

# INSPECTION REPORT

## **HAGBOURNE C OF E PRIMARY SCHOOL**

East Hagbourne, Didcot

LEA area: Oxfordshire

Unique reference number: 123168

Headteacher: Mr Richard Jones

Reporting inspector: Lindsay Howard  
7336

Dates of inspection: 7 – 10 February 2000

Inspection number: 189948

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior
School category:	Voluntary Controlled
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Main Street East Hagbourne Didcot Oxfordshire
Postcode:	OX11 9LR
Telephone number:	01235 813367
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Appropriate authority:	Governing Body
Name of chair of governors:	Monica Lawson
Date of previous inspection:	28 October 1996 – 1 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Lindsay Howard	Registered inspector	Mathematics	1. What sort of school is it?
		Art	2.1 The school's results and pupils' achievements
		Physical Education	3. How well are pupils taught?
		Religious Education	8. What should the school do to improve further?
		Equal Opportunities	9. Other specified features
Kenneth Parsons	Lay inspector		2.2 Pupils' attitudes, values and personal development
			5. How well does the school care for its pupils?
			6. How well does the school work in partnership with parents?
Lesley Martin	Team inspector	English	7. How well is the school led and managed?
		Geography	
		History	
		Music	
		Under Fives	
Pauline Allen	Team inspector	Science	4. How good are the curricular and other opportunities offered to pupils?
		Information Technology	
		Design & Technology	
		Special Educational Needs	

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## **PART A: SUMMARY OF THE REPORT**

**Hagbourne C of E Primary School**  
**Oxfordshire**  
**Headteacher: Richard Jones**  
**Date of the inspection: 7-10 February 2000**

Four inspectors led by Lindsay Howard inspected the school. This is a summary of the full inspection report, which is available from the school.

### **INFORMATION ABOUT THE SCHOOL**

Hagbourne is an average sized Church of England Voluntary Controlled primary school. It has 178 boys and girls aged 5-11 years. There are about the same number of boys as girls. There are eleven pupils under the age of five attending fulltime, and 7 attending part-time. The school is situated in the village of East Hagbourne, close to the southern edge of the town of Didcot, in Oxfordshire. The school, which is within a conservation area, serves the villages of East and West Hagbourne. Some children of primary school age from these villages go to private schools. The pupils who live in the villages tend to come from higher social class households. About a third of the pupils come from the local authority housing. There is a broad social mix including some single parent families. The percentage of pupils eligible for free school meals – 10.5 percent - is below the national average. This figure shows a slight increase over the last three years.

The majority of pupils receive pre-school education before they come into school and their attainment on entry is above the national average, but in line with the average for Oxfordshire. Nineteen pupils have been identified as having special educational needs. This is below the national average. Of these, sixteen are in the early assessment stages and one pupil has a statement of special educational need. One of the pupils speaks English as an additional language and the vast majority have a white British heritage. This is low in comparison with other schools. There is very little mobility in the school population.

### **HOW GOOD THE SCHOOL IS**

Hagbourne School is an effective school that makes very good provision for its pupils' learning and all round development. The pupils enjoy school, learn to take on responsibilities and achieve well. Pupils achieve standards which are at least satisfactory. In the majority of subjects standards are good and in some are very good. Teaching is good. The school is involved in many national and international activities which enrich the pupils' experiences. The governors, headteacher and staff work well together to improve the school and maintain the high standards of the previous inspection report. It provides good value for money.

#### **What the school does well**

- Standards of attainment in national tests are well above average for English and science in comparison with similar schools.
- Standards of attainment across the school are well above average for design technology.
- Standards of attainment are well above average for information communication technology in Key Stage 1 and above average in Key Stage 2.
- Standards of attainment across the school are above average in English, science, art, history and physical education.
- Standards of attainment are above average for pupils under the age of five.
- Standards of attainment are well above average for music in Key Stage 2 and above average for music in Key Stage 1.
- Pupils are enthusiastic about school where they are given responsibilities, learn to use their initiative, acquire knowledge, skills and understanding across the curriculum and behave very well.
- Teaching is very good in Key Stage 1. It is good for pupils under five and in Key Stage 2. The very good teaching of basic literacy and numeracy skills throughout the school supports pupils' learning.

- The pupils receive a rich and varied curriculum which is enhanced by the very good provision for personal, social and health education, the wide range of extra-curricular activities and the opportunities for joining national and international initiatives.
- Provision for the social development of pupils is excellent and for their moral and cultural development is very good.
- Provision for pupils with special educational needs is good.
- The school monitors the all round development of its pupils well and the procedures for assessing their attainment and progress are very good.
- Parents are actively involved in the life of the school and contribute very well to their children's learning at home and at school.
- The school is well led and managed, with strengths in the delegation of responsibilities to staff, the identification of appropriate priorities for development and the induction programmes for all staff and governors.
- Educational priorities are supported through effective planning, the excellent strategic use of resources and specific grants.

### **What could be improved**

- The current system for monitoring and evaluating standards and effectiveness has many strengths but some weaknesses. The quality of teaching in the school is monitored separately from the curriculum provision and quality of pupils' learning. This means:
  - there has been insufficient progress on this key issue in the previous report ;
  - the good delegation to the curriculum co-ordinators does not incorporate monitoring the quality of teaching;
  - the full, informal system for monitoring progress and identifying actions required to make improvements does not include written documentation for staff and governors;
  - not all parts of the school improvement plan state clearly how the identified improvements will support pupils' learning and be adequately monitored;
  - and the governors do not have sufficiently robust information to make judgements about how well the school is improving.

*The areas for improvement will form the basis of the governors' action plan.*

Governors could also consider the following points when preparing the action plan:

- How to further raise the standards achieved in mathematics, in both lessons and national tests, to the levels pupils achieve in English and science.
- Whether the school's reaction to a small number of parental concerns is always sufficiently fast and appropriate.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in October 1996. During the inspection pupils attain above average standards in the majority of subjects. This is the same as for the last inspection. Results in the 1999 national tests show that pupils perform very well in English at Key Stage 2 and broadly in line with other schools at Key Stage 1. In the last report results in the 1995 national tests showed that standards were well above average. Results in the 1999 national tests show that pupils perform well in mathematics at Key Stage 2 and below the national average at Key Stage 1. In the last report results in the 1995 national tests showed that standards were broadly in line with the national average. Results in the 1999 national tests show that pupils perform well in science at Key Stage 2. In the last report results in the 1995 national tests showed that standards were above the national average. This shows a mixture of improvement and decline in test standards and may be due to the different ability of the groups of pupils taking the tests.

All the key issues about whole school subject plans have been addressed. There has been an improvement in the planning of lessons in mathematics and science that ensures that the work is well matched to pupils' abilities. The whole school plan for science has been reviewed which ensures full coverage of all aspects of the national curriculum. This shows good improvement. The plan still needs to address the skills needed for investigative work. There has been an improvement in art across the school since the last inspection. Handwriting is now taught regularly and systematically and standards achieved in lessons are satisfactory but pupils do not transfer these standards to their

work in other subjects nor were teachers seen to ask them to.

Assessment procedures are now very good. Portfolios of work have been compiled. Computerised pupil assessment is being developed which will track pupils' progress and achievement more effectively. This is commendable.

The monitoring of the quality of learning has only been addressed since the appointment of a new deputy headteacher eighteen months ago. There is an exemplary programme for monitoring learning in all subjects during the school year. There has been good progress in the rigorous monitoring of the quality of learning by the subject co-ordinators. The findings from the classroom observations and other evidence of learning, such as pupils' work, are discussed in staff and governors' meetings. The monitoring of teaching is done by the headteacher. As this is part of the school's system for teacher appraisal and development, findings are private and cannot be shared with other staff and governors. This means that it is impossible for the inspection team to make a judgement on the improvement in the quality of teaching and its impact on the quality of learning. The separation of the monitoring of the quality of teaching and learning is unhelpful and further progress on this key issue is required.

## STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
English	D	C	A	A	well above average    A above average        B Average                    C Below average         D well below average    E
Mathematics	A	B	B	C	
Science	A	B	B	A	

This table shows that the pupils' attainment in national tests is well above average in English and above average for mathematics and science when compared with all schools. Compared with the results of pupils in similar schools Hagbourne pupils are average in mathematics and well above average in English and science. The table shows a steady improvement in English test results but a decline in the standards reached in mathematics. This decline is due to the differences in ability of the groups of pupils that go through the school. The impact of the literacy strategy may account for the improvement in English results.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a very positive attitude to school. They are interested and involved in their work and the many other activities which the school provides.
Behaviour, in and out of classrooms	Very good. The vast majority of pupils behave well in lessons and around the school. Minor incidents of unkind behaviour were seen within the oldest class.
Personal development and relationships	Good. All pupils are involved in the daily routines of the school. Older pupils help younger ones. All groups within the school relate well to each other.
Attendance	Good. The level of pupil absences is below the national average.

	Pupils are rarely late to school.
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Overall the pupils' attitudes, behaviour and relationships with their classmates and adults who work with them in school are very good. The good relationships have a positive impact on the pupils' personal development and create a good climate for learning. Pupils are given responsibilities which they take seriously. They use their own initiatives to undertake jobs that they see need doing. Though generally pupils understand the impact their words and actions have on others, a minority of the oldest pupils persist in behaving unkindly towards more vulnerable pupils.

## TEACHING AND LEARNING

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

The quality of teaching has improved since the previous inspection because, although the percentage of unsatisfactory teaching is about the same, the percentage of lessons in which the teaching is excellent or very good has more than doubled.

In all but two lessons teaching is at least satisfactory. Of these, 72 percent are at least good and 25 percent are very good. One outstanding lesson was seen in the Year 2 class where teaching is consistently very good. In the Reception class teaching in three-quarters of the lessons is good. In Key Stage 1 in 50 percent of lessons teaching is good and in 36 percent it is at least very good or better. In Key Stage 2 the quality of teaching is more variable and in two lessons for the younger pupils the quality is unsatisfactory. In 38 percent of lessons teaching is good, while in 25 percent of lessons it is very good. The good quality of teaching clearly helps the pupils to learn.

The quality of teaching in English is good and there is some very good teaching in Key Stage 2 and some excellent teaching in Key Stage 1 in the literacy hour. The teaching of mathematics in Key Stage 1 is good. In Key Stage 2, though the quality of mathematics teaching is variable, and one unsatisfactory lesson was seen, overall the teaching is good.

### The strengths in teaching are:

- teachers' subject knowledge and understanding
- the teaching of basic literacy and numeracy skills
- teachers' effective planning
- teachers' effective teaching methods, including those for pupils with special educational needs
- the good use of support staff
- the quality of homework, especially in Key Stage 2

**There are no significant weaknesses** but teachers need to use correct subject specific vocabulary and definitions, especially in mathematics. Throughout the school teachers were not seen to ask pupils to improve the neatness of their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All requirements are met in full. Provision for information and communication technology, design technology and music is very good.
Provision for pupils with special educational needs	Good. Work is well planned and provision is effectively organised to ensure that pupils make good progress. Individual Education Plans are clear and set appropriate targets. Learning support staff and other

	adults are very able and make a significant contribution to the standards achieved by the pupils.
Partnership with parents	Good. Generally the school and parents work well together. The support parents give to the school enhances the quality of learning for all pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision is appropriate to the ages and needs of the pupils and prepares them well for adult life. The provision for pupils' social development is excellent. The commitment to the local community and the wider world greatly influences the lives of the pupils.
How well the school cares for its pupils	Effectively. There is a good standard of care which provides personal and academic support to pupils.

**The strengths in the curricular and other opportunities offered to pupils are:**

- The good quality and range of the curriculum.
- The good balance of statutory and non-statutory curriculum in all subjects.
- The strong and appropriate emphasis on the teaching of literacy and numeracy
- The very good provision for design technology and information and communication technology and music.
- The good use made of the specialist skills of the staff and visitors.
- The excellent extra-curricular provision which gives opportunities for learning to cover a wide variety of talents and interests.
- The very good provision for pupils' all round personal development.

There are very few weaknesses but the provision for promoting high standards in mathematics is not as well developed as it is for English and science.

**The strengths in how the school cares for its pupils include:**

- The very comprehensive Health and Safety procedures.
- The many very good procedures for assessing pupils' attainment and progress.
- The good procedures for monitoring and supporting pupils' personal development.
- The teachers know and support their pupils well.

The policies for behaviour and bullying are not clear enough about procedures. Though the few parental complaints about poor behaviour and bullying are listened to carefully the actions taken are not felt by a small number of parents to be always sufficient, fast and appropriate enough to prevent the same pupils repeating their actions.

**The strengths in how well the school works in partnership with parents are:**

- The school actively encourages parents to be involved in all that the school does.
- Parents contribute very well to their own children's learning at school and at home.
- Many parents help in school in a variety of ways which help promote the quality of all pupils' learning.
- There is a very active Parent Teacher Association which raises large sums of money for the school.

There is a need to improve further the quality of information provided for parents, particularly about pupil' progress.

**HOW WELL THE SCHOOL IS LED AND MANAGED**

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is very well managed. The headteacher, deputy headteacher and key staff work closely together to lead the staff in striving to raise the curriculum standards. The deputy headteacher has set up an exemplary structure and coached key staff in their part of the

	improvement initiative. There are clear links between provision and learning, but less direct links with the quality of teaching.
How well the governors fulfil their responsibilities	Effectively. The governing body fulfils its responsibilities and has appropriate structures for doing so. Governors have a clear understanding of the strengths and weaknesses of the school, but are over reliant on the headteacher for information.
The school's evaluation of its performance	Satisfactory. There is a comprehensive school improvement plan but not all parts state clearly how the identified improvements will support pupils' learning and be adequately monitored. The staff are fully involved in a very comprehensive agenda for monitoring the curriculum to raise standards, but the system for reporting their evaluations to the whole staff and governing body is not sufficiently rigorous. The main approach to monitoring and evaluating the quality of teaching is embedded in the exemplary appraisal system. This means that although individuals are well placed to take actions, the corporate staff and governing body are insufficiently well informed to effect improvements.
The strategic use of resources	Excellent. The quality of pupils' learning benefits from the excellent range and variety of grants and funding that the school obtains from initiatives and projects. But there are no formal systems in place for ensuring that the overall benefits outweigh any potential disadvantages. There is very good application of the principles of best value.

**The strengths of the leadership and management are:**

- The strong and effective leadership of the headteacher and the deputy headteacher.
- The very good contribution, to the quality of education, by staff with management responsibilities.
- The school's aims and values are reflected very well in all its work.
- The very good use of high quality staff, accommodation and resources to effectively meet the demands of the curriculum and the pupils' needs.
- The very good induction programmes for teaching and non-teaching staff and governors.
- The identification of appropriate priorities for development.
- The excellent use of all monies to support the school's identified priorities and new initiatives.
- The very good support given to the school by the governors.

**What needs to be improved:**

- The over reliance of the governors on the information supplied by the headteacher.
- The response to the key issue of monitoring and evaluating the quality of teaching and learning raised in the previous inspection report. The separation of the quality of teaching from the quality of learning, in the otherwise very good system of monitoring and evaluating the school's performance, is unproductive

**PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• That their children like school</li> <li>• The good quality of teaching</li> <li>• The good behaviour of pupils in the school</li> <li>• The expectations which the school has of the work children do.</li> <li>• The school helps children become mature and to take on responsibilities</li> <li>• The range of activities available to pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Parents would like more information about the curriculum that their children will study.</li> <li>• The timing, quality and amount of the information about their children's progress</li> <li>• Information about the amount of homework to be done</li> <li>• The way in which the school deals with complaints and/or problems</li> </ul>

The parents' meeting was attended by 29 parents and 64 percent returned the questionnaire. Many parents attached comments about the school to their questionnaires. The inspection team fully supports the parents' views as to what pleases them about the school. The inspection team found that the practice of giving curriculum information to parents was inconsistent. In some classes all parents automatically receive a copy and in other classes it was available only if parents asked. Parents are informed about their children's progress at parents' evenings. However, as the first parents' meeting does not take place until halfway through the school year, the inspection team agrees that parents do not have information early enough to help them support their child's learning. Class teachers are willing to talk about children's progress informally if parents ask. The inspection team found that pupils have home-school books in which homework is written. The use of the books is inconsistent across the school. The inspection team found that parental complaints are dealt with by the school, but a small number of parents remain dissatisfied with the outcomes.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Pupils start school part-time in the term in which they are five. Most of them have attended nursery school and they come into the reception class with above average attainment. This is in line with the Oxfordshire baseline, which is higher than the national sample. They settle quickly into school and begin to make good progress in all the areas of the curriculum. The majority soon reach, then exceed, the desirable learning outcomes for five year olds.
2. The results of the 1999 national tests for 7 year-olds show that standards are in line with the national average in reading and writing and below average in mathematics. When compared with similar schools the standards are in line with the national average in writing but below for reading and mathematics. The number of pupils reaching the higher Level 3 is close to the national average for reading and writing but well below the average for mathematics. Trends over the last three years show a steady improvement in writing. Trends in reading and mathematics, though showing overall improvement, have been more erratic. Teachers' assessments matched test results for reading and mathematics, but teachers over estimated the number of pupils who would reach Level 3 in writing. In science, where there are no national tests at this age, teachers' assessments indicated that pupils' attainment would be very high in comparison with all schools and broadly in line with pupils in similar schools. There are no significant differences between the results for boys and girls. This is in line with national trends.
3. The results of the 1999 national tests for eleven year-olds are above the national average in mathematics and science and well above average in English. When compared with similar schools pupils' results are average in mathematics and well above average for English and science. The number of pupils reaching the higher Level 5 is well above average in English and above average in mathematics and science. Trends show an overall rise that is broadly in line with national trends. Teachers' assessments matched test results for science, but teachers over estimated results in mathematics and under estimated them in English. This mismatch is surprising given the good quality of assessment that now exists in the school.
4. During the inspection pupils are achieving at least in line with national expectations.

In English pupils' achievement is above average in reading, writing and spelling at each key stage. When speaking and listening pupils generally demonstrate above average achievement. In handwriting standards are average by the end of both key stages in specific handwriting lessons. Pupils' achievement in handwriting, and the presentation of work in other subjects, is unsatisfactory. In mathematics pupils' achievement is generally average throughout the school. Pupils are beginning to work with mental arithmetic well but the majority still find rapid recall of number facts and multiplication tables difficult. In science pupils are achieving standards which are above average. In both key stages they develop a secure knowledge and understanding of science and plan and carry out investigations well.

5. Standards of literacy across the school are satisfactory. Pupils read with confidence for pleasure and to access information. They write for a variety of purposes, both in English lessons and in such subjects as history and religious education, but have few opportunities to write at length.
6. Standards of numeracy across the school are satisfactory. Pupils have skills to cope with everyday mathematics in real life situations and apply the skills well to other subjects such as science and geography.
7. Pupils achieve very well in information and communication technology and design technology in Key Stage 1. They achieve well in English, science, history, art, music and physical education. In Key Stage 2 pupils are achieving very well in design technology and music. They are achieving well in art, history, physical education, information and communication technology, science and English. Pupils' achievement in geography and mathematics is satisfactory in both key stages. In religious education all pupils' achievement is in line with the expectations of the locally agreed syllabus.
8. Pupils' attainment on entering school is above average. They make good progress and by the time pupils complete their reception year they are achieving above average especially in English and mathematics. The pupils' learning is good in the reception class and through Key Stage 2. It is very good in Key Stage 1. Progress for pupils with special educational needs is good throughout the school. The higher attaining pupils generally achieve in line with their abilities but their learning slows when they are not sufficiently challenged in mental mathematics and investigative science work.

## **PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT**

### **The pupils have very positive attitudes to the school.**

9. Pupils arrive in the morning in a cheerful and purposeful manner, going quickly to their classrooms ready for the start of the school day. During the day they move around the school calmly and with purpose. Pupils are usually interested and involved in their work, responding well to what the school provides for them. A key factor in this is the good teaching provided by the school. In well-taught lessons, most pupils display an enthusiastic attitude, which makes a positive contribution to their learning. Pupils of all levels of attainment are interested in their work and will express their ideas and points of view in lessons. They generally work well during whole class discussions, group work and when working individually across the range of subjects. In a few less satisfactory lessons there is insufficient challenge to retain the pupils' attention. They do not take pride in the day-to-day presentation of work

but when there is an outcome such as a prize or a performance they take more care. For example Year 5 pupils, developing a complicated dance routine based on the horrors of war, redoubled their efforts and improved their performance at the thought of performing it to the whole school in assembly. Pupils also take full advantage of the very wide range of extra curricular activities the school offers, an example being the large number of pupils performing enthusiastically at the Line Dancing Club.

### **Pupil behaviour in school is very good across all key stages.**

10. There have been no exclusions in the last year. During lessons most pupils are polite and treat each other, and adults, with respect. There are clear expectations within the school on how to behave, which pupils are aware of and respect. There is a happy unthreatening atmosphere during break and lunch times. Behaviour in the dining hall and playground is very good, with pupils organising their own games and co-operating well together. They show an awareness of those around them. No significant incidents of bullying or other oppressive behaviour were seen during the inspection. Incidents of unkindness to each other were seen in Year 6 lessons. Although it is not a common event, there is sufficient evidence from parents to indicate that, in line with most schools, occasional incidents of bullying do take place. Pupils are trustworthy and they use the school facilities and resources with care. For example in a Reception class lesson on grouping objects children shared the toys well.

### **The personal development of pupils is good.**

11. Pupils are polite, often holding doors open for adults and for each other, for example. Sometimes they use their own initiative to do what is needed, a good example being a Year 6 girl helping a younger pupil doing up an awkward coat zip at lunchtime without being asked. Pupils help with the day to day running of the school in a number of ways, a particularly interesting example being pupils serving the senior citizens at the regular lunches that the school organises. This capacity to help equally applies to the children under five years old, who take their class register to the school office. There is good co-operation between pupils. They help each other in group work and they have an appropriate awareness of the achievements of others. In a Year 6 lesson, they worked very well in groups in both developing and performing their versions of the Niassan creation myth. There was no squabbling over roles or approaches, with all able to contribute to the shared performance. They then applauded the work of other groups with sincerity. Pupils have a good understanding for their age of the impact their words and actions have on other people, but do not always remember this in their day-to-day relationships. Pupils show that they can take some responsibility for their own learning. For example, in Literacy lessons they can get on with their own work whilst the teacher is engaged with another group. Even the youngest pupils under the age of five are capable of demonstrating a good level of confidence in their relationships, both with each other and adults. All staff provide positive role models and pupils respond well to the respect they are shown. Relationships in the school have a positive impact on pupils' personal development and create a good climate for learning. Pupils with special educational needs have positive attitudes to learning and respond well when praised by class teachers and support staff. They work well with other pupils and are integrated well in classes.

### **The attendance by pupils at the school is good.**

12. The level of authorised absence is below the national average and the level of unauthorised absence is negligible. Parents place a high priority on attendance and punctuality.
13. The school's standards have been maintained since the last inspection.

## **HOW WELL ARE PUPILS TAUGHT?**

### **Overall the quality of teaching is good**

14. In 96 percent of lessons teaching is at least satisfactory. Of these 72 percent are at least good and 25 percent are very good. One outstanding lesson was seen in the Year 2 class where teaching is consistently good. Unsatisfactory teaching was seen in two lessons for the younger pupils in Key Stage 2. In the reception class the majority of teaching is good. In Key Stage 1 teaching is very good, especially in Year 2. In Key Stage 2 the quality of teaching, though more variable, is good overall. The good quality of teaching clearly has a positive impact on the pupils' learning, the progress they make and their standards of attainment and achievement. This shows an improvement on the previous inspection because, although the percentage of unsatisfactory teaching is about the same, the percentage of lessons in which the teaching is excellent or very good has more than doubled.
15. The quality of teaching in English is good and there is some very good teaching in Key Stage 2 and some excellent teaching in Key Stage 1 in the literacy hour. The teaching of mathematics in Key Stage 1 is good. In Key Stage 2, though the quality of mathematics teaching is variable, and one unsatisfactory lesson was seen, overall the teaching is good. In Key Stage 1 teaching is very good in design technology, science and information and communication technology. It is good in art, history, music and physical education. It is satisfactory in geography and religious education. In Key Stage 2 teaching is very good in design technology, history and music. It is good in art, geography and information and communication technology. Teaching is satisfactory in science, physical education and religious education. Teaching for pupils who are under five is good.

### **Teachers' good subject knowledge and understanding**

16. The teachers' knowledge and understanding of subjects are particularly good in literacy, numeracy, science, design technology, information and communication technology, history and music. This enables the teachers to give clear explanations to the pupils so that none are in doubt about what is expected of them and no time is wasted. For example when the pupils in Year 2 were shown how to use the computer program 'Colour Magic' the clear instructions enabled them to find and follow the commands, draw, save and print their work without any further help. This is also true of the literacy and numeracy lessons where pupils quickly go to their groups, start work and complete their tasks. In design technology and information communication technology the teachers' very good subject knowledge results in clear learning objectives and high expectations of the pupils.

### **The teaching of basic literacy and numeracy skills is good.**

17. In literacy and numeracy lessons teachers plan very thoroughly and make effective use of the guidance for both strategies. This ensures that each part of the lesson is given the right amount of time for the pupils to learn and to complete their work. The teachers prepare interesting resources, such as number cards for mental mathematics, which help pupils to learn. In a Year 5 literacy lesson the teacher used her own work and that of past pupils to show pupils the quality she expected. The choice of creation myths for a Year 6 text elicited much animated discussion about the need for people to write myths and deepened pupils' understanding of the

diversity of literature.

### **Teachers' planning is effective.**

18. Lessons are well planned. Learning objectives are clearly set down. Plans include time for introductory and plenary activities for the whole class. This enables teachers to explain the aims of the lesson and to ensure that these have been understood and reached by the pupils. Tasks are well matched to the groups or individuals. In many lessons each section has a time allocation which helps to give a good pace to the lesson.

### **Teaching methods, including those for pupils with special educational needs, are effective.**

19. Teachers plan work for the whole class, for groups and, at times, for individuals. When this is well matched to the needs of the pupils, they learn well and achieve high standards. Pupils are well supported by the teacher, learning support assistants and other adults when new work is introduced. As pupils consolidate their understanding teachers give them time to practice skills unaided. In practical lessons, such as art, teachers ensure that there is a balance of time between enough input to support and inspire the pupils and the time needed for pupils to experiment and practise skills and then to produce a satisfying result.

### **Teachers use the learning support staff well**

20. Teachers plan and discuss work with the learning support assistants and this enhances the quality of learning pupils, especially those with special educational needs.

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

### **The school provides learning opportunities that are very good in quality and range**

21. The well balanced curriculum is relevant, purposeful and has many very good features. The provision for information technology, music and design technology is very good and does promote high quality standards. The curriculum is richly enhanced by the diversity of additional high quality experiences that are sought and developed through local, national and international initiatives. The planning for the pupils who are under five years old has many good features and prepares them well for the national curriculum. It does however lack opportunities for physical activities on a daily basis. The school fully implements the National Strategies for Literacy and Numeracy. Information technology is taught as a subject and computers are used effectively to support areas of the curriculum. The planned provision for both key stages is very good and successfully promotes the extensive range of pupils' achievements and their personal, social and health education.

### **All statutory requirements are met in full and are enhanced by numerous cross curricular links**

22. The school meets statutory requirements well, including the provision of religious education in line with the locally agreed syllabus. Curriculum planning and lessons seen indicate a very good use of cross curricular links, for example using the work

of modern artists such as Jackson Pollack and Mondrian as an introduction to teaching paint and draw techniques with the computer. The knowledge gained from investigating the properties of materials in science enables Key Stage 1 pupils to make informed choices when deciding which would be the best fabric to use when designing a coat for a teddy. The myths used in literacy form the basis for discussions by Key Stage 2 pupils on the morals and rights and wrongs in society today.

**The school is well placed for further development of the planned curriculum**

23. The planned provision has improved since the last inspection, especially in Mathematics and science, and in handwriting and art. The whole school plan is currently being amended and updated to ensure that it meets the new requirements of Curriculum 2000.

**The planned provision for the development of skills and understanding related to specific subjects is generally very good**

24. Literacy skills, the use of computers, music and art techniques are taught through very effective strategies. Cross-curricular skills, especially practical problem solving are well developed through challenging design technology projects. Pupils work with a good degree of independence and are encouraged to make considered choices from an early age. However, the provision for learning numeracy skills is less well developed and the skills of scientific investigation lacks rigour and structure in Key Stage 2.

**The provision for pupils with special educational needs is good**

25. The special educational needs co-ordinator successfully organises the provision to ensure that pupils make good progress. Individual Education Plans are clear and set appropriate targets which extend learning and effectively develop pupils' confidence and skills. Adult help is well planned and systems are very effective. Equality of access and opportunity is ensured through the systematic monitoring of pupils' needs and curriculum provision.

**The provision for extra curricular activities and the contributions made by parents and the local community are excellent. These are a strength of the school**

26. The many and varied extra-curricular opportunities are and appeal to a wide range of pupils' interests and needs. These include numerous sports activities, chess, individual music tuition and an orchestra of very high quality, enthusiastic line dancing and an advanced Internet club. The high quality of professional tuition, skilled adult support, the dedication of parents and commitment of pupils all contribute greatly to the provision and high standards achieved.

**The very good provision for personal, social and health education is well structured and extremely comprehensive**

27. The co-ordinator with responsibility for personal, social and health education has developed and provides resources for a comprehensive scheme of work encompassing drugs, sex education and citizenship. This includes planned provision for emotional development, promotes principles which distinguish right from wrong, and develops constructive relationships with partner institutions. This

provision is well supported by outside agencies. Best use is made of the specialist skills of teachers and visitors, such as the school nurse, having a significant impact on the quality, range and challenge of the personal, social and health education curriculum. Opportunities to take responsibility, to show initiative, to respond to challenge and to develop an understanding of living in a community are provided through activities such as the Wittenham survival experience, the environmental improvement project at Shovel Brook and the local community events greatly enhance the quality and range of learning opportunities for all pupils.

### **The school makes very good provision for the pupils spiritual, moral, social and cultural development**

28. Provision is appropriate to the ages and needs of the pupils and prepares them very well for adult life and transfer to the next stage of their education. The commitment to the local community and the wider world greatly influences the lives of the pupils.

### **The provision for pupils' spiritual development is good**

29. The pupils develop an insight into values and beliefs and develop a sense of spirituality in assemblies and class lessons. Pupils are given opportunities to understand the values and beliefs of others through their religious education lessons and through discussions around topics studied in lessons such as English, science, history and geography. For example when Year 5 pupils were discussing the changes in fashion and housing since the 1930s they were sensitive to the information others had gathered from their families. The singing of hymns reflects a sense of spiritual joy and symbols, such as candles, are used well to encourage pupils to reflect and pray. Acts of collective worship, which promote pupils' spiritual development, are carefully planned to give opportunities for prayer and reflection, to think about needs of others and to thank God.

### **The provision for pupils' moral development is very good**

30. The pupils' moral development is enhanced through discussion and stories, and the good role models the staff provide. They learn right from wrong through classroom rules, discussions and assemblies. There are opportunities to discuss matters such as bullying, and the values that the school upholds, in classes and during assemblies. The school aims are consistently reinforced by the teaching and non-teaching staff who are good role models.

### **The provision for pupils' social development is excellent.**

31. Pupils learn to be independent, to rise to challenges and to tackle problems with enthusiasm and skill. From an early age the pupils are encouraged to share, to participate in group work, for example, when sorting materials in science, and to listen to others while they program a toy to move across the room. Pupils are expected to be able to make independent choices, for example in art when creating their own textures and sketches. They are encouraged to value their surroundings, take responsibility for the sensory garden, and to compete fairly when given technology challenges. Older pupils learn important team building skills on a residential visit, raise funds for charities and are responsible for raising public awareness of the important diversity of plants and animals at Shovel Brook. Old age pensioners are regular visitors and are served at lunch by the pupils. The school resources are used well, and valued by the village community.

### **The provision for the pupils' cultural development is very good**

32. The pupils are taught to appreciate their own traditions and the diversity and the richness of other cultures. The international and environmental dimension of the school involves every child, and is a very important aspect of school life. Opportunities are successfully exploited to provide experiences for the pupils which would otherwise be beyond their grasp. The school has a very strong musical life, from individuals playing musical instruments to those playing in the orchestra; and from traditional maypole dancing to the latest line-dancing meeting the needs and interests of all pupils. There are numerous opportunities to explore the wider world, through visits and the Internet. These opportunities promote the skills of all pupils, especially the gifted and talented. However, there is a focus on European cultures, and little on cultures further afield.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

33. The school provides a good standard of care for its pupils. The staff are genuinely concerned about the pupils' wellbeing and they provide both personal and academic help when needed. The school has a strong sense of community and it is a safe environment within which pupils can feel respected and valued.

### **The steps taken to ensure pupils' welfare, health and safety, including the school's arrangements for child protection, are good.**

34. Very good steps have been taken to ensure that the school provides a safe environment. The governors take a lead in ensuring that all required safety tests are carried out. Safe practice was seen in all lessons observed during the inspection. The school's provision for child protection is satisfactory. Staff are aware of their responsibilities under local child protection guidelines, and the school is fulfilling its responsibilities, liaising appropriately with social services. The school has the necessary monitoring and recording procedures in place. When organising the many successful initiatives in which the school is involved the issues of child safety are not always initially fully thought through.

### **Procedures for monitoring and supporting pupils' academic progress are now good.**

35. In the last inspection report, refining assessment procedures was identified as a key issue. This issue has been addressed successfully. Children joining the school receive a baseline assessment and progress is then monitored at frequent intervals, particularly in English, mathematics and science. A computer program is being used to analyse the data. Appropriate samples and records of their academic achievements are kept. The use of assessment information to guide curriculum planning is good, with co-ordinators appropriately involved at regular meetings with the curriculum manager. The mismatch of teacher assessments to national test results indicate that assessment needs refining further. Appropriate guidance is given to pupils on the next steps in their learning. In two year groups, a system is being trialled to send home pupils' short-term targets in mathematics and literacy to assist parents' understanding of their attainment and progress.

### **Procedures for monitoring and supporting pupils' personal development are good.**

36. Teachers know the children well as individuals and are able to use this knowledge

to meet their needs. A formal personal and social skills evaluation sheet follows pupils through their time in the school. Objectives for individual pupils are drawn up and recorded.

### **The promotion of attendance is good.**

37. Registers of attendance are completed properly. Steps have been taken to ensure that parents are aware of the importance of regular attendance. As a result, parents are aware of the school's procedures and follow them. The levels of pupils going on family holidays in term-time has been kept low and the school minimises the impact on pupils' learning by setting appropriate holiday work.

### **The school's measures to encourage discipline and behaviour are sound and help to make the school an orderly community.**

38. The behaviour policy is a limited document which does not provide staff or parents with sufficient guidance on the school's expectations and rules, its approach to discipline, or the range of rewards and sanctions available. Although pupils do generally behave well, there is no defined set of procedures to help reassure parents that the school does take incidents seriously and deals with them consistently. For example, the approach to bullying in the policy is unclear and thus potentially too dependent on the attitude adopted by individual staff members. During the inspection one teacher was heard to say to a child who had complained of being bullied, 'There are some things in life you just have to put up with'. No incidents have been formally recorded in the "green incident book" for a number of years. This recording procedure has lapsed as the incidents referred for attention during the week of inspection were not formally recorded. There is a good but relatively new system in place to allow pupils to put a note in a box to alert staff to difficulties in a discrete way. On a practical level, there are areas of the complicated playground layout which lunchtime supervisors were not seen to supervise.

### **The provision for pupils with special educational needs is good.**

39. Teachers know their pupils well as individuals and are able to support their pupils when they have specific difficulties. The school has good procedures for pupils with special educational needs and guides their teaching through individual education plans. Teachers monitor progress through regular reviews.
40. The school has maintained its good provision for pupils' welfare since the last inspection.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

### **Overall the school works well in partnership with the majority of parents.**

41. Overall parents are supportive, as would be expected from a popular and over-subscribed school, with strong support for the school ethos. However, for a significant minority of parents, their support is conditional, with some ambivalent attitudes towards the school. On the plus side, parents believe that its particular strengths are that their children like school, that they are expected to work hard, and that they benefit from the good range of extra curricular activities. Parents tend to agree that their children make good progress, behave well, that teaching is good, and that the school is well led and managed.

### **Parental concerns about the school's public image.**

42. The school is in an affluent area where some parents opt to send their children to private schools. The school works very hard at promoting its public image. There is an emphasis on gaining good publicity for the school in the media. Parents can see both sides of the issue over the schools' marked emphasis on international contacts, obtaining awards and entering competitions. At one level, they do appreciate the wider horizons such activity provides for the children who participate, but they are also conscious of the toll that this takes of teachers' time and energy and of other school resources. Parents respect the headteacher's clear and uncompromising vision for the school, his drive and his enthusiasms. However, they believe that sometimes parental concerns are covered up so that the school retains its good public reputation. The inspectors find that concerns are dealt with, but not always fully, openly and appropriately.

**Parental concerns about children's progress and homework.**

43. A significant minority of parents does not feel that they are kept well enough informed about their child's progress. This is because the first parents' meeting to discuss the progress of individual children is held in the Spring Term. Several parents suggest holding this earlier in the school year. The inspection team support this view. Teachers are always willing to talk to concerned parents before and after school, though it is more difficult to arrange appointments for parents who work. A significant minority of parents were unsure about the school's homework policy. There is inconsistency in the way in which individual teachers use homework. While in Years 5 and 6 pupils have regular and varied homework pupils in other classes do not. This does not prepare pupils for the demands made on them in the older classes. The younger pupils take home books to read and spellings to learn.

**Parents are provided with satisfactory information.**

44. Both the prospectus and the annual governors' report to parents are readable documents that give a good picture of the school. There are regular newsletters to keep parents in touch with the life of the school. The written reports on pupils' progress, sent to parents in the summer term, are satisfactory. Some parents would appreciate more information on a regular basis about what is being taught and this communication could be improved; the school is already piloting ways to do this in two classes. It is clear that the school's parents do have high expectations in terms of information, which provides the school with a real challenge if it is to meet them.

**The links parents have with the school are very good.**

45. Most parents assist their children's learning through support at home for reading and more formal homework. In particular, some of the project work that pupils carry out at home reflects considerable family efforts, just one example being a magnificent rainmaker musical instrument made at home. The school has provided home-school diaries to encourage parental involvement and these are used as a two-way means of communication with many parents. Parents of pupils with special educational needs are involved in regular reviews of progress and contribute to the setting of targets for these pupils. Parents attend the annual statutory review of pupils' statement of special educational need. The majority of parents have signed the home school agreement, although inevitably where parents were already so supportive, there are, as yet, no discernible effects from this initiative. A very good number of parents help in school on a voluntary basis, and they are briefed and deployed well by teachers to support children's learning. The school values their

help. There is a very active and supportive Parent Teachers Association, which raises significant sums of money for the school.

46. The good quality of the school's partnership with parents has been maintained since the last inspection.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

### **The school is very well led and managed, with many strengths.**

47. There is a clear commitment to raising standards and systems and strategies already exist for the action necessary to make further improvement. The headteacher, deputy-head and curriculum co-ordinators work closely together to lead the staff in raising the curriculum standards in areas identified as requiring improvement. The headteacher has a broad vision for the school with clear aims and values that have been agreed by all staff and governors. He gives a strong steer for the direction of the school. The staff and governors work well together with a clear sense of purpose.
48. Through good delegation to the curriculum co-ordinators, the deputy headteacher gives excellent leadership for monitoring curriculum standards. She holds regular meetings to diagnose problems, select strategies for action and to evaluate outcomes. The monitoring system has clear links between provision and learning, but fewer direct links with the quality of teaching. The teachers have high expectations for standards of behaviour, competitions, displays and participation in extra curricular activities, but inconsistent expectations for day to day work and some homework, much of which is scruffy or unfinished.

### **The governing body is fulfilling its responsibilities well.**

49. The governing body has appropriate structures for fulfilling its responsibilities. They have a clear understanding of the strengths and weaknesses of the school, but are over reliant on the headteacher for information. They rarely question the information offered by the head and staff whom they perceive as having almost unquestionable professional knowledge. They have a good balance of skills, are very supportive and work hard. They are aware of their individual roles and corporate responsibilities. They hold regular, well attended meetings. Each governor has an identified area of curriculum interest. The governing body are fully involved in the school development and related financial planning. This work successfully supports the school's priorities. The governors are proud of the school's involvement in projects and keeping the school in high profile and have always supported such involvement. Although the initiatives and projects broadly fit with school improvement there is no clear method of assessing the relative merits of new initiatives, nor an explicit rationale for selection.

### **The action taken to monitor and evaluate the school's performance is satisfactory.**

50. The curriculum co-ordinators are highly involved in a comprehensive agenda for monitoring the curriculum to raise standards, but the system for reporting their evaluations to the staff and governing body is not sufficiently rigorous. The main approach to monitoring and evaluating the quality of teaching is set in the appraisal system. This means that although individuals are well placed to take actions, the staff and governing body as a whole are insufficiently well informed to be fully

effective. The staff make good use of national assessment data for identifying priorities which are fed into the school improvement plan. The sections on literacy, numeracy, curriculum monitoring, assessment and target setting are thorough with clear actions, costings and evaluation criteria. The sections on monitoring teaching, information and communication technology, refurbishing the infant toilets and the Shovel Brook project cannot be easily evaluated. The staff are good at targeting the performance of pupils with special needs, but do not fully utilise baseline assessment nor target the performance of higher attaining pupils and gifted and talented pupils.

51. There has been good progress on the Ofsted Action Plan since the deputy head joined the staff 18 months ago. Prior to that progress was slow. She has managed to complete the majority of the action points. There has been insufficient progress in rigorously monitoring the quality of teaching. The headteacher observes all teaching staff at least once a year. This is linked with the thorough appraisal system, where teachers are set annual targets for improvement. Although the system is exemplary, this is a confidential process and no judgement can be made on the rigour or how it secures improvement. Individual staff are supported where improvement is necessary and the whole staff discuss how standards overall can be improved. The curriculum co-ordinators discuss the outcomes of the curriculum monitoring with individual staff, at a meeting between the deputy and the appropriate co-ordinator, and at staff meetings. The observation sheets are comprehensive, suitable and completed in full but comments are descriptive, focussing on the curriculum provision and the pupils' responses and outcomes. Reference to teaching is part of the process but not high profile. The sheets have no evaluative judgements and no written report with overall outcomes and issues are provided for staff or governors. Staff meeting minutes recording the areas of strength and strategies for improvement lack specific detail.

#### **The strategic use of all resources is excellent**

52. There are good systems for financial administration. The bursar, secretary and headteacher work well together and the financial administration does not interfere with teachers' work. The headteacher and governors have sufficient information to ensure that finances are kept in good order and costs easily determined. Good use is made of new technologies such as the E-mailing of absence information between home and school and the use of the school web site. An excellent range of grants are used for their designated purpose which benefits the quality of learning. Although the initiatives and projects broadly fit with school improvement there is no explicit rationale for their selection.

#### **The provision and use of staffing, accommodation and learning resources is very good.**

53. All staff have had training for implementing the literacy and numeracy strategies. Each teacher plans work for support staff who make a good contribution to the quality of learning when they work with groups. This is of particular benefit to pupils who find learning difficult. All staff and governors have full individual induction programmes. Excellent examples were seen for the secretary, the newly qualified teacher and a new governor. Those involved value the programmes and feel they enhance their expertise and give them confidence. People who serve the school in a variety of ways, such as the excellent catering and cleaning staff, feel valued and their work is fully appreciated by the school. Colleges from the United Kingdom and

North America, who use the school for placing students who need additional support programmes, value the school. The staff make very good use of the building by creating a stimulating, informative environment to support learning. This is not an easy task in the older part of the building. There is insufficient space and no resources for the youngest pupils to have benefit from outdoor play and physical development. With this exception the school is very well resourced.

**The school applies the principles of best value very well.**

54. Although the systems for comparing standards with other schools and the justification of the use of resources have not been formalised, the school applies the principles of best value very well. The governing body is over reliant on the headteacher and is not sufficiently active in evaluating spending as there are no formal systems in place for ensuring that the overall benefits of proposed expenditure outweigh any potential disadvantages.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**Hagbourne Primary School has many strengths that far outweigh the weaknesses.**

### **Key Issues:**

55. The governors do not have sufficiently robust information to make judgements about how well the school is improving because the current system for monitoring and evaluating standards and effectiveness has many strengths but some weaknesses. The quality of teaching in the school is monitored separately from the curriculum provision and quality of pupils' learning. This means:
- there has been insufficient progress on this key issue from the previous report;
  - the good delegation to the curriculum co-ordinators does not incorporate monitoring the quality of teaching;
  - the full, informal system for monitoring progress and identifying actions required to make improvements does not include written documentation for staff and governors;
  - not all parts of the school improvement plan state clearly how the identified improvements will support pupils' learning and be adequately monitored.
- The headteacher, staff and governors need to ensure that the curriculum co-ordinators monitor both teaching and learning and provide written evidence for staff and governors so that accurate judgements can be made about how the school is improving. (Paragraphs: 51, 90, 117, 121, 139, 145)
56. **Other issues which should be considered by the school:**
- The implementation of a variety of strategies to further raise the standards achieved in mathematics, in both lessons and national tests, to the levels pupils achieve in English and science. (Paragraphs: 3, 4, 24, 78, 80, 81)
  - A review of the school's behaviour and bullying policies so that the procedures are clearly stated and that the school's reaction to a small number of parental concerns is always sufficiently fast and appropriate and in line with the revised policies. (Paragraphs: 38, 42)

## **OTHER SPECIFIED FEATURES**

57. The headteacher takes the lead in ensuring that the school is part of many local and national initiatives. These provide the impetus for high standards in English, design technology, information and communication technology and music, promote the

school's good image and provide additional funding, resources and expertise. The initiatives have a wide ranging educational focus including: pupils' environmental work around Shovel Brook; international links through comenius; business links through the Rover scheme and in teaching information and communication technology by using large classroom computer monitors. Initiatives such as Investors in People and links with North America benefit the staff through the identification and valuing of professional development that supports high standards of teaching.

## 58. PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	29

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	23%	47%	24%	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	178
Number of full-time pupils eligible for free school meals	N/A	14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
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	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	12
	Girls	13	13	13
	Total	24	26	25
Percentage of pupils at NC level 2 or above	School	86 (89)	93 (89)	89 (74)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	14
	Girls	13	13	14
	Total	24	25	28
Percentage of pupils at NC level 2 or above	School	86 (93)	89 (85)	100 (85)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### 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	17	15	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	16
	Girls	13	9	13
	Total	27	23	29
Percentage of pupils at NC level 4 or above	School	84 (75)	72 (68)	91 (82)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	15
	Girls	11	11	12
	Total	25	26	27
Percentage of pupils at NC level 4 or above	School	78 (74)	81 (78)	84 (82)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	170
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)	8
Number of pupils per qualified teacher	22.3 : 1
Average class size	25.4

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	66

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998/1999
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	£
Total income	310613.00
Total expenditure	306560.00
Expenditure per pupil	1640.00
Balance brought forward from previous year	12865.00
Balance carried forward to next year	16918.00

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	183
Number of questionnaires returned	118

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	3	0	1
My child is making good progress in school.	41	43	8	1	7
Behaviour in the school is good.	39	51	7	0	3
My child gets the right amount of work to do at home.	26	47	20	2	5
The teaching is good.	44	49	4	1	2
I am kept well informed about how my child is getting on.	22	49	18	8	3
I would feel comfortable about approaching the school with questions or a problem.	44	39	11	4	2
The school expects my child to work hard and achieve his or her best.	57	37	5	0	1
The school works closely with parents.	40	43	14	3	1
The school is well led and managed.	35	54	5	5	1
The school is helping my child become mature and responsible.	44	47	5	1	3
The school provides an interesting range of activities outside lessons.	53	37	3	3	3

### **Other issues raised by parents**

- The undue emphasis placed on taking part in a wide range of competitions and initiatives

## **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**

59. Overall the provision for and teaching of the children under five is good. Each term the children who are nearly five begin school on a part time basis, and attend full time after their fifth birthday. Their attainment is in line with the Oxfordshire baseline, which is higher than the national sample group for four year olds. They enter school with strong opinions and the confidence to get on with tasks. Their literacy and numeracy ability means that they are well placed to make progress as a result of the rich range of activities offered. They settle quickly into school and the majority make good progress in all the areas of learning. Those who find aspects of learning more difficult are identified and offered good programmes to support their learning and they too make good progress. Children are on course to meet all the desirable learning outcomes by the age of five.

#### **Personal and social development**

60. Personal and social development is given an appropriate high priority and the children fully attain the desirable learning outcomes. In the short time they have been in school they have established very good relationships with their teacher and other adults who work alongside her. They share and co-operate well, are able to concentrate, select activities and remain occupied for sustained periods. They are already independent in many respects such as dressing themselves, organising their belongings, and eating with older pupils in the dining hall. They are learning to understand their beliefs and those of others, for example through learning about Christian and Hindu wedding customs. Routines are well established and the children's well-managed behaviour enables them to learn and make good progress. Teaching is good.

#### **Language and literacy**

61. Overall the children's attainment in literacy is good. The majority have already reached the desirable learning outcomes in listening, reading, writing and understanding language. This supports their learning in all other areas. The few who are not yet attaining such high levels are well supported by planned, suitable activities with learning support assistants helping individually or in small groups. The children are all able to engage in conversation and make themselves understood. They have a rich and wide vocabulary for example when discussing shades of red they offered the alternatives of dark red, black red and burgundy. The children get very excited about the content of stories. They wait in anticipation to know what happens next. They can recall characters from stories such as 'Ten in the bed' and have a good memory of what happened. The oldest children are already beginning to read and know words such as 'it', 'is', 'and', 'my' and 'brown'. They recognise words within words such as "and" in "Grandma". The vast majority recognise initial sounds accurately. They are all beginning to form letters correctly and write their names. The higher attainers can write well, for example one boy wrote three lines of text unaided. The children make good progress as a result of carefully planned teaching and well structured discussions. Teaching is never less than satisfactory and in half of the lessons it is good.

## **Mathematics**

62. The children are on course to meet the desirable learning outcomes by the time they are five. Their good use of mathematical language supports their learning when they work in pairs and small groups. They are familiar with number rhymes and enjoy mathematical stories. They all recognise, name and write numbers from 0 to 10, and the oldest children count accurately to 20 and beyond. If they can't write the numbers from memory they check them on a number square. The most able children co-operate well, negotiate the rules of a number game, compare numbers when identifying the larger and smaller ones from pairs and solve practical problems. Those who find learning difficult are well supported, can order and write numbers up to 10 and identify which numbers come before and after digits. The well resourced group and individual work gives children the opportunity to count and this supports their progress. Teaching is never less than satisfactory and in half of the lessons it is good.

## **Knowledge and understanding of the world**

63. The children are on course to meet the desirable learning outcomes by the time they are five. The children are given the opportunity to investigate a range of materials, equipment and technology. For example when making pathways with the Roamer they confidently clear the memory and programme it to turn left, right and go straight on. In science, when they look at how toys, such as windmills, move, they observe and ask questions, sometimes recording their learning individually or as a group. They talk readily about their life experiences such as things from the past, and are enjoying setting up a toy museum with well-loved family toys. The wide range of experiences appeals to their curiosity, extends their knowledge and vocabulary, thus supporting learning. Teaching is good.

## **Physical development**

64. The children are on course to meet the desirable learning outcomes by the time they are five. All children attain good standards in their physical development. They are co-ordinated and control their movements when handling tools such as paintbrushes and using construction toys. They are energetic, run confidently and enjoy using the school hall. They can form shapes with their bodies and are beginning to join their moves into sequences. Their development is restricted by the lack of nearby daily opportunities for physical outdoor play involving climbing, sliding, balancing, or pushing and pulling toys. Teaching is good.

## **Creative development**

65. The children have a good knowledge of colour, shape and form and identify preferences of style. They enjoy discussing the work of artists such as Matisse and comparing his work with that of other artists they know, such as Andy Warhol. They respond thoughtfully, recognising colours and variations in shade accurately. When discussing pictures, they use their imagination and their prior knowledge to make links with Indian head-dresses, butterflies, flowers and the process of making bread. They demonstrate good printing techniques, competently wipe off excess paint and make neat patterns. The quality of teaching is good and the high quality discussion fully supports learning. However tight direction of group work sometimes restricts the children's creativity and does not fully stretch the most talented.

66. Teaching in the reception class is good. It is never less than satisfactory and five out of seven lessons are good. The good teaching is characterised by detailed planning based on the teacher's good assessment of children's abilities, which helps her to plan a rich range of learning opportunities. The teacher's careful use of questioning at the start and end of lessons draws out key points to help the children extend their vocabulary and knowledge. Well organised sessions, particularly in literacy and numeracy sessions, ensure sufficient time for whole class and group activities that proceed at a pace that maintains children's interest and motivation. The teacher has good strategies for dealing with disruptive children, ensuring that they do not interfere with learning. Occasionally the teacher's use of incorrect language such as largest rather than larger, limits learning. The classroom and veranda are attractive, interesting and organised to offer a rich variety of learning opportunities. However, during the inspection the children had little chance to use resources independently, because for the majority of time they were directed to specific work planned by the teacher. The learning support assistant provides effective support for the children who need additional help to make good progress.
67. There is a suitable but very succinct early years policy. Careful records are kept for each child. A vital part of the children's introduction to school is a home visit, which provides an opportunity for the family and school to exchange information. Parents are welcomed and encouraged to come into class and share their child's experience. Baseline assessment is carried out early in the child's first term and this provides a useful input to each child's profile. Assessments are used to help the teacher plan activities that challenge the children to learn well and make good progress. The two early years co-ordinators effectively monitor the quality of curriculum provision and continuity of learning. They have successfully sought advice from the local authority adviser to help them ensure that there is a suitable, continuous programme of work beginning with the desirable learning outcomes and progressing to the national curriculum. With the exception of physical development, the curriculum provision is satisfactorily resourced.
68. The previous inspection report did not include a section on the provision for pupils under the age of five. It is therefore not possible to comment on the quality of improvement in this provision.

## **ENGLISH**

69. Overall standards in English are good, which remains in line with the judgements made in the last inspection. In the Key Stage 1 tests for English boys and girls performance in relation to the national average last year and over the last 4 years was close to national average. In comparison with all schools pupils are in line with the average scores for reading and writing. When compared with similar schools they do not appear to be doing quite so well as their results are in line for writing and below average for reading. In 1999, with the exception of the higher levels of writing, the teacher assessments were in accord with the test results the pupils achieved. In the Key Stage 2 tests last year the performance of pupils in Key Stage 2 English was well above the national average, with the boys doing slightly better than the girls in reading. In comparison with all and similar schools the results were well above average. The school met the 1999 literacy targets.
70. The National Literacy Strategy has been very well implemented and is supporting the consistent attainment throughout the school. Most pupils enter school with skills and knowledge in English that are above average. They have a varied vocabulary,

good knowledge of sounds and letters and make a good start to reading and writing. Overall they achieve good standards in the early years, which are maintained in Key Stage 1, and extended in Key Stage 2 where they attain very good standards towards the end of Years 5 and 6. The discrepancy between last year's teacher assessment and tests result for higher level writing in Key Stage 1 is not statistically significant, but it has been taken into account in the school's interrogation of data. The pupils who have special educational needs are identified early and given appropriate learning targets and support, which helps them make good progress. The gifted and talented pupils are recognised and supported in the early years and Key Stage 1, but flourish in Key Stage 2 when increasing challenge promotes appropriate standards attainment and high quality work such as the poetry based on Walter de La Mare's poem "Silver".

71. In both key stages pupils' attainment in speaking and listening is good. By the end of Key Stage 1 the pupils talk with confidence and they discuss and explain ideas. For example in Year 1 the pupils discuss the behaviour of the characters in "Cinderella", using words like "gentle and kind" and considering the benefits of forgiving people. They are able to compare and contrast traditional tales with more modern stories. By the end of Year 2 they talk in a broader range of contexts, questioning others and making inferences such as "this word is like a sum using words". The pupils' good vocabulary is built on and extended throughout Key Stage 2. In Year 3 they use a range of adjectives like ferocious, enormous, and by Year 6 they can use similes and metaphors such as: "A CD is a like a halo shining in your hand, a hypnotising disc putting you in a trance". The pupils in both key stages enjoy performing and watching others perform in class and in assemblies. Their listening and speaking skills enhance their performance in all aspects of the curriculum.
72. Pupils' attainment in reading in both key stages is good. In Key Stage 1 the pupils read a range of material demonstrating good understanding. In group work they enjoy the fun of story. The lower attaining pupils use picture cues to help with text, they have a go but are not always accurate. The higher attaining pupils are fluent and accurate; they read independently with a good grasp of meanings. Those who are between these levels use phonics sensibly to help their decoding of unfamiliar words. In Key Stage 2 the pupils build on the good start and most read widely and fluently by the end of Year 6. They read accurately in whole class and group work, making confident contributions to lessons. When reading individually they select from a wide range of authors and have well reasoned preferences. They enjoy fiction and can draw inferences and make deductions from difficult texts such as a creation myth. The pupils draw on a wide range of non-fiction texts, CD Roms and the Internet to acquire information, applying suitable strategies to establish meaning.
73. In both key stages pupils attain good standards in writing. By the end of Key Stage 1 pupils can write punctuated sentences using capitals, full stops and interesting phrases. They are beginning to organise and structure their work well. Spelling is increasingly accurate and pupils support one another to sound out words, making good attempts for difficult words. The higher attaining pupils are challenged to write in greater length and to find interesting descriptive words and phrases, whilst the lower attaining pupils are given supported tasks that link with their individual learning targets. As noted in the previous inspection by the end of Key Stage 2 the pupils' writing demonstrates a range of styles for different purposes and audiences. They are competent writers, who spell accurately, sustain and develop ideas, and

use an extensive rich vocabulary. The literacy strategy has been well used to maintain the previous high standards. Suitable emphasis is placed on modifying and improving work, and the walls of every classroom celebrate the high standards obtained. Homework supports the quality of work and writing skills are applied appropriately in all other subjects. Since the last inspection the quality of pupils' handwriting has improved overall. There is a consistent approach to forming and joining letters. All pupils practise skills on a daily basis producing books full of well formed writing. As this work is the same for all pupils for some it is a wasted learning opportunity and the skills learned are not consistently applied to other aspects of English and work in other subjects.

74. The quality of teaching in both key stages is good in eight out of ten lessons. In Key Stage 1 it is always good and occasionally excellent. In Key Stage 2 it is never less than satisfactory, and almost half of the lessons are very good. The features of the good teaching are very good subject knowledge; careful planning and preparation; clear learning objectives that are shared with and followed by the children; and very good lesson organisation and management. The relationships between the staff and pupils are good. The higher attaining pupils are well challenged and the lower attaining pupils are helped to achieve their best by carefully targeted work and the support of well trained learning support assistants. Staff make good use of encouragement, feedback and praise during lessons and use assessment to plan tasks and class inputs that match the pupils learning needs. Where teaching, though satisfactory, was less good, objectives were less clear, the pace slackened, or the teacher spent too long with one group impeding the learning opportunities of the other pupils.
75. The pupils throughout the school are interested, keen and enjoy the literacy work and the quality of learning is consistently good in both key stages. The pupils work independently and at a good pace, frequently supporting one another if help is required with spelling or ideas are not forthcoming. Throughout the school pupils are aware of their own ability and in Key Stage 2 they know what they need to do to improve their work. Their learning benefits from good teaching, a well balanced curriculum, the range of projects that the school is involved with and parental help in reading and other homework. Pupils with special educational needs learn well and make good progress in relation to their ability. The higher attaining pupils are generally well challenged and both boys and girls get access to all aspects of the English learning opportunities offered. The pupils use their imagination to create interesting contexts, and their information technology skills to seek information and word process work. The scope for appreciation and wonder in the reflective aspects of English helps them to develop their spiritual awareness. The good organisation and range of topics addressed makes a good contribution to the pupils' social, moral and cultural development.
76. There is a suitable, succinct English policy which guides practice in school. The staff keep detailed records of curriculum coverage and pupil's progress. They make regular assessments which are fed back to pupils and when required to other staff. The quality of work is moderated and the staff discuss the progress of the implementation of the literacy strategy. The co-ordinator has a purposeful timetable for monitoring the quality of provision and learning in English. She is well informed by data analysis, sampling work and classroom observation. She discusses outcomes with the deputy headteacher and verbally reports findings to staff meetings and individual staff. As a result of the monitoring staff agree actions required to make improvements and strategies for improvement are put in the

school improvement plan. This leadership is setting good educational direction for English. The school is successfully addressing issues of, performance in reading at Key Stage 1, the quality of handwriting, and is beginning to raise standards in line with those achieved in other schools.

77. Resources for English are good, as a result of careful long term budget management. The book provision in fiction and non-fiction is sufficient, accessible, attractively displayed, of good quality and very well used. The subject is well supported by information technology. The libraries are small, but well located close to classrooms. The staff are making good use the accommodation and resources available to raise standards further in English. They have all received training for the literacy strategy and are working hard to implement it.

## **MATHEMATICS**

78. In the 1999 Key Stage 1 national tests the pupils' attainment at the expected Level 2 and above was close to the national average in relation to schools nationally and in comparison with schools with pupils from similar backgrounds. Pupils' attainment at the higher Level 3 was well below the national average for all schools and below average for similar schools.
79. Based on the evidence of pupils' work and the lessons observed, pupils at the end of Key Stage 1 are attaining in line with national expectations. The school is maintaining the standards seen at the previous inspection. There are some variations in attainment in Year 2 where some pupils are reaching levels of attainment which are above those expected nationally. By the end of the key stage, pupils can understand place value to tens, read and write the words for numerals to 100, recognise line symmetry of simple 2D shapes, know the properties of some 3D shapes, calculate with money to 100p, recognise halves and quarters and estimate using standard measures. The youngest children are already beginning to develop simple mental strategies for working out number bonds to ten and use Venn diagrams with intersections to sort shapes with straight and curved edges.
80. In the 1999 Key Stage 2 national tests the pupils' attainment at the expected Level 4 and above was close to the national average in relation to schools nationally and in comparison with schools with pupils from similar backgrounds. Pupils' attainment at the higher Level 5 was above the national average for all schools and for similar schools.
81. At the end of Key Stage 2 evidence from lesson observation and the scrutiny of pupils' work shows that levels of attainment are in line with national expectations but, within the key stage, there are year groups attaining levels above those expected for their age. The school is maintaining the standards seen at the previous inspection. By the end of the key stage pupils are able to employ mental strategies to solve number problems. Regular practice and reinforcement develops these skills and improves the pupils' speed of calculation. However at the end of the key stage there are a significant minority who are slow to perform mental tasks and are confused about the appropriate function to use to solve a problem. By the end of the key stage pupils can double two digit numbers, understand the links between decimals and vulgar fractions, are familiar with number rules using numbers to thousands, understand equivalent fractions, probability and square roots, use positive and negative numbers They can enter information into a database and draw and interpret graphs; they understand and can determine the mean, mode and

median of a set of data.

82. Learning is good in Key Stage 1. The youngest pupils are already consolidating basic number skills, learning to estimate and measure and being challenged to record information. Learning is unsatisfactory where the challenge of the mental work is too undemanding for the higher attainers. The match of work to ability is good for group tasks. Year 2 pupils cutting out symmetrical shapes from folded paper were excited when one of them noticed that the hole left after the shape was cut was also symmetrical.
83. At Key Stage 2 there is evidence of pupils consolidating and developing subject knowledge. Pupils' mathematical thinking is appropriately challenged to enable them to develop an understanding of the different strategies available for solving problems but there is insufficient attention given to providing examples that the lower attainers are able to access. Questioning, interaction and modelling are used effectively to move pupils forward and the activities within the main part of the lesson are generally well matched to the abilities of pupils. Year 5 pupils creating reflected patterns quickly realised that the patterns could be repeated again and again if the reflections are copied above and below the original as well as on both sides.
84. The emphasis on mental maths is having a positive impact on the quality of learning. It is providing pupils with an understanding of how numbers and number operations inter-relate with one another and how these links can be used to solve problems. However pupils do not always transfer prior learning from written work to mental mathematics. For example when finding decimal numbers between two given numbers pupils did not use their prior knowledge of cardinal number to ensure their answers were correct.
85. The attitudes and behaviour of pupils in mathematics lessons is very good in Key Stage 1. The attitudes of the oldest pupils in Key Stage 2 is also very good. On the rare occasion when it is only satisfactory it is the result of a few pupils finding the mental tasks too easy and not taking an active part in the lesson. Where pupils' response is good, pupils are well behaved and highly motivated. They show sustained interest in the activities respond to questions with enthusiasm and thoroughly enjoy the success and rewards of achievement. In group work they work well together, co-operating and remaining on task, even when the task is difficult. They persevere to complete activities and show respect for the suggestions of others. Pupils do not always take pride in the presentation of their work which is often untidy and poorly written. At times carelessly written numbers cause pupils to give wrong answers.
86. The quality of teaching is good for the younger pupils in Key Stage 1 and very good for the older pupils. In Key Stage 2 the quality of teaching is more variable. Though two-thirds of the lessons were good or very good, one lesson was unsatisfactory. Teachers' planning is thorough and the introduction of the format of the numeracy strategy has had a positive impact on pupils' learning. During mental oral sessions effective questioning is used to challenge pupils' mathematical thinking and to reinforce their recall of number facts. Pupils are managed well and many lessons are made fun for them. The enjoyment of the challenge and the stimulation of activities are evident in the enthusiastic response of pupils. In the mental activities the match of work is usually in line with the abilities of pupils but the next level of challenge is not always presented to the most able pupils. At times the teachers' use of mathematical terms and definitions is incorrect, for example the incorrect

definitions of 'scalene' and 'tessellation'.

87. The requirements of the mathematics curriculum are appropriately met with evidence of all the attainment targets being covered. Most lessons contain an element of number and the skills involved are often appropriately linked to follow up group activities focussing on other attainment targets such as shape and space or data handling. The emphasis in most of the teaching is on the use and application of number to solve problems and there is evidence of investigation in most classes.
88. All pupils have equal access to the mathematics curriculum and the needs of pupils with special educational needs are appropriately considered when group activities are planned. No pupil has an individual education plan which concentrates on mathematics but generally lower attaining pupils receive good quality support from the learning support assistants and other classroom helpers. These assistants have received one day's effective training for the national numeracy strategy.
89. A process of annual testing has been put in place in order to measure pupil attainment and progress on a year by year basis. The results of these tests are being recorded on a spreadsheet and it is intended that the information gathered will help to inform future planning. Pupils are also assessed at the beginning and end of each unit of work. Recently target setting for individual pupils has been introduced and this has motivated the pupils to do better. It should also raise overall standards in mathematics.
90. The co-ordinator is enthusiastic and informed, having attended a number of relevant courses to update herself on developments in the mathematics curriculum. The school policy for mathematics clearly defines the purpose of mathematics teaching in the school and provides guidelines that are followed, in practice, by most teachers. The policy is concise but relevant and is clearly reflected in the work. The co-ordinator has carried out classroom observations of the quality of learning. The quality of teaching is monitored by the headteacher and as yet the quality of teaching and learning are not considered together. The co-ordinator also monitors the evidence of the work being done through looking at planning and pupils' work.
91. The classroom accommodation is adequate for the delivery of the curriculum with space for pupils to work together as a whole class as well as to work in smaller groups. Published resources are used to supplement the original maths scheme of work. These include additional books for mental mathematics. The resources available for mathematics are effectively used and there are sufficient resources to meet the needs of the existing curriculum. The recently created resources for mental maths are enabling pupils to interact and respond to questioning effectively.

## **SCIENCE**

92. The overall attainment of pupils is good and pupils achieve high standards in their knowledge and understanding of science.
93. This is reflected in the results of the 1999 national tests. The attainment of pupils by the end of Key Stage 1 is very high in comparison with the national average of those pupils achieving Level 2 in the knowledge and understanding of science and broadly in line with those achieving Level 3. Results are however below the national average in their experimental and investigative process skills.

94. In the 1999 national tests the attainment of pupils at the end of Key Stage 2 was above the national average and very high in comparison with the average for similar schools.
95. By the time they are 7 the pupils can discuss how toys move on the ground and in the air, care for stick insects and have a very good understanding of a wide range of materials and their properties. They can use the appropriate scientific vocabulary, and record their findings on charts and tables. They are developing an understanding of the scientific process very well through the introduction of a planning framework for their investigations. They understand how to make independent choices and reasoned guesses, and to carry out fair tests. For example to find out which materials stretch, tear, are waterproof and are transparent they can use prior knowledge gained to solve problems such as, how to mend a hole in a bucket, and which material would make the best pair of gloves or teddy's coat. The introduction and use of a clear method of planning, carrying out tests, recording findings and using what they have found out has raised the standard of work and the level achieved is now good. This is an improvement on the attainment found at the previous inspection.
96. By the time the pupils are 11 they know more about their own bodies and can make model skeletons using the correct vocabulary when discussing the bones and joints. They understand about forces, gravity and air resistance and are able to appreciate that spinners can be made to travel at different speeds when the size, material or weight is changed. They can discuss the properties of light and experiment with sensors to investigate the quality of light transmitted through different materials and colours. The pupils have a very good understanding of the local environment and are able to identify and draw the plants and animals, creating a display of a very high standard. However the pupils' understanding of the science process, how to plan, carry out science investigations, how to measure with accuracy and record and use their findings is far less secure. For example, the lack of accurate measuring when comparing spinners, and the insufficient hypothesising and making sense of the data when comparing containers. This lack of rigour in the recording and use of data means that standards are not as high as they could be and pupils are making less progress in their scientific process skills.
97. The quality of teaching is good overall. It is very good in Key Stage 1 where interesting and appropriate investigations are developed very well. The understanding of the science process is less well developed in Key Stage 2. Teachers are well organised and resourced, enabling pupils to interact and participate well. Questioning is of a high standard, open-ended, using the correct scientific vocabulary.
98. Pupils are very well directed and supported by adults when they work in groups in Key Stage 1. In Key stage 2 members of the Northmoor Trust who work alongside the teacher provide expert guidance and challenging experiences. Lessons are well planned and taught. Timing is well judged, allowing pupils time to try things for themselves. Teachers give frequent prompts and show examples to extend ideas and encourage slow learners. Assessment tasks are built in and well supervised.
99. The pupils are enthusiastic, work with a high degree of interest and concentration and show pride in what they have achieved. They work on task, in groups supporting each other to record findings about materials, in pairs to create model skeletons, and individually to produce a whole class chart.

100. The quality and range of learning opportunities is very good. The local environment and initiatives that the pupils are encouraged to become involved with contribute very well to their scientific, personal and cultural development. The subject is led and managed very well. The planning of the content areas of science, although not taking account of the latest curriculum initiatives, has improved and is now very good. It includes appropriate assessment tasks. However, it does not address the teaching and learning of the skills of investigative work sufficiently to enable pupils to achieve high enough levels at Key Stage 2. This has been monitored and evaluated and improved in Key Stage 1 and is the priority for development in Key Stage 2.

## **ART**

101. During the inspection lessons were only seen in Years 5 and 6. Judgements about attainment were made from an analysis of school documents, teachers' planning and pupils' work in portfolios, sketchbooks and on displays. Attainment at the end of both key stages is slightly above that expected of pupils aged 7 and 11. This is an improvement on the attainment reported in the previous inspection report.
102. In Key Stage 1 pupils effectively use a variety of media. They paint delicately using watercolours and combine vivid colours with lively free brushwork when painting flowers. They attempt to copy Chinese painting styles using the correct tools. Examples of weaving with textiles show pupils' efforts to try to create textures. Pupils draw pictures with the 'Colour Magic' computer program and make repeat pattern prints with a variety of objects. They learn about the work of such artists as William Morris and Jackson Pollock and try to paint in their styles.
103. In Key Stage 2 pupils build on their successful prior attainment. They continue to develop their skills with colour mixing and computer programs. They use charcoal, pastels, graphite pencils and pen and ink skilfully. Art is used to support work in other subjects. A good example of this is the delightful, colourful canal art produced by Years 5 and 6. Pupils are introduced to the style of more artists, such as Matisse and David Hockney. They use works such as 'Clown' to experiment with their own style. They develop an understanding of the range of styles and techniques used by artists. All pupils keep a sketchbook to record experiences, objects and textures.
104. Pupils enjoy art lessons. They listen to the teacher and are then keen to get on with the practical part of the lesson. They use the resources carefully and share well with others. They apply themselves to the task in hand, concentrate on producing their best work and are pleased with the result.
105. Teaching is good in one lesson and very good in the other lesson seen in Key Stage 2. Teachers explain clearly what they want pupils to do, drawing on the work of well-known artists and the pupils' prior knowledge to help them understand the task. While the pupils are working teachers support individual work through discussion and suggestion. When appropriate teachers call the class together and explain a point using the work in progress as an illustration. They make good use of praise and encouragement.
106. There is a brief but comprehensive art policy which has been developed since the last inspection. This supports teachers' in their planning and ensures that the pupils make good progress. This is an improvement since the last inspection. The co-

ordinator is enthusiastic and able to give practical help and advice to others. She has begun to make an annotated collection of pupils' work to help teachers' have realistic expectations of their pupils' achievements. The accommodation is adequate for the teaching of the subject. Resources are good and the school benefits from the resource packs of artists' work that can be borrowed from the partnership. Both the school and the partnership resources tend to concentrate on the work of European artists. The co-ordinator intends to widen the range of work when money becomes available.

## **DESIGN AND TECHNOLOGY**

107. It was not possible during the inspection to observe enough design technology lessons to make a secure judgement about teaching, especially in Key Stage 2. However, a judgement about standards can be made based on an analysis of teachers' planning and pupils' books, and from the displays and discussions about them with the pupils involved.
108. The standards achieved by pupils in design and technology are very good. Activities are carefully planned, in order to use a range of materials, with an emphasis on the progression of skills and techniques being taught.
109. By the time the pupils are 7 they can make plaster models, use construction kits, have had experience of a range of materials and are able to plan their work, considering size, shape, joining techniques and materials. They understand the design process very well, and are able to explain their choice of materials when making teddy a coat to keep out the wind. A discussion about fastenings and the best method of joining the fabrics indicated a high degree of understanding and independent learning.
110. By the time the pupils are 11 their learning has continued to develop very well. They know more about food technology, and become involved with real and relevant tasks such as designing and making bookcases, Christmas cards, tapestry hangings for the school, and the sensory garden. Their understanding and production of design briefs becomes more sophisticated and of a high standard. They are able to use knowledge and skills gained in science about materials, electrical components and the power of elastic bands and pneumatics very successfully to make their models move effectively.
111. All pupils enthusiastically meet the challenges of problem solving, and with support at home produce finished models of a very high standard.
112. The high quality of learning is supported by very good teacher subject knowledge in Key Stage 1. This results in clear learning objectives, interesting and real challenges, good interaction, an appropriately detailed design process, high expectation and the use of a very good range of materials and tools.
113. The quality of design technology has improved since the last inspection. It is very well led and managed by the co-ordinator. The curriculum planning is due for review in light of the Curriculum 2000.

## **GEOGRAPHY**

114. During the inspection there was only opportunity to observe geography lessons in

Key Stage 2. To supplement this evidence teacher's planning and discussions with pupils and staff were used to make a judgement. By the end of both key stages the pupils achieve standards that are in line with national expectations, and some achieve standards that are high. They are learning what they should be in Key Stage 2 and overall progress for all pupils is sound, including those with special needs and the gifted and talented. The standards attained are broadly in line with the previous inspection.

115. Pupils in Key Stage 1 develop their knowledge and understanding of their locality, building styles and materials. They learn to ask questions, identify similarities and recognise differences. A contrasting country currently being studied is Morocco. Pupils learn how it differs from the United Kingdom and enjoy cooking and eating spicy eastern food. In Key Stage 2 pupils study rivers, weather, settlement and environmental change in greater depth. They extend their mapping skills and understand the use of scale. They measure distance and direction more accurately using compasses, maps, plans and logo for practice. They have a range of contexts for effectively using and applying scale in school and on school journeys.
116. The quality of teaching is never less than sound and good overall in Key Stage 2. Teachers have high expectations and ask clear questions to focus pupils' attention when they are researching information. They use praise and feedback to get pupils to think, observe and use geographical vocabulary, which helps them develop their enquiry skills well. Teachers' good presentation skills revise skills and create a high level of interest at the start of lessons. This puts the pupils in a position to learn well. The pupils are motivated and concentrate. They persist at tasks, following instructions to create accurate plans of the classroom and to detect changes on maps.
117. There is a succinct, sound policy and systematic planning and assessment, which support a well balanced geography curriculum. The co-ordinator has a sound programme of monitoring curriculum provision and coverage, but does not monitor the quality of teaching. Supported by the school information technology systems, there are sufficient, suitable resources for geography.

## **HISTORY**

118. During the inspection it was only possible to observe a history lesson in Key Stage 2. To supplement this evidence teachers planning, work and discussions with pupils and staff were used to make a more informed judgement. By the end of both key stages the pupils achieve good standards in relation to national expectation, which is better than in the previous inspection. Their progress is good in both key stages. The pupils with special needs and the gifted and talented are offered appropriate support and challenge and make good progress.
119. Pupils in Key Stage 1 identify famous people from the past such as Florence Nightingale. They extract information about her life and the contribution that she made in the Crimean War. Through well focused teaching they all confidently compare the "rat infested" and "smelly" conditions in hospitals in the past with those of the present. They are able to recall information, order events and the most able can justify the need for clean bandages and basic hygiene. In Key Stage 2 pupils have a good sense of historical enquiry, interpretation and chronology and can link events across periods of time such as the decades from the 1930s to the end of the second world war. The Year 5 pupils have used research and enquiry skills very

well, interviewing friends and family and collecting artefacts to make presentations about life in the past. They successfully extract key facts about fashion, education, shops, leisure, houses and homes, work and transport; sum up the information and confidently make interesting presentations to the class.

120. The quality of teaching is good in the lesson seen. Teachers make very good use of homework. They have very good relationships with the children and lead well managed class discussions and well organised lessons. Thorough, detailed planning identifies key historical learning objectives and suitable, interesting activities for group of pupils, which are well supported by resources and help from learning support assistants. Staff use questioning and praise to get pupils to think. Teachers use historical vocabulary, which helps to develop their enquiry skills well. The pupils are enthusiastic, keen to find things out and to share their findings with peers. They have good support at home to follow up work set in class.
121. There is a succinct, sound policy and systematic planning and assessment supporting a broad history curriculum. The co-ordinator has a sound programme of monitoring curriculum provision and coverage, but does not monitor the quality of teaching. Supported by the school journeys and experiential days such as being evacuated for a day history is well resourced.

## **INFORMATION TECHNOLOGY**

122. The standards in information technology are high. The overall attainment of the pupils at the end of Key Stage 1 is very good and at the end of Key Stage 2 is good. The school sees information technology as the key to the future lives of the pupils. This is reflected in the confident manner of pupils when discussing and writing command sequences, and in the competent way that they learn to use computers and other forms of information communication technology, such as video cameras. This is the same as at the time of the previous inspection.
123. By the time the pupils are 7 they are familiar with a good range of hardware and software. For example they are able to word process, amend material for poetry and subject reports. They can program a moveable toy by writing and inputting a sequence of commands in order to make it move as far and in which direction they wish. Following the example of modern painters they can create lines, patterns and pictures in a predetermined style, using a drawing package, confidently selecting and using commands. They understand how to use a computer, digital camera and programmable toy very well.
124. By the time they are 11 pupils can use computers confidently and competently, handle information sensibly and effectively, control a turtle icon to move through a maze, and use the internet with a high degree of independence. All areas of information technology are very well covered and the work of pupils is of a high standard. For example they know how to access and use stored material such as the temperatures in different countries. They understand how sensors can support their learning in science. Pictures and patterns are designed by building procedures to change the colour, size, number, and arrangement of shapes on the screen. There is, however, insufficient evidence of recorded work in pupils' books.
125. The overall quality of teaching of information technology, to a whole class, or a group is very good but is better in Key Stage 1 where the high level of teacher knowledge is reflected in the presentation, enabling pupils to work at a high level.

For example when creating art in the style of Mondrian, in Key Stage 1, and when developing a web site in Key Stage 2.

126. The pupils work co-operatively as a class or group, and are able to support each other when given independent tasks and challenges. They show enthusiasm and sustain concentration when tasks are challenging and new skills are being practised.
127. Teachers give very clear instructions and are a good role model. For example, during a lesson on procedures, teachers write down instructions for Roamer when the pupils discuss what they want to happen. This understanding is extended well in Key Stage 2 where the teacher takes pupils through clear steps, building their confidence and skills appropriately in order to move an image around a maze on the screen. This supports the work in mathematics on angles, estimation and measurement. Good progress is made by all pupils with extra support and challenge provided for the least and most able pupils.
128. The teachers are enthusiastic, with very good subject knowledge and high expectation, which enables pupils of all abilities to succeed very well. However, there is insufficient evidence of information technology being used to support literacy.
129. The pupils work co-operatively as a class or group, and are able to support each other when given independent tasks and challenges. They show enthusiasm and sustain concentration when tasks are challenging and new skills are being practised.
130. The co-ordinator is very enthusiastic, has a clear vision of what he wants for the school and has been proactive in the trialling and use of the latest equipment. The quality and range of learning opportunities is very good. The adequacy of teachers and other adults, and the learning resources is excellent. This effective use of the provision enables pupils to reach very high standards in their use of information technology. This is a strength of the school.

## **MUSIC**

131. Music is a strength of the school. In both key stages standards are high in relation to national expectations. By the end of Key Stage 1 pupils achieve well and by the end of Key Stage 2 they achieve very well. The high standards noted in the previous inspection have been maintained. Pupils with special educational needs make good progress and the gifted and talented make very good progress.
132. By the end of Key Stage 1 the pupils tunefully sing a variety of songs from memory, varying the pitch, tempo and dynamics. They enthusiastically join in the choruses and two part songs in whole school gatherings. They select appropriate instruments to play along with music and songs, varying the dynamics and keeping good time. The oldest pupils are beginning to compose simple pieces of music in response to what they hear. When listening and appraising they respond to musical elements and have a good feel of mood and atmosphere. In Year 1 the pupils successfully identify the sound of the cat and other animals in "Peter and the Wolf" and Year 2 pupils use pattern, pictures or words to imaginatively describe what they hear in Stravinsky's "Rite of Spring".

133. Throughout Key Stage 2 pupils extend their skills, enjoyment and understanding of music. By the end of the Key Stage they sing confidently and play competently, in large and small groups and alone. They sing increasingly complex songs, building up rhythmic patterns supported by home made and school instruments. They rehearse and improve their performance, striving to attain high standards. In Year 3 the pupils are fully involved in preparing a performance of "A night in Spooksville", rewriting songs in their own words and whistling, moaning, shuffling and clinking as appropriate. Whilst Year 6 pupils competently use a variety of instruments to accompany a tape of "A summer place". Drums, cymbals, chime bars and a xylophone form the percussion; recorders perform an ostinato; and clarinets, flutes, trumpets, the keyboard and a violin play the melody. The pupils have a good knowledge of composers, musical styles and traditions and enjoy listening to a wide variety of music.
134. The good teaching in Key Stage 1 and very good teaching in Key Stage 2 stems from the teachers' very secure subject knowledge and high expectations. Lessons are thoroughly planned with detailed learning objectives made very clear to pupils. The skilful teaching maintains a good pace throughout lessons. The pupils are supported in extending their skills and taking risks through targeted praise and good direction. The pupils learn well. They are self disciplined and reflective. They use their developing literacy skills to provide a rich vocabulary to describe their experiences, feelings and ideas. They apply their intelligence and physical skills to contribute their best efforts, taking a pride in all they do. Pupils have the option of learning to play a range of instruments with visiting specialist teachers, and the music co-ordinator teaches the recorder. The work in class is enhanced by the teachers' use of the pupils' individual musical talents. The school choir and orchestra give all pupils another opportunity to apply their enthusiasm and skills, and develop them further.
135. There is a succinct, sound policy for music. Systematic planning and assessment supports a rich music curriculum. The co-ordinator offers good leadership. She has a good programme of monitoring curriculum provision and coverage, which provides her with a sound knowledge of the strengths and areas for improvement. She visits classrooms and discusses music with the pupils and teachers, scrutinises displays and evaluates the use of resources. She also monitors planning to check the appropriate use of musical terms, secure progression and coverage. Written and oral feedback of the monitoring outcomes is given to staff and the deputy headteacher and appropriate action to raise standards is taken. The school has suitable accessible, available resources. There are many opportunities to perform in school and beyond and strong links with other local schools gives the opportunity for performing in larger groups. The school has made its own CD of music regularly used in assembly. This has a dual purpose of celebrating success and adding to the range of resources available.

## **PHYSICAL EDUCATION**

136. Standards are good in both key stages and pupils achieve well. At the end of Key Stage 1 pupils demonstrate a range of activities in gymnastic floor work using hands and feet, turning, rolling and balancing. They repeat movements and improve their performance through practice and encouragement. Pupils show a good awareness of space and of each other. When using a large ball in pairs they throw and catch with accuracy and are learning to roll and bat it to each other. Standards are satisfactory at the end of Key Stage 2 in games and good in dance. Pupils can

throw, catch, trap, dribble, kick a ball and use these skills in games of football, hockey and netball. In dance they move well to music and are creative with their ideas. They can incorporate their moves into a sequence and improve the sequence into a performance. They can evaluate their own performance and that of others. Learning is good. Progress made by pupils with special educational needs is good. Progress made by the gifted and talented pupils is very good. Standards in swimming are good. Pupils exceed the levels expected at the end of Key Stage 2. This is the same as in the previous inspection.

137. Pupils in both key stages enjoy their physical education lessons and respond positively. Generally the pupils get ready quickly and quietly for their lessons and take part in both warm up and sustained vigorous activities with enthusiasm. They listen attentively for the most part, follow instructions carefully, behave well and work co-operatively with partners and in small groups. The curriculum is enriched by the wide range of after school clubs available to most of the pupils. These cater for those who enjoy learning a new skill such as line dancing and for those who want to use their natural talents and interests and improve their skills in games. Pupils compete in friendly and league matches in a wide range of games where they have some success.
138. The quality of teaching is good in Key Stage 1 and Key Stage 2. Teachers plan lessons well and establish clear objectives and learning outcomes. The teachers give positive reinforcement to pupils of all abilities with ready praise. Attention is given to teaching the basic skills of gymnastics, dance and games. Teachers in Key Stage 1 have high expectations for the outcomes of the lessons. In Key Stage 2 teachers' expectations are not as high and consequently pupils do not always reach the standards of which they are capable.
139. Most of the teachers follow the two published schemes for physical education and dance. This helps to give some continuity to the teaching. Teachers set a good example by changing into appropriate clothes. The subject is well led by the co-ordinator who monitors the quality of learning through the observation of lessons. She does not monitor the quality of teaching. The very good curricular provision for the subject effectively promotes the all round development of the pupils. The hall, the swimming pool and the very large playing field are very good resources. The small hard outdoor play areas, which have to be used for lessons when the field is too wet, are not suitable for activities needing large spaces for running. Equipment is sufficient for the range of lessons taught and is easily accessible to pupils.

## **RELIGIOUS EDUCATION**

140. During the inspection it was only possible to see two lessons in Key Stage 2 and none in Key Stage 1. Judgements are therefore based on an analysis of school documents, teachers' planning and pupils' work. Pupils' attainment at the end of both key stages is in line with the standards expected in the Oxfordshire schools' agreed syllabus. This is not as good as at the time of the previous inspection.
141. In Key Stage 1 pupils understand the idea of belonging to a family and to a community such as the school or their village. They know how and why Christians and people of other faiths celebrate festivals such as Christmas and Ramadan. They know that most people have festivals, clothes and special objects which are important to them. Key Stage 2 pupils hear stories from both the old and new

testaments such as the stories of Esther and Moses and the parables of the Good Samaritan and the Prodigal Son. They are able to recall the main points of these stories. They study the religious practices of Judaism and Hinduism in more detail. They know that rules are necessary for an ordered society.

142. In Year 6 the quality of learning is good. The skills of scanning, skimming and notetaking, learnt in literacy lessons, are well used to move learning along at a good pace. In Year 4 the quality of learning is satisfactory. Pupils recall most of what they have seen on the video about how Jews prepare for Passover. Some pupils have good recall of the significance of the food on the Seder plate. For example remembering that the salt water represented the tears shed by the Israelites in Egypt.
143. The attitudes and behaviour of the oldest pupils are good. Pupils respond positively to the lesson and the quiet atmosphere which was created added to the quality of the pupils' learning. Pupils discuss in groups the version of the story of the creation which they have chosen to study. While the behaviour of Year 4 pupils is satisfactory, attitudes to the content and activities of the lesson are unsatisfactory. A few pupils found the scenes in the video amusing and there was no opportunity for pupils to discuss and be sensitive towards the religious practices of other people. Pupils do not take time and effort to do the task asked. The drawing of the Seder plate and the writing is well below the standard of which they are capable.
144. The teaching is good in the lesson for the oldest pupils and unsatisfactory in the other lesson. The strengths in the teaching in Year 6 are the sensitive way in which the subject of the diversity of creation myths is handled and the use of difficult language which helps pupils to appreciate the spiritual element of the lesson. The lesson for Year 4 pupils was not taken by the class teacher. The teacher who took the lesson has low expectations of the standard of pupils' work, allows unsatisfactory attitudes to go unchecked and does not have resources ready.
145. The school uses the locally agreed religious education syllabus. The co-ordinator gives good leadership in the subject, attending many meetings and courses to extend her knowledge. Good use is made of the resources available from the partnership. The co-ordinator is planning to put together resource packs for the various planned topics and to buy more videos in order to help support the pupils' understanding of other religions and customs. The co-ordinator monitors the quality of learning through observing lessons, reading teachers' planning and looking at pupils' work. She does not have the opportunity to monitor teaching. The subject contributes well to the spiritual and moral development of the pupils.