

INSPECTION REPORT

**LAUNTON CHURCH OF ENGLAND PRIMARY
SCHOOL**

Launton

LEA area: Oxfordshire

Unique reference number: 123103

Headteacher: Mrs S Tarlton-Humble

Reporting inspector: Mr G Nunn
1185

Dates of inspection: 3rd April – 6th April 2000

Inspection number: 189257

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Bicester Road Launton Bicester Oxon
Postcode:	OX6 ODP
Telephone number:	01869 253692
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Armitage
Date of previous inspection:	September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G Nunn	Registered inspector	Mathematics Geography History Equal opportunities	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
Mrs C Murray Watson	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mrs S Brown	Team inspector	Under-fives English Art Music	Quality and range of opportunities for learning
Mr G Cheesman	Team inspector	Special educational needs Science Information technology Design and technology Physical education Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This smaller than average size primary school is situated in the village of Launton, near Bicester in Oxfordshire. The school currently has 115 pupils on roll aged between four and eleven years, organised into four classes. Twenty children were under five at the time of the inspection. Numbers of pupils have increased slightly since the last inspection. The school serves mainly a rural catchment area and pupils represent a wide range of backgrounds. Just under half the pupils come from outside the village. Children are admitted to the early years' class at the start of the term after their fourth birthday. School assessments indicate that although the range of abilities is wide on entry, attainment overall is very slightly above average when compared with children of a similar age nationally. Three pupils have an ethnic minority background and one pupil receives free school meals. These figures are below the national average for primary schools. Twenty-two pupils have special educational needs which is above the national average. One pupil has a statement of special educational need which is below the national average for primary schools.

HOW GOOD THE SCHOOL IS

Launton C E Primary School provides a satisfactory quality of education for its pupils. It is an improving school with several good features. It provides a very good start for pupils in the Early Years Unit where they make good progress in achieving the national objectives in all the areas of learning they study. Good teaching in Key Stage 1 means that pupils' progress is maintained. By the time they leave the school at eleven, most pupils attain national standards in English, and many exceed national standards in mathematics and science. Standards in religious education are higher than those required by the locally agreed syllabus.

In most other subjects, pupils also attain nationally expected levels. They do not do so in information technology, music or design and technology. Much progress has been made since the last inspection. Many members of the governing body are recently appointed and now need to provide a stronger lead in certain aspects of the management of the school. The school provides satisfactory value for money.

What the school does well

- The quality of teaching is very good in the Early Years' Unit, Key Stage 1 and in the upper part of Key Stage 2.
- The provision for children who are under five is very good.
- Pupils' standards in mathematics, science and religious education are high.
- The school makes good provision for pupils with special educational needs.
- The provision for pupils' personal development is good.
- Pupils are well cared for and looked after.
- There is a strong commitment in the school to continue to raise pupils' standards of attainment.

What could be improved

- Pupils' standards and the amount of progress they make in information technology.
- Pupils' standards and the progress they make in the lower part of Key Stage 2.
- The role of the governing body in monitoring the work of the school, seeking to improve the school premises and in improving communications with parents.
- The standards being achieved by higher attaining pupils.
- Pupils' progress and the standards they attain in design and technology and music.
- The range of activities provided out of school time.
- The provision of a daily act of collective worship in order to meet statutory requirements.

The areas for improvement will form the basis of the governors' action plan. A copy of the plan will be sent to all parents and guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in September 1996, pupils' standards in English have been maintained and in mathematics and science they have risen considerably. The school has done well to address many of the weaknesses identified at that time. Whole-school curricular planning has been introduced as have schemes of work for all subjects. As a result, teachers' long-term and half-termly planning is now good. In addition, opportunities for scientific and investigative work have been provided. As a result, pupils' standards, particularly in science and mathematics, have risen. More work still remains to be done in applying some of these skills to other subject areas particularly in design and technology and information technology. The amount of satisfactory and good teaching has improved greatly from 70 per cent in that inspection to 96 per cent currently. Consequently, lessons are more rigorous and proceed at a better pace. Assessment procedures have been improved and good systems are in place to record pupils' progress in all subjects. Strategies have also been put into place to monitor the effects of planning and teaching on pupils' progress. Some more work needs to be done in this area particularly with regard to the role of governors in ensuring that school policies are implemented rigorously. Additional reference books for pupils to use in their research skills have been purchased. More are still needed as the current numbers are barely adequate.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	C	C	E
Mathematics	D	C	B	D
Science	E	B	C	E

Key

well above average A

above average B

average C

below average D

well below average E

The information shows that when compared with all schools, pupils achieve above average standards in mathematics and average standards in English and science. When compared with similar schools, results are below average in mathematics and well below average in English and

science. Small year group size makes comparison with all and similar schools (based on the take up of free school meals) unreliable, as each individual pupil represents a high percentage. However, the test results over the last three years indicate that pupils' standards, particularly in mathematics and science, are rising at a faster rate than standards are nationally.

Inspection evidence shows that by the time pupils leave the school at the age of eleven, standards are in line with national averages in English and above national averages in mathematics and science. However, current standards are not sufficiently high for higher attaining pupils in the mixed age classes. The school has set appropriate and achievable targets for pupils' performance in tests at the end of Year 6. There are no significant differences in the performance of boys and girls except in English where, in Key Stage 1, girls out-perform boys.

In the other subjects pupils study, the standards they attain in history, geography, art and physical education are appropriate for their age but in information technology, design and technology and music, standards are below the nationally expected levels for eleven-year-olds. In religious education, pupils' standards are above those expected by the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn and enjoy school. They are developing into mature, confident pupils.
Behaviour, in and out of classrooms	Behaviour is good in classrooms and around the school. Standards sometimes fall when teachers fail to make their expectations clear.
Personal development and relationships	Teachers have good relationships with their pupils and provide good role models. The personal development of pupils is a strength of the school.
Attendance	Levels of attendance are well above those found in primary schools nationally.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

In 96 per cent of lessons observed teaching was at least satisfactory, in 45 per cent it was good, in 33 per cent very good and in two per cent it was excellent. These figures are much higher than normally found. In four per cent of lessons the teaching was unsatisfactory. Within this overall pattern there were variations. A much higher proportion of good and very good teaching occurs in the Early Years' Unit, Key Stage 1 and the older class in Key Stage 2. More satisfactory teaching and the few examples of unsatisfactory teaching occur in the early years of Key Stage 2. Where teaching is good and very good, pupils make good progress in their learning. Less progress is made where teaching is satisfactory and unsatisfactory. The Numeracy and Literacy Strategies have been successfully introduced into the school.

Teachers' planning for individual lessons does not always show the provision made for pupils of different ages and abilities in the mixed age classes. As a result, work is not always sufficiently challenging for the higher attaining pupils. This is reflected in the relatively low number of pupils attaining the higher levels in the national tests for seven and eleven-year-olds.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and provides interesting activities. However, the balance of the curriculum means that some subjects such as music and information technology are given insufficient time to cover the necessary amount of work. The provision for extracurricular activities is limited and is less than that found in similar schools.
Provision for pupils with special educational needs	These pupils receive effective support and are making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school successfully promotes pupils' spiritual, social, moral and cultural development throughout their time in school.
How well the school cares for its pupils	The school makes good provision for the care and wellbeing of its pupils.
How well the school works in partnership with parents.	The school promotes a satisfactory partnership with parents. More information could be given to parents on what is being taught.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide good leadership in many areas of school life. They have a clear vision of the areas that need to be developed. They have a good understanding of the needs of the school and its pupils. They are committed to increasing pupils' standards in both their academic work and personal development.
How well the governors fulfil their responsibilities	The school has recently appointed many new governors. They are appropriately organised in a committee structure. Governors now need to improve their strategies for monitoring and evaluating the work of the school and of seeking ways to improve the quality of the school premises in certain areas and continuing to improve their communications with parents.
The school's evaluation of its performance	Rigorous analysis of national test results has taken place in the last two years. These were used effectively to evaluate the school's performance. Consequently, the targets that were set have raised pupils' performance in, for example, science.
The strategic use of resources	Good. The school's educational priorities are now being well supported through careful financial planning.
The adequacy of staffing, accommodation and learning resources	The premises are satisfactory but their cramped nature inhibits some learning activities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour in school is good. • They feel comfortable about approaching the school with a question or a problem. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The giving of homework should be more consistent. • Some of the teaching needs to be improved. • The amount of information they get about their children's progress. • The school could work more closely with parents. • Better leadership and management. • A better provision of activities outside lessons.

The inspection team strongly supports parents' positive views. With regard to the negative views expressed by some parents, the inspection team agrees that homework is inconsistently given across the school and that the provision of activities outside lessons could be improved. Also, in certain areas of the school, the quality of teaching, though not unsatisfactory overall, could be improved. The information parents receive about their child's progress is sufficient, especially in view of the fact that many parents felt the staff were easy to approach if they had questions or queries. The team also found that the leadership and management of the school was good in many areas, but did agree with parents that better communication systems needed to be

introduced by the governing body in particular, in order to keep all parents fully informed about staff changes and what is being taught each term to their children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The previous inspection report in 1996 found that pupils' attainment at the age of eleven was in line with nationally expected levels in English, mathematics, history, physical education and religious education but below those national levels in science, geography, design and technology, information technology, music and art. Since that time, teachers' expectations have been raised and a number of initiatives have been put into place to improve standards. These include a marked improvement in the quality of teaching, detailed and through analysis of National Curriculum results, target setting, the introduction of schemes of work and the implementation of the National Literacy and Numeracy Strategies. These have had a positive impact on standards and pupils' progress, particularly in mathematics and science, where pupils are attaining standards that are, in many cases, above national standards by the time they leave the school.
2. The 1999 National Curriculum test results for eleven-year-olds show that the proportion of pupils attaining national standards in English and science is in line with the proportion who do so nationally and above those proportions in mathematics. The teachers' own assessment largely confirms these test results. The proportion of pupils who exceed the national standards in these three subjects is well below national proportions in English and science and just below in mathematics. A consideration of the trends in pupils' results since 1996 shows that over that time, pupils' results have remained largely stable in English but have risen considerably in mathematics and science. When pupils' results in the school at the age of eleven are compared to schools with pupils from similar backgrounds, they show that pupils' performance in mathematics is below average and well below average in English and science.
3. The National Curriculum test results for seven-year-olds in 1999 shows that the proportion of pupils attaining national standards in reading is similar to national proportions, is below those proportions in writing and well below those proportions in mathematics. Teacher assessments confirm those findings in writing and mathematics but differ in reading, where teacher assessments show a higher proportion attaining national standards than actually did so in the tests. Teacher assessments in science show that the proportion of pupils attaining national standards is similar to the proportions that do so elsewhere in the country. Again, the proportion of pupils who attain higher levels and exceed national standards is well below the proportions that do so nationally. When this school's results are compared to schools with pupils from similar backgrounds, their performance is below average in reading and well below average in writing and mathematics. Since 1996, the results of seven-year-olds have shown a rising trend in reading but a declining trend in mathematics. Standards in writing are broadly similar to those in 1996. In interpreting these results it is important to remember the small number of pupils in each year group as well as the differing number of pupils with special educational needs in each year group. These factors make comparison with both the national averages and similar schools unreliable as the small number of pupils in each year group means that an individual child represents a high percentage. Furthermore, comparison with similar schools is based on the number of pupils taking free school meals, a factor that again can vary from year to year.
4. The overall attainment of children on entry to the school in the Early Years' Unit is very slightly above average but within that, there is clear evidence from the assessments made on entry to the school, of a very broad spread of ability. During their time in that unit, largely

as a result of the very good teaching they receive, they make good progress so that by the age of five, most have attained the nationally required Desirable Learning Outcomes for pupils of that age. Indeed, as a result of the secure learning environment, the very good ethos and good behaviour established by teachers in that area of the school, most pupils exceed the desirable outcomes in their personal and social development. They get an exceptionally good start to their school life in that class so that by the age of five they are very well prepared for National Curriculum Key Stage 1 work.

5. Inspection findings show that by the age of seven the proportion of pupils who attain national standards in English is similar to the proportions who do so nationally. In mathematics and science, these proportions exceed national proportions. The picture is similar at the end of Key Stage 2 when pupils leave the school. Pupils, including those with special educational needs, in both key stages, make satisfactory progress in English and mathematics although in mathematics they make good progress in numeracy. Pupils make good progress in science in both key stages. The key reason for the good progress being made, particularly in numeracy and science, is the high proportion of good teaching they receive. The school has recently placed a lot of emphasis on the introduction of the National Numeracy Strategy as well as on the teaching of science. Schemes of work have been revised, new resources have been purchased and in-service training for teachers has taken place. As a result of this, pupils' standards in these two subjects have risen and their progress in learning has increased. Within this overall pattern, some variations of good progress in numeracy and science do occur again, based largely on the quality of teaching pupils receive. They make most progress in Key Stage 1 and in the upper part of Key Stage 2. In the lower part of Key Stage 2, pupils make satisfactory progress, largely as a result of the higher proportion of satisfactory rather than good teaching that they receive.
6. In English, pupils in Key Stage 1 listen well and follow instructions, gaining confidence in oral work and learning to express their thoughts and ideas. This good progress is satisfactorily built upon during Key Stage 2 so that by the time pupils are eleven, their speaking and listening skills are well developed. They are confident when asking questions and also when speaking in class. Progress in reading is satisfactory in both key stages. Pupils throughout the school enjoy books and by eleven, are most keen to talk about their favourite authors and the characters in a book. They can read with a good degree of fluency, accuracy and expression. In writing, pupils' progress is satisfactory so that by the age of eleven, pupils can write in a variety of forms and for a variety of purposes. A variety of punctuation marks such as full stops, capital letters and question marks are used correctly both in their formal writing and in other subject areas. Most handwriting is fluent, joined and legible although the presentation of that handwriting can vary, usually being dependent upon the individual teacher's level of insistence on high standards of presentation.
7. In mathematics, pupils' standards at the age of seven are in line with national standards. They can count and order numbers to 100, solve simple mathematical problems and identify simple fractions. They correctly identify basic shapes and use an increasingly wide vocabulary of mathematical terms in context. Pupils, including those with special educational needs, make good progress in the number aspect of mathematics because of the high proportion of good teaching they receive. This good teaching continues at the upper end of Key Stage 2 and enables pupils to make good progress and thus attain standards that exceed national standards. By the age of eleven, pupils can multiply and divide numbers to six figures, they can use all four number processes to two places of decimals and are confident with vulgar fractions, decimal fractions and percentages. In addition, they can construct angles of varying degrees and know the various properties of both two- and three-dimensional shapes. They are most confident in carrying out

mathematical investigations and in the handling and interpretation of data.

8. In science, pupils' attainment by the time they are seven is slightly above the national standards and by the time they are eleven, their attainment exceeds national standards. In both key stages, progress is good in experimental and investigative science as many opportunities are provided for pupils to plan their own experiments, select appropriate equipment and make decisions for themselves. In both Key Stages 1 and 2, pupils make good progress in their knowledge and understanding of living and non-living things, plants and animals in their habitats, of forces and many of the properties of materials. As a result, by the age of eleven, they know the main functions of most body organs and the various parts of plants. In addition, they are well aware of the concepts of change, evaporation and condensation and can discuss confidently the concepts of equilibrium, gravity, friction and air resistance.
9. In information technology, pupils' levels of attainment are below nationally expected levels at the end of Key Stage 1 and Key Stage 2. This is because there is insufficient teaching of the full range of the National Curriculum Programmes of Study, some teachers' own level of expertise is insufficient and the guidance currently available to teachers to enable them to teach the subject is in need of review. The school has recognised this and has recently created a new computer room. At present, this new input of equipment has not had sufficient time to affect pupils' standards or learning.
10. In religious education, pupils' levels of attainment at the age of both seven and eleven are above those expected by the locally agreed syllabus. Younger pupils know and can recall Bible stories, some festivals and are conversant with a variety of other faiths. Older pupils have a good command and knowledge of several other faiths and are developing a growing awareness of spiritual and moral issues. In the other subjects that pupils study, they make good progress in history in Key Stage 1 and satisfactory progress in Key Stage 2. Satisfactory progress is made in both key stages in geography, art and physical education so that by the ages of both seven and eleven years, pupils' attainment is in line with the levels expected of pupils of those ages nationally. In music and design and technology, pupils do not reach nationally expected levels at either seven or eleven and their progress in these subjects in both key stages is unsatisfactory.
11. A cause of some concern is the amount of progress and ultimately the standards being attained, in all subjects, by higher attaining pupils. End of key stage tests show, and inspection findings agree, that the proportion of pupils who exceed nationally expected levels is less than the proportions that do so elsewhere across the country. A similar pattern occurs in many lessons where insufficient account is taken of the needs of these pupils both in teachers' planning and in the level of work they are expected to do during the course of a lesson. As a result, the progress in their learning is limited and the standards they attain are lower than they should be given their prior attainment levels.
12. Pupils with special educational needs make good progress in relation to the targets set for them in their individual educational plans. This is largely as a result of the effective and sensitive support they receive from their teachers and other staff as well as the good provision established by the special educational needs co-ordinator to help these pupils.
13. National test results for the past few years have been analysed and the school monitors pupils' attainment and progress. In response to this analysis, targets for improvement have been appropriately set in English, mathematics and science. There is every indication to suggest that the school will be successful in meeting the performance targets it has set. There are no significant differences in the amount of progress made by boys and girls

although girls in Key Stage 1 out perform boys in English. A survey of parents showed that 82 per cent of parents are satisfied with the amount of progress their children make.

Pupils' attitudes, values and personal development

14. Pupils are keen to come to school and interested in the tasks they are set. In particular, the youngest pupils in the school are highly motivated and respond well to the clearly focussed and challenging teaching they receive. They are able to concentrate well and display considerable pleasure in what they are achieving. By the time pupils have reached the top end of the school, they are confident and able to show independence in the way they research information. For example, instances were seen where pupils chose different sources of information, such as reference books, or magazine articles, in order to complete work on a self-chosen topic.
15. The good standard of behaviour reported in the previous report, both in classrooms and around the school, has been maintained. Parents agree that standards of behaviour are good and that their children like school.
16. Pupils are polite, quick to respond to instructions and show a good measure of self-discipline. The only exception to this is shown amongst some pupils at the lower end of Key Stage 2. The effect of constant staff changes in this area of the school and a lack of consistency in the expectations for good behaviour shown by the staff currently teaching these pupils, mean that the standards of behaviour and the attitudes to learning shown in class do not match those seen in the rest of the school.
17. Pupils respond very well to the opportunities that they are given to assume responsibility and to act on their own initiative. In particular, they are developing caring and thoughtful attitudes towards each other. Support is offered to pupils needing help and older pupils display care for the younger ones in the dining hall and on the playground, for example. The time given by the headteacher to representatives from the top classes to hear any concerns and to discuss the contribution pupils can make to the life of the school is promoting a sense of ownership and personal responsibility amongst the pupils. As a result of this, together with the good role models provided by the staff, instances can be seen where pupils act independently and thoughtfully to help others. There is a willingness amongst pupils to try to understand and respect differing points of view. This response amongst pupils to the good provision made for their personal development is a strength of the school.
18. Almost all pupils with special educational needs have positive attitudes to their work and are keen to learn. Many are well motivated by the good quality of the teaching they receive and their behaviour is good. A few pupils are identified as having behavioural problems and these are addressed through the setting of individual targets related to their behaviour. Such targets are appropriate and are mostly successful in improving the behaviour of these pupils.
19. Levels of attendance are well above those found in primary schools nationally.

HOW WELL ARE PUPILS TAUGHT?

20. Across the school, the quality of teaching, including that of children who are under five, is at least satisfactory in 96 per cent of lessons. Of these lessons, the quality of teaching is good in 45 per cent, very good in 33 per cent and outstanding in two per cent. In four per cent of lessons, the quality of teaching is unsatisfactory. At the time of the last inspection,

nearly 30 per cent of the teaching was considered to be unsatisfactory. Since then, the school has done very well to improve the overall quality of its teaching to its present high levels of good and very good teaching. The quality of teaching of numeracy is particularly good. No single subject is the focus for unsatisfactory teaching. Within this overall pattern, however, there are noticeable variations. The quality of teaching of the under-fives in the Early Years Unit is always at least good and on most occasions is very good. The pattern is repeated in Key Stage 1. The quality of teaching in the lower part of Key Stage 2, where some unsatisfactory teaching does occur, is overall satisfactory. However, the quality of teaching amongst the older pupils in Key Stage 2 is again good and on many occasions very good. The variation in teaching quality has a direct impact on pupils' learning, the progress they make and the standards they attain. Hence, children who are under five, pupils in Key Stage 1 and the older pupils in Key Stage 2 make good progress and learn considerable amounts in their lessons, whilst less progress and learning are evident in lessons in the lower part of Key Stage 2.

21. The teaching of literacy is satisfactory. In both key stages, teachers are following the structure recommended in the National Literacy Strategy and this is ensuring sound progress from year-to-year in the development of pupils' phonic skills. Whilst the content of most lessons follows the pattern outlined in the National Literacy Strategy, in some cases, what the teacher requires her pupils to learn is not always clearly identified in the planning for the lesson. Consequently, pupils are not always clear as to what is expected of them. This is particularly true of higher attaining pupils who on these occasions, do not learn as much as they should or make sufficient progress.
22. The teaching of numeracy is good. There is an effective focus on the development of mental arithmetic with regular, challenging questioning at the start of most lessons. Most teachers encourage pupils to explain their methods of calculating solutions to problems. Lessons develop well with appropriate activities set to match pupils' prior attainment levels, although as with literacy, higher attaining pupils are, on some occasions, insufficiently challenged by the work set.
23. The high proportions of good and very good teaching are characterised by a variety of factors. Lessons are introduced in a way that catches pupils' imagination and gives a clear focus to the lesson. Similarly, teachers ask clear, concise questions which challenge pupils' understanding and require them to articulate their thoughts clearly. This was seen in a very good Year 1 and 2 science lesson where a most stimulating series of questions and answers quickly reminded pupils of work completed in the previous lesson related to making electrical circuits. Pupils listened attentively, were keen to respond and eager to do well. This approach by the teacher motivated the pupils and fired their enthusiasm for the lesson. It was followed by pupils, working in groups based on prior attainment levels, making simple electrical circuits for a variety of uses. Some had to make simple circuits to light a bulb, others had to make more complicated circuits to activate a buzzer whilst the older, higher attaining pupils designed their own circuit to enhance a model they had made previously in a design and technology lesson. Some pupils found this difficult but, as a result of the teacher's high expectations and her persistent challenging of her pupils, all of them made very good progress in their understanding of electrical circuits.
24. Nearly all lessons are well structured and proceed at a brisk pace. This again enables much challenging work to be completed during the course of a lesson. In an excellent lesson with children who are under five, the teacher practised counting to 20 with her children, briskly discussed and recited days of the week, identified weekends and followed this with the concept of 'one more than'. The children responded enthusiastically, taking turns to answer and helping one another if they become stuck.

25. In this lesson, the tight structure of activities, brisk pace and challenging work exemplified by this excellent teaching, ensured that the children made very good progress during the course of the lesson, particularly in their understanding of number sequencing to 20 as well as in the simple addition concept of adding one more.
26. In such lessons, teachers also manage their pupils well. They expect and get good levels of behaviour and use resources well to enhance their pupils' learning. This was most noticeable in a very good Year 6 mathematics lesson. Following a quick mental recap on the previous lesson, pupils were given tasks in prior attainment groups, related to the addition and subtraction of decimals. Very good use was made of the learning support assistant in helping pupils who were experiencing difficulties, whilst calculators and a variety of other mathematical equipment were used to assist other pupils. Much activity was evident during the lesson but high standards of good behaviour were expected and achieved. Consequently, whilst pupils were able to discuss their work with others, the discussion was purposeful, related to the work being done and, as a result, much learning took place.
27. Where teaching is less successful and on occasions unsatisfactory, such a high standard of behaviour is not always achieved. This was seen in a Year 4 mathematics lesson where pupils were learning about digital and analogue clocks. The teacher's lack of appropriate and consistent ways of keeping order meant that pupils were not listening to each other's comments or opinions. In addition, many pupils were not doing what they were expected to do. Consequently, little learning took place and pupils' progress was unsatisfactory.
28. Teachers have a good knowledge and understanding of most of the subjects they teach. This is most noticeable in the teaching of the literacy and numeracy strategies but also in other subject areas, particularly science. In some subject areas such as information technology, design and technology and music, their subject knowledge is less extensive. As a result, pupils' learning in these subjects is less secure and they also make slower progress.
29. Teachers' daily planning is of a satisfactory quality although it often lacks details of exactly what each teacher wants their pupils to learn during the course of a lesson. In addition, the National Curriculum level at which pupils will be working is not clearly apparent. The school has a satisfactory supply of resources to aid pupils' learning. These are often well used by teachers and so help pupils to make good progress in a particular lesson.
30. The quality and use of day-to-day assessment are sound. Most teachers are skilled in using questions to check and challenge pupils' thinking and understanding and most are adept at asking good follow-up questions to pupils' initial responses. Good use is made of plenary sessions at the end of lessons to assess what pupils have learned in that lesson and to further reinforce their subject knowledge and understanding.
31. The marking of pupils' work is variable ranging from unsatisfactory, where work is not marked at all, to very good, where pupils are given a clear indication of how well they have done and what they now need to do to continue to improve.
32. Work for pupils with special educational needs is often different from that of other pupils and clearly aimed by teachers to their pupils' particular needs. Valuable extra support is provided in class by well-trained support assistants who carefully monitor the progress made by this group of pupils. Assessments of their learning are made on a regular basis and accurately recorded in order to inform further the future planning of work for these

pupils. As a result, pupils' with special educational needs make good progress in lessons at a level that is commensurate with their prior attainment levels.

33. Higher attaining pupils, however, are not so well catered for. Too often work is set that is not directly related to their prior attainment levels and, as a result, they do not make the amount of progress in their learning of which they are capable. This is particularly noticeable amongst that group of pupils in the lower part of Key Stage 2.
34. In a survey carried out prior to the inspection, a significant group of parents were concerned about the inconsistency in the giving of homework to their children. The inspection team agree with this view that the giving of homework is not consistently applied across the school and as a result, homework is not always effectively used to reinforce or extend what is taught in school.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

35. The breadth of the curriculum has been maintained since the previous inspection. The sex education policy being drafted at the time of the previous inspection is now in place. The policy for personal and social education and drugs awareness is currently being drafted. Other improvements since that time include improved provision for science, the implementation of the literacy and numeracy strategies and schemes of work have been put in place for all subjects. Some of these are commercial schemes, such as in music and physical education. Others, such as information technology, are out-of-date and are in the process of being rewritten. The criticism in the last report about the generous amount of time devoted to English has not been addressed and the curriculum remains unbalanced as a result, particularly for information technology and music. Religious education now more than meets the requirements of the locally agreed syllabus.
36. The curriculum for children under five is very good, with excellent planning linked carefully to the Desirable Learning Outcomes for children of this age. There is a very good balance of teacher-directed and child-initiated activities with a very good focus on learning through purposeful and imaginative play. Children are well prepared for the National Curriculum.
37. The lack of schemes of work and weaknesses in planning were a key issue at the last inspection. Schedules of work, based on national guidance, together with some commercial schemes, are now in place for all subjects, although some are in draft form.
38. The provision of schemes of work has resulted in improved long- and medium-term planning. This is now good. Short-term planning is satisfactory. However, learning objectives are not always specific enough to meet the needs of the wide range of age and abilities in the class. Inconsistencies in short-term planning mean that the needs of all pupils, in particular higher attaining pupils, are not always met. Religious education is taught appropriately, meeting the expectations of the locally agreed syllabus. There is an imbalance in provision for information technology and music due to insufficient time being allocated on all timetables. Consequently, provision is uneven across the school and is inadequate to ensure sufficient coverage of the programmes of study. Teachers endeavour to match work in English and mathematics to the various ages within classes but not enough is done to ensure the needs of all pupils are met in other subjects.
39. The school has satisfactorily implemented the literacy and numeracy strategies and evidence indicates that standards are beginning to rise as a result. Some use is made of literacy and numeracy across other subjects of the curriculum. For instance, in art where

painting and drawing in the style of Lowry was supported with descriptive writing and acrostic poetry of Salford's industrial scene.

40. Whilst all pupils have full and equal access to curriculum areas, not all pupils have the same opportunity. For instance, older pupils in Year 2, particularly higher attaining pupils, are not always presented with sufficiently demanding work and this affects the progress being made. They do not receive the same opportunities as other Year 2 pupils to enjoy singing with a pianist. Such variations in opportunities are unsatisfactory.
41. Pupils with special educational needs have equal access to the full curriculum and there is good provision to meet their needs.
42. A homework policy is in place but its application is inconsistent. Homework was an issue raised in the previous report. A clear and consistent approach to the setting of homework would contribute more effectively to raising standards.
43. Provision for out-of-school activities is limited to a chess club, netball club and cricket in the summer time and has deteriorated since the last inspection. The lack of out-of-school activities has a detrimental effect on the range of curricular experiences offered to pupils. The curriculum is enhanced by a programme of visits to places of interests to support topic work. For example, visits to the Ashmoleum museum, local church visits and a residential visit to the Brecon Beacons, support learning in many areas of the curriculum. Regular visits from theatre groups also make an effective contribution.
44. Provision for personal and social education is good. Sex education and drugs awareness are covered through studies in science and health education, with good support from the school nurse. Parents are informed through the prospectus of their right to withdraw their child from sex education, religious education and collective worship.
45. The school enjoys good links with the local Cooper 'cluster' of small schools and, through a shared approach, access to resources, including workshops and training opportunities. There are few links with local industry.
46. Judgements on the spiritual, moral, social and cultural development of pupils remain the same as in the previous report, namely that good provision in these areas continues to be made by the school.
47. Provision for spiritual development is good and is planned carefully across the curriculum. It is particularly reflected in collective worship and religious education which, although predominantly Christian, also promotes an understanding and appreciation of other faiths. The pupils are encouraged to develop an appropriate sense of awe and wonder at the marvels of the world. A sense of self-worth and pride in their own learning achievements are fostered through awards and certificates as well as a recognition of out-of-school achievements. The acts of worship promote thought, reflection and an understanding of both their own and other's values and beliefs. These, however, are not planned throughout the year and, when they are held during 'Circle Time', do not fulfil the requirements of the statutory daily act of collective worship.
48. Provision for moral development is good. Pupils are fully aware of acceptable and unacceptable behaviour and have a clear sense of right and wrong. They are aware of the rights of others and show respect for property. Pupils are taught to handle animals, plants and equipment with care. There are some inconsistencies shown in the expectations of lower Key Stage 2 pupils' behaviour.

49. Good provision is made for pupils' social development. New pupils soon settle, helped by the excellent way older pupils look after the young ones at lunch-time and at various other times around the school. The lunch-times give pupils good opportunities to socialise and they are occasions of order and good manners. Pupils work well together on collaborative tasks, with even the youngest able to discuss together in groups. They are self-disciplined in the classroom and around the school. Relationships in the school are good and pupils develop an understanding of their role in the community and as citizens of a wider society.
50. Provision for pupils' cultural development is good. Knowledge and understanding of their own national heritage and the culture of other countries, both ancient and non-European, are provided through geography, history, art, literature and religious education. However, apart from the opportunities to study other religions within the context of religious education, pupils have more limited opportunities to study the traditions and beliefs of other cultures, particularly those represented in multicultural societies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. The school makes good provision for the care and wellbeing of its pupils. The staff know individual pupils well and offer positive support. Local authority guidelines are followed for child protection and the school liaises with outside agencies as necessary. Most parents agree that pupils are well cared for and that the school is helping children to become mature and responsible. A verbal report has been given to the governors regarding school security.
52. The school provides good support for its pupils, both in terms of their academic achievement and for their personal development. The youngest pupils, in particular, are given a caring and secure start to their time in school. Well-established routines, challenging lessons and very good relationships between the pupils and their teachers all contribute to a secure and happy learning environment in which the pupils are able to make good progress. The assessment of what individual pupils know and can do at this early stage is very effective. As a result, each pupil is given work to match his or her level of attainment and to support further learning. As pupils progress through the school, class teachers provide positive role models and clear guidance on how they expect pupils to behave and the brisk pace of work they require. The quality of relationships and high level of attendance fostered through this effective support, promote good standards of conduct and an enthusiasm for learning.
53. For higher attaining pupils, particularly in the lower part of Key Stage 2, the level of challenge provided does not always foster the greatest possible progress. Assessment of what these pupils know and can do does not always lead to more challenging work being set.
54. Within the good level of support offered to pupils, the frequent changes of class teacher for pupils at the lower end of Key Stage 2 has led to inconsistent support, both for academic attainment and personal development. Whilst the school has attempted to provide consistent teaching for literacy and numeracy, progress in many subjects has been slower than in other classes. Classroom management differs from teacher to teacher, leaving some pupils confused as to the standards of behaviour expected.
55. Assessment, recording and reporting systems were unsatisfactory and a key issue in the previous inspection. Since then, there have been good improvements made to ensure satisfactory assessment procedures are in place which are being used effectively to inform planning in English, mathematics and science. However, much of the development in

assessment in other subjects is at an early stage and remains a priority for the school.

56. Statutory assessment tests are undertaken at the end of both key stages with the additional optional tests in place for all other years in Key Stage 2. Careful analysis of these tests identifies areas of concern and this, together with other data, is beginning to inform planning in some subjects such as English and science. Weaknesses in literacy and numeracy are targeted through the 'booster' work in Year 6.
57. Assessment for children under five is excellent. Work is systematically assessed against the Desirable Learning Outcomes and progress is meticulously monitored. The local education authority's early assessment system is in place for children who are five and this gives an indication of the broad range of ability at that age. Individual targets are set for children and regularly reviewed. This is still at an early stage of development.
58. Target setting and pupil tracking has very recently been introduced into Key Stages 1 and 2. It is too early for the impact of this to be effective. Targets for pupils with special educational needs are identified in individual education plans and are regularly reviewed.
59. A detailed recording system provides information on individual pupils in all subject areas. These are helpful and provide good guidance for target setting. A portfolio of pupils' work in English, mathematics and science provides helpful guidance to teachers when assessing pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. The great majority of parents think highly of the school and appreciate the care and support given to their children. They feel that their children like school and behave well. It is easy to approach the school with any problems and parents appreciate that the school is helping their children to become mature and responsible individuals. Within this generally positive view there are a number of concerns. Homework is not felt to be used consistently and it is felt that some of the teaching needs to be improved. Improvement is also felt to be needed in the amount of information given about pupils' progress. Some parents feel that the school could work more closely with parents and that there could be an improvement in leadership and management. Parents also feel there should be better provision made for activities outside school. The inspection team agrees with the parents' positive views of the school. They also agree that homework is not used consistently and that the provision of activities outside of lessons does not match that found in similar schools. Many of the other parental concerns stem from the difficulty faced by the school in providing consistent, full time teaching staff for the pupils in lower Key Stage 2. The limited information given on the frequent changes in staff, and the difficulties faced by pupils having to adjust to many different teachers have raised understandable concerns amongst the parents of pupils in that class. It is evident that the governing body needs to establish better lines of communication with parents in order to convey a clear picture of what is happening within the school.
61. The school's commitment to an 'open door' policy and to encouraging parents to be involved in children's learning, has been maintained since the last inspection. A reading diary sent home with each child provides an effective means of sharing information on the progress pupils are making with their reading, although not all parents use the diary for their own comments. Where parents do make a contribution, it is usually very good. The annual reports on individual pupils provide a satisfactory level of information on the progress being made and contain information on how pupils can improve. There are also regular meetings between staff and parents to discuss pupils' academic achievement and personal

development. Little information is provided on what is being taught each term and this limits the extent to which parents can support their children's work at home.

62. Parents of pupils with special educational needs are encouraged from the start to be fully involved with the education of their children. They are kept fully informed of any developments and invited to attend the annual reviews of the progress of their children.
63. The school benefits from the active support of a significant number of parents. Many help during the school day, both in the Early Years' Unit and throughout the school, as well as with a range of practical tasks. The 'Friends of Launton School' raise valuable funds for the school and organise a range of social events for pupils, parents and friends. Pupils benefit from parents sharing a number of skills, such as cooking and art, as well as the individual attention parents can give in hearing children read.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The leadership and management of the school are satisfactory and have a positive effect on many aspects of school life. The headteacher and deputy headteacher provide good leadership in many areas and have a sound understanding of the strengths and weaknesses of the school as well as giving it a sense of purpose and direction. They are working hard to raise standards and the quality of teaching. Their vision for the future is evident in the determination to raise standards of attainment by focusing on several key strategies. For example, to continue to improve standards of numeracy by the successful implementation of the National Numeracy Strategy. The staff are well supported by the headteacher who recognises the importance of developing a team identity. As a result, teachers and support staff work together well.
65. The aims of the school are clearly defined and they underpin much of its work and life. Within school, all pupils are valued and cared for and are encouraged to develop into well-motivated and self-disciplined pupils. The school is particularly successful in achieving its aim of creating in pupils, positive attitudes towards work. Although there is no explicit commitment to the achievement of high standards, of which there needs to be, the school is aware of the importance of meeting the needs of pupils of all attainment levels. In this respect, the issue of higher attaining pupils and the work provided for them requires addressing.
66. There are relevant structures and procedures in place to monitor standards and provision. Overall, these procedures are satisfactory. The headteacher monitors teaching in classrooms and she monitors pupil learning by scrutinising teachers' planning and pupils' work in books. Some members of the governing body monitor work in the classroom. However, this is a recent initiative and further developments in this area are needed. The curriculum co-ordinator for literacy monitors teaching and learning by direct observation in classrooms. However, this is not a practice common to all subject areas. Other subject co-ordinators monitor progress by scrutinising pupils' completed work and some monitor teachers' planning but they have yet to observe teaching directly through classroom observation. Staff meet to discuss the effectiveness of curricular provision and examine results of statutory tests in order to evaluate pupils' attainment and progress. This is beginning to give all staff an indication of what pupils do achieve and indeed ought to achieve.
67. The special educational needs co-ordinator carries out her responsibilities most effectively. She maintains an accurate register and ensures that all pupils' individual education plans are regularly reviewed. Staff are fully aware of their responsibilities and have received good

guidance on the national Code of Practice for these pupils. The additional funds made available for pupils with special educational needs are used well to provide effective learning support assistants and appropriate resources. These are used well to achieve the school's priorities for special educational needs.

68. The governing body has undergone many changes in the past few years and as a result, many governors have only recently been appointed. The chairman of governors has worked particularly hard during this difficult time, as have the governors responsible for literacy and the development of the Early Years' Unit. The governors are now appropriately constituted and have in place the relevant committee structure to consider financial, curricular, premises and staffing matters. As governors become more aware of their role so their effectiveness is developing. However, at present, governors do not play a satisfactory part in providing effective leadership for the school. Their monitoring of the school's work is limited and as a result, they tend to rely on the headteacher as a source of information rather than through personal experience. Whilst this aspect of their work is improving, it is not yet effective. More involvement is also needed in decision making, target setting and forward planning. Most governors have a satisfactory understanding of the strengths and weaknesses of the school and have spent a considerable amount of time in trying to resolve the complicated staffing issues that have beset the school in the last few years. Governors also need to carry out a full review of the school premises. At present, the small cramped nature of some classrooms is inhibiting the teaching of some aspects of the National Curriculum, notably the investigate aspects of mathematics and science.
69. The school manages and uses its strategic resources well. Financial planning is good. There is an effective system in place to ensure that there is a clear relationship between educational objectives and available resources. Money is appropriately allocated and kept under review by the governing body's finance committee. Allocations relate directly to priorities established in the school development plan. This is an effective management tool identifying appropriate long- and short-term priorities as well as containing a programme to ensure that subjects are reviewed regularly. For example, nearly two years ago the school recognised that pupils' standards in science were insufficiently high. A new scheme of work was written, funding was made available for staff in-service training and for resources. The teacher with responsibility for the subject was asked to teach science across the school. As a result of these strategies, pupils' standards have risen to a point where most eleven-year-olds attain the nationally set standards.
70. Governors are now appropriately involved in making spending decisions and have a clear oversight of the budget. They are now beginning to evaluate the effect of the school's spending decisions on pupils' standards. The school has begun to establish procedures in order to ensure the cost effectiveness of the goods and services that it receives. More work in this area is needed so that future expenditure, whilst being carefully costed, has success criteria built into it. The school receives regular computerised printouts from the local education authority detailing on-going expenditure. This information, together with their own system of checking income and expenditure, is used well by the governors in financial planning. Educational technology is appropriately used in the administration of the school.
71. The school is adequately staffed with teachers especially trained for the primary age range and with a good range of qualifications other than in music. The lack of teachers with particular skills in music limits the quality of musical education provided. At the time of the inspection there was one class being taught by three teachers, which makes it difficult for pupils to make significant progress. Induction procedures are not formalised and would be improved if a staff handbook was published outlining the administrative procedures and day-to-day routines of the school. A system of appraisal is in place and the headteacher

discusses annually with staff their performance in the school outside of the formal appraisal system. This includes an analysis of their individual training needs as well as those that relate to the overall needs of the school. Such training has a positive effect on the quality of education provided. For example, the training the staff have received in numeracy and literacy has contributed to the successful implementation of the national strategies in the school. Learning support assistants are well trained and briefed and work under the direction of the teachers to provide effective classroom support.

72. The accommodation is not adequate for teaching the practical aspects of some subjects such as mathematics, science, art and design and technology due to the cramped nature of some of the teaching areas. The small size of the hall also restricts gymnastics and dance lessons, but this is partly compensated for by the use of the large Village Hall next door. The buildings are on an attractive site. They are kept clean and areas are bright with stimulating displays. The old library is being turned into an attractive computer suite. The outdoor facilities are good. There is a hard surface play space and a good playing field. The youngest children have a very good, separate, secure playing area with climbing apparatus outside their classroom. This unfortunately, is unusable at present due to a defective landing area.
73. Learning resources within the school are satisfactory and adequately support most areas of the curriculum apart from music, design and technology and information technology. Information technology resources are due to increase greatly in the near future as the new system gets 'on line'. Resources in science are good and are satisfactory in mathematics. The library is adequate and contains a good supply of story and reference books. The school is able to supplement these by borrowing books on a fortnightly basis from the travelling library service. Curriculum areas where resources are inadequate include design and technology, where there is a need for more tools and a greater range of materials. Physical education requires more large jumping and climbing equipment. Music requires a greater number of tuned and untuned instruments. Teaching aids and resources are tidily stored and readily available.
74. The issues raised in respect of management in the last inspection have been addressed but not all are, as yet, fully effective. Systems to monitor the effects of whole-school planning and teaching on pupils' standards of attainment are in place but more active governor involvement is required in their process to check that agreed improvements and policies are implemented rigorously. Governors have now fulfilled their legal requirements with respect of ensuring that all National Curriculum subjects are in place. Also the school development plan is now an effective tool to ensure that areas proposed for improvement are appropriately identified, carried out and the effect of that improvement measured. As a result, all areas identified in the last inspection have been addressed, a few still need further refinement. In addition, governors need to ensure that all pupils receive an act of worship every day that fulfils the statutory requirements. However, given the increasing awareness, commitment and desire of the governing body and headteacher to continually seek to raise standards and improve school management, the capacity of the school to continue to improve is clearly evident.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. The school is operating well, but in order to build upon the positive aspects of the school and further improve the standards of work and quality of education provided, the governors, headteacher and staff, in co-operation with the local education authority, should:-

- improve pupils' standards and the amount of progress they make in information technology by:-
 - a. developing a consistent approach to the planning and teaching of the subject which takes full account of the development of pupils' skills in all aspects of information technology;
 - b. providing appropriate in-service training for teachers in the subject;
 - c. making effective use of the equipment which the school has recently acquired. (Paragraphs 9, 28, 35, 94, 150, 151, 152, 153, 154, 155, 156)
- raise the standards being achieved by higher attaining pupils, particularly in English, mathematics and science by:-
 - a. improving teachers' daily planning to specifically include work aimed directly at this group of pupils;
 - b. raising teachers' expectations of the level of work these pupils can attain. (Paragraphs 11, 21, 22, 23, 38, 40, 53, 65, 91, 94, 102, 110, 118, 127, 135, 140, 147, 159)
- improve the leadership role of the governing body in order to:-
 - a. develop their role in monitoring the work of the school, the standards pupils attain and the quality of education they receive;
 - b. take steps to address aspects of the premises of the school that are hampering the full delivery of the National Curriculum;
 - c. keep parents more fully informed with regard to events that may affect the quality of their child's education. (Paragraphs 60, 68, 72, 74)
- raise pupils' standards and the amount of progress they make in the lower part of Key Stage 2 by:-
 - a. establishing consistent classroom routines and an appropriate level of expectation of what pupils should achieve;
 - b. seeking to resolve the current staffing difficulties. (Paragraphs 5, 16, 20, 33, 48, 54, 98, 102, 105, 140)
- meet the statutory requirements for all pupils to receive a daily act of collective worship. (Paragraphs 47, 74)

In addition to the issues above, the following should be considered for inclusion in the action plan:-

- ♦ raise pupils' levels of attainment and the amount of progress they make in music and design and technology; (paragraphs 10, 28, 35, 71, 73, 130, 131, 132, 133, 134, 135, 158, 159, 160, 161, 162)
- ♦ increase the range and provision of out-of-school activities. (Paragraphs 43, 170)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	23	45	6	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	U5 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	115
Number of full-time pupils eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	U5 – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence	%
School data	2.2
National comparative data	5.4

Unauthorised absence	%
School data	1.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	6	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	10
	Girls	5	5	5
	Total	15	13	15
Percentage of pupils at NC level 2 or above	School	94	81	94
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	5	5	6
	Total	15	15	16
Percentage of pupils at NC level 2 or above	School	94	94	100
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	4	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	4	3	4
	Total	13	13	15
Percentage of pupils at NC level 4 or above	School	81	81	94
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	3	3	4
	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	69	69	75
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	102
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	24
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	72.5

Financial information

Financial year	1999/2000
	£
Total income	208,677
Total expenditure	232,712
Expenditure per pupil	1955
Balance brought forward from previous year	27,236
Balance carried forward to next year	3201

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	115
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	4	0	0
My child is making good progress in school.	43	39	16	0	2
Behaviour in the school is good.	43	50	4	0	3
My child gets the right amount of work to do at home.	23	39	29	7	2
The teaching is good.	53	29	10	8	0
I am kept well informed about how my child is getting on.	41	32	21	6	0
I would feel comfortable about approaching the school with questions or a problem.	64	29	0	7	0
The school expects my child to work hard and achieve his or her best.	57	29	12	2	0
The school works closely with parents.	41	36	17	4	2
The school is well led and managed.	17	32	43	5	5
The school is helping my child become mature and responsible.	36	53	9	2	0
The school provides an interesting range of activities outside lessons.	16	37	36	6	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76. Provision for children under five is a strength of the school. Children enter the school in the term following their fourth birthday. They attend on a part-time basis until the beginning of the term following their fifth birthday. As a result, children born in the summer attend only part-time during the whole of the reception year. At the time of the inspection, 20 of the 29 children were under the age of five. A careful induction programme is followed easing the transition into school. Assessment is carried out in the term in which children become five and indicates a broad spread of ability but slightly above average overall attainment on entry to school in some aspects of learning. There is no indication from the previous report of the standards that were attained by the youngest children.
77. The curriculum for the under-fives is closely linked to the required areas of learning. Planning in the early learning unit is excellent. All adults contribute effectively to day-to-day assessments including the many parents who volunteer their help. These assessments are used to set targets for individual children and excellent use is made of outcomes to inform future teaching and planning. Comprehensive profiles track each child's progress towards the Desirable Learning Outcomes. Home/school diaries are well maintained, in many cases forming a good link between parents and the school. Good use is made of visits and visitors to enhance the curriculum offered to the children under five. The majority of children attain the National Desirable Learning Outcomes in all the areas of learning by the age of five. Progress, including the progress of children with special educational needs, is good. The children are well prepared for the National Curriculum when they enter Key Stage 1.
78. The quality of teaching is very good. Excellent planning and high expectations, together with the very good organisation and management of the children, allow them to acquire new knowledge, develop skills and increase their understanding. Basic skills are systematically developed in all areas of learning. The adults work very well together and are clear about their roles. Relationships are very good. As a result, children enjoy coming to school, are enthusiastic about learning and work hard.

Language and literacy

79. Most children attain the National Desirable Learning Outcomes with higher attainers exceeding them. Most demonstrate good listening skills and confident speaking skills. They respond well to stories, recalling the sequences of events and joining in the repetition. All children enjoy books, understand their purpose and handle them carefully. They turn pages, 'read' from left to right and confidently use the cover and back. Many can point to the title and author's name. When speaking, many are articulate and most speak clearly and confidently. They are eager to answer questions and join in discussions. Early reading skills are developing well, with many behaving like readers and showing an accurate recall of a good number of key words. They are well supported in most cases at home and through the home/school diary. Children attempt to write and many are able to write their name independently. In the 'Sleeping Beauty's castle' they write invitations and thank you letters are written to parents for a cot which was given to them. They are keen to record their ideas and experiences through their drawing and early writing. The good focus on literacy, using the 'big books', prepares children well for the literacy strategy. They make good progress in this area of learning. A few children make very good progress.

Mathematics

80. The children are confident when counting. They count and sort objects and count on and back from ten with some counting beyond ten. The good focus on mental mathematics and practical activities contributes to their confident approach. They acquire a comprehensive number vocabulary, for instance 'more than and less than' and most can recall the days of the week and use 'yesterday' and 'tomorrow' correctly. Number rhymes and songs support this work well. Parent volunteers are used to help with practical activities such as weighing and measuring. Children's understanding is effectively developed through a wide range of activities and experiences. In the shop, children sort coins and give change. When weaving paper to make their Mother's Day cards, children measured the correct length of weaving sticks. Most children recognise and name basic two-dimensional shapes and through construction play, develop their understanding of three-dimensional shapes. They make sets of objects and create repeating patterns. They match socks, which they have drawn designs for and decorated. They become familiar with clock faces and the language of time. Teaching is good with learning reinforced well through the good adult support provided. The majority make good progress to achieve the expected levels for five-year-olds in mathematics.

Knowledge and understanding of the world

81. Most children attain the level required in the Desirable Learning Outcomes, and some children exceed the expected level, particularly in science and design and technology. In science, they test a variety of fabrics in their 'waterproof' investigations. They are able to work independently, following a set of instructions to provide a waterproof hat for the teddy. In design and technology, they make a wheeled vehicle and explain ways to make their car go faster and further. They follow instructions, select the correct items for their vehicle and discuss the order in which to do things. They use simple tools and are supported by the teacher when using the glue gun, as well as when testing their vehicle on the ramps. They use binoculars to look for birds and use a bird chart to help them. Investigations such as floating and sinking, and melting ice by blowing through a straw, help to further develop their scientific understanding of change. The children talk about their homes and furniture and explore the local environment through visits to the shops and the post office. They investigate minibeasts in the outdoor areas and visit a farm, thus getting first-hand experience of farm animals.
82. Information technology is used effectively to support learning. Most children are confident when controlling the mouse and are developing the early skills of keyboard awareness. They make good progress in gaining a knowledge and understanding of the world.

Creative development

83. Well-planned opportunities and a good range of media enable most children to achieve the expected level for children of this age. They make good progress. The children sing a variety of songs and rhymes with enthusiasm and enjoyment. They are introduced to simple percussion instruments but the range is limited and the quality of these resources does not enhance their musical skills. There are good opportunities for the children to express their own ideas through role-play in the home corner, currently the 'Sleeping Beauty's castle', and through the well-structured outdoor play provision. The children experience a variety of media and techniques in art, such as painting, printing, collage, cutting and joining as well as observational drawing. They are introduced to the work of artists such as Lowry, Van Gogh and Picasso and produce their own version of famous

works of art. They use a variety of seeds, pulses and material from the natural world in their collage work and have good opportunities to experiment with colour and mix shades for themselves. They use modelling materials, such as dough and soap flake mixture, to make models. In addition, they use a variety of techniques, including marbling, collage and paint, in their 'fairy tales' friezes with three-dimensional frogs and ladybirds made by using a balloon and papier-mâché base. In an observational drawing lesson, children demonstrated careful skills in observation and good pencil control as they drew a range of toys, looking closely at colour, line and form and concentrating well. They showed great pride in their finished work. The children mounted their art work carefully and independently.

Physical development

84. The majority of children make good progress to attain the expected levels for children of this age. Regular opportunities for outdoor play in a safe and attractive outdoor area, together with good opportunities to use the hall and large apparatus, enable children to improve co-ordination and move in a variety of ways with increasing control. They run, jump, skip and hop and travel over, under and along the apparatus. They practice jumping and landing. At present, the climbing frame is out of action awaiting a safer surface beneath it, and this hampers their progress in the outdoor area. The children use a good range of wheeled vehicles with confidence and enjoyment. They move safely and competently as they ride and steer the wheeled vehicles. Fine motor control is developing well. Most children show good control when using pencils, paint brushes and scissors, for example. The children with special educational needs are well supported in this area of learning to enable them to participate fully and develop independence.

Personal and social development

85. The children's attainment is above the level expected by the Desirable Learning Outcomes. They settle quickly and are happy to come to school. They know the importance of classroom routines such as lining up, listening quietly to their teacher and putting up their hand in order to contribute to a discussion. The good teaching promotes independence well. The children take responsibilities for selecting resources, tidying away and are helpful towards each other in such tasks. They are able to concentrate and persevere well with tasks, such as in observational drawing and when making their vehicle to test in design and technology. The praise and encouragement given promotes good self-esteem and confidence to tackle new challenges. The children are interested in their work, well motivated and well behaved. They listen carefully to their teacher and carry out instructions obediently. They share resources well and treat them with respect. For instance, they take turns on the large toys and share equipment co-operatively in the sandpit and water activities as well as when using construction kits to build. The well-structured activities, good role models and consistent approach of the adults, contribute very effectively to the progress being made in personal and social development by all children, including those with special educational needs.

ENGLISH

86. At the time of the last inspection, standards were average at the end of each key stage, with speaking and listening skills well developed and standards in reading and writing satisfactory. Higher attaining pupils made more limited progress because they were not sufficiently challenged but pupils with special educational needs were well supported, helping them to make satisfactory progress in relation to their abilities. The lack of a scheme of work resulted in superficial coverage of the curriculum in spite of the high proportion of time devoted to English. Lack of assessment and monitoring of standards

was also identified for improvement.

87. Standards of attainment in the 1999 National Curriculum tests show that in Key Stage 1, reading is well above the national average at Level 2 but is well below the national average for those pupils attaining the higher Level 3. Writing at Key Stage 1 is below the national average at Level 2 and also at the higher Level 3. When compared to schools in similar contexts, pupils' standards are above the average in reading but well below the average in writing. Girls out perform boys with girls being close to the national average in reading and well above the national average in writing whilst boys' performance in reading and writing is well below the national average.
88. At Key Stage 2, the 1999 National Curriculum tests show that standards of attainment are above the national average at Level 4 but well below the national average at the higher levels. In comparison with similar schools, standards are broadly in line with the average. There is no significant difference between girls' and boys' performance. The trends over time show performance to be above average. In such small schools, however, fluctuations occur from year to year because of the small number of pupils involved and it is unwise to draw any inferences from the statistics.
89. The standards of speaking and listening are above the national average at the end of both key stages. Most pupils are confident speakers when they start school. By the age of seven, they listen attentively, talk enthusiastically about their work and respond eagerly in lively conversations. Effective questioning in discussions builds well on pupils' vocabulary. Pupils listen carefully to instructions, engage eagerly in discussions about text showing good recall and discussing authors and illustrators. Within the literacy hour, many are articulate when explaining the meanings of words in text and they are confident in their attempts.
90. In a Year 1 and 2 class, pupils used role-play to recall the story of 'Mishe and Masha'. They spoke confidently, engaged well in the role-play and enjoyed performing to an audience, who responded well, with applause for their efforts. Pupils in Year 6 extend their speaking skills well. They are interested and most listen carefully. They participate enthusiastically in discussion. For example, in a lesson based on a non-fiction reference text, pupils could explain clearly how to use an index and that the encyclopaedia was arranged alphabetically using the first two letters of a word. They spoke confidently, many with a good knowledge and understanding of the characteristics of non-fiction reference texts. The teachers' skilful questioning ensured that all pupils, including lower attainers, were actively and confidently engaged in discussions. Many opportunities are presented in other curricular areas for pupils, including those with special educational needs, to extend the important basic skills of speaking and listening.
91. Standards in reading are average at Key Stage 1. A good proportion achieve Level 2 but higher attainers do not reach the levels they should. This is because the expectations of the teacher are not always high enough. The tasks presented are undemanding at times as the daily planning does not take sufficient account of the range of ability within a mixed age class. The implementation of the National Literacy Strategy is assisting in raising standards because pupils are presented with a wide range of interesting texts and genres which motivate and interest them. There is a greater focus on developing phonic skills and spelling strategies which are systematically taught through the literacy hour. Pupils enjoy guided reading but when, at times, the pace of the lesson in the mixed age class is slow, the teaching is too superficial to extend learning sufficiently. As a result, some pupils become restless and are not well-focused in independent group work. Pupils have a good understanding of the ideas of authors, illustrators and publishers. They are familiar with

context, indexes and many are developing skills in extracting information from texts. Home/school diaries, when used well, contribute effectively to pupils' development in reading but their use is inconsistent and is not always monitored well enough to help pupils improve. By the end of Year 6, reading is in line with the national average with a significant proportion reading beyond this. Actions taken to raise standards with the oldest pupils are having a positive effect, much due to the quality of teaching for those pupils. Most pupils read accurately and fluently and many with good expression. Phonic skills are secure for most pupils, although lower attainers have more limited strategies. Most use punctuation effectively to enhance their reading and higher attainers have developed the skills of inference and deduction. They are often able to refer to the text to support their ideas. Pupils have a good understanding of how to locate books in the library and are able to research information. The limited size and location of the library restricts the opportunities for pupils to work independently there. Most pupils are able to discuss their reading, expressing clear views on their favourite authors and reading preferences.

92. By the age of seven, standards in writing are below average. Few pupils attempt to join their writing and the lack of emphasis and presentation results in untidy handwriting in many cases.
93. Most seven-year-olds use basic punctuation of capital letters and full stops and are able to form letters correctly but the size of letters is often uneven. The literacy hour is beginning to have a positive effect in developing a wider range and purpose for writing. Stories, letters, instructions, together with accounts of visits such as to the museum in Oxford, are good examples of the range and forms of writing used. Most pupils can sequence the events correctly. In addition, English includes spelling patterns and rhyming words, comprehension questions and phonic work. There is a heavy use of worksheets, many of which are untidy and unmarked. Presentation is often unsatisfactory.
94. By the age of eleven, pupils' writing, including that of pupils with special educational needs, remains slightly below average, particularly for higher attaining pupils. Efforts made by the Year 6 teacher help to improve standards but they are uneven across the key stage. Pupils continue to develop the range and purpose for writing. They write simple autobiographies, factual accounts of education in Victorian times, book reviews, instructions and stories. The writing diary format completes a glossary of Shakespearean words and responses to characters such as Ann Frank. They write their own myths and fables, play scripts, review poetry such as 'The Highwayman' and write their own poetry with some imaginative results for instance, poems in the first person such as 'I am fine' and 'I am the Whirlwind'. Most pupils are confident when explaining the meaning of 'metaphor' and 'synonym' and are able to draw on the text for examples. Presentation remains untidy for a high proportion of pupils in Key Stage 2, although there is some evidence of improving standards by the time pupils leave the school. Too few pupils write at length and sometimes work is not completed. Spelling and grammar are satisfactory. High attainers and some average pupils use paragraphs and there is evidence of the use of a wider range of punctuation such as speech marks and question marks. There is little evidence of the use of information technology to support drafting skills and improve presentation.
95. Pupils in both key stages demonstrate positive attitudes when presented with interesting and challenging work. They enjoy work in the literacy hour and most behave well except when faced with undemanding work. Pupils have good relationships with each other and with their teachers. Most concentrate and persevere well.
96. Their ability to work independently and collaboratively varies, usually depending on the expectations of the teacher. Where these are high, pupils show good levels of

independence, use their initiative and work well with others in the group. This contributes effectively to pupils' personal development.

97. At both key stages, a high proportion of teaching is good and is reflected in the good learning taking place in those lessons. The best teaching is characterised by good subject knowledge which teachers use to develop pupils' learning in all aspects of English. What pupils are required to learn is shared with pupils so that they are clear about what they have to do and the purpose of the lesson. Not all teachers outline sufficiently clearly what it is they want pupils to learn. This has implications for pupils' progress, particularly for higher attaining pupils, and those pupils with special educational needs. In the good teaching, lesson pace is brisk and purposeful.
98. The high expectations of the teacher, together with challenging tasks, matched the pupils' needs and motivate pupils well. However, in the mixed Year 2, 3, 4 class this is not always the case. As a result, pupils are confused by different expectations of standards and behaviour because there is lack of consistency in the teaching provided. Occasionally, in some lessons, time targets were set but generally there was insufficient use of time targets to move pupils on. Although the literacy hour has been successfully implemented in the main, there are inconsistencies in the organisation, management and timing in some classes, which affects the progress being made. In the best practice in Years 1 and 2 and in Years 5 and 6, marking is purposeful and focuses well on where pupils might improve their work. The marking policy is not consistently applied in practice by all teachers. On occasions, work is unmarked. This is unsatisfactory. In a good Year 1 and 2 lesson, the teacher made very good use of assessment opportunities identified in the planning. She maintained 'jottings' as the lesson proceeded on word level work, speaking and listening skills and role-play. Through her on-going assessment, pupils knew how well they had done and how they could improve. The weaker teaching in the lower part of Key Stage 2 does not identify clearly what pupils are required to learn and does not make clear the roles of other support adults. As a result, teachers do not make the best use of additional help at times. Resource provision in some lessons is unsatisfactory. There were insufficient pencils for the number of pupils in one lesson seen. One pupil struggled to write with a pencil 'stump', resulting in a lack of pride in the quality and presentation of work.
99. English is well managed by the capable and enthusiastic co-ordinator who sets a good example through her own teaching. There has been, and continues to be, a consistent drive to raise standards, particularly through the literacy strategy which is well-established in most classes. The headteacher and deputy headteacher, who is also the co-ordinator, have been involved in a monitoring programme and a promising start has been made. A recent introduction to improve standards has been individual target setting in some classes. Although an impact on standards is not yet evident, these are encouraging developments. Assessment procedures are developing well and there is evidence that the analysis of assessment information is beginning to inform planning. Resources have improved since the last inspection, mainly due to the literacy hour. However, reference material for the library is barely adequate with gaps in non-fiction for many areas. The library is attractive and well organised by a parent volunteer. It is used well by some pupils for reference but its use across the school is inconsistent. The oldest pupils are well able to locate books and retrieve information both in class and in the school library. English makes a good contribution to pupils' spiritual, moral, social and cultural development. For instance, imaginative descriptive writing about Lowry's industrial Salford linked to art work is displayed in the hall, together with a collage of 'The Secret Garden' and work on synonyms. A visit to the church resulted in sensitive and reflective writing about feelings, the silence and the burning candles. The school makes good use of visits and visitors, such as the Cultural Awareness Celebration of Arts, to develop opportunities in English. The wide variety of

work on display enhances learning and celebrates pupils' success in many areas of the school.

MATHEMATICS

100. The 1999 national tests for seven-year-olds showed that the proportion of pupils attaining national standards in mathematics, particularly at the higher attaining level of the national averages, was below the proportion that do so nationally. Similarly, the proportion of pupils exceeding the national average was very low in comparison to the proportion that did so nationally. In addition, pupils' performance in the number element of the subject was below that of the other aspects. When compared with schools with pupils from similar backgrounds, this school's results were well below average. The results of pupils aged seven have fallen regularly during the last three years. There is no significant difference in the standards attained by boys and girls.
101. In the 1999 national tests for eleven-year-olds, the proportion of pupils attaining national standards was above the proportions that do so nationally. However, the proportion of pupils who attained a higher level and exceeded national standards was below the proportion that do so elsewhere in the country. Again, pupils' performance in this school is below average when compared to the performance of schools with pupils from similar backgrounds. Over the last three years, eleven-year-old pupils' standards have risen significantly. Again, there is no significant difference in the standards attained by boys and girls.
102. Inspection findings show that now, at the age of seven, the proportion of pupils attaining national standards is higher than national proportions. This is a considerable improvement on the 1999 National Test figures. This improvement is due to a variety of factors. Firstly, the school itself recognised that standards were not good enough. The National Numeracy Strategy was put into place, the subject was made a high priority in the school development plan, additional resources were purchased and in-service training took place for teachers. In addition, and perhaps the most important single influential factor, the deputy headteacher took over as the class teacher for that class. The influence of some very good teaching, as seen during the course of the inspection and in pupils' work, has ensured that those pupils in Year 2 in that class have made very good progress during this year. Standards being attained, particularly amongst the average and lower attaining pupils, have risen considerably. The progress of higher attaining Year 2 pupils has not been so rapid and, as a result, inspection findings show that the proportion of pupils who exceed national standards is not significantly different to the proportions that do so elsewhere in the country. The satisfactory rather than good progress made by the higher attaining group is due to the fact that they receive a larger proportion of satisfactory rather than good teaching, being part of the class of pupils in the lower part of Key Stage 2.
103. By the age of seven, nearly all pupils are able to understand place value in numbers up to 100 and can mentally recall addition and subtraction facts to ten and, for many pupils, up to 20. They can identify and use simple fractions. Many recognise and can name two-dimensional shapes but their knowledge of three-dimensional shapes is more limited. Furthermore, approximately half the pupils have a secure knowledge of place value in hundreds, tens and units. Their mental recall of the five and ten times tables is good. They use an increasingly wide vocabulary of mathematical terms in the correct context.
104. By the time they reach the age of eleven, inspection findings show that the proportion of pupils attaining national standards is higher than the proportions that do so nationally. The proportion of pupils who exceed the national standards is similar to the proportions that do

so elsewhere in the country. Many of these pupils are competent with long multiplication and division and have a good understanding of place value up to a million. They are familiar with the names of various angles and are able to convert vulgar fractions into decimals and percentages. They are able to calculate areas of irregular shapes and are confident in the multiplication of decimals, the use of approximation and of co-ordinates. Discussions with pupils at the end of both key stages shows that their knowledge and understanding of the number element of mathematics are particularly well developed.

105. As is the case in Key Stage 1, there are significant variations in the quality of learning and consequently, the amount of progress pupils make. This variation is directly related to the quality of teaching pupils receive. In the lower part of Key Stage 2, a much higher proportion of satisfactory teaching occurs with, occasionally, some unsatisfactory teaching. Conversely in the upper part of Key Stage 2, pupils receive a much higher proportion of good and on occasions, very good teaching. As a result, pupils in the lower part of Key Stage 2 make satisfactory progress in their learning whilst good progress is made by pupils in the upper part of Key Stage 2. These findings apply to all pupils, including those with special educational needs.
106. Overall the quality of teaching is good. Where good teaching occurs, lessons start at a brisk pace, usually with some form of mental arithmetic. This is quickly followed by work that is appropriately matched to pupils' prior attainment levels. This was seen in a very good Year 1 and 2 mathematics lesson where pupils were quickly motivated by the teacher through an exercise of counting to 100 and back in tens and then in fives. The imaginative way in which the teacher got her pupils to do this ensured that all thoroughly enjoyed it, practised their knowledge of their five and ten times tables and were well motivated and prepared for the next part of the lesson. This focused on time with lower attaining pupils who were ably supported by the learning support assistant. The work set was directly matched to all pupils' prior attainment levels. As a result of this very good teaching, all groups of pupils made good progress in their understanding of the concept of time. This was clearly evident in the lesson's plenary session where many pupils were competently able to answer questions posed by the teacher that they had been unsure about at the start of the lesson.
107. Good teaching also has a positive impact on pupils' behaviour and hence the amount of learning that takes place. The above lesson shows how well motivated pupils with appropriate work, persevere, work hard and co-operate well together in group work. However, the converse is also evident. Where teaching is less successful, pupils become bored, do not do their work and idly chatter. As a result, little learning takes place.
108. The school has successfully adopted strategies closely related to the National Numeracy Strategy. Teachers generally explain things well and give clear instructions. Most manage pupils well, encouraging them to ask questions and to share their ideas in discussions. They use praise effectively to encourage positive attitudes and work habits. They encourage pupils to explain their mathematical thinking and place an appropriate emphasis on the development of mental mathematics. They use ends of sessions well to consolidate and assess pupils' learning. Teachers generally use assessment, both formal and informal, effectively. Most, but not all teachers, mark pupils' work regularly and make helpful and encouraging comments in pupils' books. This contributes to pupils' learning. They keep satisfactory records in the monitoring of pupils' progress.
109. The co-ordinator has a commitment to raise standards of pupils of all attainment levels. She monitors aspects of the subject, including teachers' planning, pupils' completed work and classroom teaching. She scrutinises assessment test results and uses the results of

her analysis to build a view of the subject's strengths and weaknesses. Good support is provided to teachers and, where appropriate, suggestions are made for improvement. Learning resources are satisfactory and teachers use them effectively. In some classrooms, the cramped nature of the room means that opportunities for pupils to carry out practical and investigative work are limited. This hampers the amount of progress pupils make in this aspect of mathematics. Satisfactory assessment procedures are in place with regular testing of pupils to inform teachers of their progress.

110. Since the last inspection, the school has made good progress in the development of the subject. The National Numeracy Strategy is now in place, pupils' standards, particularly at the end of Key Stage 2, have risen considerably and the quality of teaching has improved overall. In addition, all the requirements of the National Curriculum are being met. Some further work still remains to be done in order to provide more challenging work for higher attaining pupils in order to raise their standards even further.

SCIENCE

111. The school's previous inspection found overall standards to be below average. Current inspection evidence shows a much more positive picture. Standards have risen significantly in both key stages and are now above the national average at the end of Key Stage 1 and Key Stage 2. These improvements are reflected in the teacher assessments in Key Stage 1 and the National Curriculum Test results in Key Stage 2, which have risen steadily over the past four years. The school has worked hard in this area of the curriculum and there has been an effective impact on standards.
112. The results of the 1999 National Curriculum Tests for Key Stage 2 eleven-year-old pupils show that the proportion of pupils reaching the expected Level 4 was above the national average and above that achieved by schools with pupils from similar backgrounds. The proportion of pupils achieving Level 5 was below both the national average and the average of pupils from similar schools. The performance of boys and girls was similar. In the 1999 teacher assessments at the end of Key Stage 1, the percentage of pupils achieving Level 2 or above was very high in comparison with the national average and the results of similar schools. However, the number of pupils assessed at working at the higher Level 3 was below the national average and well below the average for similar schools.
113. The small number of pupils at the end of each key stage does not enable accurate comparisons to be made with all schools, similar schools or to consider trends. Average scores in national assessments show variations in the past three years but, overall, standards have risen, especially in Key Stage 2.
114. In Key Stage 1, the youngest pupils are beginning to use scientific vocabulary with increasing confidence and understanding and to make progress in their investigative skills. For example, they investigate the properties of a range of materials using their senses to describe the properties. They correctly identify and name the different parts of the human body and plants and most know that eating the right type of food is necessary for healthy living. By the end of the key stage, pupils know that a lorry and a truck make sounds and that these are caused by vibrations. Most know that some materials are 'transparent' when they can see through them and 'opaque' when they cannot, and are able to record their findings in pictures, diagrams and writing. The majority know that every-day appliances around home and school use electricity and that care must be taken for their safety. They can accurately predict which circuits will make their bulb light up. They gain experience of testing and are beginning to understand what constitutes a 'fair test', making good predictions. The pupils' written work shows a secure understanding of the basic conditions

for the survival of animals and plants, but not much higher level work on life processes and living things is evident. Practical work is good for the age group. In two lessons observed on electrical circuits, for example, the pupils handled equipment sensibly and safely as they learnt how to make a bulb light up and checked which materials acted as conductors. Subsequent written accounts were well illustrated with neatly labelled diagrams. Sensible attitudes on the part of the pupils and well planned teaching combine to ensure that good progress is made in Key Stage 1 by all pupils, including those with special educational needs.

115. In the early part of Key Stage 2, the level of attainment is satisfactory, although written work is limited in Year 3. Pupils in this year group have a secure general knowledge about a range of materials, suggest how they might be classified and have a developing understanding of why materials are chosen for specific purposes.
116. The ability to hypothesise, reason and explain develops effectively in the upper Key Stage 2. These older pupils continue to develop an understanding of 'fair testing' and can explain that only one variable at a time can be changed. They know that tests need to be repeated to ensure reliability and can explain why. Work in exercise books is often very well presented and the pupils support their findings appropriately with tables and graphic representations. Pupils gain experience of devising their own tests and show initiative when they encounter a practical problem. Many pupils' explanations indicate a secure understanding of the concepts involved, for example, when different forces are brought to bear upon an object. Scientific vocabulary is used well. By Year 6, pupils have covered all the Key Stage 2 programmes of study and have revisited topics in order to develop an all-round understanding and maintain their level of satisfactory progress.
117. Pupils' response to science is enthusiastic. They respond positively to clear targets. Their good behaviour and relationships enhance the work on investigations where pupils in pairs or small groups work well together. They listen carefully, contribute responses where appropriate and take pride in their work.
118. The quality of teaching in Key Stage 2 is good and in Key Stage 1 is very good. The sessions seen were well prepared, clearly explained and provided an effective combination of practical work, discussion and writing. Work on electrical circuits in both key stages allowed pupils' understanding to be effectively and logically developed through hands-on experience and skilled questioning. In most cases, however, planning was not sufficiently good to extend higher attaining pupils. Most teachers did not have sufficiently high expectations of the standards which might be attained by these pupils. Not enough rigour or analysis was expected in these pupils' observations and measurements. Teachers have a secure knowledge and understanding of science and make good use of appropriate scientific terms and vocabulary to promote learning. This was particularly evident in a Year 5 lesson about forces, where the teacher led a lively and profitable discussion about forces and scientific investigations, taking care to involve all pupils. In this lesson, good use was made of discussions and questions to help pupils recall and consolidate their knowledge and understanding as well as to challenge them to think for themselves. Teachers' planning follows the required schemes of work and in the best examples, clearly identifies the level at which pupils are expected to work.
119. In some cases, neither the medium- nor the short-term planning states clearly what pupils of different ages and abilities will learn by the end of a lesson or series of lessons and this means that progress is uneven. When this is the case, it becomes difficult for the teacher to assess if any learning has taken place and where to pitch the level of work in the next lesson.

120. The science curriculum is planned and taught through a two-year rolling cycle following the national guidance. The current documentation provides good support to teachers to ensure that pupils' skills, knowledge and understanding are developed systematically from year to year. Science has been a strong focus of development in the school recently and, as a result, has had a major impact on raising the quality of teaching and the standards of pupils. National Curriculum results have been analysed thoroughly in relation to pupils' performance in the different attainment targets and the school has set targets to raise standards, which are being achieved. This has clearly demonstrated the school's capacity for improvement.
121. Some monitoring of the subject has been done by the co-ordinator, observing lessons, checking planning and scrutinising pupils' work to assist teachers with assessment. Pupils' progress is recorded on the Oxfordshire pupil record scheme. The quality and quantity of resources are good and they are used well. The cramped accommodation of some of the teaching areas limits the space needed to carry out some science experiments well, particularly in the upper part of Key Stage 2, and this has a detrimental effect on pupils' learning experiences and progress.

ART

122. At the previous inspection, standards in art were average but appreciation of art was under-represented in the curriculum. Since then, standards have been maintained in both key stages, and the focus in the curriculum on pupils' appreciation of artists and their work has improved. In some aspects of art, for instance observational drawing, there is evidence of good standards in some classes.
123. Pupils' experience a range of media in both key stages although progress in the development of skills in clay and other three-dimensional work is limited. Work is effectively linked to topics, particularly in Key Stage 2. Pupils in Key Stage 1 produce skilful observational drawings of flowers such as rose hips, snowdrops and daffodils to a good standard. They make maps and posters linked to geography and science. They construct models from boxes, print with leaves, potatoes and other objects, paint plates linked to religious education and use paint and collage to make figures, such as 'The Creation'. They mix colours confidently and produce good work based on a painting 'The Spinning Top' by the Japanese artist Torii Kiyohiro. At the end of Key Stage 2, pupils develop their appreciation of the work and style of other artists, using pastels to produce drawings similar to Rousseau's 'Tropical Storm with a Tiger', pastel, charcoal and painted work in the style of Lowry, linked carefully to descriptive writing of the Salford Industrial Scene.
124. Observational drawings of historical artefacts show developing skills with increasing attention being given to line and tone. Collage work on 'The Secret Garden' demonstrates good collaborative skills and good links to literacy. The oldest pupils study pattern, reproducing patterns in African fabric, linked to their topic on the Gambia. They learn about the Yoruba women who trade in cloth. This work makes a good contribution to pupils' moral and cultural development as well as developing their skills and techniques in fabric dyeing, wax resist and colour wash. Other work on this topic includes observational drawings of an African drum and collage masks. Achievements in this work are good. Although sketchbooks are in use in both key stages, their use is inconsistent and in some classes, they are not used well in order to experiment with different techniques and develop the skills in art.

125. Pupils of all abilities, including those with special educational needs, make satisfactory progress overall with good progress being made in Year 6 and for some pupils in Years 1 and 2. When pupils are encouraged to improve and develop their work, they make good progress. However, the quality of work varies across the school. Some work is not refined in a systematic way and the tasks set for these pupils are often undemanding. Skills are not developed evenly throughout the school.
126. Pupils' attitudes to art are positive. They enjoy lessons and work enthusiastically with most taking pride in what they achieve. There are developing an appreciation of their own work and that of others.
127. The quality of teaching observed in the lessons seen was very good because the teacher had high expectations and the lesson purpose was clear. Routines were well established and pupils were encouraged to work with independence, taking responsibility for their own workspace and resources. From the evidence gathered, teaching is at least satisfactory, although there is evidence that some high attaining pupils underachieve because tasks are undemanding and skills are not developed and refined.
128. The co-ordinator is enthusiastic and has good expertise, setting a good example in her own classroom. Currently, there is no formal monitoring of the art curriculum to ensure balance and the steady development of skills. However, teachers maintain a careful record of progress for individual pupils which is regularly updated. Improvements made to the balance of the curriculum and improved resources, linked carefully to specific needs, are helping to raise standards. This is particularly so in developing pupils' knowledge and understanding of artists as well as techniques used for particular effects. However, such standards are not consistent in all classes. Good use is made of the local environment and visits to museums support pupils' work well, particularly in topic work. A recent workshop celebrating African arts and cultural awareness made a very good contribution to the arts, focusing on dancing, drumming, and textile work such as, tie/dye and batik. Pupils learnt about natural dyes used in African art, making bandannas and dyeing 'T' shirts. Cultural stories extended literary awareness. This experience also contributed well to social skills, working closely with neighbouring schools including the local secondary school.

DESIGN AND TECHNOLOGY

129. The only lessons observed in the school during the inspection were in the lower Key Stage 2 class. Judgements are therefore based on an examination of teachers' planning, pupils' past work, work on display and discussions with staff and pupils.
130. Attainment levels in design and technology are unsatisfactory at the end of both key stages. This includes pupils with special educational needs. Present findings broadly reflect those of the previous inspection. Pupils at the end of Key Stage 1 can use simple tools but have yet to develop skills in joining materials in a range of ways. They can use pictures to set out their plans and ideas but a significant majority lack confidence and the vocabulary required to discuss their ideas and suggest improvements. At Key Stage 2, pupils experiment with designing and building free-standing structures, such as the model windmills, which were made with lynx gear jigs for the moving cogs and axles.
131. Pupils' progress, including those with special educational needs, in both key stages is unsatisfactory. The scheme of work is not applied rigorously and there are too few opportunities for the pupils to cover the programmes of study. In Key Stages 1 and 2, pupils learn about designing sandwiches but the design and evaluation process is weak. In the upper part of Key Stage 2, pupils make satisfactory progress in designing, making and

evaluating open cubes, made of card, in which are placed models of their favourite activities from their residential visit to 'Woodlands'. There is a clear link between all phases of the design process in this activity, but a limited range of materials is used. Pupils are also able to plan effectively for the construction of an electronic game. They know how to install an electrical circuit so that good connections secure the successful operation of the game. Pupils are able to talk about their work and evaluate it, but there is often no written evidence to link the original design with the final product. Pupils with special educational needs are given good support from the class teacher or assistant to enable them to make satisfactory progress.

132. Pupils' responses to learning are good. They enjoyed making and evaluating the sandwiches. They find solving problems as they arise an enjoyable challenge. Their good behaviour and commitment in most parts of the school make for a happy working atmosphere in lessons.
133. Resources, such as the Tec Trucks and construction kits, are stored in the classrooms, but the cramped nature of the school's accommodation inhibits activities, particularly those involving cutting and shaping wood.
134. In teachers' planning and work on display there is evidence of the recognition of the design process and some evidence of pupils showing appropriate planning and evaluation skills. There is less evidence of pupils consistently modifying their work following evaluation. The scheme of work indicates good coverage of the programmes of study, but at present there is insufficient emphasis on food technology, textiles and control technology. There is little evidence of assessment in relation to the requirements of the National Curriculum or of the use of assessment to inform teachers' planning.
135. In the limited number of lessons observed, teaching is satisfactory. Most teachers recognise the value of the design process, planning and evaluation, but need greater knowledge and understanding to put this into practice. Teachers need to raise expectations of the quality of work that pupils can produce and to increase the pace and challenge of work for higher attaining pupils.

GEOGRAPHY

136. Due to the organisation of the timetable, no observations of the teaching of geography were possible. The following judgements are based upon the scrutiny of pupils' work, displays of work, teachers' planning documents, discussions with teachers and informal discussions with pupils.
137. At the time of the previous inspection, pupils' standards were below the levels expected nationally mainly as a direct result of pupils not covering sufficient sections of the National Curriculum programmes of study. Good progress has been made by the school in this subject since then. As a result, pupils aged both seven and eleven attain levels that are now appropriate for pupils of those ages. All pupils, including those with special educational needs, make satisfactory progress overall.
138. Work for pupils in Key Stage 1 concentrates heavily on the local area. Developing map reading skills are concentrated on Launton and its surrounding area. Pupils, in discussion, can talk about their village, can describe various features, such as rivers and hills, and how land and various buildings are used, for example, as farmland, houses, shops and parks. In addition, they are good at expressing their views about the attractive and unattractive features of Launton and how it is changing as a result of the main road through the village

becoming much busier.

139. As pupils progress through Key Stage 2, so their studies broaden. Whilst Launton is still the focus of study, it is increasingly used for comparative purposes with Horley in Oxfordshire and further afield with Chembakoli in India in Years 3 and 4 and with Banjul in the Gambia in Years 5 and 6. Alongside these studies, pupils carry out studies of rivers and valleys, the weather and human responses to it, and also the water cycle. Their map readings skills are progressively developed so that by the age of eleven, most pupils are able to use and interpret maps and can identify places on maps of the United Kingdom and Europe.
140. Within this overall pattern of satisfactory progress in pupils' learning across the school, there are some significant variations particularly in Key Stage 2. Whilst no direct teaching was observed, it is clear from pupils' books, the care and presentation of their work and in discussions with them, that, as a result of better teaching in the top half of Key Stage 2, pupils' progress in that area of the school is also better than that in the lower part of Key Stage 2. Older pupils as well as those in Key Stage 1 talk confidently about their work, are willing to describe the sharing of apparatus, the research work they have done and, in the case of Year 5 and 6 pupils, how they enjoyed their field study visit to the Brecon Beacons. This enthusiasm and the amount of progress pupils make is directly related to the quality of teaching they receive as well as the enthusiasm of the teacher. Throughout the school, however, teachers' planning rarely indicates how higher attaining pupils will be challenged by the work they are given. Pupils' work shows little difference in the work being covered or the levels of work expected from higher attaining pupils compared to the others.
141. Resources for geography are just adequate, largely as a result of recent purchases of atlases and some project book collections. Good use is made of local resources, particularly Launton itself, when the focus of a particular study. The good use made of local studies serves to reinforce pupils' learning and understanding of the subject.
142. The previous inspection criticised the school for having no scheme of work. This has been remedied although the current one is about to be reviewed again in the light of recent national guidelines. The subject co-ordinator is keen and enthusiastic and rightly recognises that the school's systems to assess pupils' progress need to be reviewed and that further developments are needed to ensure that pupils' geographical skills are progressively built upon, particularly in Key Stage 2.

HISTORY

143. As a result of timetabling arrangements, there were no opportunities to observe the teaching of this subject. The following judgements are based upon the scrutiny of pupils' work, displays of work, planning documents, discussions with teachers and informal discussions with pupils.
144. At the time of the previous inspection, pupils' standards were below nationally expected levels in many aspects of the subject largely as a result of pupils covering insufficient parts of the National Curriculum programmes of study. Since then, good progress has been made by the school to remedy this so that now, both at the end of Key Stage 1 and Key Stage 2, pupils attain levels that are appropriate for their respective ages. In addition, pupils in Key Stage 1 make good progress in the subject with satisfactory progress being made in Key Stage 2. This applies to all pupils, including those with special educational needs.

145. During Key Stage 1, pupils' skills in chronological sequencing are developed through their work on 'Toys' where parents were involved in helping their child identify toys that were five years old, ten years old, 20 years old and so on. In school, pupils were required to sequence these in the correct chronological order. These skills were further enhanced by the pupils' work on their 'Book of Memories' listing their oldest memories through to most recent memories.
146. These skills are built upon so that by the end of Key Stage 2, pupils, when studying the Victorians for example, are able, in discussion, to sequence events from that period. They also know the dates of important events from that time and have sufficiently well developed research skills to discuss and access both primary and secondary source materials. Pupils' literacy skills are well extended by their work in history particularly in Key Stage 1 where the Literacy Strategy Big Book "From me to you" produced some very good work from the pupils.
147. Even though no teaching was observed during the inspection, it is clear that teachers are enthusiastic about the subject and that this motivates their pupils to make good progress. This is particularly true in Key Stage 1 and amongst the older pupils in Key Stage 2. Pupils in these classes talk confidently and enthusiastically about the subject and are able to recall exciting and stimulating moments from lessons in which they have been involved. In addition, they enjoy visits to places of historical significance and co-operate and listen to each other when discussing historical topics. This enthusiasm and the amount of progress that pupils make is clearly related to the good quality of teaching they receive and the way in which teachers, through that good quality teaching, instill in their pupils the keenness and enthusiasm for the subject. On occasions, too few opportunities are provided to extend the knowledge and skills development of the higher attaining pupils who, by and large, are expected to complete similar work to other pupils in their class.
148. Resources for the subject are satisfactory and the school is building up its own collection of appropriate artefacts. In addition, resources within the local community are used well. A member of the local history group, who is also a lunchtime assistant, shared their artefacts, particularly old newspapers, with the pupils. In addition, a retired school governor and former soldier visits school at Remembrance Day to talk to the pupils about his memories. All these factors, including visits to centres of historical interest such as the village tithe barn, the Ashmorlean and Pitt Rivers museum in Oxford, serve to reinforce pupils' learning and understanding of the subject.
149. The last inspection report was critical of the lack of a scheme of work. Since then the subject co-ordinator has developed such a document based upon national guidelines. This is good and this, together with her own enthusiasm for the subject, also ensures that pupils make the good progress they do, particularly in Key Stage 1. She rightly recognises the need to structure more appropriately the school's system for assessing pupils' progress in the subject and for increasing her role in monitoring the teaching of the subject elsewhere in the school.

INFORMATION TECHNOLOGY

150. Two weeks before the inspection, the school received a significant input of eight new RM computers and software, involving a complete change from familiar machines and programs to an entirely new system. Comprehensive arrangements for staff professional development are in hand, but training has barely begun. These changes have inevitably had some influence on the level of achievement, as the old machines and programs are discarded and staff and pupils learn to use new systems and discover the potential of their

equipment. As a result, few pupils used computers during the inspection. Across the school, this means attainment is below the nationally expected levels, particularly for seven- and eleven-year-olds. This is a similar picture to the last inspection. Pupils have had too little chance on the older machines to build on their initial experiences and progress to higher levels of computer applications that are now nationally expected.

151. A small number of pupils seen in both key stages used the mouse and keyboard confidently and enthusiastically. In Key Stage 1, pupils were able to type, edit and print with a word processor program, and were using games programs effectively to develop their understanding of language. Younger pupils at Key Stage 1 achieved appropriate standards and made good progress in programming instructions and controlling the movement of a 'roamer'. By the end of the session, they had acquired a good knowledge and understanding of the function keys and could make the model complete simple patterns. In addition, they could estimate well the distance the model would travel forwards, sideways and backwards when these functions had been programmed.
152. The time allocated to information technology overall is below the national norm and there is little evidence of the teaching of the appropriate skills for this subject.
153. Pupils in Key Stage 2 have yet to experience areas of the information technology curriculum at a high level. Pupils in Year 6 know how to use the CD-ROM and are able to load and operate software and interrogate programs such as 'Encyclopaedia' to extract relevant information. They can use 'Colour Magic' to produce a repeating pattern for gift-wrap paper, as was seen in a religious education lesson. They are aware of different drives and have good mouse control. They make good use of art packages. However, few pupils are yet able to import images from other programs and files and have only basic word processing skills. They are able to change the size and colour of print and types of font, and use simple procedures to display poems and stories. Skills in advanced word processing, involving editing and desktop publishing, have yet to be developed. Interim measures have been taken to supplement the current information technology curriculum for older pupils by using two of the new computers in the classroom while the new information technology suite is being set up. Here, Year 6 pupils were 'teaching' Year 5 pupils how to use the 'Colour Magic' program very successfully.
154. Pupils' attitudes to learning are good. After some initial hesitation, they develop confidence as they become more familiar with particular programs. They are usually enthusiastic and confident in the use of the computer and have no hesitation in trying to rectify problems or find solutions by trial and error. They work well together and are happy to explore and try out different alternatives.
155. The quality of teaching was good in the few instances where direct teaching was observed. Teachers' planning indicates some good attempts to link the subject to other areas of the curriculum, particularly in the upper part of Key Stage 2, but there is insufficient evidence of the teaching of specific subject skills across the classes. There is insufficient use of assessment to inform teachers' planning of activities. Some staff demonstrate both confidence and expertise in teaching this subject, but the school recognises it as a priority to extend the whole staff's confidence and expertise. This will be helped when the new information technology suite is ready for use and the new scheme of work is in place. This will enable a focus on progression in skills, as well as recognising pupils' experiences in the subject and building on higher order skills.
156. The newly appointed co-ordinator participates fully in local professional development opportunities and is familiar with the National Grid for Learning. A comprehensive

programme of staff development is in hand, with a particular focus each term, leading to New Opportunities Fund assessment and training for all staff.

MUSIC

157. At the previous inspection, standards in music were below national expectations and progress was unsatisfactory because music was not taught regularly and pupils' understanding was limited. There were few opportunities for pupils to play instruments, compose and perform their own compositions or listen to recorded music from different traditions.
158. Since that time little has changed as far as music is concerned. Insufficient time is allocated to the subject to enable adequate coverage of the programmes of study. Teachers' planning and records indicate that music is not taught regularly in all classes. Hymn practice takes place regularly but there are few opportunities for singing in assembly. As a result, singing skills are not well developed.
159. In the only lesson observed, pupils from the Early Years' Unit through to Year 2 joined together for singing. The pupils sang in tune, helped greatly by a visiting pianist who sometimes accompanies them for this weekly singing time. They clearly enjoyed the activity. However, the wide range of age and ability meant that the needs of all children were not being met, in particular the older and higher attaining pupils, as much of the time was devoted to nursery rhymes, such as 'The Grand Old Duke of York'. Not all pupils receive the same opportunity for singing, as Year 2 pupils in the Key Stage 2 class were not involved. There was limited use of untuned percussion instruments. The lesson was very teacher-directed and the skills demonstrated were well below average.
160. Although the school has adapted a commercial scheme of work since the last inspection, there is little evidence of its effect in developing pupils' skills. Current standards remain below nationally expected levels and progress continues to be unsatisfactory. Skills are not being systematically taught throughout the school. Pupils rarely use untuned percussion with confidence or imagination. There are few opportunities to play instruments, compose and perform their own compositions or use simple graphic notation. Not all pupils are secure when clapping a steady beat. The use of musical vocabulary and the understanding of musical terms are very limited. Pupils are not familiar with the names of musical instruments. There is little time devoted to listening to a range of music. Pupils' knowledge of composers and their work and of different kinds of music is unsatisfactory. There are many missed opportunities to develop and reinforce such learning in assemblies.
161. When given the opportunity, pupils enjoy singing but there are few occasions provided to enable pupils to express themselves creatively, compose and perform together with instruments or to develop skills in musical appreciation.
162. As a result of an analysis of what pupils know and can do in music, as well as their unsatisfactory progress, it is clear that the overall teaching is unsatisfactory. Poor subject knowledge and a lack of confidence, together with a lack of sufficient time to teach the subject, fail to provide pupils with a worthwhile experience in music.
163. There is no provision for peripatetic tuition in school. Few pupils learn to play an instrument. The recorder group, in place at the last inspection, is no longer happening. Some pupils do have an opportunity to sing in the Annual County Music Festival and also in the Christmas carol concert production. Evidence suggests that the commercial scheme adopted is not yet being used effectively to improve standards in music. There is an adequate number of

untuned percussion instruments, but the range is limited and does not include a good range of multicultural instruments.

164. Co-ordination of the subject is unsatisfactory because music provision is not monitored carefully, no one has a clear overview of what pupils should be learning. The subject makes little contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

165. Whilst no lessons were observed during the inspection, it is clear from discussions with pupils, teachers and a scrutiny of teachers' planning, that pupils, including those with special educational needs, attain levels of attainment at the ages of seven and eleven that are similar to those expected of pupils nationally. Inclement weather did not allow any outside lessons to take place during the week, two indoor lessons were cancelled and swimming was unable to take place as the pool was closed for refurbishment. The school reports that standards in swimming are good, with all pupils in Years 5 and 6 being able to swim 25 metres.
166. The policy and scheme of work are very thorough and cover the main areas of planning, performing, evaluating, applying health, safety and fitness principles and working alone and with others. These are covered in the recommended activities of games, athletics, gymnastics, dance, swimming and outdoor adventurous activities.
167. Through discussions with teachers and pupils, and a scrutiny of lesson plans, it is clear that these areas are all covered, but the time allocation for this subject falls short of national guidelines. Pupils realise that vigorous exercise, undertaken in the warm-up session, affects the body. By feeling their pulse and heartbeat, they understand that their blood circulation rates have increased.
168. There are good outdoor facilities available in the nearby playing field and playgrounds and opportunities for swimming are taken in the Leisure Centre at nearby Bicester. The school hall is small for the demands of gymnastics and dance so the next door village hall is used on a regular basis for these lessons. However, the lack of large apparatus for use in this hall restricts the programme of educational gymnastics. Pupils lack the opportunity to perform movement tasks from raised platforms and they lack opportunities to practise some climbing and balancing skills.
169. Lesson plans show that teachers begin lessons with appropriate warm-up activities. There is an appropriate emphasis on skill development. Pupils are encouraged to evaluate their own performance and that of others. Lessons are planned so that there is a clear progression of skills development.
170. The limited extra-curricular activities and opportunities make an appropriate contribution to the pace of learning in physical education. During the inspection, tennis coaches from the Cliff Richard Tennis Trial extended racket and ball skills with groups of pupils from the whole school. Parents run cricket and netball clubs and there are sports competitions with the local cluster of schools in the summer.

RELIGIOUS EDUCATION

171. Standards of attainment in religious education are high at the end of both key stages and exceed the expectations of the locally agreed syllabus. This is an improvement since the last inspection.

172. In Key Stage 1, the youngest pupils know about the shepherds and the wise men and understand why Christmas and Diwali are such important celebrations. Older pupils develop an understanding of Christianity and Judaism and make comparisons between these religions. They know that there are various places of worship for different religious groups and that Christians sometimes go to special places, such as churches, to pray and that Hindus worship in temples. They have an understanding that there are special rules to follow when visiting the temples and know that the God Krishna is important to Hindus. By the end of the key stage, pupils are beginning to understand the significance of special books, such as the Bible, and recognise that we treat them differently from ordinary books. They write about their own special books.
173. In Key Stage 2, younger pupils discuss the Ten Commandments and learn about other world religions and the celebrations of Easter, Shabbat and Pesach as well as their importance to Christians and Jews. They know the importance of these festivals, how people celebrate and why. Older pupils know the significance of the Torah, the holy book of Jews. They develop an understanding of roles and responsibilities. For example, pupils thoughtfully considered the rules they might have for their lives. Some recall previous work well and by the end of their time in the school, pupils show a satisfactory understanding of the richness and diversity of religion. Throughout the school, pupils are generally interested in and respect one another's views and most are sensitive to other people's feelings. All pupils, including those with special educational needs, make good progress.
174. Learning is good in both key stages. The scheme of work for religious education ensures that pupils revisit aspects of religion at ever more complex levels over their time in school. For example, at Key Stage 1, pupils learn about the Bible being a collection of books. By the time they are near the end of Key Stage 2, they are beginning to appreciate some of the difficulties in translating it into English. Lessons are based very firmly on the scheme of work. Lesson plans clearly identify what the pupils will learn and the wide range of strategies used helps to reinforce learning. For example, in Key Stage 1, pupils act out a baptism service and in Key Stage 2 visiting ministers talk about the Bible and bring a variety of examples to show the pupils.
175. Teaching is at least satisfactory and, in most cases, good. The comprehensive and clear guidance of the scheme of work and the good range of resources available ensure that it is taught with confidence. Lessons are often based on clear statements of what pupils will have learned by the end of the session and these are shared with the pupils at the beginning of the lesson. They are frequently reinforced throughout lessons. Teachers use a wide range of strategies in their religious education lessons. They often include periods of reflection and have a strong impact on pupils' spiritual, moral, social and cultural development. For example, in a Key Stage 1 Circle Time lesson, the teacher used a candle as a focus for reflection. Teachers make lessons interesting through a combination of challenging work and an effective use of resources. This was seen clearly in an upper Key Stage 2 lesson when many christening robes were shown with other memorabilia to make comparisons between Biblical and infant baptism. The combination of interesting topics, appropriate and varied strategies and the effective use of resources ensure that pupils are interested in religious education. They pay attention and behave well throughout the school. They show great interest in the topics they study and are keen to ask and answer questions.
176. The religious education curriculum is rooted firmly in the locally agreed syllabus. It provides good coverage of all the elements required and fully meets statutory requirements. It provides pupils with a wide range of experiences and knowledge and an understanding of

religions and their impact upon the every day lives of those who believe. However, the school is aware of the need to develop suitable assessment systems to monitor pupils' progress. Religious education makes a satisfactory contribution to the promotion of literacy skills through the school. Pupils are given opportunities to record their ideas and feelings and what they have learned. It makes a strong contribution to speaking and listening skills as pupils are given good opportunities to discuss issues and ask and answer questions. Religious education also has a positive impact on pupils' spiritual, moral, social and cultural development. It gives them opportunities to meet a range of people from the local community, to visit places of interest like local churches and a Hindu temple and to then reflect upon what is important to themselves and to others.

177. Religious education is a strength of the school. This is due largely to the effective leadership of the subject. The school has a clear commitment to maintaining the high standards of religious education and is well placed to do so.