INSPECTION REPORT

Thomas Reade Primary School
Abingdon

LEA area: Oxfordshire

Unique Reference Number: 123073
Inspection Number: 188783

Headteacher: Mrs Marcia Graham

Reporting inspector: Ms Alison Grainger
20782

Dates of inspection: 1st – 4th November 1999

Under OFSTED contract number: 707719

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Radley Road Abingdon Oxfordshire OX14 3RR
Telephone number:	(01235) 554795
Fax number:	(01235) 536534
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Thomas
Date of previous inspection:	16th – 19th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Ms A Grainger Registered Inspector	Art Geography History	Attainment and progress Teaching Leadership and management
Mrs M Hackney Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Efficiency
Mr M James	Mathematics Design and technology Information technology Special educational needs	
Mr C Coombs	Science Physical education Religious education	Pupils' spiritual, moral, social and cultural development
Ms J Elsley	English Music Equal opportunities Under fives	Curriculum and assessment

The inspection contractor was:

PPI Group Limited

7 Hill Street
Bristol
BS1 5RW

Telephone: (0117) 934 9944

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Alexandra House

33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

What the school does well

- The school is very well led by the headteacher. There is a commitment to high standards and the further development of the school by the governing body, headteacher and staff.
- Teaching is good and there is a very high standard of teaching in more than a quarter of lessons. This results in pupils making good progress in English, mathematics, science, information technology, religious education and history. They also make good progress in art at Key Stage 1 and physical education at Key Stage 2.
- The strategies for literacy and numeracy are good and lead to above average standards in English and mathematics at the end of Key Stage 2.
- Dance and swimming are very well taught. This results in very high standards of dance and all pupils meeting the National Curriculum requirements in swimming by the time they leave the school.
- The provision for pupils with special educational needs is good and they make good progress.
- There are high expectations of standards of behaviour to which pupils respond well. They have good attitudes to learning and work and play well together.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- There is good care and concern for pupils' personal well-being.
- Procedures for promoting attendance are good and attendance is above the national average.
- Partnership with parents and the community is good.
- The accommodation is good and the school makes good use of all its resources including staff.
- Arrangements for the professional development of staff are good.
- The administration is excellent.
- The school is efficiently run and it provides good value for money.

· Where the school has weaknesses

I. Marking is inconsistent and does not always tell pupils how to improve their work.

II. Long-term curriculum planning does not sufficiently show how pupils' knowledge, understanding and skills should be developed over time in science, religious education, art and music.

III. Information from assessment is not used fully in planning future work in science, religious education, art and music.

IV. There is no policy or specific provision for drugs education.

The school has very considerable strengths which outweigh the weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

· How the school has improved since the last inspection

The school has made good overall progress since its last inspection in April 1996. It has raised standards in English, mathematics and science, in particular at Key Stage 1. There has also been an improvement in standards in religious education and, more significantly, in information technology. Standards in dance and swimming are much higher and strengths in the non-core subjects have been maintained in all areas except music. The school has not implemented staff appraisal procedures and is awaiting new guidance on this. Staff do have professional interviews with the headteacher and the arrangements for their professional development are good. There has been good progress in developing procedures to ensure that pupils' attainment is assessed regularly and systematically and, in many

subjects, the information gained is used well to support the planning of future work. There are some subjects where further action is needed. Good progress has taken place over the last year in developing the roles of the co-ordinators to enable them to monitor and evaluate the provision in their subjects. This is more advanced in English and mathematics than in the others, but further action is being taken.

The quality of teaching throughout the school has improved considerably since the last inspection, especially at Key Stage 1. Pupils, including those with special educational needs, now make good progress through the school. At the time of the last inspection, their progress was satisfactory. The provision for pupils with special educational needs has improved, as has that for the spiritual development of pupils. The capacity for further improvement is very good.

· **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	B	B
Mathematics	B	B
Science	B	B

·	Key
well above average	*A*
above average	*B*
average	*C*
below average	*D*
well below average	*E*

The information above shows that pupils' performance in the 1999 tests was above the national average in English, mathematics and science. It was also above average when compared with the results achieved in schools with pupils from similar backgrounds. The work of pupils presently in Year 6 shows above average standards in all three subjects, although standards in writing as part of English are no better than average. Standards in reading and mathematics are above average at the end of Key Stage 1, but writing standards are average.

Standards in information technology are above those expected nationally at the end of both key stages. Standards in religious education are above those set in the locally agreed syllabus at the end of both key stages.

There are high standards in dance and swimming as aspects of physical education. Standards are better than those normally found for the age of the pupils in history at both key stages and in art at Key Stage 1.

· **Quality of teaching**

· Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Good	Good
Other subjects	Good	Good	Good

Teaching is satisfactory or better in 97 per cent of lessons. There is very good or better teaching in 27 per cent of lessons, and good teaching in a further 55 per cent. Teaching is less than satisfactory in three per cent of lessons.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

· **Other aspects of the school**

Aspect	Comment
Behaviour	Good. Pupils behave well in lessons and around the school.
Attendance	Good. Attendance is above the national average. Unauthorised absence is below the national average and is due to a small number of pupils taking extended holidays during term time.
Ethos*	Very good. There is a commitment to high standards. Pupils have good attitudes to learning. Relationships are good and pupils work and play well together.
Leadership and management	Very good. The headteacher provides very strong leadership and a very clear educational direction for the work of the school. All staff with management roles fulfil their responsibilities well. The governing body makes an outstanding contribution to the management of the school.
Curriculum	Satisfactory. The curriculum is suitably broad and balanced. It takes appropriate account of the recommended areas of learning for children under five in the nursery and reception class and of National Curriculum requirements at Key Stages 1 and 2.
Special educational needs	Provision for pupils with special educational needs is good. There are clear and effective procedures for the identification of pupils with special educational needs. Suitable work and support is provided and their progress is well monitored.
Spiritual, moral, social & cultural development	Good in all aspects. The arts, assemblies and religious education make a strong contribution. The school clearly teaches pupils the difference between right and wrong.
Staffing, resources and accommodation	Sufficient teachers, support staff and resources. The accommodation is good, as are the arrangements for the professional development of staff.
Value for money	Good. Pupils' attainment on entry to the school is broadly average, and it is above average when they leave at the end of Key Stage 2. Pupils make good progress as a consequence of good teaching, with many other aspects of provision being good.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
V. They are encouraged to play an active part in its life. VI. The school is approachable. VII. Their children achieve a good standard of work. VIII. The values and attitudes taught have a positive effect on their children. IX. Good standards of behaviour are encouraged. X. Their children like school.	homewo

Inspectors' judgements, based on the evidence of the inspection, support parents' positive views. A suitable amount of homework is provided and homework is used appropriately to support and extend work covered in lessons. Nevertheless, the approach to homework is insufficiently structured, with inconsistencies between classes.

KEY ISSUES FOR ACTION

In order to build on the existing good practice, rectify the weaknesses and improve the quality of education in the school, the governing body, headteacher and staff should:

XII. ensure that the marking policy is consistently implemented by all teachers and that marking of pupils' work tells them what they have done well and how they can improve;

· *Paragraphs 31, 58, 96, 103, 110, 122, 133*

XIII. review the long-term curriculum plans for science, religious education, art and music, to ensure that they show how knowledge, understanding and skills are to be developed as pupils move through the key stages and state the level at which pupils of different ages should be working;

· *Paragraphs 34, 58, 111, 123, 128, 150*

XIV. use information gained from assessment to inform long-term planning for science, religious education, art and music to further support all pupils in making progress;

· *Paragraphs 38, 58, 111, 123, 128, 150*

XV. develop and fully implement a policy for drugs education.

Paragraphs 33, 51, 63

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

XVI. The approach to homework is insufficiently structured and there are inconsistencies between classes.

Paragraph 55

XVII. There are no written inventories for subject resources.

.

· *Paragraph 68*

INTRODUCTION

Characteristics of the school

1. Thomas Reade County Primary School is situated in a pleasant residential area on the north eastern side of Abingdon. Children enter the nursery at the start of the term in which they will be four. They attend part-time for either morning or afternoon sessions and have the option of attending full-time in the term before they move to the reception class. Children enter the reception class in the term in which they will be five. They attend part-time for their first week in the reception class and then become full-time. Pupils come from a broad, although mainly advantaged, socio-economic background. Housing in the area is mostly owner occupied and about a quarter of homes are rented.

2. The school is bigger than average primary schools nationally, with 256 pupils on roll in the reception year to Year 6, 141 boys and 115 girls, and a further 32 children in the nursery, 18 boys and 14 girls. At the time of the inspection, there were six children attending the nursery full-time and 26 attending part-time. There were 14 children under five in the reception class.

3. The overall attainment of pupils on entry to the school is broadly average, although there are variations from year to year. Two pupils have a statement of special educational need. The percentage of pupils identified as having a special educational need, 16 per cent, is broadly average. The percentage of pupils known to be eligible for free school meals, 8.9 per cent is below average. The percentage of pupils with English as an additional language, 3.9 per cent, is higher than in most schools. Six pupils with English as an additional language receive specific language support.

4. The school aims to be a friendly caring and happy school that communicates well with all involved in pupils' learning; to provide a broad and balanced curriculum that meets the needs of all pupils; to have high expectations for all children and to encourage them to set their own high standards; to promote the spiritual, moral, social, cultural and personal development of all pupils and to prepare them for the wider world; and to further links with all phases of education and the local community. Priorities for the current year include implementation of the National Numeracy Strategy, raising standards of information technology across the school, the development of assessment procedures and the use of assessment information, and the development of a whole school programme for personal and social education. The school is setting clear targets for improvement in English and mathematics standards at the end of Key Stage 2. These were exceeded in 1999. Targets are kept under review to ensure that the school aims for high standards.

5. **Key indicators**

Attainment at Key Stage 1 [1]

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	29	19	48

5. **National Curriculum Test/Task Results**		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	25	26	26
	Girls	19	18	16
	Total	44	44	42
Percentage at NC Level 2 or above	School	92(88)	92(98)	88(93)
	National	85(80)	86(81)	90(84)

5. **Teacher Assessments**		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	26	26	26
	Girls	18	17	18
	Total	44	43	44
Percentage at NC Level 2 or above	School	92(95)	90(93)	92(95)
	National	82(81)	86(85)	87(86)

Attainment at Key Stage 2 [2]

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999	28	22	50

5. **National Curriculum Test Results**		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	25	14	25
	Girls	16	24	18
	Total	41	38	43
Percentage at NC Level 4 or above	School	82(73)	76(68)	86(78)
	National	73(65)	72(59)	83(69)

5. **Teacher Assessments**	English	Mathematics	Science

Number of pupils at NC Level 4 or above	Boys	24	25	24
	Girls	13	14	15
	Total	37	39	39
Percentage at NC Level 4 or above	School	74(81)	78(73)	78(84)
	National	68(65)	69(65)	75(71)

1 Percentages in parentheses refer to the year before the latest reporting year

2 Percentages in parentheses refer to the year before the latest reporting year

5. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	4.8
	National comparative data	5.7
Unauthorised Absence	School	0.2
	National comparative data	0.5

5.

5. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

5. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	27
Satisfactory or better	97
Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

5. **Attainment and progress**

5. In the end of Key Stage 2 tests in 1999, pupils' performance was above the national average in English, mathematics and science. The percentage of pupils reaching the national standard, level 4 or above and the higher level 5, was above average in all three subjects. When compared with the previous year's results, there was an improvement in the percentage reaching level 5 in mathematics. This also reversed the slight downward trend in mathematics results over the period from 1996 to 1998. This improvement is a consequence of the school's targeted action to improve mathematics results. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in the 1999 tests was above average in all three areas. Teacher assessments showed a similar picture for mathematics, but fewer pupils reaching level 4 or above, or level 5, in English and science. The evidence of school work of pupils presently in Year 6 is that they are performing at an above average standard in mathematics and science. Their overall performance in English is above average, although writing standards are no better than average.

6. In the 1999 end of Key Stage 1 National Curriculum tests, pupils' performance was well above the national average in reading and above the national average in writing and mathematics. The percentage of pupils reaching the national standard, level 2 or above, was above average in reading and writing and close to the national average in mathematics. The percentage reaching the higher level 3 was above average in mathematics, close to the national average in reading, but below in writing. When compared with the results of the previous year, the 1999 tests show a fall in the percentages reaching level 3, most significantly in writing. The writing results were also lower than those for the previous three years, 1996 to 1998. During this period, girls performed better than boys in reading and writing. Teacher assessments in 1999 showed a similar picture to the tests. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in the 1999 tests was well above average in reading, and above average in writing and mathematics. Teacher assessments in science in 1999 showed pupils' performance as average for the percentages reaching level 2 and above and level 3. This also represented a fall in the percentage at level 3 or above. The evidence of school work of pupils currently in Year 2

is that they are performing at an above average standard in reading, mathematics and science, but at an average standard in writing.

7. Children's attainment on entry to the nursery at the age of three is broadly average, based on the earliest work of the current group of children and the records kept by teachers. There are variations from year to year, however, with the attainment of the children in the reception year having been below average when they started in the nursery. By the age of five, in most years, children are attaining at the expected standard, with most reaching the Desirable Learning Outcomes for five year olds in all the recommended areas of learning. Children currently in the reception class are on course to reach the Desirable Learning Outcomes.

8. By the age of five, children listen carefully and speak clearly, answering simple questions. They have the expected early reading and writing skills. They handle books correctly, turning the pages and using the pictures to tell a story. They understand that words and pictures carry meaning and read familiar words. Higher attaining children read simple sentences and recall the whole of stories they have been told. Many children know letter sounds and shapes. In mathematics, they sort objects according to criteria such as colour, shape or size and recognise and name simple two-dimensional shapes such as circles and squares. They use and understand mathematical language such as 'heavy', 'light', 'more than' and 'less than'. They are familiar with counting games and number rhymes. Most recognise and use numbers up to ten, with higher attaining children working with numbers up to twenty.

9. By the end of Key Stage 1, pupils listen attentively to the teacher and to each other and ask and answer questions confidently. They read accurately and with a good level of understanding. They comment on events and characters in the stories they read and predict what might happen next. They use a range of strategies, including phonic and sound-blending skills, when encountering a difficult word. Writing is of the expected length and is used for a good range of purposes such as accounts of events and book reviews. Higher attaining pupils produce two or three pages and use punctuation correctly. Handwriting is neat and evenly formed. Pupils are confident in working with numbers, recognise patterns in numbers, add and subtract including carrying figures forward and multiply by 2, 3, 5 and 10. Most identify right angles, two and three-dimensional shapes, are familiar with simple fractions, work with money up to £1 and tell the time to the quarter hour. They use standard and non-standard units of measurement and represent data as simple bar graphs. In science, they have a good understanding of life processes and living things, materials and

their properties, light and forces such as 'pushes' and 'pulls'. They are competent in carrying out scientific investigations.

10. By the end of Key Stage 2, pupils speak clearly and confidently in small and large groups, and listen carefully and critically to the views of others. They read a wide range of fiction and non-fiction texts fluently, with a good level of comprehension and are competent in using reference books. They discuss the plot, characters and style of the fiction books they read and many have favourite authors. Their writing shows a satisfactory awareness of audience and purpose, as, for example, they produce clear accounts of scientific experiments or report on information gained from research in history or religious education. Overall standards of spelling, grammar and punctuation are in line with those expected. Handwriting is evenly formed, but not always neatly presented. Pupils have a good knowledge of place value to seven figures, multiplication facts to 10 x 10, are aware of decimals to two places, are competent in using fractions, tell the time with 12 and 24 hour clocks, measure angles such as those within a quadrilateral and explain the properties of two and three-dimensional shapes. When handling data, they use bar, line and pie charts. They have effective strategies for mental calculation. In science, they have a good understanding of the differences between solids, liquids and gases. They have an effective knowledge of electricity, magnetism, the Earth and beyond and know the location and function of some major human organs. They understand what makes a test fair, make predictions and record their findings in a variety of ways.

11. At the end of both key stages, pupils' attainment in information technology is above the national expectations. By the end of Key Stage 1, pupils use a keyboard to type text, using capital letters and full stops and deleting mistakes. They confidently and independently save and print their work and also use computers well to support their work in other subjects. By the end of Key Stage 2, they have good word processing skills, import pictures into text, use programs for drawing and painting, access information on CD ROM and use the Internet. They confidently create multi-media presentations on topics of their own choice.

12. Pupils' attainment in religious education is above the standards set in the locally agreed syllabus at the end of both key stages. By the end of Key Stage 1, they know of stories and important figures in Christianity and Judaism. They are aware of some of the festivals of these two religions and know of features such as holy books. By the end of Key Stage 2, they know stories from Hinduism as well and understand the significance of festivals such as Diwali. They are aware of some of the similarities and differences in these

world faiths. They know the importance of religious buildings and identify some of their key features.

13. In the non-core subjects of design and technology, geography and music, pupils' work is of the standard expected for their age. In history, standards are above those normally found. At Key Stage 1 and in one Year 3 and 4 class, standards are high for the age of the pupils in art. In physical education, standards of games and gymnastics are similar to those found in most schools, although in dance and swimming they are well above the expected standards. By the end of Key Stage 2, all pupils swim 25 metres unaided.

14. Children make good overall progress in all areas of learning throughout their under fives education in the nursery and reception class. In personal and social development, their progress is very good in the nursery. In music activities, as an aspect of their creative development, progress is satisfactory. Children become more aware of the needs and feelings of others and develop greater independence. They widen their vocabulary and develop early reading and writing skills. In mathematics, they develop their counting skills and awareness of pattern and become familiar with simple two-dimensional shapes. They start to acquire a mathematical vocabulary. They develop their understanding of the world in which we live, becoming more aware of the local environment and reflecting on the changes that have taken place since they were babies. They make very good progress in developing information technology skills. Children make gains in their creative development in drawing, painting, making models, role playing, singing action songs and playing musical instruments. Physically, they gain greater control, dexterity and confidence, improving their skills in aiming, throwing and catching. The co-ordination of hand and eye increases through activities such as cutting and sticking.

15. As pupils in Years 2 and 6 have moved through the key stages, they have made good progress in speaking, listening and reading and satisfactory progress in writing. Currently, all pupils are making good progress due to the school having recognised writing as an area of weakness and taken action to address this through writing lessons additional to literacy hour provision. There is also a strong focus on the development of writing through other subjects which is supporting good progress. As pupils move through the school, they listen with greater attention and express views with increased clarity and confidence. They widen the range of texts they read and gain independence as readers. They develop their understanding of the need to adapt the style of their writing according to its audience and purpose.

16. Pupils make good progress in mathematics and science across the school. They handle numbers with increasing confidence and solve mathematical problems of greater complexity. They increase their understanding of space, shape and measure and develop more sophisticated means of interpreting and representing data. They consolidate and develop their knowledge, understanding and skills across all aspects of the science curriculum. They develop skills in observation and scientific investigation.

17. At Key Stages 1 and 2, progress is good in information technology and religious education. They gain confidence and independence in using computers and programs, developing skills in word processing, desk top publishing and the use of information technology for research. In religious education, they increase their knowledge and understanding of some of the principal world faiths. They become more aware of the need to ask questions and to form their own opinions about what they see and hear.

18. Pupils make satisfactory progress in design and technology, geography and music. Progress is good in history. In art it is good at Key Stage 1, and satisfactory at Key Stage 2, with good progress in some individual lessons in one Year 3 and 4 class. Overall progress in physical education is satisfactory at Key Stage 1 and good at Key Stage 2. There is very good progress in dance at both key stages and in swimming at Key Stage 2.

19. Pupils with special educational needs make good progress in relation to the targets set for them. They are provided with a good level of support and their targets are regularly evaluated and reviewed. Pupils with English as an additional language receive effective support and they make good progress.

20. The school is setting realistic targets for improvement in the end of Key Stage 2 results in English and mathematics. These were achieved in 1999. As a consequence, future targets are being reviewed to ensure that they are sufficiently high.

21. **Attitudes, behaviour and personal development**

21. Children develop good attitudes to learning while they are under five. Most children are eager to learn and they co-operate well with each other. They are attentive, often absorbed in their work and play, sharing toys and resources well. They learn to share, take turns, help each other and play amicably. Relationships among children and with adults are good. Children behave well.

22. Throughout Key Stages 1 and 2, most pupils have good attitudes towards their learning and are interested in their work. Pupils participate in lessons with enthusiasm and listen attentively to their teachers. Most pupils, both boys and girls and those with special educational needs, concentrate well on their work. They work independently as individuals and in small groups. They respond well to challenge. Most pupils join in well with discussions and listen carefully to their teachers, as in a Year 1 and 2 class when discussion in the literacy hour focused on making a list. In all classes, pupils respond positively to the literacy and numeracy hours. Most show an enthusiasm for books, using dictionaries independently.

23. Pupils' behaviour in classrooms, around the school and outside in the playground, is good. Pupils respond well to school rules and know the difference between right and wrong. They are polite, friendly and courteous and show respect for people and property. Most pupils demonstrate good self-discipline and there have been no exclusions during the last school year. Bullying is a very rare occurrence. In all classes, pupils work and play well together and they support each other well in classrooms, during playtime and at lunchtime. Relationships are good among pupils and between pupils and adults.

24. Pupils' response to the opportunities provided for their personal development is good. All pupils are involved well in the daily routines of school life and all know their own personal targets for improvement. Pupils show a mutual respect for the values and beliefs of others and they respond well to the school's very positive ethos and good provision for personal and social education. When they are given the opportunity, pupils in all classes willingly and confidently take on responsibilities for tasks around the school. Pupils in Year 3 and 4 planned how their classrooms might be changed to create a better environment, for example through decorated tiles on walls in the practical area and raised money for this to be done. Pupils in Year 6 care for younger children at lunchtime. All pupils have the opportunity to act as classroom monitors. Through the support given to a number of local and national charities, pupils are aware of citizenship and the need to care for others. Pupils respond well to the regular opportunities to visit places of educational and cultural interest, including an annual residential visit for pupils in Year 6.

25. Pupils enjoy school. Their good attitudes to learning, good behaviour and positive response to the opportunities for their personal development, as well as their good relationships, all make a strong contribution to their progress and the standards they attain.

26. **Attendance**

26. Attendance is good and is above the national average. In the 1997 to 1998 school year, authorised and unauthorised absence was below the national average. The good levels of attendance were maintained in 1998 to 1999. The small amount of unauthorised absence is due to a few pupils taking extended holidays during term time. The majority of pupils arrive at school punctually in the mornings. Lessons start on time throughout the day. This, and the good record of attendance, have a very positive effect on pupils'

attitude, attainment and progress. Good attendance rates have been consistently maintained since the last inspection.

QUALITY OF EDUCATION PROVIDED

27. Teaching

27. The overall quality of teaching is good for children under five and at Key Stages 1 and 2. There is very good and even excellent teaching in more than a quarter of lessons. This high level of teaching is found mainly in the teaching of children under five in the nursery and in the teaching of dance and swimming. There are also examples of very good teaching of the literacy hour in one Year 4 and 5 class, in Year 6 in the teaching of literacy and information technology and in geography in one Year 3 and 4 class. In subjects, the overall teaching quality is good in English, mathematics, science, information technology, religious education, history, art at Key Stage 1 and physical education at Key Stage 2. Teaching is satisfactory in art at Key Stage 2, physical education at Key Stage 1, design and technology, geography and music. Instances of unsatisfactory teaching are rare and are located where there is a temporary staffing arrangement in one of the mixed Year 3 and 4 classes. Teaching has improved considerably since the last inspection when a fifth of lessons at Key Stage 1 were judged to be unsatisfactory.

28. Where teaching is most effective, teachers have very high expectations of the standards all pupils are capable of attaining. Teachers have very secure subject knowledge and lessons are well planned with learning objectives clearly identified. This focuses the teacher during the lesson to ensure that effective support is provided for pupils while they work independently, as well as when there is direct teaching of the class or a group. Teachers communicate enthusiasm which helps to involve pupils and this is particularly evident in mathematics and information technology. Lessons are delivered at a brisk pace, especially in English and mathematics. Teachers give effective and confident demonstration, for example in the use of the computers and programs in information technology lessons. They observe pupils well, using questioning to assess pupils' learning. In these lessons, teachers support pupils in making very good progress.

29. Relationships with pupils create a positive and supportive climate in which learning can take place. Pupils are encouraged to be independent learners. For example, in a geography lesson in Years 3 and 4, pupils were expected to select a method of recording their work themselves. In science, there are expectations that pupils will become independent in carrying out investigations. There is also a good emphasis on independence in information technology. In design and technology, physical education and physical development for children under five, there is a clear emphasis on safety. Teachers take full advantage of all opportunities to develop pupils' literacy and numeracy skills through other subjects. There is effective support for pupils with special educational needs and for those for whom English is not the first language. Teachers manage pupils and resources very well. All these aspects of teaching support pupils in

making good progress.

30. A general weakness throughout the school is inconsistency in marking, even though there is a very good marking policy. Although teachers mark pupils' work regularly, there is too little feedback to pupils to help them to know what they have done well and where there are areas for improvement. There are occasions when planning is insufficiently focused, for example, in art in Years 4 and 5 and learning objectives are too broad. This means that the teacher is not sufficiently focused in supporting pupils while they work individually, although pupils are well supervised and encouraged. There are some weaknesses in subject knowledge in music. Where teaching is unsatisfactory, in religious education and geography in one Year 3 and 4 class, the teacher has insufficiently secure subject knowledge, the planning is too vague and pupils are not managed well. This results in learning objectives not being clearly identified, explanations which are unclear and discipline that is weak. There is too little challenge for the higher attaining pupils and too little support for the lower attaining ones. These aspects of teaching restrict pupils' progress.

31.

The curriculum and assessment

31. The curriculum for children under five is satisfactory in the nursery and reception class. It is broad and balanced and covers the recommended areas of learning for children of this age. An appropriate range of activities is planned which is matched to children's needs. Links are made with the start of the National Curriculum in the reception class for those children ready to progress to the Key Stage 1 programmes of study. It is only since September 1999 that the school has had a reception class on its own. Prior to this, the reception children were in the same classes as Key Stage 1 pupils. There have also been changes to the teaching staff in both the nursery and reception class. Teachers now in the two classes recognise the need to review the current planning of the curriculum so that there is a greater link between the nursery and reception classes. Very positive steps have been taken to address this issue.

32. The curriculum for pupils at Key Stages 1 and 2 meets all National Curriculum requirements, together with religious education and personal and social education. It is broad, balanced and relevant to the needs of all pupils. While there is much emphasis on the development of pupils' literacy, numeracy and information technology skills, sufficient time is allocated to all other subjects to provide worthwhile experiences and to support pupils in making progress. At present, the school does not meet the statutory requirement for drugs education, as there is no policy or any specific provision. Requirements for sex education are met with provision for pupils in Years 5 and 6. A new personal, social and health education programme is being developed, having been included as a priority on the school development plan for the present year. This includes provision for sex and drugs education, with sex education integrated into work in subjects such as science from an early age. The new provision is scheduled to be in place by the end of the present school year. The curriculum prepares pupils well for the next stage of their schooling.

33. Since the last inspection, the school has given a great deal of attention to establishing long-term planning across key stages, as well as half-termly and weekly planning. Policy documents and schemes of work are now in place for all subjects. The literacy, mathematics and information technology planning is good and, in other subjects, planning is satisfactory. Nevertheless, planning for science, religious education, art and music does not sufficiently focus on the development of knowledge, understanding and skills, over time. While pupils do not make unsatisfactory progress in any of these subjects, there is the potential for improvement in planning. Teachers plan together where they have pupils of the same age in their classes and this works well.

34. The provision for pupils with special educational needs is good and fully complies with the requirements of the Code of Practice. Pupils who are on Stage 2 and beyond on the special needs register have good individual education plans. Work is well matched to the needs of these pupils. Provision for special educational needs has improved since the last inspection. Good account is also taken of the needs of pupils whose first language is not English.

35. There is good provision for extra-curricular activities, with a wide range of sporting

opportunities including netball, football, rounders and athletics. School teams participate in local tournaments for netball and football and in athletics competitions, with some success. Other activities include country dancing, recorder and drama clubs. About half the staff are involved in extra-curricular activities. The curriculum is also enhanced by a good range of visits which support work in a variety of subjects. Year 1 and 2 pupils, for example, visit the Botanic Gardens in Oxford as part of their science and geography work and Year 4 and 5 pupils visit a Victorian School. The annual arts week complements the range of arts activities offered throughout the year and allows pupils to work in greater depth on projects in the visual and performing arts.

36. Procedures for assessing children's attainment while they are under five are good. Baseline assessment of children on entry to the reception class was introduced in 1998. The school analyses this and is using it as a basis for monitoring individual children's progress as well as that of year groups. There is no specific assessment of children on entry to the nursery to give a precise starting point from which progress might be measured. Throughout children's under fives education in the nursery and reception class, teachers make careful assessments of their progress and the standards they achieve. Satisfactory use is made of the information gained in planning the curriculum and matching it to children's needs.

37. The school has made good progress in assessment since the last inspection and has satisfactory procedures in place for all subjects at Key Stages 1 and 2, except art. Procedures in art provide for end of key stage assessments only and this is insufficiently frequent to allow the curriculum to be adapted as required to meet pupils' needs. Information from assessment is used effectively to inform curriculum planning in all subjects except science, religious education, art and music. As with the omissions in planning in these subjects, this does not result in unsatisfactory progress. Nevertheless, the use of assessment information is an area for development in these subjects, in improving the quality of education provided. Further development of assessment procedures and the use of assessment information are identified priorities on the school development plan for the current year.

38. The optional National Curriculum tests are being used in English and mathematics in Years 3, 4 and 5, along with other external tests to support the school in building an accurate picture of attainment and progress. This is enabling realistic targets to be set, for the school and individual pupils, as well as adjustments to be made to the curriculum. Pupils with special educational needs are regularly assessed against their targets which are reviewed each term.

39. **Pupils' spiritual, m oral, social and cultural development**

39. Provision for pupils' spiritual, moral, social and cultural development is good. The school is a caring community. It provides experiences which encourage pupils to act responsibly, value others' contributions, respect the beliefs and feelings of others and appreciate cultural diversity.

40. Spiritual development is promoted well in assemblies, which have a mainly Christian emphasis. Assemblies, together with the religious education curriculum, enable pupils to gain insights into the values and beliefs of three principal faiths, Christianity, Hinduism and Judaism. Throughout the school, in religious education and in other subjects of the curriculum, many opportunities are provided for pupils to reflect on their personal experiences. The spiritual dimension is explored particularly well in dance lessons, where pupils not only react to music with great sensitivity, but have opportunities to reflect on the work of historical figures such as Mother Teresa. In art lessons, pupils at Key Stage 1, in particular, express ideas and feelings, often reflecting on the beauty of the natural world, such as the power of a storm in Year 1. Drama is also used well for the exploration of feelings. Other opportunities to experience a sense of awe and wonder are generated when pupils visit a farm and handle and care for animals and when they investigate growing things in their science lessons. Lessons in personal and social education and 'circle time' also help pupils to explore their own feelings.

41. The school clearly teaches the difference between right and wrong. The school's ethos and expectations of how pupils should behave and treat others create a good context for the development of moral values. In a Year 3 and 4 class assembly, for example, pupils were reminded of the importance of playing well together and not leaving each other out. There are rules which are clearly understood by pupils. Activities are planned to give pupils good opportunities to care for their environment and living things. The religious education curriculum adds a further moral dimension, as pupils learn about the ten commandments or Jesus' instruction to 'love thy neighbour as thyself'. All adults working in the school provide good role models and consistently uphold a strong moral code.

42. Many opportunities are provided for pupils to develop socially through working and playing together. Pupils are often expected to work collaboratively, such as in science lessons when planning and carrying out an investigation in Year 6 or in history when role playing in Years 1 and 2. Extra-curricular activities provide further opportunities for social development such as the well-supported netball club. Pupils have opportunities to support charities, such as the filling of Christmas boxes for Kosovo and this raises their awareness of wider social issues and the needs of those less fortunate than themselves. Residential visits provide good opportunities for Year 6 pupils to work and live together in a different environment.

43. Pupils are given a variety of opportunities to develop an appreciation of their own and others' cultural traditions in a number of subjects of the curriculum. Books from different cultures are introduced regularly during the literacy hour. Religious education focuses on three major faiths and gives pupils insight into cultures and traditions different from their own. Some visitors to school, such as a member of the Jewish faith, add an extra dimension to pupils' understanding of world faiths. The school provides many opportunities for pupils to develop their understanding of their own cultural traditions. There is a strong emphasis on dance throughout the school and pupils take part regularly in a local dance festival. Pupils explore the styles of famous artists in their own art work. Year 6 pupils study Shakespeare as part of their topic on Tudor times. Story tellers, theatre groups and visiting artists further enhance pupils' cultural

experience.

44. Support, guidance and pupils' welfare

44. The school provides good support and guidance for all pupils and this has been well maintained since the last inspection. The good quality of support provided by the headteacher, governing body and staff has a very positive effect on standards and progress. All pupils are well supported to allow them to take full advantage of all educational opportunities. Pupils are happy and safe in school and relationships between teachers and pupils are good.

45. Good arrangements are made to support children and their parents prior to their induction into the nursery and reception class. Those children who are under five are very well cared for during their first weeks in school. Through the very close links which the school has with the secondary schools, very effective support is provided for Year 6 pupils as they transfer into the next phase of their education. Pupils have the opportunity to attend induction activity days and workshops at the secondary schools and open evenings are held for parents. Additional support is provided for pupils with special educational needs through the strong liaison links between the primary and secondary special needs co-ordinators.

46. Procedures for monitoring academic progress on a day-to-day basis are good, even though more formalised assessment procedures are no better than satisfactory. There is good monitoring of pupils' personal development. Teachers know their pupils very well and there are good, informal lines of communication between them. All pupils have a record of achievement file which moves with them through the school and on their transfer to secondary education.

47. Procedures for monitoring and promoting positive behaviour are good. Teachers have high expectations of standards of behaviour and are consistent in their approaches to behaviour. There is a whole school policy for rewards and sanctions which is applied well and pupils recognise it as fair. There is a very positive approach to the celebration of good work and behaviour in assemblies with rewards of certificates and 'Child of the Week' awards. An appropriate range of sanctions for unacceptable behaviour includes target charts for improvement, involving the help of parents. Effective measures are in place to eliminate bullying or harassment and any, very rare, incident is well documented and recorded.

48. Attendance is well monitored by class teachers and the administrator. The completion of registers is consistent and accurate and meets with statutory requirements. The consistency in recording has improved since the last inspection. Procedures for following up unauthorised absence are good and parents are contacted early on the first day of absence. A late book is kept to record punctuality. The school is assisted by the educational social worker who visits regularly to check registers.

49. Pupils with special educational needs and English as an additional language receive

good support and guidance from class teachers and learning and language support assistants. Learning problems are identified at an early stage and pupils with special needs are provided with structured individual education plans which meet their needs well. Parents are kept well informed, and pupils have access to outside support agencies from whom they receive good support. The quality of support makes a very positive contribution to these pupils' progress.

50. The procedures for child protection are good. All staff, including lunchtime supervisors, are aware of the action they should take in the case of concerns. The headteacher is the designated person with responsibility for child protection issues and she has attended two extended courses. Although the provision for health and sex education is good, at present the school does not meet the statutory requirements in relation to its provision for drugs education and awareness.

51. Health and safety procedures are good with effective monitoring of this area. The governing body and staff are vigilant in ensuring the safety of pupils. The school has a clear health and safety policy statement which is closely linked to Oxfordshire safety policy. A formal annual risk assessment is carried out and a book is kept for staff to record any day to day concerns regarding health and safety. Electrical equipment is checked at the required intervals. The problem of loose multi-socket extensions for computers noted at the time of the last inspection has now been rectified. The school satisfactorily organises regular fire checks and practices when the buildings are evacuated. Good arrangements are made for first aid, with qualified personnel on site. Satisfactory first aid equipment is located centrally and an accident book is kept up to date. Good procedures are in place for informing and contacting parents in the case of accidents and injuries.

52. **Partnership with parents and the community**

52. The school's partnership with parents and the community is good and the strong links have been well maintained since the last inspection. This relationship has a very positive effect on the quality of education provided by the school, the standards pupils attain and the progress they make. Parents speak highly of the encouragement they receive to be involved in the life of the school and their children's education and most feel welcome in what they describe as a 'listening school'. Most parents are very supportive of their children's learning and are involved and interested in the work of the school.

53. The information provided for parents is good. There are open evenings and parents receive regular, helpful newsletters containing a good amount of information about activities, class organisation and the curricular focus for the term. The prospectus and the governors' annual report to parents meet the statutory requirements and provide good quality information about organisation and events, including assistance on how parents can help their children at home. The annual reports to parents on their children's progress meet the statutory requirements and provide a good amount of information about attainment and progress. They tell parents of the next step targets in their children's learning. Parents whose children have special educational needs are well informed. Those whose children are on Stage 3 onwards of the special needs register are

invited to attend all review and assessment meetings.

54. A number of parents help regularly in classrooms, giving good support with such topics as literacy, numeracy, information technology, organising the library, reading, art, cooking and preparing resources. Many more parents help when pupils go out on educational visits and give good support to fundraising events. The assistance of parents makes a good contribution to the quality of children's learning and to the enrichment of the curriculum. The school's website on the Internet which has been set up by a parent governor is a very good initiative and extends the school's community links well. The School Association is a very active and supportive group of parents who raise considerable funds each year to pay for additional learning resources. The efforts of the association make a good contribution to the quality of education provided and to the work of the school. The inspection team supports parents' views that the school's approach to homework is insufficiently structured. There is currently no homework policy and inconsistencies exist between classes in the arrangements made for homework. All pupils have a home-school reading record, but there are variations in the amount of use made of these as a means of communication.

55. The school's links with the community are good and provide pupils with effective opportunities for personal development and a sense of citizenship. A variety of visitors to school enrich the curriculum and extend pupils' experience well. These include, for example, artists, grandparents as part of a living history project, an Indian lady, and a Jewish parent to talk to pupils about Judaism. Pupils in all classes have an opportunity to go out on a variety of visits which enrich the curriculum and make a very positive contribution to pupils' learning. Pupils go out into the community to sing in the shopping area in support of charity, take part in the Abingdon Schools Folk Dance Festival and visit the local church for a carol concert. Pupils in Year 6 are currently developing a computer link with a school in Thailand, and children in the nursery have written to Thailand. Very close links have been developed with the adjacent special school with pupils taking part in joint learning activities. The secondary schools to which most pupils transfer provide good curricular links through such activities as the science workshop for pupils in Years 6 and 7.

56. The school has developed some good links with local businesses and industry. The After School Club has benefited from the donation of toys and funding. A publishing company regularly supplies the school with offcuts of paper and has taken responsibility for printing a school Christmas card designed by pupils. Additionally, teaching and learning have benefited from donations of calculators, computers and printers from local industry.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

57. The school has a very good ethos. There is a commitment to high standards on the part of the governing body, headteacher and staff. The school's aims, values and policies are

very well implemented. The school successfully meets its aims to be a friendly, happy and caring school that communicates well with all involved in pupils' learning. It provides a broad and balanced curriculum that meets the needs of all pupils. It encourages pupils to be independent and set their own high standards. It effectively promotes the spiritual, moral, social and cultural development of its pupils and successfully prepares them for the wider world, as well as furthering links with the local community. The evidence of the very good implementation of the school's aims is seen in the high standards of teaching, the good progress made by pupils, their good attitudes to learning and good behaviour, the good relationships and the good partnership with parents and the community. The only weakness in the implementation of policies is that the very good marking policy is inconsistently applied. There are some weaknesses to be addressed in making clearer, in planning, the level at which knowledge, understanding and skills are taught in science, religious education, art and music and in the use made of information from assessment to inform long-term planning. The school has already rightly identified these areas as ones in which provision can be strengthened.

58. The headteacher provides very good leadership and educational direction for the school. On taking up her appointment in September 1998, she carried out a very effective analysis of the school's progress in addressing the issues of the last inspection. She identified the areas where action was still needed and also prioritised other areas for development, building very effectively on the work of the previous headteacher. The headteacher knows the school very well and is constantly working with governors and staff in reviewing its effectiveness.

59. Since the appointment of the headteacher, there has been a good deal of emphasis on monitoring the work of the school. All staff with management roles are keenly aware of their responsibilities in this area. This is the first school year in which the co-ordinators have been involved in monitoring, with the exception of the introduction of literacy and numeracy monitoring last year. There is greater monitoring of core subjects than the non-core subjects, but there is a clear cycle for the review of provision in all subjects. Teachers have responded positively to monitoring and are keen to work with the headteacher in further improving the school's provision. The headteacher's monitoring through classroom visits always has a clear focus and is targeted on rectifying any identified weaknesses. She monitors teachers' medium term plans and samples their weekly plans. As part of this process she looks at comparability of provision in classes comprising the same age groups.

60. All staff with management roles fulfil their responsibilities well. The deputy headteacher provides good support to the headteacher in the day-to-day running of the school. He is Key Stage 2 co-ordinator, as well as having responsibility for co-ordinating literacy and science. Through monitoring in his subject co-ordinating roles, he has a very effective overview of what is taking place throughout the school. The Key Stage 1 co-ordinator teaches in the nursery and has taught throughout Key Stage 1. This means that she is particularly well placed to lead the developments in linking the nursery curriculum with that in the reception class and also with Key Stage 1. She very conscientiously and effectively carries out her responsibilities. The management of special educational needs is good, with significant improvements having been made since the last inspection. The school has a 'responsible person' for special needs contact with the local education

authority.

61. The governing body makes an outstanding contribution to the strategic management of the school, providing the headteacher and staff with a very effective 'critical friend'. Governors are very well informed about the work of the school through excellent reports from the headteacher and visits to the school in action. They are each linked with a class and there are named governors for literacy, numeracy, information technology, special educational needs, able pupils and health and safety. Since the last inspection, there have been presentations by subject co-ordinators to governors for all subjects. There are joint meetings between the governing body and staff on matters such as school development planning and the development of the home-school agreement and homework policy. The involvement of an already highly effective governing body has increased further since September 1998.

62. The school development plan is for one year only with basic outline planning for the next two years. The plan very clearly identifies priorities for the present year and is a sharply focused document. It includes details of persons responsible for each initiative, clear and relevant success criteria, timescales, an evaluation process and it is costed. The school is aware of the need to develop a more long term plan, with the strategic planning process more closely linked with the budget and to bring forward the planning process. With the exception of there being no policy or formal provision for drugs education, all statutory requirements are met.

63. **Staffing, accommodation and learning resources**

63. The school has sufficient appropriately qualified and experienced teachers to meet the demands of the curriculum. There is a strong team spirit within the staff, enabling the effective sharing of expertise. All staff have job descriptions which are presently under review. Good arrangements are made for the induction and support of newly qualified teachers. Arrangements for formal appraisal are not established and the school is waiting for new guidance on this. All staff attend individual professional development meetings with the headteacher. Arrangements for professional development are good and staff attend regular courses linked closely to the school development plan and their own professional development needs. There are sufficient, suitably qualified support staff to assist teachers in meeting the needs of pupils with special educational needs.

64. The accommodation is good and sufficient in quality and quantity for the delivery of the curriculum. The good state of repair which was reported at the time of the last inspection has been well maintained. In the main building, classrooms are of adequate size. There is a very good hall, library located in a central area and a good information technology room. The classrooms in the temporary buildings are small and the cloakroom facilities cramped, with insufficient space for storage. Accommodation for children under five is good, with sufficient, secure outside play space for large play equipment. Through the good quality displays of pupils' work, pictures and artefacts in all classrooms and open areas, the accommodation provides a very stimulating, exciting and attractive learning environment. The facilities are kept very clean by the commitment of the caretaker and cleaning staff. Outdoor provision is good, with an

attractive quadrangle, large grassed playing field and sufficient hard play area for the number of pupils on roll. The well equipped adventure playground is out of use due to the requirements of new safety regulations and governors are currently reviewing the position. The style of the accommodation would not impair access or learning for pupils with physical or sensory disabilities.

65. Overall learning resources are satisfactory and of sufficient quality to meet the demands of all subjects in the curriculum. Since the last inspection extra computers have been purchased to set up the information technology room and these are a very good resource for teaching and learning. The resources in this area make a strong contribution to pupils' progress and the standards they attain. As was noted at the time of the last inspection there, continue to be insufficient resources of quality for the teaching of music. This limits the way in which the curriculum is delivered and restricts pupils' progress as a consequence. Resources in all subjects are accessible to staff and pupils. There is a satisfactory range of fiction and non-fiction books in classrooms and in the library. Teaching resources for special educational needs are satisfactory.

66.

The efficiency of the school

66. The quality of financial planning is good. The school's budget is planned very effectively to take account of the priorities in the development plan. The finance committee meets regularly to review the financial position of the school. The administrator has developed excellent day-to-day routines and procedures for managing finances and provides excellent support for the headteacher. The school's finances were reported as satisfactory in the 1998 Auditors' report and all the recommendations in the report have been successfully addressed and dealt with. The governing body has a very clear view of long-term financial planning. As the development plan is insufficiently long-term, at present, the timing of strategic planning does not link well with that of budget planning. The maintenance plan covers a three year period and expenditure for maintenance of equipment is systematically budgeted for. Good use is made of specific grants such as additional funding for pupils with special educational needs. Through their strong individual links to specific curricular areas, governors regularly assess the benefits of spending in terms of teaching and learning and the progress made in classrooms. They are well aware of the need to obtain value for money and have clear procedures and criteria for this.

67. Teaching and non-teaching staff are well deployed. Staffing is efficiently organised in relation to the management and delivery of the curriculum. Accommodation is used efficiently and is very well organised to create a strong learning environment and to enable pupils to take full advantage of all educational opportunities. Learning resources are used well to promote learning and to enhance the quality of teaching. Although an inventory is kept for all equipment, at present there are no written inventories for subject resources.

68. Since the last inspection, the school has maintained a very efficient establishment. The governing body has remained very active, developing its involvement further and is exceptionally well informed and committed to its responsibilities. The income and

expenditure per pupil are high. The socio-economic circumstances of the pupils are above average. Pupils' attainment on entry to the school is broadly average and, on leaving the school, it is above average. Pupils make good progress as a consequence of good teaching, and they have good attitudes to learning. There are many good aspects of other elements of provision, including that for the spiritual, moral, social and cultural development of the pupils. Taking all these factors into account, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

69. Children enter the nursery at the beginning of the term in which they will be four. They attend part-time and have the option of becoming full-time in the term before they go to the reception class. They move to the reception class at the start of the term in which they will be five. They are part-time for their first week in the reception class and then they attend full-time. At the time of the inspection, there were 32 children in the nursery, 18 boys and 14 girls. Of these, six children were attending full-time. There were 15 children in the reception class, all aged under five. Children's attainment on entry to the nursery is broadly average, based on the group presently in the nursery. There are variations from year to year, however, and the group now in the reception class were below average on entry to the school.

70. Children in the nursery are making good progress and are on course to meet the Desirable Learning Outcomes in all the recommended areas of learning, with most exceeding them, by the age of five. These children are experiencing a different curriculum in the nursery from that which was provided last school year for those who are now in the reception class. This is an improved curriculum which takes full account of how young children learn and is planned in relation to the recommended areas of learning for children under five. The curriculum previously provided in the nursery did not include as many opportunities for children to learn through exploration and investigation. There has also been a change in teaching staff in the nursery since the last school year. Children currently in the reception class made satisfactory progress while in the nursery and entered the reception class with below average attainment. A significant number of boys in this class started the nursery with language and literacy skills below those expected for their age. This weakness in their attainment remained when they entered the reception class. These children are currently making good progress and are on course to attain the Desirable Learning Outcomes by the age of five. Judgements on children's attainment are made in relation to those presently in the nursery and the youngest five year olds in the school.

Personal and social development

71. By the age of five, many children exceed the Desirable Learning Outcomes in this area. They have good relationships with each other and the adults they meet in school. They have an awareness of and sensitivity to the needs and feelings of others, taking turns and sharing toys and equipment fairly. When using large outdoor play equipment, for example, they play amicably together. They respond positively to the routines established in the nursery and the reception class and have some personal independence, such as when making choices about activities or dressing after physical activities in the hall. They concentrate well when working on their own or as part of a group. Most children behave well throughout the range of activities provided.

72. Children, including those with special educational needs, make very good progress in

their personal and social development while in the nursery. Progress in the reception class is good. Nursery children make very effective gains in taking turns, working alongside each other and in sharing equipment. They learn to work collaboratively, for example when role playing at being in the hairdressers. In these situations, they quickly learn to make decisions individually and together. They increase their capacity to concentrate and sustain involvement in an activity. Reception class children make good progress in behaving correctly in social situations, for example in taking turns in speaking and in listening to each other's opinions. They gain increasing independence.

73. The overall quality of teaching of personal and social development is very good in the nursery and good in the reception class. A very secure, calm atmosphere is provided in both the nursery and reception class which helps learning to take place. All adults provide good role models and the relationships with children are consistently warm and constructive. Teachers have a clear understanding of how young children's personal and social needs should be met in order to support their learning. In the nursery, children benefit in particular from the many opportunities provided for them to make choices. Work is carefully planned and assessed to ensure that all aspects of growth in children's personal and social development are appropriately extended. 'Sharing time' at the end of lessons reinforces socially acceptable behaviour.

74. **Language and literacy**

74. By the age of five, most children reach the Desirable Learning Outcomes in this area. Children speak clearly and confidently to each other and to adults, and they answer simple questions. Most children listen carefully and respond well during discussions. All enjoy books and have early reading skills. They handle books correctly, turning the pages and using the pictures to tell a story. They read familiar words and understand that the words and pictures carry meaning. Higher attaining children read sentences and competently recall stories they have been read. Children know what is meant by 'the author' of a book and that a story has a beginning, middle and end. They have effective early writing skills. Most know letter sounds and shapes. They write simple words, using upper and lower case letters correctly. Many children write their own messages to 'Bill Owl' and take great pride in their writing. In the nursery and reception class the children help each other in using tape recorders to support their reading, or the computer to support their writing skills.

75. Children make good progress in developing their language and literacy skills in the nursery and reception class. They make effective gains in speaking and listening, in groups and on a one to one basis. They learn to form their letters correctly and become more aware of letter shapes and sounds, gaining confidence in recognising whole words. They listen to stories with increased understanding and learn to hold a pencil correctly.

76. The quality of teaching of language and literacy is good in both the nursery and reception class. There are examples of very good and even excellent teaching in the reception class. Staff provide a very good role model for the development of language and literacy skills. Activities are very carefully prepared to meet the needs of all children, including those of pupils with special educational needs or for whom English is

an additional language. The introductions to new activities, for example in the reception class during literacy sessions, are clear and precise. Staff communicate tremendous enthusiasm, for example through very well told stories involving much expression and dramatic interpretation. In one excellent lesson in the reception class, the teacher provided very exciting activities, including work with puppets. In both the nursery and reception class, good emphasis is placed on the development of children's language and literacy skills and teachers have high expectations of the standards that all children are capable of attaining.

77. **Mathematics**

77. By the age of five, children attain the Desirable Learning Outcomes in this area. They are familiar with number rhymes and counting games. They recognise and use numbers up to ten, with higher attaining children working in numbers up to 20 and do simple addition and subtraction. They estimate the number of objects, such as conkers, in a collection. Through the use of sand, water play and outdoor activities, they have a mathematical vocabulary. They use and understand the terms 'heavy' and 'light' and apply this understanding as they balance large and small wood blocks on top of one another when building a house or a tower. Terms such as 'more than', 'less than', 'smallest' and 'biggest' are used confidently and competently. Children recognise and name simple two-dimensional shapes such as circles and squares. They sort objects according to criteria, for instance shape, size and colour. They are aware of the passing of time through knowledge that events take place at differing times of the day.

78. Children make good progress in developing mathematical understanding throughout their under fives education in the nursery and reception class. In the nursery, they learn to sort objects and identify how many corners shapes such as triangles and squares have. They develop mathematical understanding through many activities that require them to count or sequence objects. This is developed further in the reception class where children put numbers in order and count backwards as well as forwards. In both the nursery and reception class, they increase their capacity to solve simple mathematical problems. All children make good gains in developing a repertoire of counting games and songs such as 'Ten Green Bottles'.

79. The overall quality of teaching is good, with instances of very good teaching in individual lessons. A correct focus is placed on developing mathematical vocabulary and on the skills and knowledge needed to solve problems. Good support is given to individual pupils and teachers' expectations of the standards all children are capable of attaining are high. All staff have a quiet rigour to their work which ensures that no time is lost. Children's work is valued highly and their work is assessed to ensure that account is taken of what they know, understand and can do when planning the next stage in their learning.

80. **Knowledge and understanding**

80. By the age of five, most children reach the Desirable Learning Outcomes in this area.

They apply their knowledge of the local environment when making a street map in the sand in the sand tray. The children put in the road, path and houses, trees and add a pond. Having made a map in this way, they draw a copy of it. Children are aware of changes that take place over time. They show understanding of this as they make a time line with numbers one to five showing their own life stories in pictures and words. Children's information technology skills are very well developed and their attainment in this specific aspect exceeds the expectations of children by the time they are five years old. A significant number of children are very competent when working with the computer, using the 'mouse' with precision and printing out their work.

81. Children make good progress in developing their knowledge and understanding of the world in which we live in both the nursery and reception class. They make very good progress in acquiring early information technology skills. In the nursery, they gain information about forces of water, for example, as they use equipment to force water through a tube. They make sense of their experiences as they role play situations such as being in the hairdressers. In the reception class, they develop understanding of past times in their own lives. Information technology skills are developed very well in the nursery and reception class.

82. The overall quality of teaching is good, with some very good teaching of information technology skills. Good questioning is used to challenge and extend existing knowledge. Teachers provide interesting and stimulating activities to give the children opportunities to explore, discover and be curious about the world in which we live. Within this, staff have created ways which allow children to be reflective and to extend their spoken language skills and mathematical learning. The introductions to activities are clear and precise. Learning points are highlighted, enabling all children to share in the adults' explanations and extend their knowledge.

83. **Creative development**

83. By the age of five, most children draw and paint imaginatively, mixing colours. Children looked very closely at a hedgehog in the school garden, for example and made some very good close observational drawings which demonstrate a good eye for detail. They are confident in cutting, sticking and making models. They apply their imagination in role-play, either initiating imaginary situations or responding to those introduced by adults. They use large construction equipment confidently both indoors and outside and talk about what they have made. Children sing with enthusiasm, enjoyment and confidence. They keep a steady pulse when singing action songs or playing instruments. In the reception class they are beginning to develop a suitable control in singing and show an awareness of the differences between loud and soft sounds.

84. Children make good overall progress in their creative development in both the nursery and reception class, although progress is satisfactory in music activities. They develop an awareness of sound and colour. Their imagination is developed through role play. They gain confidence in activities such as cutting and sticking.

85. The overall quality of teaching of creative development is good in both the nursery and reception class. It ranges from satisfactory to very good in individual lessons. Where the teaching is very good, role play situations are used well to extend children's imagination and spoken language skills. Teachers observe children carefully and participate in play with them. All staff value play highly as a method of learning. They achieve a good balance in activities between those which consolidate existing skills and understanding and those which introduce new skills. Where teaching is no better than satisfactory, it is because teachers' own skills in music limit the extent to which they can support children's progress.

86. **Physical development**

86. By the time they are five, children use large equipment and apparatus including wheeled toys with control, dexterity and confidence. They are well aware of the space around them and have regard for their own safety and that of others. They move confidently around the classroom and the hall in physical development activities. They show the expected level of control in skills of throwing, catching and aiming. They use baking implements, paintbrushes, glue-sticks, pencils and scissors with the level of skill expected and are confident when using hammers, nails and pliers to construct wooden models.

87. Children make good progress in their physical development in both the nursery and reception classes. They develop skills in climbing and balancing and increase their physical control and confidence, through outdoor play with large equipment. The co-ordination of hand and eye is increased, as are skills in handling small tools.

88. The overall quality of teaching is good in the nursery and reception class. Learning activities are carefully planned to match children's individual learning targets. For example, an activity was planned to develop hand-eye co-ordination for one child. Emphasis is placed on ensuring that children are safe and learn rules connected with the safe use of equipment. Children are organised well, with praise given constantly to encourage, develop confidence and raise their self- esteem.

ENGLISH, MATHEMATICS AND SCIENCE

English

89. Pupils' performance in the end of Key Stage 1 National Curriculum tests in 1999 was well above the national average in reading and above average in writing. The percentage of pupils reaching the national standard, level 2 or above, was above the national average in both areas. The percentage reaching the higher level 3, was broadly average in reading, but below in writing. In comparison with the previous year's results, there was a fall in the percentages reaching level 3, especially in writing. The results in writing were also lower in 1999 than they had been over the previous three years, 1996 to 1998. During this time, girls performed better than boys in reading and writing. When compared with the results achieved in schools with pupils from similar backgrounds,

pupils' performance at the end of Key Stage 1 in 1999 was well above average in reading and above average in writing. In the end of Key Stage 2 National Curriculum tests in 1999, pupils' performance was above the national average in English. It was also above average when compared with the results in schools with pupils from similar backgrounds. The percentages of pupils reaching the national standard, level 4 or above and the higher level 5, were above the national average. These results are not significantly different from those of the previous year, or those shown when the three years 1996 to 1998 are taken together. There were no significant differences in the performance of boys and girls during this time. Teacher assessments in 1999 showed a similar picture to the tests at the end of Key Stage 1, but fewer pupils reaching levels 4 and 5 at the end of Key Stage 2. The evidence of pupils' school work, shows the present Years 2 and 6 as above average in speaking, listening and reading, but as no better than average in writing.

90. Pupils' speaking and listening skills are above average at the end of both key stages. By the end of Key Stage 1, pupils listen attentively to the teacher and to each other and ask and answer questions clearly. They communicate ideas well as, for example, they re-enact a scene involving the conspirators in the Gunpowder plot. Many confidently ask additional questions if they are not fully satisfied with the first answer they are given. They carefully follow stories, explanations and instructions. By the end of Key Stage 2, pupils speak clearly and fluently, giving extended answers to questions and participating in debate. They express their views on Shakespeare's plays, for example on misunderstandings that occur in 'A Midsummer Night's Dream'. They listen critically to others, giving a good level of consideration to what they hear.

91. By the end of both key stages, pupils' reading skills are above the standards expected nationally. By the end of Key Stage 1, most pupils read confidently, accurately and with understanding. They predict what might happen next in stories they read. They have a variety of strategies to use, such as phonic and sound-blending skills, when encountering unfamiliar words. They use basic library skills confidently and competently, readily finding books on a given topic. By the end of Key Stage 2, most pupils are fluent and accurate readers with good comprehension skills. They read a wide range of fiction and non-fiction texts, using reference books effectively to support their work in other areas of the curriculum, such as history and religious education. Pupils' have particularly good understanding of characterisation, style and plot in the fiction they read. They compare texts of similar type during the literacy hour.

92. Pupils' attainment in writing is in line with national expectations at the end of both key stages, in accuracy and content. By the end of Key Stage 1, pupils write for a range of purposes, producing stories, accounts of events and book reviews. Higher attaining pupils write two or three pages, using a wide range of strategies to spell words. Simple punctuation is used accurately by most pupils, although lower attaining pupils are not consistent in this. Handwriting is neat and evenly formed. By the end of Key Stage 2, pupils write purposefully in English and in other subjects, showing an appropriate sense of audience and purpose. They write poetry, clear accounts of their findings from science investigations, and reports on information they have found out in history and religious education. The standard of pupils' imaginative writing varies. Higher attaining pupils' work has a clear structure and pupils use a wide range of vocabulary to express

their ideas. Lower attaining pupils find this difficult. Their vocabulary is limited, as is their use of grammar and punctuation. The use of punctuation, grammar and spelling is well applied and developed in other subjects, such as when Year 6 pupils write a factual account of Tudor England. Handwriting is evenly formed, usually joined, but not always neat.

93. Pupils presently at the end of the key stages have made good progress in developing their speaking and listening skills and in reading. Progress across the key stages has been satisfactory for these pupils in writing. The school has recognised that writing is the weakest aspect of pupils' work in English and has introduced additional opportunities for pupils to engage in extended writing outside the provision of the literacy hour. There is also an emphasis on developing writing for different purposes through the other subjects of the curriculum, especially geography and history. As a consequence of this action, pupils, including those with special educational needs or for whom English is an additional language, are now making good progress in writing, as well as in the other aspects of English. As pupils move through the key stages, they widen their vocabulary and gain confidence and competence as speakers and listeners. They read an increasing range of fiction and non-fiction books and develop independence as readers. They gain an increasing awareness of the need to adapt the style of their writing according to its purpose.

94. Pupils have good attitudes to English. Their good behaviour enables them to concentrate on their work and to persevere. They tackle activities enthusiastically, for example when writing instructions in Year 5, or when identifying vowels in a text in Years 1 and 2. There is tremendous enjoyment in Year 3 and 4 extended writing lessons when pupils respond very well to the opportunity to be 'young authors'. They work well in groups and are keen to share their ideas, for example, when examining the impact of a text on the reader in Year 6. Pupils take pride in their work and are keen to share it with others, although pupils in Year 6 do not take the same care with presentation as those in other year groups. Behaviour in English lessons is good.

95. The overall quality of teaching is good at both key stages. It is never less than satisfactory. During the inspection, there was very good teaching in two-fifths of lessons, including one lesson which was excellent in Year 4. Teachers have a good understanding of the National Literacy Strategy. They explain and use technical terms successfully, such as when identifying rhetorical questions with Key Stage 2 pupils or discussing unfamiliar words in a big book in Key Stage 1. Relationships are good and teachers positively value pupils' contributions, which in turn raises confidence and self-esteem, creating a good environment for learning. Lessons are clearly planned with literacy targets and pupils' individual needs in mind. Support staff make a very valuable contribution to children's learning. They work closely with the teachers and are well briefed, making an effective contribution to pupils' progress. Where teaching is most successful, there is skilful questioning to encourage discussion and exploration of ideas and opinions, as well as to assess pupils' learning. The pace of work is brisk and teachers have high expectations of both work and behaviour. In an excellent writing lesson in Years 3 and 4, the teacher communicated a tremendous sense of enthusiasm and used praise well. Pupils are very well managed and resources well organised. Work is marked regularly, but it does not always contain evaluative comments to support or

improve the quality of pupils' work.

96. English is very well managed by the co-ordinator. The role of the co-ordinator has been strengthened since the previous inspection and a scheme of work is in place which provides a good role model for other subjects. There is a clear plan of action from the results of monitoring teaching, assessment data, planning, and pupils' work and progress. A good deal of money has been well spent to support the introduction of the National Literacy Strategy. The school now has a good supply and range of books. National Curriculum requirements are fully met.

97. **Mathematics**

97. In the 1999 end of Key Stage 1 National Curriculum tests, pupils' performance was above the national average. The percentage of pupils reaching the national standard, level 2 or above, was close to the national average. The percentage of pupils reaching the higher level 3 was above the national average. The percentage reaching level 3 fell in 1999, compared with the previous year. In the end of Key Stage 2 National Curriculum tests in 1999, pupils' performance was above the national average. The percentage of pupils reaching the national standard, level 4, was above the national average, as was the percentage reaching the higher level 5. There was an increase in the percentage of pupils reaching level 5 in mathematics as a consequence of the school's targeted action to improve mathematics results. Over the three year period, 1996 to 1998, pupils' performance was also above average at the end of both key stages. During this period, boys performed slightly better than girls at the end of Key Stage 2, but there was no discernible difference at Key Stage 1. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance in the tests at the end of both key stages was above average. Teacher assessments in 1999 showed a fairly similar picture to the tests at the end of Key Stage 2, but with fewer pupils reaching level 3 at the end of Key Stage 1. The evidence of school work of pupils in the present Years 2 and 6 shows that they are performing at an above average standard. Since the last inspection, standards at Key Stage 1 have improved and high standards at Key Stage 2 have been maintained.

98. By the end of Key Stage 1, pupils achieve good standards in all aspects of mathematics, including the application and use of mathematics in practical situations. They are confident in handling numbers and recognise patterns, for example within a square showing numbers in rows of ten up to 100. Pupils have a clear understanding of addition, including carrying figures and subtraction. They multiply by 2, 3, 5 and 10, have a clear understanding of place value to three figures, and recognise odd and even numbers. Most correctly identify right angles, two and three-dimensional shapes and reflective symmetry. They have a good understanding of halves and quarters, money to a £1 and time on the quarter hour. Pupils successfully collect data, such as about pupils' favourite animals and food and represent their findings in simple bar graphs. In measuring activities, they confidently use both standard and non standard units of measurement.

99. By the end of Key Stage 2, pupils are competent in all four rules of number. Many have

a good understanding of multiplication facts to 10 x 10. They have a good knowledge of place value to seven figures and recognise and understand negative numbers. Many pupils show a clear understanding of decimals to two places and use them in measurement and money. They have a good knowledge of fractions and understand the concept of percentages. They tell the time, using both analogue and digital displays and are confident in using a 24 hour clock. Pupils measure angles, such as those within a quadrilateral, explain the properties of two and three-dimensional shapes and correctly identify rotational symmetry. Pupils are able to find the area and perimeter of a variety of shapes. Pupils collect data, such as about how time is spent during a normal day and successfully display their findings in various forms, including bar and line graphs and pie-charts, sometimes using a computer. Pupils are confident in undertaking mental exercises covering all aspects of mathematics and effectively solve mathematical problems.

100. As they move through the school, all pupils, including those with special educational needs, make good progress. They handle numbers with growing confidence and solve mathematical problems of increasing complexity. Key Stage 1 pupils increase their competence in addition and subtraction, while many in Years 5 and 6 gain confidence in working with negative numbers. Pupils become more proficient in mental mathematics, in telling the time and in their understanding of shape, space and measure. They handle more complex data and represent it in more sophisticated forms. Pupils develop their mathematical vocabulary well.

101. Most pupils enjoy mathematics lessons and have good attitudes to work. They listen carefully and answer questions confidently, participating well in mental mathematics. They set about their written and practical tasks with enthusiasm and perseverance, working well alone and with others. They make good use of all resources provided for them, such as protractors to measure angles in Year 6. Most pupils take a pride in the appearance and presentation of their work, as well as being keen to get the correct answers. Behaviour in mathematics lessons is good.

102. The overall quality of teaching is good. Lessons are well organised, well resourced and delivered at a brisk pace. Teachers have high expectations of standards of pupils' work. Good quality questioning ensures that all pupils are kept busy and instruction is based on good subject knowledge. Teachers make particularly good use of the correct vocabulary, such as ‘multiple’, ‘factor’ and ‘parallel’. A variety of activities is provided to suit the needs of all pupils. Relationships are good and teachers offer support, praise and encouragement throughout, creating the right climate for learning. Summary sessions are used effectively at the end of lessons to review learning and celebrate pupils' work. All these features of teaching support pupils in making good progress. Written work is often regularly and helpfully marked, although the same high standard is not maintained in every class. As a consequence, it does not make a full contribution to pupils’ learning.

103. The school’s strategy for numeracy is good. National Numeracy Strategy documentation is used as a scheme of work and all aspects of the subject are appropriately covered. Assessment procedures are in place and the information gained is used effectively to

plan appropriate future work for pupils. The co-ordinator sees plans of the work to be undertaken and she monitors standards and provision through seeing samples of pupils' books and by observing teaching. Mathematics is used appropriately in other areas of the curriculum, such as in science and design and technology, further developing pupils' understanding.

104. **Science**

104. Pupils' performance in the 1999 end of Key Stage 1 teacher assessments was broadly in line with the national average for the percentage of pupils reaching the national standard, level 2 or above and for the percentage reaching the higher level 3. There was a significant fall in the percentage reaching level 3 in comparison with the previous year. In the 1999 end of Key Stage 2 National Curriculum tests, pupils' performance was above the national average. These results were also above average in relation to the results achieved in schools with pupils from similar backgrounds. The percentages of pupils reaching the national standard, level 4 or above, and the higher level 5, were above the national average. Taking the previous three years, from 1996 to 1998 together, pupils' performance was above average. Girls performed marginally better than boys during this time. The evidence of school work of pupils presently in Years 2 and 6, is that standards at the end of both key stages are above average. Overall standards in science have improved since the last inspection.

105. By the end of Key Stage 1, pupils working on life processes and living things identify and name a large variety of fruits and vegetables. Most know the parts of the plants that are edible by humans. They understand that seeds grow into new plants and explain well the life cycle of an apple tree. They competently carry out investigations, such as into making sounds and sound insulation. They effectively investigate the brightness of light from different sources and are familiar with terms such as 'opaque', 'transparent' and 'translucent'. They are aware of various properties of materials and describe them using words such as 'hard', 'soft' and 'shiny'. They have a good understanding of forces, for example through the use of toys to investigate pushing and pulling.

106. By the end of Key Stage 2, pupils working on materials have a good understanding of how molecules are denser in solids, less dense in liquids and much freer in gases. They know that many substances change state, for example, from solid to liquid or the reverse, because of the temperature. Most correctly use scientific terms such as 'evaporation', 'condensation' or 'dissolve'. Pupils readily set up and carry out an investigation into the viscosity of various liquids. They know what makes a test fair and use this knowledge well as they independently carry out their investigation. They make carefully thought through predictions, record their findings in various ways, including graphs and tables and produce clear diagrams. They have a good understanding of the location and function of many human organs. They demonstrate an appropriate knowledge and understanding of the principles of electricity and magnetism as well as of the Earth and beyond.

107. Pupils in both key stages, including those with special educational needs, make good progress in developing and consolidating their knowledge, skills and understanding

across all aspects of the science curriculum. This is an improvement since the last inspection. Pupils' good progress is linked clearly to the clarity of teachers' explanations, the good emphasis on investigations and practical activities and good support from teachers during lessons to ensure that pupils are clear about the tasks set. Practical investigations were a weakness at the last inspection and good improvement has been made since then. Pupils in Key Stage 1 develop their skills of observation, for example, as they investigate the edibility of different plants. At Key Stage 2, they develop their investigative skills well, for example when Year 5 pupils investigate lung capacity or Year 3 pupils explore friction.

108. Pupils' attitudes to science are good and they behave well in lessons. They listen carefully to instructions, follow them well, are enthusiastic and curious, concentrate and persevere. They work very well collaboratively as they carry out investigations and they share materials and equipment amicably. They normally take care with presentation of their work and are proud of it.

109. The overall quality of teaching is good and this is an improvement since the last inspection. Teachers clearly identify learning objectives and these are well matched to a good range of learning activities. Lesson content builds well on pupils' previous knowledge, as, for example, pupils' work in school at Key Stage 1 is linked effectively to a visit to the Botanic Gardens in Oxford. Questioning is used well to develop pupils' understanding, as in a Year 6 lesson when 'clay molecules' were used to demonstrate changes in the state of materials. Teachers use resources very effectively to support and enhance pupils' learning, for example the provision of a very wide range of fruits and vegetables for a Year 1 and 2 lesson. Pupils are encouraged to work independently and use skills from mathematics and other subjects to record their findings. These features of good teaching support pupils in making good progress and attaining high standards. Marking across the school is inconsistent, however, and does not always offer sufficient guidance to pupils on how they might improve their work. This limits pupils' progress.

110. The science curriculum supports the development of literacy and numeracy skills well and there are good opportunities for pupils to apply these skills. The co-ordinator leads the subject well and is effectively monitoring science throughout the school. There are plans to incorporate national guidelines into the scheme of work and this is a good development. Present long-term planning does not show clearly enough how pupils', knowledge, understanding and skills should be developed over time. The procedures for assessment are satisfactory but the information gained does not sufficiently inform the planning of future work. Consequently, even though pupils make good progress, the planning itself does not ensure that all pupils are fully challenged. National Curriculum requirements are fully met.

OTHER SUBJECTS OR COURSES

111. Information technology

111. Pupils' attainment in information technology is above the national expectations at the

end of both key stages. By the end of Key Stage 1, pupils successfully use a keyboard to type text. They readily introduce capital letters and full-stops and confidently delete letters to correct mistakes. Using paint programs with brushes and paint sprays, pupils produce most effective illustrations of bonfire night. They confidently and independently access menus to print and save their work. Pupils recognise that control is integral to many everyday devices and, for example, confidently carry out a sequence of actions to make mechanised toys and cassette players work. Pupils give instructions to a floor turtle, to produce straight lines and turning movements. They use computers confidently to support work in other subjects, such as number activities in mathematics and the development of phonic and spelling skills in English.

112. By the end of Key Stage 2, pupils have good skills in word-processing and are confident in changing the font, colour and size of their work. They successfully import text, using the cut and paste facility, and they merge art work into their writing. They produce a wide range of drawings and paintings including, for example, portraits, buildings and landscapes. Pupils successfully give instructions for a screen turtle to draw a shape, checking the result and making adjustments to their instructions where necessary. They have, as yet, few opportunities to develop their skills in control technology still further, such as in controlling lights and vehicles, through the computer. Pupils use a good range of information technology based simulations, such as adventure games and predict the consequences of their actions. CD ROMs and the Internet are used by pupils to find information for other subjects such as when researching the body in science, or aspects of life in past times in history. Pupils confidently assemble text, pictures and sound to produce multi-media presentations on subjects of their choice, such as dolphins and bicycles.

113. Pupils, including those with special educational needs, make good progress as they move through the school. In particular, they show much increased confidence and independence in using information technology equipment and computer programs. They make effective gains in their word processing skills, developing confidence in desktop publishing. They become increasingly competent in using computers to support their work in other subjects. Pupils throughout the school show increasing independence in using all forms of equipment, developing a considerable degree of autonomy in producing their writing, pictures and multi-media presentations by the time they reach Year 6.

114. Pupils' overall attitudes to information technology are good and often very good, when working in the computer room. They listen very carefully to instructions and show confidence and interest when answering questions or making observations. They settle to tasks with considerable enthusiasm and concentration, working well with partners and readily taking turns and helping each other. They behave very well and are keen to produce good quality work. They handle all equipment with great care, for example, when shutting down computers at the end of their work. Pupils' positive attitudes make a strong contribution to their progress and the high standards they attain.

115. The quality of teaching is good at both key stages and, on occasion, very good in Year 6. Teachers have good subject knowledge and enthusiasm. They provide good clear

instruction, with confident demonstrations in using computers and programs. Lessons are well prepared and the sessions on the computers are well managed. The work set is challenging and there are high expectations of the standards all pupils are capable of attaining. Relationships between teachers and pupils are relaxed, with pupils being trusted to be independent in their use of machines. When help and advice are needed, they are readily available. Good use is made of classroom assistants and parents to assist both teachers and pupils and very good use is made of resources. All these aspects of teaching support pupils in making good progress.

116. The co-ordinator has access to teachers' planning to check on the quality of provision and monitors standards of work through keeping samples of work from each year and observing classroom practice. Satisfactory assessment procedures are in place and appropriate records are kept of the work of each pupil. The information gained is used to help plan future work. Work undertaken in word processing, for example, supports the school's initiative in literacy and a range of activities, including the production of graphs and pie-charts, enhances the work in numeracy. At the last inspection, shortcomings were noted in resources. These have been very successfully addressed, with the opening of the very well equipped computer room. The provision has also improved in other respects, including the quality of teaching and this has led to improved standards. National Curriculum requirements are fully met.

117. **Religious education**

117. By the end of both key stages standards are above those set in the locally agreed syllabus. This is an improvement since the last inspection. By the end of Key Stage 1, pupils have some familiarity with Christianity and Judaism. They know stories of famous figures such as Jesus and Moses and know, for example, that Moses led the Jewish people during the exodus from Egypt. They empathise with the people during this flight and consider what treasured possessions they would wish to take and why. They have knowledge of festivals of different faiths such as Christmas and Sukkoth, the Feast of Tabernacles and know why sukkahs are built. They know that religious believers have books that are very special to them and are aware of different places of worship. They understand the significance of Baptism for Christians.

118. By the end of Key Stage 2, pupils retell many stories from different faiths such as that of Rama and Sita from Hinduism. They have a good understanding of the festival of Diwali and understand its significance to Hindus. They identify some of the similarities and differences between principal world religions. They know about religious buildings such as churches, temples and synagogues and are aware of some of their features and their significance to followers of those faiths. Pupils at both key stages successfully reflect on what they have heard, explore their own feelings and confidently offer their own views.

119. Pupils, including those with special educational needs, make good progress through both key stages. They increase their knowledge and understanding of world faiths in their study, for example, of the ten commandments and how rules are important for the ordered life of a community. They gain knowledge of some famous figures such as

Mother Teresa. They develop understanding of many stories from different faiths and of the life and teachings of Jesus, such as the Sermon on the Mount and its significance to Christians. Pupils grow to understand the need to ask questions, explore their own feelings whilst being aware of the feelings and views of others and to form their own opinions about what they see and hear.

120. Pupils' attitudes to religious education are good. They listen very well and carefully to their teachers, and think about what they hear, providing a good variety of sensitive and thoughtful answers and observations. They handle religious artefacts, such as diva lamps, with care and consider carefully their use and importance. They are well behaved, settle quickly to the tasks set and normally produce work of good quality.

121. Overall, the quality of teaching is good, although teaching in one lesson seen in a Year 3 and 4 class was deemed unsatisfactory during the inspection. Lessons are usually well planned and make good use of resources such as religious artefacts. A notable feature of a lesson on the Exodus in Years 1 and 2 was the teacher's good use of her suitcase containing various objects which she treasured. Pupils were very curious about the contents of the case and were prompted to use their listening and speaking skills to good effect when discussing their own cherished possessions. This activity helped them to relate to and understand the feelings of those involved in the Exodus. A good variety of activities is provided including, for example, pupils making models of sukkahs as they learn about Judaism. These aspects of teaching support pupils in developing their understanding of religious education. Teachers do not always mark pupils' work effectively by adding helpful comments and praise and this restricts pupils' progress. In the unsatisfactory lesson observed, there were weaknesses in the management of the pupils and the work was insufficiently challenging for higher attaining pupils, in particular. This resulted in unsatisfactory progress in the lesson concerned. The quality of teaching in religious education has improved since the last inspection, particularly at Key Stage 1.

122. The work in religious education strongly supports all aspects of the school's provision for pupils' spiritual, moral, social and cultural development. The curriculum is enhanced through visits to places of religious significance and visitors to the school, such as a member of the Jewish faith. Even though standards are high and pupils make good progress, there are weaknesses in the scheme of work in supporting long-term planning for the consistent development of pupils' knowledge, understanding and skills. The school is aware of this and has scheduled a review of provision in religious education for Autumn 2000. While assessment procedures are satisfactory, information gained does not sufficiently inform future planning. The requirements of the locally agreed syllabus are fully met.

Art

123. The standard of much art work is above that normally found for the age of the pupils, especially at Key Stage 1 and in one Year 3 and 4 class. In other classes, work is of a similar standard to that found in other schools. The youngest Year 1 pupils show an exceptional awareness of colour, including shade, light and tone. This is evident in their

seascape paintings, created after looking at examples of stormy sea paintings by famous artists and listening to the storm section of 'The William Tell Overture'. These young pupils have very good skills in colour mixing and in the techniques of painting with a brush and then sponging in waves and clouds. Older Year 1 pupils and those in Year 2 create collages in shades of green as they imagine looking up to the sky through the branches of a tree. They demonstrate very effective drawing skills as they draw the outline of an insect either from pictures in books or from their imagination. The same pupils confidently cut and stick materials such as foil, thin silver and gold plastic and different papers, to make an insect collage. This is done with good awareness of the overall visual impact. Pupils in Years 3 and 4 demonstrate good skills and visual awareness in creating a printing block from cardboard and expanded polystyrene shapes, having first carefully designed it in their sketch books. Older Year 4 pupils and those in Year 5 observe the style of famous artists such as Gauguin and reproduce this in their own paintings. Higher attaining pupils use a good level of detail and mix colours well. Others mix colours and use paint brushes at the standard expected for their age and also have the expected skills of observation. Year 6 pupils show a secure awareness of proportion in their pencil sketches of Tudor buildings.

124. Pupils, including those with special educational needs, make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. There is also good progress in individual lessons in one Year 3 and 4 class. Pupils at Key Stage 1 make good gains in their awareness of colour and in expressing ideas and feelings using a wide range of materials. They very effectively develop skills in painting techniques, colour mixing with paints and in making decisions about the visual impact they intend their work to have. This is built on at the start of Key Stage 2 as pupils develop skills in a variety of printing techniques. At Key Stage 2, pupils also make gains in understanding the styles of famous artists and in observing and recording. They do not continue the good progress in imaginative work that takes place at Key Stage 1.

125. Pupils have good attitudes to art. They concentrate well and sustain involvement, for example when creating a collage in Years 1 and 2, or when painting in the style of Gauguin in Years 4 and 5. They very amicably share the materials for their collages in Key Stage 1. Pupils take a pride in the presentation of their work, carefully preparing a printing block in Years 3 and 4 by ensuring the design is just right in their sketch books first. Many pupils consider art to be one of their favourite subjects and there is clear enjoyment of the activities provided. Behaviour in art lessons is consistently good.

126. The overall quality of teaching of art is good at Key Stage 1 and is satisfactory at Key Stage 2. Teachers have good subject knowledge at Key Stage 1 and satisfactory knowledge at Key Stage 2. This results in better development of pupils' skills at Key Stage 1, with greater opportunities for pupils to experiment and use their imagination during art activities. All teachers are well organised in setting up resources before the lesson begins and in managing pupils. Lessons are well planned with learning objectives clearly identified at Key Stage 1, but at Key Stage 2 objectives are too broad in some lessons. Where planning is insufficiently focused, the teacher satisfactorily supervises pupils but is unable to really target support to meet their needs. At Key Stage 1, observation is used well to assess pupils' work and plan the next stage in their learning.

127. The school enriches the art curriculum through an arts week each year. This provides very good opportunities for pupils to work in depth on projects such as paper sculpting. The co-ordinator, who has been in post for a year, has rightly identified the need to focus more on progressive skill development and to rectify this in the scheme of work. She has started to take effective action on this. There are procedures for assessing pupils' attainment at the end of key stages, but no whole school system for ongoing assessment to inform planning at regular intervals. The co-ordinator is keen to rectify the weaknesses in the current procedures, there having also been deficiencies in the monitoring of pupils' progress at the time of the last inspection.

128.

Design and technology

128. During the inspection, only one lesson was observed in design and technology. Other evidence was gained through a scrutiny of pupils' work, displays of work around the school and discussions with teachers and pupils.

129. The standard of pupils' work is similar to that normally found for the age of the pupils. At Key Stage 1, pupils plan and clarify ideas for making a product through class discussion. They make appropriate drawings and lists of requirements and select from a range of suitable materials, such as paper, card, cooking ingredients and tools in making their product. Pupils have the expected skills in making, for example, cardboard houses, musical instruments and bread. When making scenes from the story of 'Goldilocks and the Three Bears', they produce movement by using split pins to assemble some of the components. They competently use a range of construction kits, making a variety of models. At Key Stage 2, pupils draw appropriate plans, in some cases first disassembling commercially produced items to help them with this process. They successfully measure, cut and shape materials and then join them. They make board games, torches, boxes, biscuits and models of Tudor houses. Pupils often write detailed evaluations of their work and identify where improvements might be made.

130. Pupils, including those with special educational needs, make satisfactory progress as they move through the school. They work with an increasing range of materials, with Year 1 pupils, for example, working largely with card and pupils in Year 6 working confidently in wood. They develop skills in using a wide range of tools, with pupils in Key Stage 1 confident in cutting out their components, using scissors, and Year 6 pupils using saws carefully and accurately. Products become increasingly complex. As pupils move through the school, evaluations become more detailed, as pupils gain confidence in identifying weaknesses in their models and the improvements that might be made.

131. Pupils' attitudes to design and technology are good and they greatly enjoy the activities provided. They listen carefully to instructions and are keen to offer their own observations. They settle quickly and confidently to their various tasks, work with good concentration individually and work well with others, when necessary. They handle tools with great care, sharing them sensibly with other pupils. They are keen to produce good quality work. Pupils making frames for models of Tudor houses, for example, are

careful to ensure that the components are accurately measured and cut. Pupils responsibly tidy up after their activities, returning all tools and materials to the correct places.

132. The quality of teaching is satisfactory at both key stages. Lessons are well planned and appropriately resourced. At the start of the lesson, teachers satisfactorily explain the work to be undertaken, and provide demonstrations of all the procedures involved. Teachers give help and support throughout the designing, making and evaluating process, encouraging pupils to reflect on the effectiveness of their work. Safety and hygiene procedures are emphasised. Teachers have a secure knowledge of the subject, and they provide an appropriate range of activities for pupils. Pupils are regularly praised for their work. Teachers mark pupils' designs and evaluations, but few comments of praise or advice are added.

133. Planning is satisfactory and appropriate assessment takes place. Records are kept and, although some of them are informal, the information is mainly used successfully to help plan future work. The headteacher is currently the subject co-ordinator and she monitors the work taking place in the classrooms. The written work undertaken in planning and, particularly in evaluating the products being made, enhances pupils' skills in literacy. The measuring and weighing activities undertaken in food technology help develop pupils' skills in numeracy.

Geography

134. Only two lessons were observed during the inspection, both in mixed Year 3 and 4 classes. Evidence was also gained from a scrutiny of pupils' work, looking at teachers' planning and discussions with teachers and pupils.

135. The overall standard of pupils' work in geography is in line with that expected for their age. Pupils in Years 1 and 2 know some of the features of the rainforest and identify similarities and differences when comparing it with Abingdon. They know, for example, that it is always hot in the rainforest, but not in Abingdon. They recognise that there are tracks in the rainforest but busy roads in Abingdon. They know that both places have streams, but that there are more plants in the rainforest than in Abingdon. Year 3 and 4 pupils in one class have a very secure understanding of rivers and can describe the journey of a river from its source to its mouth. Through their study of India and Chembakolli village, in particular, they recognise differences between Britain and India. These include awareness of the produce of India, differences in climate and in life styles. They have some awareness of how the place in which people live impacts on their lives. In the other Year 3 and 4 class, pupils' knowledge and understanding is far less well developed. These variations are a direct consequence of differences in the quality of teaching. Older Key Stage 2 pupils have a satisfactory understanding of maps and how to interpret them.

136. On the basis of the limited evidence, pupils make satisfactory progress as they move through the school. They gain a greater understanding of how the physical features and

climate of places differ and how this influences people's lives. As they progress from Key Stage 1 to Key Stage 2, they start to examine this in much greater detail. For example, they consider the different journeys they make and the reasons for them, and those made by someone in an Indian village. The progress of pupils with special educational needs is satisfactory in relation to their prior attainment.

137. Pupils' overall attitudes are good, although there is variation linked to differences in the quality of teaching. In the two lessons observed, pupils' response was very good in one and unsatisfactory in the other. Where their response is very good, pupils eagerly volunteer answers to questions. They very quickly settle to individual activities after the work has been explained to them. Where pupils' response is unsatisfactory, many do not pay proper attention or settle well to the tasks set. The work in pupils' books shows that most take a pride in their work and try hard to present it well.

138. Taking account of all the available evidence, the overall quality of teaching is satisfactory. There is very good teaching in one mixed Year 3 and 4 class, although it is unsatisfactory in the other. Where it is very good, lessons are very well focused on clearly identified learning objectives. The teacher has high expectations of the standards all pupils are capable of attaining and of their attitudes. Pupils are challenged to make decisions about how they might best record information, and this successfully develops their independence as learners. Questioning and observation are used well to assess pupils' learning. The management of the pupils is very good. Where teaching is unsatisfactory, the teacher is less secure in her subject knowledge and the planning is too vague, resulting in insufficiently defined learning objectives. Explanations are unclear and there are weaknesses in the management of pupils. There is too little challenge for higher attaining pupils and too little support for lower attaining ones. More generally, teachers plan lessons satisfactorily and provide a suitable and interesting range of activities.

139. The geography curriculum makes a good contribution to the development of pupils' literacy skills. The co-ordinator has a clear overview of geography throughout the school. She takes in teachers' planning and checks it against the curriculum framework to ensure that the school's agreed curriculum is provided, but is not monitoring teaching, through looking at pupils' work or observing lessons. This is scheduled to take place when the geography provision is reviewed in autumn 2000. Weaknesses in resources and the monitoring of pupils' progress, identified at the last inspection, have been suitably addressed.

History

140. The overall standard of pupils' work in history is above that expected for their age. Year 1 and 2 pupils have a secure understanding of events in history, for example, the Gunpowder Plot and the figures associated with them, such as Guy Fawkes. They use secondary sources, such as artists' impressions of events, to make deductions about what took place. Year 3 pupils have an effective knowledge of Ancient Egypt, including farming, building materials and the pharaohs. Pupils in Years 4 and 5 have a good knowledge of life in the Victorian workhouse and suggest how it must have felt for the

inhabitants. They have a good knowledge of different types of schools, such as dame, private and church schools. They understand what wash day was like then and make clear comparisons with domestic life today. Higher attaining pupils make insightful comparisons between the present and Victorian times. All pupils in Years 4 and 5 have effective enquiry skills and make deductions, using artefacts, photographs and written information. Year 6 pupils have a detailed understanding of the Tudors, such as the monarch's break with Rome and are aware of the importance of figures such as Elizabeth I and Drake.

141. Pupils, including those with special educational needs, make good progress as they move through the key stages. They develop their sense of chronology and skills of enquiry in examining evidence and drawing conclusions. Year 6 pupils are becoming more aware that it is possible to put several interpretation on events. Pupils increase their knowledge of different historical periods, gaining greater insight into how people lived and the factors that influenced their lives.

142. Pupils have good attitudes to history and are curious about past times. Year 4 and 5 pupils are very interested in their study of the Victorians and eagerly gather information from a range of primary and secondary sources. They speak with enthusiasm of their visit to a Victorian school where they became pupils for a day in costume and were visited by a governor in role as the school inspector. Other pupils also appreciate the opportunities provided for them to visit places of historical interest. When watching a video of a workhouse scene from 'Oliver', Year 4 and 5 pupils were highly involved, as were those in Years 1 and 2 following a re-enactment of the Gunpowder Plot. Year 6 pupils participate in role play with enthusiasm, working very well with each other. The work in most pupils' books is well presented, with a particularly high standard in Years 4 and 5.

143. The overall quality of teaching is good. Teachers plan lessons well with clearly identified learning objectives. They have good subject knowledge which, through careful explanations and well chosen activities, helps pupils in developing their understanding of the past. Expectations of standards all pupils are capable of attaining are high. A good range of strategies is used well, including discussion and role play. This is further supported by good displays and time lines in classrooms. Good use is made of opportunities for the development of literacy skills through writing for different purposes. Emphasis is placed on extending pupils' vocabulary, for example, through emphasis on the word 'plotting' at Key Stage 1 and the teacher asking what 'appalling' means during a discussion about the Victorian workhouse in Years 4 and 5.

144. The co-ordinator is well aware of what is taking place throughout the school and monitors teachers' plans for curriculum coverage. She is rightly placing emphasis on the development of pupils' enquiry skills and it is expected that this will be focused on when provision for history is reviewed in Autumn 2000. There is already good progress in this area. There is a good range of artefacts to support work on the Victorians and Britain since 1930. The provision for history at Key Stage 1 has improved since the last inspection, as has the use of information technology for research.

Music

145. The overall standard of pupils' work in music is in line with that normally found for the age of the pupils. At Key Stage 1, pupils sing with rhythmic accuracy, although they are less aware of pitch. When composing on their own or in groups, they include a wide range of sounds, making appropriate use of their voices as well as pitched and unpitched percussion instruments. Year 1 and 2 pupils successfully use bottles, paper and boxes to create musical sound. Those in Years 3 and 4 create a class composition on the theme of the seashore, reflecting the sound of the gentle waves and changes in the mood of the sea. Pupils in Years 4 and 5 have a satisfactory musical vocabulary and are familiar with musical terms such as, 'crescendo' and 'diminuendo' alongside technical terms for loud and soft. Pupils record their musical compositions on tape and in graphic notation and read these scores appropriately when they perform their work. Pupils listen attentively to music and talk about what they have heard, for example about who wrote it and something of the character of the piece. Present standards in music are not as high as those reported at the time of the last inspection.

146. Pupils, including those with special educational needs, make satisfactory progress in music as they move through the school. They make the expected gains in singing, in composing with percussion instruments and other items and in performing in front of their peers. They satisfactorily develop their listening skills and their knowledge and understanding of musical terms.

147. Pupils have good attitudes to music. They enjoy music lessons, are keen, enthusiastic and sustain concentration. They behave well and collaborate readily, making joint decisions and listening carefully to the ideas of others. They value and reflect on comments made by teachers and pupils on their work and act upon advice given in improving musical performances.

148. The overall quality of teaching is satisfactory. The composition elements of the curriculum are taught well across the school. Most lessons follow a published scheme which has clear aims and objectives. The implementation of these objectives does not always challenge pupils sufficiently to aim for higher levels of skill and understanding. Teachers' expectations of the standards all pupils are capable of attaining are often insufficiently high, due, in part, to a lack of knowledge and understanding of how to develop the basic skills and techniques. The quality and use of day-to-day assessment is unsatisfactory, also, as a result of weaknesses in subject knowledge. The management of pupils is usually good and resources are well prepared in advance of the lesson.

149. At present, there is no music co-ordinator to support, help or guide the non-generalist classroom teacher in the delivery of a music lesson, the post holder having left the school in July 1999. The school is seeking to address this in a forthcoming teaching appointment. Curriculum and assessment in music is recognised by the school as an area in need of development. Curriculum planning does not show how knowledge, understanding and skills should be developed across the key stages, particularly in singing and listening to music. A start has been made on the development of a scheme of work and guidelines to support teachers in planning lessons. Assessment is not used

sufficiently to inform the planning of future work. There are too few resources to support the curriculum, resulting in eight pupils in one Year 6 lesson sharing a xylophone. This limits pupils' progress and the standards they attain. There is a good take up of opportunities to learn a musical instrument at Key Stage 2 and those who do so achieve a good standard. Although there are weaknesses in the provision for music, the opportunities for pupils to explore ideas through music and to listen to music make a good contribution to their spiritual and cultural development. Social development is supported through collaboration in groups.

150.

Physical education

150. Standards of games and gymnastics are similar to those found in most schools. In dance and swimming, pupils are performing at well above the standards normally expected for their age. Year 1 and 2 pupils understand the need for safety in physical education lessons. They know why they warm up at the beginning of games lessons. All move well round the hall, walking, jogging and skipping when playing a game of 'sailors'. They also balance a bean bag on various parts of their body as they move. Many make thoughtful suggestions about improving their dodging skills or making the game harder. In a dance lesson, pupils of the same age show very good imagination as they creep, slither and flicker, and all have excellent expression, using their whole bodies. They explain their movements thoughtfully, for example, describing a turning movement as 'like a whirlpool'. Key Stage 2 pupils all jog, walk and dodge safely both during their warm up and as they practise games skills, both individually and in small groups. All understand the need for rules in games and most play fairly. In dance, Year 4 and 5 pupils use graceful, supple movements to explore their feelings as they interpret Albinoni's Adagio for organ and strings. They use their whole body, including their faces, to express feelings of sadness as orphans. Others of the same age successfully plan a sequence of movements and appraise their own and others' work. Standards of dance have improved since the last inspection.

151. At Key Stage 1 progress is satisfactory, overall, but there are particular strengths in dance. Progress at Key Stage 2 is good, with strengths in both dance and swimming. In dance, pupils make very effective gains in using movements to express a range of ideas and feelings. They increase physical control and co-ordination through dance, games and gymnastics. Progress is also made by most pupils in playing with team spirit in games activities. Pupils with special educational needs make a similar rate of progress to other pupils in the same classes and improve in relation to their prior attainment.

152. Pupils' overall attitudes to physical education are good and their response to dance and gymnastics is very good. In dance and swimming lessons, pupils concentrate very well and are keen to improve their performance. They respond very well to the challenges set. They work particularly well together in dance and show sensitive appreciation of other pupils' performances. In one Year 4 and 5 lesson, they responded with spontaneous applause after watching their class mates dance. Behaviour is generally good, although a very small number of pupils in a Year 4 and 5 games lesson accused others of playing unfairly. The vast majority, however, play well and fairly. They collaborate effectively within small teams, listen well to their teachers and persevere with the tasks set.

153. At Key Stage 1, the overall quality of physical education teaching is satisfactory and at Key Stage 2 it is good. The teaching of swimming at Key Stage 2 is excellent. Dance teaching is very good and, on occasions, excellent at both key stages. This is an improvement since the last inspection. Where teaching is most effective, teachers have a very strong knowledge and understanding of the subject linked effectively to high expectations of performance and behaviour. There is very effective demonstration by teachers and pupils and the communication of a tremendous sense of enthusiasm. Teachers effectively assess pupils' performance during lessons and make good teaching points to help them improve.

154. There is a broad curriculum covering gymnastics, dance, games, swimming, athletics and outdoor pursuits. The provision is enhanced by a number of visitors and parents who assist with different aspects of physical education. A number of extra-curricular activities also support the development of various skills such as those involved in football and netball. School teams take part in various sporting competitions against other schools in the area.

155. *Swimming*

155. The inspection of this school included a focused view of swimming which is reported below.

156. At the end of Key Stage 2 in 1999 all pupils achieved the minimum national requirement of swimming unaided, competently and safely for a distance of 25 metres. Many swam far in excess of that. All pupils in the current Year 6 are in line to reach the national minimum requirement and many are already swimming in excess of it.

157. During the inspection, two swimming lessons were observed, both of Year 4 and 5 classes. The quality of teaching in both of these lessons was excellent. The teacher's knowledge and understanding of swimming is outstandingly good. She is extremely well qualified, being a member of the Institute of Qualified Lifeguards, a member of the Institute of Swimming Teachers and Coaches, Ltd. and holding the Amateur Swimming Association Teaching Certificate. She has various first aid qualifications, including qualification as a First Aid at Work Instructor. She also taught the two instructors who assisted with the swimming lessons.

158. Excellent demonstrations by the teacher and the instructors and clear instructions and ongoing assessment during the lessons, ensure that all pupils make very good progress as they practise and develop a variety of swimming skills and techniques. There are high expectations of the standard which all pupils are capable of reaching. Lessons proceed at a good pace so that all pupils are fully involved throughout their time in the water. Pupils are divided by prior attainment into three groups. The teacher works with the lowest attaining pupils and ensures that non-swimmers and poor swimmers receive high quality support to enable them to make very good progress. They are very effectively supported as they learn and practise early swimming techniques planned to

develop their confidence in water.

159. Swimming is planned as an essential part of the school curriculum. Key Stage 1 pupils have swimming lessons at the adjacent special school and Key Stage 2 at the local leisure centre, to which they travel by coach. Most pupils have ten lessons per year but pupils in Years 3 and 4 have twenty lessons. This is to ensure that those pupils make appropriate progression to the required standard. Pupils follow the Oxfordshire Certificates of Achievement in swimming, starting with the confidence certificate and progressing through to the proficient certificate. Pupils' progress is assessed throughout their swimming lessons and records of progress are maintained by the teachers. The time allocation for swimming is planned to ensure that all pupils reach at least the nationally expected minimum standard. Swimming lessons are planned to cause the minimum amount of disruption to any other subjects, one lesson at the leisure centre actually taking place during the first part of the lunch break. A parent governor accompanies the pupils to the leisure centre to assist with changing room safety and supervision.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

160. The inspection was undertaken between 1 and 4 November 1999 by a team of five inspectors, including a lay inspector, who spent a total of 20 inspector days in the school.

161. Sixty seven lessons, or parts of lessons, were observed and evaluated, with a total of 51 hours 5 minutes spent in classrooms while teaching was taking place.

162. Discussions were held with members of the governing body, teaching and non-teaching staff and a cross-section of the pupils.

163. Documentation was analysed prior to and during the inspection, including curriculum and other policies, guidelines, subject documentation, service and administrative records, school registers, written reports to parents, samples of pupils' records and individual education plans for pupils with special educational needs.

164. A range of pupils' work was examined from each year group for the current year.

165. Pupils' progress in reading and mathematics was examined.

166. The views of parents were considered through analysis of a pre-inspection questionnaire and a meeting attended by 19 parents.

168. **DATA AND INDICATORS**

168. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	256	2	41	23

168.

168. **Teachers and classes**

168. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	9.7
Number of pupils per qualified teacher:	26

168. **Education support staff (YR – Y6)**

Total number of education support staff:	7
Total aggregate hours worked each week:	112.5

Average class size:	28.4

168. **Financial data**

Financial year:	1998/1999

	£
Total Income	496505
Total Expenditure	493986
Expenditure per pupil	1721
Balance brought forward from previous year	4494
Balance carried forward to next year	7013

PARENTAL SURVEY

Number of questionnaires sent out:	240
Number of questionnaires returned:	75

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	39	57	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	43	53	3	1	0
The school handles complaints from parents well	16	49	25	1	0
The school gives me a clear understanding of what is taught	12	63	12	12	0
The school keeps me well informed about my child(ren)'s progress	19	68	7	7	0
The school enables my child(ren) to achieve a good standard of work	32	64	3	0	0
The school encourages children to get involved in more than just their daily lessons	20	57	17	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	15	65	7	11	0
The school's values and attitudes have a positive effect on my child(ren)	41	55	3	1	0
The school achieves high standards of good behaviour	36	53	9	1	0
My child(ren) like(s) school	51	43	5	1	0

31 per cent of parents returned completed questionnaires. Some parents did not answer all questions. Consequently, not all responses total 100 per cent.