with independent learning, particularly when accessing the Internet or using computers. Behaviour is good. Most pupils are enthusiastically involved in the lessons and this was particularly noticeable in Year 3.
- 8.37 At all stages the quality of teaching is good, but a greater emphasis needs to be placed on ensuring that pupils achieve a more accurate standard of written translation and to be able to speak out in French more confidently. In the best lessons, the teachers perform with verve, sessions are meticulously planned, move along at a brisk pace and contain a good variety of stimulating activities. That said, strategies are not effective in helping pupils to speak out confidently in front of the class or to help them to express themselves in sentences rather than single words. Greater accuracy of written translation needs to be achieved, particularly in Year 5. Teachers have an excellent grasp of French and speak fluently with very authentic sounding accents. They make consistently full use of the target language to give instructions, make greetings and ask simple questions. They also demonstrate considerable technical expertise with their use of the smart board and glitches are kept to a minimum. Full use is made of the school’s ICT provision and appropriate software is sensibly and successfully employed. There were good examples of tasks being well matched to the differing abilities of the pupils, particularly with the use of computers. Clear data is

available on individual pupils' learning difficulties. A French visit for Year 7 is made once a year to a centre in Normandy and this provides a very worthwhile experience for all concerned. It enriches the curriculum and broadens the pupils' experience of French life and culture.

- 8.38 Assessment of pupils' work is accurate with written work at all levels being marked regularly and helpfully, very often with a great deal of encouragement for the weaker pupils. A mark scheme consisting of marks for "content, effort and presentation" is followed closely and the most improved examples of work are awarded a school or headmaster's commendation.
- 8.39 The subject is most efficiently led and managed with good liaison between teachers. The current Year 5 setting arrangements should be reviewed to try to ensure that the better linguists always end up in the upper ability sets. Syllabus content and aims are all clearly stated in the department's documentation, which is logged on the school intranet. Lesson allocation is generous and it helps the department considerably that French is first taught at nursery level. "Taster" courses in German or Spanish are offered to Year 7 pupils.
- 8.40 The department is well resourced and there is a generous annual budget. There are two specialist, well equipped French teaching rooms for the two full time teachers, both with smart boards, audio equipment and screen projection. A third, part time member of the department does not have a permanent teaching base within the school and is somewhat disadvantaged by having to move from room to room.

History

- 8.41 The standards of attainment in history are sound in relation to the ability of the pupils.
- 8.42 Pupils' attainment is mostly in line with their abilities, with good standards evident in lessons in Years 1, 2, 4 and 8. In all age groups, pupils are able to use their knowledge and understanding to interpret information and explain historical issues. They show at least sound understanding of chronology and historical terms. For example in Year 4, pupils were able to understand why the Saxon invasion took place at the particular time that it did. By the end of Year 8, pupils were able to achieve satisfactory standards in handling and interpreting historical evidence. Year 1 pupils gained good insights to life in the 1950s from a well-chosen series of videos. Pupils in Year 5 studying Victorian Britain successfully identified the needs for and problems of child labour.
- 8.43 Pupils make at least satisfactory progress in relation to their prior attainment; progress in Years 1 and 2 is rapid as a result of good teaching. In Years 1 to 6 pupils build up knowledge, understanding and skills in written and oral work. Written work was well presented and organised, and pupils in all year groups take pride in their assignments. Pupils with specific learning needs make appropriate progress in relation to their capabilities.
- 8.44 The quality of learning and behaviour was mostly good. Pupils were attentive and often showed a genuine curiosity in responding to historical questions. Pupils in Year 7 were able to empathise with people living and working in the countryside in medieval times. Pupils were keen to contribute to discussion and were perceptive in their observations. They could benefit from a greater opportunity to learn from each other by working in pairs or in groups as very little of this approach was witnessed outside of Years 1 and 2. In Years 7 and 8 the pupils' writing is sufficiently well organised to handle more complex aspects of history.
- 8.45 At all stages the quality of teaching was never less than sound at all stages. Occasionally it was good and in one Year 2 lesson was very good. An excellent relationship between

teachers and pupils does much to encourage and enhance pupils' learning. Lessons are thoughtfully planned and prepared, and the best lessons are conducted at a brisk pace with high expectations. Pupils with specific educational needs are recognised and receive appropriate individual attention. Suitable tasks are set in lessons and in homework enabling pupils to make progress in developing skills in communicating their knowledge and understanding. However, there was little evidence of tasks being well matched to pupils' ability on a consistent basis. Conscientious and frequent marking encourages achievement, identifies weakness and provides feedback to pupils on how their work is progressing. Not enough use is made of comments to set individual targets and give advice for improvement.

- 8.46 The department is well organised and effectively led and managed. The policies and schemes of work are clearly set out. The curriculum is successfully based around the National Curriculum and the needs of Common Entrance and concentrates largely on British history. The department's resources are barely adequate: many of the textbooks are old and in need of up-dating. The use of ICT through the interactive white boards in all classrooms is beginning to have a very beneficial effect. Some use has been made of historical visits and visitors to the school. For example, a Roman soldier spent the day with Year 4. The main teaching room is adequate for the task but would benefit from a more imaginative use of displays including displays of pupils' work, which is lacking.

Information and Communication Technology

- 8.47 Pupils' attainment is in line with their abilities in Years 1 and 2. In Years 3 to 8, pupils' attainment is good in relation to their abilities. A significant amount of time and money has been applied to increase ICT provision and resources substantially across the school in recent years. This development is resulting in pupils of all ages making good progress in all aspects of the subject. The use of ICT in other subjects is developing well.
- 8.48 Year 2 pupils are able to open programmes and save their work with satisfactory confidence and skill. They can cut and paste words and sections of text with some success. Pupils with the best skills can experiment with different styles and sizes of fonts to suit their work. Year 6 pupils are skilled at using the basics of a program to present their work on a chosen topic by inserting appropriate text and pictures. Year 8 pupils can set up a simple web page and include suitable navigation links from one page to the next, gradually building a portfolio of pages on a theme of their choice.
- 8.49 In Years 1 and 2, pupils' recent progress is good in relation to their abilities. The more frequent use of the school's ICT facilities is having a positive effect on their acquisition of knowledge, understanding and skills. In Years 3 to 8, pupils' progress is good in relation to their abilities. Pupils of all ages are benefiting from the school's investment in resources as they have frequent opportunities to learn new skills, for example, in creating pictures and making presentations and in using ICT in other subjects such as history and mathematics.
- 8.50 Across the school the pupils have positive attitudes to their work. In Years 1 and 2 they are learning well, which results in good gains of knowledge, understanding and skills, particularly noticeable in word-processing activities. In Years 3 to 8 pupils learning is often good in all aspects of the subject and in using ICT in such subjects as French. Without exception, the behaviour of pupils was nearly always good and never less than sound.
- 8.51 The quality of teaching is good at all stages. The quality ranged from sound to very good. The quality varied with the experience and expertise of the teachers. A consistent feature of lessons was the positive relationships between teachers and pupils and between pupils. This enabled the lessons to progress smoothly. The degree of challenge and levels of

expectations for pupils' learning were more varied. Little co-operative work with pupils working in groups or pairs was seen. In the best lessons, pupils of all abilities were appropriately challenged and supported. For example, Year 5 pupils were challenged to find and use different styles in making slide presentations of their work. The activity stimulated their imagination, produced some awe and wonder on their part as they began to discover the great potential of the programme, and produced rapid learning as a result. A positive feature of teaching is the growing use of ICT being made by staff in their work, for example, in the use of interactive whiteboards to present lessons. There is a growing confidence and improving levels of expertise amongst the staff that are adding to the quality of their teaching, but the school is aware of the need to continue to provide in-service training in order to meet their differing needs.

- 8.52 The curriculum is sound and provides for a suitable breadth and balance of activities in all aspects of the subject. The provision for the continuity and progression of pupils' learning is satisfactory. Assessment is developing well in Years 1 and 2 and follows the school's overall policy and practice. In Yateley, the use of published assessment system is developing steadily as an informative addition to the school's own system of assessing pupils' work. Systems are sound and result in the staff having useful information about the pupils' performance. In the best lessons teachers are using this information about pupils' work to plan their future lessons.
- 8.53 A useful plan of development is in place for Yateley and an aspirational plan for the pre-prep. These should be developed into a single action plan in order to make a cohesive, whole school agenda for development. Links between the subject co-ordinator in the pre-prep and the head of department are strengthening and helping to make for a better continuity for the experiences offered to the pupils as they move through the school. Unfortunately, there is insufficient time for the head of department to monitor the quality of teaching and learning through the school.
- 8.54 Resources are very good overall and support the teaching and learning very well. The use of electronic notice boards at strategic points around the school is aiding communication well. The emergency shut-off switches should be positioned at a higher level. The school is aware of this need and plans to improve the situation.
- 8.55 The subject is managed well. Many useful initiatives and developments have been led very successfully. The employment of a part-time technician has provided necessary release for the head of department from many of the time-consuming technical duties carried out previously. A very significant improvement in provision in recent years is resulting in increasingly effective and more frequent use of ICT in other subjects. Pupils' and staff knowledge, understanding and skills in this subject are improving very well.

Music

- 8.56 Most pupils attain good standards in relation to their abilities at Year 2 and Year 6. By Year 8 attainment is in line with pupils' ability. Pupils who learn to play an instrument attain significantly higher levels of performance than those who do not. Year 2 pupils are able to sing a song accompanied by tuned percussion to a very good standard. Year 6 pupils can compose and perform a pentatonic tune and perform it to the class effectively. The more able Year 8 children are able to compose a song and notate this to a satisfactory standard using the computer. Pupils throughout the school demonstrate a sound understanding of the work and are able to build on their knowledge in the lessons. The quality of singing across all parts of the school is satisfactory. The orchestra and string group were all heard rehearsing to a good standard.

- 8.57 Pupils' overall progress is at least in line with their abilities, with rapid progress being evident in Year 2 where the best teaching was seen. Pupils were able to perform a song with rhythmic and tuned percussion accompaniment to a very good standard within a 20-minute lesson. Pupils show increased knowledge of musical terminology and skills across the different year groups, although individual skills vary dependent on whether they receive instrumental tuition. Those pupils of all ages that receive tuition often make good progress in this aspect of their work. Progress in Years 6, 7 and 8 classes in non-instrumental work is hampered by the limitations of one single lesson a week. For example, pupils in Years 7 and 8 were composing songs but did not have time to develop fully their lyrics and melodies.
- 8.58 The pupils' learning and behaviour are good. A majority of children show obvious enjoyment in lessons and respond with enthusiasm to their teachers and each other. In a Year 4 class, when asked to participate in a song using the voice, a number of children volunteered immediately. Children were able to sustain their concentration and motivation throughout lessons, as illustrated when pupils were asked to vary duration of notes and dynamics in a Year 5 class. The rapport between pupils is very good.
- 8.59 The quality of classroom teaching is uneven. A Year 2 lesson on singing and rhythmic work contained very good teaching. A Year 7 lesson on writing a song contained unsatisfactory teaching. A lesson on melody writing with the same age group contained good teaching. The best lessons contained teaching that ensured a brisk pace to the teaching and learning so that pupils did not lose interest and were carefully planned in relation to the department scheme, for example in Years 2, 3, 4 and 7. Open questions to obtain information and ideas are used, and all pupils' contributions are valued. In weaker lessons insufficient time is given to those children with special needs, in conjunction with those who have relatively less instrumental music experience. Good practice was seen in a Year 8 class where the teacher offered to give extra help to a child needing to finish a composition. The balance of the curriculum is good and includes listening, appraising, composition, improvisation and performance. All pupils receive one class music lesson a week in Years 6, 7 and 8, which is insufficient for children to undertake properly their programmes of study.
- 8.60 This department is managed well and led soundly. The organisation of the peripatetic instrumental teachers is very good. The work of these teachers in the tuition programme makes a significant contribution to the standards achieved in instrumental work and to the quality of education provided. Two hundred and twenty-five instrumental lessons are taught each week on a wide range of instruments and there is good support from other full time staff with musical training. Eleven extra-curricular music groups meet each week. There is some support for group and ensemble work from amongst the instrumental staff but this is limited by the constraints of time and by the number of other activities that coincide with musical ones. The head of department has a very full timetable, teaching every class from Year 3 to 8. This leaves little opportunity for making full use of his talents in developing the music curriculum, monitoring and evaluating the quality of teaching and learning, and organising and running the extra-curricular programme. A regular series of concerts and music days are staged each year and involve all pupils from Years 3 to 8. The department is very well resourced and a large music room with computers, keyboards, an interactive white board, in addition to a large selection of tuned and untuned instruments, enriches the pupils' learning.
- 8.61 Music activities in lunch breaks and after school compete for time with other clubs. If the undoubted potential of the orchestra and choirs is to be fulfilled, time should be created for them when all those who are proficient can take part. Storage for instruments in the music block is at a premium; additional cupboard space should be sought to accommodate the

department's larger musical resources such as the recently acquired timpani. Reference books for the pupils are limited in the library, though there is a good variety in the music office used by staff and children.

Physical Education

- 8.62 Pupils' attainment is good in relation to their abilities. Some achieve very good standards. In Year 3, girls display good knowledge of warm-up and stretching activities whilst preparing for netball. The Year 5 boys appreciate important tactical aspects of rugby and can apply their knowledge very well in areas such as offside, the line-out and rucking and mauling.
- 8.63 Pupils' progress is usually good in relation to their abilities. It can be very good but occasionally it is less than satisfactory. Children of reception class age improved their ball skills especially kicking soccer balls for distance. In Year 2, rapid progress was seen as pupils developed their expressive skills in dance. They marched, stomped and wallowed together as elephants to the music of "Jungle Book". Year 5 swimmers developed their breaststroke technique well concentrating on the correct symmetrical leg action.
- 8.64 The pupils' behaviour is very good. They respond enthusiastically, are well motivated and able to maintain their concentration throughout. For instance, Year 4 pupils, after a brief introduction, quickly incorporated percussion effects into their dance producing long sequences of encouraging rhythm and grace. The children are able to co-operate effectively and do their best to consider others. In the pool, for example, Year 5 swimmers carefully circumnavigated slower swimmers in the same lane as they caught them up. It is clear that while remaining competitive where appropriate, pupils understand the importance of fair play, and have a ready acceptance of rules and a respect for opponents.
- 8.65 The quality of teaching is good across the school, but ranged from very good to unsatisfactory in Years 3 to 6. Most lessons are carefully planned allowing for the good progression and development of pupils' learning. All teachers are very secure in their knowledge. Not all teachers, however, have a fully satisfactory breadth of experience and training from which to draw and this can reflect in the quality of individual lessons. Teachers' expectations for pupils' learning are usually good. Some very high standards are requested, but in some lessons expectation and challenge are unsatisfactory. A good range of appropriate tasks is set and these often allow the children to quantify their progress against a developing challenge; for instance, increasing the speed of the "target" whilst learning to tackle in rugby, or aiming for greater distance when kicking a ball. The pace of lessons is normally good and great care is exercised to ensure that safety is properly observed. All children receive equal opportunities including the less physically talented. There is a thorough assessment system that effectively supports pupils whatever their ability.
- 8.66 The department is very well led and managed. Comprehensive policies and schemes of work allow seamless progress to be made as the children grow up. A very wide range of physical experiences is offered. These, coupled with the infectious enthusiasm of the dedicated staff who are all very active in after school activities and options, as well as lessons and match fixtures, combine to make PE a deservedly popular subject. It makes an important contribution to the ethos and life of the school.
- 8.67 The department is well resourced and the children benefit from very good facilities. The new indoor pool is a particularly impressive addition. The facilities are let outside school hours and in the holidays and make a significant contribution to the effectiveness of Yateley Manor Leisure.

Short Subject Reports

Short subject reports contain concise evaluation of the quality of teaching and learning and of provision in the school.

Art and design

- 8.68 Five double lessons were observed as well as a full range of 2 and 3 dimensional work, which was on display in the classrooms, and around the school.
- 8.69 The quality of teaching was very good. Teachers were enthusiastic and efficient use was made of time and resources. Lessons were very well planned and there were very good working relationships with pupils. Work ranged from pen and ink drawings to art work on religious icons in Year 6, which required the children to undertake some research themselves. Reference was frequently made to the work of famous artists and this is evident in the pupils' work such as Year 7 comic art influenced by work on Lichtenstein and Warhol. Cross-curricular links are fostered with other departments. Linking with English and history resulted in some very good war paintings in Year 8.
- 8.70 The quality of learning and behaviour was very good. Pupils responded very well to the teaching, with very good application, and this was evident through the quality of the displays throughout both Wyndham's and Yateley Manor. The pupils were very well motivated and were capable of good concentration, co-operating well with each other and creating a very good learning environment.
- 8.71 The department is well resourced and pupils have the opportunity to work with a wide range of media including pottery, weaving, painting and sculpture with specialist teaching from Year 3 and above.

Design and Technology

- 8.72 Four lessons were observed, including one based on food technology. Photographs of recent projects were scrutinised. Discussions were held with staff and pupils.
- 8.73 Teaching was satisfactory and sometimes good. Staff members were confident in their knowledge. Thorough plans properly supported lessons taught, in the main, with enthusiasm, vigour and good pace. Objectives were made very clear and were continuously projected by the use of an interactive whiteboard. Well-chosen projects appropriately challenged each age group. Children were well trained in safety precautions, for example, wearing eye protection properly. Food Technology gave satisfactory challenge. Great care ensured safety with hot equipment and foodstuffs.
- 8.74 Pupils observed demonstrations carefully, asked sensible questions and used their knowledge in problem solving. For example, one group co-operated in finding the best drilling angle to ensure a suitable pilot hole was made for a supporting screw. The children were well motivated and concentrated effectively.
- 8.75 Both subjects are well resourced. There is a good range of specialised equipment. The current open access to the room in its dual role as a tutor group base poses a minor health and safety concern.

Geography

- 8.76 Four lessons were observed as well as a full range of work on display in classrooms.

- 8.77 The overall quality of teaching was good. It was never less than satisfactory and sometimes very good or excellent. Teachers knew their subject well. They planned and managed lessons well. They made effective use of time and resources. However, work was inconsistently targeted on the differing needs of pupils of different ability. Teachers asked good questions to develop pupils understanding and encouraged them to think beyond the obvious. For example, in a Year 7 lesson on the formation of spits, pupils were challenged to establish the results of long shore drift across a river estuary.
- 8.78 Pupils responded well to the teaching. They were prepared to think about the answer to questions and applied themselves to unfamiliar situations as seen in a Year 3 lesson when living conditions in polar and desert regions were being compared. They showed considerable interest and their concentration was generally good. Written work was neat and regularly marked. They carried out simple research tasks and made sensible deductions from what they knew.
- 8.79 The subject is properly covered by a suitably detailed scheme of work and pupils are well provided with textbooks and other materials.

Latin

- 8.80 Four Latin lessons and one classical studies lesson were observed.
- 8.81 The teaching of classics was very good. Latin lessons were well planned and paced and the classroom atmosphere was commendably calm and studious. The teacher related well to the pupils, insisted on high standards including word for word accuracy in translation, appreciation of sophisticated grammar by Year 8 level and clear pronunciation when Latin was read out. A lower Year 7 set was given a most exciting exercise where the pupils researched gladiators through the Internet. The Year 4 classical studies lesson was lively and pupils found it most enjoyable.
- 8.82 Pupils' learning and behaviour were very good. They responded seriously and conscientiously to Latin lessons and showed very good co-operation and interest. Pupils stayed on task throughout, showed good recognition of grammatical aspects and were able to dissect sentences successfully before they translated them. Some of the individual investigations into historical background topics were most successful with pupils obviously enthused.
- 8.83 The teaching room is well resourced and equipped, spacious and delightfully decorated with a pupil-initiated mural at the back of the room. It is important that future funding matches departmental requirements.

Religious Education (RE)

- 8.84 Six lessons were observed and a range of pupils' work was scrutinised.
- 8.85 The overall quality of teaching was good. Teachers were knowledgeable and planned effectively so that their lessons revealed sensitivity, appropriate pace and a broad selection of interesting activities. Efficient use was made of time and resources, including the increased opportunities provided by ICT. Differentiated tasks catered for a range of abilities, and assessment was thorough, helpful and encouraging. The teaching became increasingly challenging.
- 8.86 Learning and behaviour of the pupils was mainly very good. They concentrated thoughtfully, were well motivated and gave lively responses. Written and illustrative work

was of a very good standard in homework and in projects. Pupils worked constructively and enthusiastically as individuals and in groups. They showed interest in learning about different religions, their traditions and their place in the modern world.

- 8.87 The detailed scheme of work caters for pupils of all beliefs, and is full of innovative ideas for lessons and homework. The department makes full use of its very good resources, and the subject is enriched by visits to places of worship.

Achievement and Quality in Activities

- 8.88 A wide range of activities is offered by the school. Achievement and quality in the activities provided are appropriate for the ages, aptitudes and abilities of the pupils concerned and the quality of provision makes a good contribution to the personal development of the pupils. The programme is implemented effectively and managed to support all the boys and girls equally including those from minority groups and those who may need special extension or support.
- 8.89 Levels of achievement in activities observed, and achieved by pupils in awards and competitions are good. This is particularly the case in chess, sport, drama and music. The programme offers a very wide range of activities and is appropriate to the ages and abilities of the pupils at Yateley Manor and the pre-prep. The very youngest children, as young as four or five years of age, can be at school for an extremely long day, up to, or in excess of, 10 hours.
- 8.90 The methods used to implement the programme are effective although children are able to change activities at short notice and staff sometimes do not know who will turn up that day. There is also a system of options on a Wednesday afternoon, principally for those children not in matches in the oldest four years. These pupils have a free choice of activities, which they then carry out for that term. Below this age the children have a carousel of activities worked out by the staff and this is a compulsory part of the school day. The level and extent of pupils' participation in activities make a significant contribution to their educational experience and achievement, which is good overall and noteworthy in chess, ICT club, music, sport, drama, sewing and creative writing.
- 8.91 A large proportion of teaching and a few non-teaching staff contribute to the programme of activities and are generally efficiently deployed. Staff are asked to offer two activities a week on different nights. In the darker nights these activities are invariably indoor ones, but in the summer term many more of them are outdoors. Some activities were observed to have very small numbers in them, which limits the interaction between pupils. For example, cookery activity had only three children and stage set design had six children with two adults, but some pupils were absent as they were involved in matches. Drama, on the other hand, had 28 children involved.
- 8.92 A satisfactory system is used to record pupils' participation in activities for health and safety reasons. The information is relayed back to the school office as soon as registration is completed so that the whereabouts of every child is known. The school does not formally record or report achievement levels to parents, although they are, no doubt, aware of the results of matches and competitions.

9. SUMMARY OF INSPECTION EVIDENCE

- 9.1 The inspection was carried out from 2nd to 6th February 2004. All subjects of the curriculum were inspected and all members of the teaching staff were observed teaching. However, the size of the team did not permit all subjects to be reported on in full. The following subjects do not have full reports in Section 8: art and design; design and technology; geography; Latin and RE. The inspectors visited 148 lessons or parts of lessons, examined extensive samples of work by pupils of different abilities in each year and held formal discussions with these pupils as well as informal discussions with other pupils. They attended several assemblies and registration sessions. They observed a number of extra-curricular and sporting activities. They held discussions with teaching and non-teaching staff at various levels in the school. They analysed the responses of 313 parents to a questionnaire distributed in advance of the inspection. They examined a wide range of documentation made available by the school.

List of Inspectors

Graham Haynes	Reporting inspector
Valerie Clark	Retired head of department of an IAPS school
Pamela Craig	Principal of an IAPS lower school
Richard de Figueredo	Headmaster of an IAPS school
Michael Heslop	Retired headmaster of an international school
Michael Hodgson	Retired headmaster of an IAPS school
David Horn	Headmaster of an IAPS school
Alan Laurent	Headmaster of an IAPS school
Robin Lewis	Former headmaster of an IAPS school