

# INSPECTION REPORT

## **HANBOROUGH MANOR C.E. SCHOOL**

Long Hanborough, Witney, Oxon.

LEA area: Oxfordshire

Unique reference number: 123120

Headteacher: Barbara Dew

Reporting inspector: David Marshall  
27681

Dates of inspection: 29<sup>th</sup> November – 1<sup>st</sup> December 2000

Inspection number: 190571

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Controlled

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Riely Close,  
Long Hanborough  
Witney,  
Oxfordshire

Postcode: OX8 8BD

Telephone number: 01993 881446

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Appropriate authority: The Governing Body

Name of chair of governors: Nigel James

Date of previous inspection: 24<sup>th</sup> - 27<sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Marshall 27681	Registered inspector	Mathematics Religious Education Information and communication technology	How high are standards? How well are the pupils taught?
Norma Ball 9391	Lay inspector		How well does the school work in partnership with parents? Pupils' attitudes, values and personal development and attendance.
Georgina Beasley 27899	Team inspector	Science Design and technology Music Equal opportunities	How well is the school led and managed?
Joyce Cox 25074	Team inspector	Art and design Physical education Foundation Stage	How good are the curricular and other opportunities offered to pupils?
Patricia Kitley 23487	Team inspector	English Geography History Special Educational Needs	How well does the school care for its pupils?

The inspection contractor was:

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The Registrar  
Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is in a village with a strong community feel. Two schools, a small Church of England Infants with 22 on roll, and the county primary - Manor School - have recently amalgamated into an average sized primary school and new facilities have been provided. This major building work took a long time and disruption was acute for over a year. The school's admission number is 37. Currently, there are 208 pupils on the school roll. The school is organised into 8 classes, with one class having more than one age range. Almost all pupils are from a White/UK heritage. There are no children with English as an Additional Language. Three children are eligible for free school meals, which is well below the national average. The attainment of the children varies widely. Initial assessments of children currently in the reception year show that their overall attainment is above average. Twenty-one children are on the school's special educational needs register, a below average proportion, and three children have statements of educational need, which is in line with the national average.

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

In many ways Hanborough Manor is an effective school. The school has a very positive community ethos. By the age of 11 years, pupils' attainments are above average in English, mathematics and science. The quality of teaching is good for pupils between the ages of 7 and 11, and satisfactory overall. The pupils respond very positively, their personal development and the quality of their learning are good. Attendance figures are high. The leadership and management of the school is improving and the school provides sound value for money.

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

- Pupils attain above average standards in national tests for 11 year-olds.
- Teaching observed was good or better in 60 per cent of lessons.
- The headteacher provides effective leadership and has a clear vision for the school's development.
- Pupils' behaviour and personal development are good. They have very good attitudes to school. They are polite, courteous and enthusiastic. They co-operate well and make good relationships.
- The school works well with parents. Parents make a strong contribution to pupils' learning.
- The school secretary and support staff make a valuable contribution to the effectiveness of the school.

#### **What could be improved**

- The provision for pupils in the Foundation Stage.
- Overall standards and progress of pupils up to the age of 7.
- The monitoring and assessment of pupils' progress in the non-core subjects.
- The role of the Governing Body.

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

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

Since the last inspection of both schools in October 1996, they have amalgamated in an impressive new building. This significant change means that Hanborough Manor is essentially a new school and therefore comparisons with earlier years, where they are made, must be considered in that context. This move has been completed well and effectively and is a very considerable improvement. This has been the major focus for the school and has limited, to an extent, the progress made on other issues. In the last four years standards in speaking and listening have been raised across the school. The necessity for a new behaviour policy required by the last inspection has been completed and implemented consistently throughout the new school. A senior management team has been formed and co-ordinators are now more empowered to make a contribution to whole school planning. However, this process still has some way to go. Most importantly the standards of achievement of pupils at the end of Key Stage 2 have risen steadily over the last four years. In 1999 the results of pupils in the former school were in the top 250 of schools in England and Wales.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	n/a	n/a	B	D
mathematics	n/a	n/a	A	C
science	n/a	n/a	A	A

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

Results in the 2000 national assessments for seven year olds were in line with national averages for all schools in reading, but below average in writing. They were below average when compared with schools with a similar number of pupils eligible for free school meals. In mathematics, pupils' results were below the national average level of attainment and well below average when compared to similar schools. In science, teacher assessments of pupils' standards at age seven were average when compared nationally and below average when compared to similar schools. Current standards are average in these areas. The results in national tests for eleven year olds in 2000 were above average in English and well above average in mathematics and science when compared with schools nationally. Compared to similar schools these results were below average in English, average in mathematics, and well above average in science. Results achieved by 11-year-old pupils in the 1999 tests showed that they were well above average in all three core subjects. However, this was before the two former schools amalgamated last year. Inspection evidence shows that the present Year 6 are achieving good standards in most subjects. In particular, they are confident speakers and quick at mental mathematics. Standards in information and communication technology are rising quickly now pupils have more regular access to computers. Overall standards in all other subjects are in-line with what could be expected for pupils of this age. On the basis of their own prior attainment, pupils up to the age of seven are underachieving but older pupils make good progress and achieve well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good overall. Pupils like coming to school. They are interested and enthusiastic and enjoy being involved in their lessons.
Behaviour, in and out of classrooms	Pupils' behaviour is consistently good. They are calm and orderly and there is no evidence of bullying or oppressive behaviour.
Personal development and relationships	Good overall. Pupils are relaxed, sociable and mature. They accept responsibility readily and develop independence. They form good relationships with their teachers, other adults and with each other that contribute well to the school's good climate for learning.
Attendance	Very good and above the national average. There is no unauthorised absence and punctuality is good.



The attitudes, values, relationships and personal development of pupils as they get older are strengths of the school and have a considerable impact on the quality of their learning and the progress they make. Samples of work and displays around the school show pupils take pride in their work and are keen to do their best.

## TEACHING AND LEARNING

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

Teaching was satisfactory or better in ninety three per cent of the 43 lessons seen on the inspection and was judged to be good or better in sixty per cent. Sixteen per cent of all lessons were very good. Seven per cent of the lessons were judged to be unsatisfactory. English, maths and science teaching was sound for younger pupils and good for pupils over seven. Teachers' knowledge and understanding of the curriculum and the individual needs of their pupils is sound throughout the school – but particularly good for seven to eleven year olds. This enables them to teach the essential basic skills effectively to pupils at this stage and for pupils to learn well. However, the teaching of pupils up to the age of seven has been unsatisfactory, leading to pupils not achieving their potential in national tests at the end of Year 2. Most teachers have high expectations of pupils, which results in the overall good behaviour and good learning. Occasionally teachers' expectations of the pupils' work are inappropriate because of the lack of suitable assessment. This leads to lessons being unsatisfactorily planned for groups of pupils within one class and so they make less than maximum progress. In most lessons the class discussions are lively and challenging and lessons are consistently of a good pace. Questions are well focused and designed to bring all pupils into the discussions. This means all pupils have appropriate learning opportunities. A wide variety of teaching methods are employed to make lessons interesting, and pupils enjoy their learning. Teachers relate well to their pupils and they manage classes well. Pupils, therefore, learn to listen carefully and sustain their concentration for longer periods of time as they get older. The teaching, and support, of pupils with special educational needs is good and they achieve sound standards in their work. Literacy, numeracy and information and communication technology are now being taught effectively across the curriculum.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is appropriately broad and balanced. Except for provision for physical development at the Foundation Stage it complies fully with the requirements of the National Curriculum. The school provides a good range of extra-curricular activities for older pupils.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory. Pupils are generally supported well. The targets on their individual education plans meet their needs and they make sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. The provision for their spiritual, moral, social and cultural development is also good.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare and the monitoring and promotion of attendance are good. Procedures for monitoring and assessing pupils' attainment and progress are unsatisfactory for pupils in the

	Foundation Stage and throughout the school in subjects other than English, maths and science.
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The school works well in partnership with parents and provides them with a good range and quality of information. The way that parents help in school on a regular basis means their involvement with the work of the school is good and they also support pupils well with reading and other homework. The current provision for pupils in the Foundation Stage is unsatisfactory, as it does not focus sufficiently on the early learning goals. The school provides a varied curriculum at Key Stage 2 that promotes good standards. At this stage good links are made between subjects so that pupils can apply the basic skills of literacy and numeracy to other work. Strong links with the local community add depth to pupils' experiences, as does the good variety of extra-curricular activities for older pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound overall. The head teacher provides effective leadership and gives a clear direction to the school. The other members of the senior management team have still to develop their monitoring role effectively. Although they observe lessons this is not yet being effective in raising standards. Education of pupils up to the age of seven is not co-ordinated effectively.
How well the governors fulfil their responsibilities	The governors understand the strengths and weaknesses of the school due mainly to the information they receive from the head teacher. They do not yet monitor provision sufficiently or play an effective role in shaping the direction of the school.
The school's evaluation of its performance	The school has yet to make the best use of its development plan to prioritise improvements and evaluate changes they have made.
The strategic use of resources	Satisfactory. Support assistants work hard and are effective in helping pupils. The school secretary administers the school well. The budget, including all specific grants, is used effectively.

There are some aspects of the deployment of the teaching staff that require improvement, in particular, the support being given to the teacher in the Foundation Stage. Resources for learning are good overall. The accommodation is now good for all except the youngest children and sufficient to deliver all requirements of the National Curriculum. The school secretary takes great care to make sure that best value is obtained in all purchases and site work.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like their school.</li> <li>• Children make good progress in school.</li> <li>• Their children work hard and do their best.</li> <li>• The school helps pupils to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about their children's progress.</li> <li>• A more interesting range of activities outside lessons.</li> <li>• A closer working partnership with the school.</li> <li>• More constructive responses to their complaints and questions.</li> </ul>

Inspection evidence supports the mostly positive perception of the school, though progress was judged as good only for the older pupils. Parents are provided with a satisfactory range of information including reports on pupils' progress at two meetings, and an annual written report. The range of activities outside school is satisfactory with many visits and expeditions. The school seeks to work closely with parents but inspectors recognised that a significant number of parents felt their concerns were not adequately

recognised or addressed. A good feature is the Friends of the School association that gives very real support to the school.

## **PART B: COMMENTARY**

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

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

1. When children are first admitted to the school, initial assessments show their attainment is above the average level expected for their age. Children in the reception class currently make unsatisfactory progress as the overall provision does not meet all their needs. When they leave the class almost all children have achieved the early learning goals and are ready to move on to the National Curriculum. Their communication, language and literacy standards remain above average. Children attain standards in line with those expected nationally by the end of the reception year in knowledge and understanding of the world, mathematical and creative development, and in their personal, social and emotional development. Progress in their physical development is unsatisfactory, as the current provision is inadequate.
2. The school's results in the annual national tests in 2000 at the end of Key Stage 1 show that the pupils' reading standards were in line with the national average. Results were below the national average in writing and mathematics. The percentage of pupils achieving higher levels than expected for their age group was above average in reading and close to the national average in writing and mathematics. Teacher assessments of the overall level of attainment in science were in line with the national average. When these results are compared with similar schools on the basis of the number of free school meals claimed they are below the national average in reading, writing and science and well below average in mathematics. It is not possible to make reliable comparisons with previous years as the school did not exist in its present form before last year.
3. The results in the 2000 national tests at the end of Key Stage 2 were above the national average in English, and well above average in mathematics and science. The proportion of pupils achieving higher levels was average in English, above average in mathematics and well above average in science. In comparison with similar schools the results show that English is below average, mathematics is broadly in line with the average, but science is well above average. These results show that at the moment the school is successful in raising pupils' levels of achievement at Key Stage 2. They are also a clear indication that at Key Stage 2 the school is extending and challenging higher attaining pupils. Again it is not possible to make statistical comparisons with previous years.
4. The findings of the inspection show that pupils' present standards at the end of Key Stage 1 in speaking and listening are above average. In reading and writing standards are average for their age group. At the end of Key Stage 2 standards are above average in reading and speaking and listening. In writing standards are average for 11 year olds. This is an improvement since the last inspection in most areas. Pupils are willing to contribute orally and most pupils express their ideas clearly and confidently. Pupils in both Years 5 and 6 are able to explain their views of how characters might be feeling by accurate references to literary texts. At Key Stage 1, most pupils read with confidence, and are expressive, fluent and accurate. They know how to use the reading scheme and enjoy selecting their own books. They make spontaneous comments about the story and can discuss what might happen next. By the end of Key Stage 2 higher and average attaining pupils are reading fluently and with correct expression by scanning forward to the end of the sentence. At this stage of the school year the range of different forms of writing is limited. Pupils in both Year 1 and Year 2 are writing in punctuated sentences that communicate meaning in both narrative and descriptive forms. Higher attaining pupils at the end of Key Stage 1 spell most simple, commonly used words accurately. Pupils in Years 3 and 4 have already undertaken a wide range of writing activities this term including letter writing, play scripts, and labelling diagrams. In Year 5 there is greater emphasis on punctuation and sentence structure that limits opportunities for extended, independent writing. Higher attaining pupils in Year 6 are able to write a sustained narrative based on careful planning. They use complex sentence structures with vocabulary chosen to create good effects. Overall, pupils in Key Stage 1 are not achieving what they are capable of, considering their prior attainment, whereas Key Stage 2 pupils generally achieve well. Literacy is

well used across the curriculum and is evident in history, geography, art and design and information and communication technology.

5. Inspection findings in mathematics show that pupils' work is average at the end of Key Stage 1 and above average by the time they leave school. Pupils in Year 1 recognise and count numbers up to 20, and most use appropriate mathematical language. They are secure in their use of addition and subtraction facts to ten. In Year 2, pupils develop their ability in mental arithmetic well. They routinely use and apply their knowledge of the four rules of number successfully. Pupils collect and represent data using appropriate charts and graphs. The use of appropriate data handling computer programs is being developed. By the end of Key Stage 1, most pupils work confidently with numbers to 100, and can carry out a range of calculations accurately. Their achievement is now satisfactory. In Year 3, pupils gain the required confidence to build on what they know. By year 4, some pupils work with numbers up to 1000, and some apply their skills to higher numbers. Pupils have opportunities to use and apply these skills in other subjects. By Year 5, pupils confidently round numbers to the nearest ten or hundred. All have a sound knowledge of fractions. At the end of Key Stage 2 pupils have a good grasp of multiplication facts and can quickly recognise pattern in number. They use a variety of mental and written strategies to solve problems. Pupils have a sound knowledge of the properties of different shapes and can measure angles accurately. They collect data and represent statistics in bar charts, line graphs and pie charts using information and communication technology. Pupils generally do well in relation to their prior attainment. Those pupils with special educational needs reach appropriate levels of attainment.
6. In science, inspection evidence shows pupils' attainment in the current Year 2 to be average when compared with national averages. In Year 1, many pupils are beginning to understand the properties of familiar materials. Some pupils can sort objects into sets according to whether they are made from natural or man-made materials. By Year 2 pupils can plan a 'fair' test to investigate scientific questions with support. However, investigations are often carried out by the teachers. This leaves pupils as observers, and prevents them from carrying out the investigations independently. They are capable of achieving more than they do. The standard of the majority of pupils' work seen at Key Stage 2 during the inspection was above average. This shows a significant improvement in standards since the previous inspection, which reported standards as average, although comparisons are difficult because of the change in the school. In Year 6, pupils talk knowledgeably and with secure understanding about forces and the movement of objects. With support pupils make accurate observations and measurements but they are not yet analysing these with precision to inform further investigative work and support their conclusions. Overall, pupils achieve appropriately for their ability in Key Stage 2.
7. Levels of attainment in information and communication technology are average in Key Stage 1 and above average in Key Stage 2. Key Stage 1 pupils use a computer mouse competently to load and to draw using a number of functions from different art programs. They are also able to use different word-processing packages. Key Stage 2 pupils build on their previous knowledge well. They can access the Internet and store data in word-processing programs and databases. Pupils in both key stages meet the expected levels of attainment in religious education in the local agreed syllabus. Key Stage 1 pupils have a sound knowledge of Christianity and can already make comparisons with aspects of other religions. By the end of Key Stage 2, pupils have developed their understanding of Christianity further and have a sound knowledge and understanding of other world religions. Attainment in history is sound at Key Stage 1 and good at Key Stage 2. Levels of attainment are average in all other subjects in both key stages.
8. Pupils with special educational needs at both key stages are making satisfactory progress, and they achieve satisfactory outcomes in national assessments in relation to their prior attainment. Of the 21 pupils on the register of concern, 6 pupils are at stages 2 and 3, and three pupils have statements of educational need. Work for these pupils matches targets set in individual education plans and their progress is reviewed and measured against these goals each term. Good support from classroom assistants enables pupils to complete tasks successfully. The use of additional literacy support is having a positive impact on improving standards of literacy for pupils with moderate learning difficulties. The school's policy documents contain a statement and checklist

relating to the identification of children with specific gifts or talents. The special educational needs co-ordinator has undertaken some in-service training in this area and discusses individual pupils with class teachers as the need arises. The school has not yet identified any pupils in this category.

## **Pupils' attitudes, values and personal development**

9. Pupils have very good attitudes to school and the majority show real enthusiasm in lessons especially when they are positively engaged in interesting work. Parents value the fact that their children enjoy coming to school. The majority of pupils are attentive, stay on task well and appear to enjoy their work. They mostly listen attentively and show enthusiasm in answering questions and contributing to class discussions. Pupils also show good involvement in lessons overall, for example in a Year 2 religious education class where the pupils were thinking about Christmas and learnt that Advent was the special period leading up to Christmas. Older pupils show real interest and involvement in a wide range of activities such as expeditions out of school, contributions to the local community and in their support of a range of charities. The very good attitudes and enthusiasm of the majority of pupils in the school contribute well to standards attained and the quality of learning.
10. Behaviour in lessons and around school is good overall and standards of behaviour are better than those found in the last inspection. Teachers work consistently to reinforce good behaviour and make sensible use of the new behaviour code. Pupils show a clear understanding of the good standards of behaviour expected of them and the majority meet these standards well. In class the vast majority of pupils are polite and attentive to their teacher, follow instructions well and respond well to praise. In some lessons where the pace of the lesson was slow or the teaching material did not fully captivate their interest some pupils lost interest in their work. They become distracted and behaviour deteriorates for varying lengths of time. At playtime and in the dining hall behaviour is good. In the playground pupils are lively and noisy but show good-natured tolerance of each other. No examples of bullying or oppressive behaviour were seen during the inspection and the absence of such anti-social behaviour is good. Pupils consider and respect the needs and feelings of others. There is a small minority of pupils whose behaviour can be challenging at times but they are well directed by the majority of staff who show a sensitive approach to their needs. There is a clear understanding of the rewards for good behaviour and also the consequences of poor behaviour. There have been no recent exclusions. Pupils are careful with property, both their own and the school's. Good behaviour makes a positive contribution to pupils' personal development.
11. The personal development of pupils over their time in school is good, as are relationships between staff and pupils. Pupils are relaxed, sociable and mix well in lessons and at play. Staff provide good role models showing care and courtesy in their relationships with pupils. In a Year 3 games lesson, for example, pupils joined in a competitive ball game with enthusiasm, respecting the rules and encouraging team-mates with glee. They showed appreciation of the successes of others and real sportsmanship in their approach to the game. The school works well to foster respect for the feelings, values and beliefs of others. Pupils show good concern for the needs of others in their local community. During the inspection the choir went to visit local elderly residents and entertain them with their singing. Parents are pleased with the way in which the school encourages pupils to become mature and responsible.
12. Attendance is very good at 97 per cent and above the national average for similar schools. There is no unauthorised absence. Punctuality to school is excellent. Registers are taken efficiently and all legal requirements are met.

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

13. The overall quality of teaching was at least satisfactory throughout the school, and good at Key Stage 2. The teaching observed during the inspection was judged to be good or better in sixty per cent of the 43 lessons seen. Most of the sixteen per cent of very good lessons were at Key Stage 2. Seven per cent of lessons were judged to be unsatisfactory.

14. The overall quality of teaching enables pupils to make sound progress in Key Stage 1 lessons and good progress in Key Stage 2. Most teachers are aware of the very differing needs of pupils. The use of classroom assistants and parents to support pupils is good. Most teachers are experienced and use a suitable range of appropriate strategies to develop pupils' learning. This was very apparent in a number of literacy and mathematics sessions when the teachers moved from whole-class exposition to group work.
15. The teaching in the reception class was just satisfactory in the lessons observed, reflecting the hard work and dedication of the teacher. However, planning does not clearly identify what pupils are to learn. The lack of an Early Years policy means that not all activities selected are a good preparation for the pupils' start to the National Curriculum. The teacher is given little help to identify what is appropriate for groups of pupils of differing prior attainment. Pupils of all abilities are not given adequate support and so their progress is limited. Classroom organisation is good and the teacher does her best with limited resources, and in the unsatisfactory circumstances of the classroom, separated from the new main building.
16. The sound teaching at Key Stage 1 reflects the overall sound subject knowledge across the curriculum. The provision for all subjects is adequate. Teachers have implemented the literacy and numeracy initiatives well overall. Planning is generally sound and identifies clearly how groups of pupils of differing prior attainments are to be taught. For example, in mathematics, the Year 1 and 2 teachers plan a variety of practical work which pupils can undertake independently. Classroom organisation is generally good and the activities selected are appropriate to the identified aims in teachers' plans. Despite this sound picture, evidence of pupils' work available, and the results of last summer's national tests, indicate that teaching has been unsatisfactory in several respects and not led to appropriate learning by some pupils.
17. Overall the teaching in Key Stage 2 is good, with some strengths in the provision for English and mathematics. This good teaching is characterised by good subject knowledge and understanding, and very clear planning. The links between different subjects that the teachers make at this stage produce activities that are particularly valuable. A strong emphasis on investigative work leads to pupils acquiring independent learning skills and to overall good personal development. Pupils generally learn well. The very effective teaching in Years 3 and 4 is an example of where the considerable individual teaching strengths of these teachers has been utilised to the very best effect through their careful assessment and planning of the three core subjects.
18. The headteacher is a very good model of best teaching practice, particularly in the areas of her attention to detail, enthusiasm and class management. The lessons observed during the inspection that she taught were of a very good quality overall.
19. Throughout the school, class discussions are lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers lead these discussions well introducing new ideas with care and clarity. All teachers present themselves as good role models, and the most effective teaching ensures that other pupils are also used this way.
20. Teachers have good relationships with their pupils throughout the school. They use praise well to modify behaviour and reward good work. Instructions given to pupils are very clear, and teachers listen carefully to pupils' replies and questions, and show they value them all. Teachers manage pupils very effectively which results in increasingly good behaviour. In a Year 3 lesson, the teacher was careful to use as good examples the completed work of one or two pupils who were displaying challenging behaviour. This kept their attention focused and that of others in the class.
21. Assessments using informal strategies to gauge pupils' understanding are apparent in many lessons. Groups of pupils are also targeted suitably for assessment, and a range of checklists based on the lesson plans are used. However, these assessments are not always used accurately and lessons are inappropriately challenging, especially in Key Stage 1. Marking is generally

effective overall. The teachers of the younger pupils discuss their results, rather than just write comments in their books, and this is particularly effective. Homework is used appropriately and well to support pupils' progress throughout the school.

22. There is a good level of awareness of the needs of the full range of pupils with special educational needs amongst all teaching and support staff, and this has been enhanced by in-service training. Teachers and assistants work closely together to plan support in the classroom as well as work for pupils when they are withdrawn. An effective example of this is the use made of an assistant to make up class work missed by pupils attending a play therapy session. Assistants in some classes are given prompt sheets that effectively direct pupils' observations in withdrawal groups. A particular strength in provision is the work done by assistants with pupils who have statements of special educational need. They provide discrete support that enables these pupils to play an active role in class and make notes on their pupils' achievements to feed back to teachers.

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

23. The curriculum meets statutory requirements for the National Curriculum, apart from provision for children's physical development in the Foundation Stage, and follows the guidelines for religious education in the local agreed syllabus.
24. The inspection of the two former schools identified several omissions within the curriculum provision. The school has addressed these, for instance by ensuring that there are now schemes of work for most subjects. There is no policy or scheme of work for children in the Foundation Stage and this is a serious omission. The school now has policies and schemes of work for all subjects and they are being revised in the light of Curriculum 2000. There have been considerable improvements in the provision for information and communication technology since the last inspection. The information technology suite in the new building enables pupils to improve their computer skills and standards have risen.
25. Overall curriculum provision is sound at Key Stage 1 and good at Key Stage 2. For example, there are special projects in European work and music and dance to give additional opportunities for older pupils to develop different skills. There is now a broad curriculum for these pupils, which meets the interests and abilities of all. A sufficient amount of time is devoted to most subjects.
26. The school makes good provision for extra-curricular activities for pupils at Key Stage 2. A wide range of clubs, including dance, recorders, choir, orchestra, Internet and sports is offered. The school makes good use of a retired teacher, who has considerable music and dance expertise, and this enhances curriculum provision for many pupils. Some parents at the parents' meeting felt that the school did not provide sufficient extra-curricular activities. Inspectors disagree in that older pupils are offered a good range of after school activities, which include residential and day visits. Very few activities, however, are offered for younger pupils.
27. The school makes good provision for the spiritual development of pupils. This is an area in which the school has improved since the last inspection. Assemblies are well planned and local clergy make a significant contribution to the school in leading assemblies on a regular basis. Although mainly Christian in character, the assemblies also provide good opportunities for pupils to consider other faiths and cultures. For example, during the inspection the assembly taken by the Rector focused on his experience of life in India, the richness of his visit there and the hospitality of the people. Pupils were moved by this experience and showed wonder at his account of his experiences in the sub continent. Through the study of the major world religions pupils are introduced to values and beliefs other than their own. Opportunities to promote spiritual awareness are planned for in other subjects such as music and art. In their personal, social and health education, pupils begin to show an understanding of issues and problems around them, and of how the quality of life for all should be valued and promoted.



28. The school makes good provision for pupils' moral development. Good emphasis is placed on the code of conduct in the school and reinforced by staff in the way in which they manage behaviour. Pupils show respect for the code and understand that there are clear expectations of good behaviour. Pupils understand the difference between right and wrong. They understand the consequences of poor behaviour and enjoy the rewards given for good behaviour, which contributes to the daily life of the school. Where there are problems pupils are asked to consider the consequences of their actions. They are encouraged to make responsible choices and to show a sensible attitude to each other and to the school. Good opportunities are created in classes and in assemblies to consider moral issues. This is particularly true of the personal, social and health education lessons where well-planned material is used sensitively by the school to meet the needs of the pupils as their understanding and maturity develops.
29. The provision for pupils' social development is good. Pupils are able to work well collaboratively and are encouraged to relate positively to each other. They are given good opportunities to share equipment and they work in pairs and small groups on topics and practical work, as well as in teams for games. Good opportunities are also provided for pupils to take responsibility for helping with jobs in the classroom and around the school. Pupils recognise the needs of others beyond the school community and they respond with enthusiasm to requests for support by charities, and enjoy helping in their local community. Visits out of school, especially the residential visits arranged in years 5 and 6, enable pupils to exercise responsibility and to develop socially. The contribution made by the pupils to village activities adds significantly to their development of social awareness.
30. The provision for pupils' cultural development is good. Pupils consider the lives and culture of modern societies such as that of Egypt as well as the cultures of the past. The studies made by pupils of the Roman and Viking invaders as well as the culture of Ancient Egypt have been enjoyed and have enabled pupils to reflect on the lives of people with very different experiences and values. Other cultures are also explored through their music and art. For example, some pupils have looked at the patterns in Islamic art, others have looked at Greek Masks and the weaving traditions of Mexico. Pupils are also encouraged to develop an understanding of life in a multicultural society through visits to places of interest and visitors to the school.
31. Provision for personal, social and health education is good, with a comprehensive programme of lessons. Circle Time is established and, together with assemblies and religious education lessons, emphasises sharing, responsibility and feelings. The detailed programme of health education includes good strategies to teach drug awareness. Sex education is appropriately taught to Year 5 and 6 pupils and the school nurse provides additional support.
32. There are good links with the local community. Pupils' artwork enhances the local hospital waiting rooms and pupils write articles for the village magazines. The school competes in local events such as the Flower Show. Senior citizens and pre-school groups are invited to harvest celebrations, plays and concerts. Village groups use the school facilities. Many local businesses contributed money for the new computer suite. A local publican, who is also a grandparent, donated money to set up a maths games library.
33. The school has good relationships with other schools in the area. As part of a cluster of local schools, there are many opportunities for all kinds of curriculum support, festivals and events to enrich pupils' experiences. The school shares the Top Sports equipment with other schools, which ensures a greater variety of sports activities for the pupils. Good links have been established with the local secondary school. Pupils in Years 5 and 6 visit the secondary school and experience mathematics and science lessons. Visits are made to the playgroups and nurseries attended by new entrants.

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

34. The school provides a supportive environment that makes a positive contribution to pupils' personal development. However assessment procedures are not being used effectively enough to raise pupils' academic progress, particularly in Key Stage 1.

35. The school's arrangements for assessing and monitoring pupils' academic performance are unsatisfactory overall. Since the previous report the school development plan has given priority to these procedures in the core subjects of English, Mathematics and Science, and new recording systems are in place. However, insufficient evaluation of these assessments is made for teachers to raise all levels of achievement. Inspection analysis of teachers' assessment folders shows that, although comments are based on national curriculum target levels, they record details relating to pupils' personal development, rather than what individual pupils know, can do and understand in their subjects. The Literacy and Numeracy Strategies are helping teachers to evaluate achievement for groups and individuals, set targets and review results. For this to be effective in raising standards, especially at Key Stage 1, it needs to be extended to all subjects in the curriculum. Currently, on-going assessments that record achievements of individual pupils are not used consistently to inform and modify day-to-day planning.
36. Procedures for monitoring and supporting the academic performance of pupils with special educational needs are sound overall with some good features. For instance, effective systems are in place to support teachers of pupils with emotional or behavioural needs. The use of target books is extended beyond the classroom to help support positive behaviour at home. The individual needs of pupils, outlined in their own education plans, are generally provided by the school and any other outside agencies involved. This provision is monitored by the special educational needs co-ordinator in termly meetings with teachers. However, these examples of good practice are not consistent throughout the school. For example, younger pupils in Key Stage 2 who have special educational needs are given work that is well matched to what they know and what they need to learn, whereas work given to some other pupils does not reflect the needs of different groups of pupils.
37. The special educational needs co-ordinator has non-contact time to work with groups and individual pupils either in class or in the spacious, well resourced base. There are clearly targeted, long-term objectives, and the budget for both school-based and centrally funded provision is monitored. The early identification of pupils with special educational needs is encouraged through the use of 'concern sheets' that are updated regularly and passed on annually. They include names of pupils who are no longer on the official register of concern and also have details of relevant medical information. Pupils are removed from the register as they progress to the point where they no longer require additional support, although teachers remain aware of their needs and will review their progress in termly meetings with the co-ordinator if they have concerns. The transition to secondary school for this group of pupils is well supported.
38. Pupils' attendance is very good. Detailed procedures for following up on problems of lateness or poor attendance are not needed, but the head teacher conducts regular reviews of attendance and concerns are reported to her. Parents are good in keeping the school informed of reasons for absence and the educational welfare officer visits the school regularly and monitors registers.
39. The school has devised secure procedures for monitoring child protection matters. There is no formal policy but the school follows locally agreed procedures. Staff are trained to deal with minor accidents and, where necessary, inform parents and carers. There are good arrangements to deal with pupils' medical needs while in school and there are safe procedures for keeping medicines in school. Regular statutory health checks are carried out for all pupils and the school works closely with outside agencies to provide any additional care required for individual pupils. Regular fire drills are appropriately recorded and inspections are made to identify possible hazards.
40. Since the previous inspection, good progress has been made in implementing the revised behaviour policy which is now fully integrated in the new school. Pupils have a clear understanding of school rules.

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

41. The parents' view of the school is good. They have a positive perception of the school as a caring environment in which their children are encouraged to do their best and work hard. Parents value the fact that their children like coming to school. However, some parents feel that the school could

provide a more interesting range of activities outside lessons. Inspectors felt that the school provided a good range of activities outside the classroom, especially in the range of visits and expeditions arranged for pupils.

42. The school places sound importance on forming a close and productive link with parents. However, a significant number of parents feel that the links and communication from the school require further strengthening to be fully effective. The inspection found that effective links have been established with parents. The head teacher and staff are welcoming and try to be as available as possible to meet with parents. Two opportunities are made each year to meet staff and discuss the progress that pupils are making with parents. For new parents there are helpful induction meetings arranged. The annual reports of pupils' progress are clear and well structured. A good feature of reports is the targets set in core subjects to promote improvement. It is less clear in non-core subjects how pupils may improve and it is not always clear to parents how well their child is achieving in these subjects. Reports are made available to parents before the summer term consultation evening so they can discuss their child's report with the class teacher.
43. Links with parents through the Friends of the Manor association are very good and each year the support of this group makes a significant contribution to the school. Recently the Friends have provided important support for the new information and communication technology room and have helped with the purchase of text books in a range of subjects. The school feels that they make good arrangements to meet with parents and discuss concerns that may arise. Staff make positive efforts to be available to parents and there is an open door policy. All parents and carers receive information about special educational needs in the school handbook and there is a copy of the school's policy in the parents' library outside the head teacher's room. Parents and carers of pupils at stage three or above on the school's register of special educational needs are formally invited to attend, and contribute to, annual reviews held according to the local authority guidelines. Parents and carers of pupils at other stages on the register discuss the progress and targets for their children mainly with the class teacher.
44. The range and quality of information provided for parents is good overall. The prospectus and regular newsletters are of good quality and provide valuable information but there are some omissions. For instance, in the annual report of governors for parents there is only limited information about special educational needs in the school and the provision for pupils with disabilities. The booklets produced each term on the curriculum and homework are very helpful to parents. There are also booklets on helping children with maths, reading and writing. The curriculum events such as those organised to explain the recent literacy and numeracy strategies in school are a good innovation which have given parents a valuable insight into new developments. School publications are clear, well presented and very informative.
45. The impact of parents' involvement with the work of the school is good. A number of parents help in school on a regular basis by assisting with reading practice and going with pupils to the swimming pool in Witney. The contribution made by parents in school, combined with the fund-raising activities of the Friends of the Manor, is greatly appreciated by the school. The contribution made by parents to pupils learning at home and at school is good, as parents are provided with relevant information on a regular basis. The home/school agreement has had a positive impact on the school and the consultation process involved has been a valuable experience. Parents have been involved in the preparation of the agreement and a copy of this is given to all parents when their children join the school.

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

46. The headteacher has a clear vision for the school's development and makes sure that all staff work together to achieve the school's aims. In response to the previous inspection report, delegation to senior teachers and co-ordinators to share responsibility for management tasks has been achieved with some success. However, there are still weaknesses in the monitoring, evaluation and development of teaching. The management of the building projects over the last two years has necessarily taken up much senior management time and a great deal of energy has been spent on

moving into the new building. However, the implementation of effective assessment procedures to raise the attainment of pupils at Key Stage 1 and an improvement in the quality of provision for children in the Foundation Stage are important management issues to be tackled.

47. The school development and inspection action plans are clear and priorities for development are appropriate. The implementation and monitoring of the National Numeracy Strategy and the organisation of the information and communication technology suite has contributed effectively to the raising of standards in these subjects. The school has also identified the need to write and implement a policy for Early Years. While the school development plan is clear, it is not sufficiently detailed to inform how the school will monitor progress or to evaluate outcomes through identified success criteria. There is not sufficient reference made to how planned initiatives will contribute to raising standards.
48. The monitoring, evaluation and development of teaching is currently unsatisfactory. Although good structures have been put into place for subject co-ordinators to monitor standards and teachers' planning in their subjects, this monitoring does not focus on careful evaluation and analysis of standards. Observations are too general to identify sufficiently strengths and weaknesses in teaching, and thereby help the school identify procedures for raising standards. There are useful forms that give good feedback on the pupils' standards of work and the quality of teachers' planning. However, the information is not used purposefully to set challenging targets for average and higher attainers, or to write subsequent action plans for each subject. The practice of giving teachers opportunities to discuss personal and professional development needs, through the use of what the school calls 'Critical Friends', is good. The school has a suitable performance management policy, which, once implemented, should provide a useful tool to support the development of teaching.
49. Overall, the induction of staff to the school is satisfactory. There is a useful staff handbook, which gives clear and detailed information on available school policies and procedures on day-to-day issues. Suitable structures are in place to support the induction of newly qualified teachers and teacher training students, and regular mentoring takes place to support an individual's professional development. However, the induction of the newly appointed teacher to the Foundation Stage was unsatisfactory. Guidance given was insufficient and the teacher was left to devise systems independently. This is apparent in the lack of rigorous assessment procedures and in policies and planning for the provision for children under five.
50. The chair and other members of the previous governing body appreciate the aims, values and policies of the school and support them well. However, the formation and role of the governing body have changed recently since the new school opened. Although those interviewed show great loyalty and commitment to the school they are not yet adopting their overall management role sufficiently. Governors clearly show confidence in the head on whom they are currently over-reliant. The headteacher meets with the chair of governors to review the progress of a range of issues on an informal basis once a term. However, there are other governors who are not being actively involved.
51. Sub-committees of the governors monitor staffing and buildings, but they are not fully involved in the review of the school's finances and the formulating of the school development plan. The chair of the finance committee has begun to take an active role in monitoring decisions made. The chair and other governors understand the importance of their role in monitoring the curriculum and educational standards but they have not developed this role. Most governors do not yet visit the school on a frequent basis.
52. The annual report to parents contains only brief information about special educational needs, and while it names the governor responsible, it does not explain what the governor's role is. The special needs co-ordinator attends meetings of the governing body when necessary. One member of the governing body works in the school as a learning support assistant trained in additional literary support, and the literacy governor supports reading with groups of pupils from all attainment levels. A newly appointed governor will be taking over responsibility for special educational needs next term.

53. Financial planning and control are good. The school effectively applies the principles of best value. Budgets are clear and the standards fund is used effectively. Up-to-date balances are available for the headteacher and governing body finance committee on a half-termly basis from the school secretary. This enables the head teacher to keep an effective and regular overview of the budget. A financial report is given to the full governing body three times a year. Specific grants are used for their appropriate purposes, with effective systems in place to evaluate whether initiatives have had a positive effect on teaching and learning. The very efficient school secretary closely monitors all items of the budget. For example, she carefully scrutinises subject co-ordinators' orders and has completed all the main recommendations of the last audit report. Daily administration is very efficient and effective and makes an important contribution to the running of the school. The secretary has attended appropriate courses for information technology applications that benefit the school and make the most effective use of information and communication technology.
54. Overall staffing, accommodation and learning resources provide a good basis for the effective delivery of the curriculum. The qualifications, number and experience of teachers and support staff match the needs of the curriculum and pupils well. Staff work hard to give their best to the pupils. Their success in moving to the new building so efficiently is a testament to their professionalism. Support assistants are effectively deployed and familiar with their responsibilities. They work well with class teachers to the benefit of all pupils
55. The quality of accommodation in the new school is good overall, except for that in the separate unit for the youngest pupils. The school building is clean and well maintained. However, the new roof leaks in places. Classrooms are generally spacious and displays used well to aid learning and exhibit pupil achievement. The school now has a good library area for pupils. The entrance area of the school is particularly welcoming. No outdoor secure play area is available at present for Foundation Stage children. Other external playground facilities are good with hard surfaced areas delegated for ball games and quieter pursuits.
56. Generally resources are adequate to support the implementation of the National Curriculum. Resources for English and mathematics are good and sufficient for the teaching of all other subjects. The level of resources available in information technology is particularly impressive since the new computer suite was opened. All the demands of the curriculum are now being met. There have been some improvements in resources since the last inspection, most notably in library provision. The stock of books is now good, well organised and of good quality.

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

57. In order to raise further the standards of attainment of all pupils, the governors, head teacher and staff should jointly:
- (1) Improve the overall provision for children in the Foundation Stage of learning by –
    - a) Ensuring that co-ordination of this stage of learning is managed efficiently.
    - b) Planning the curriculum to meet the current requirements for children of this age. An Early Years policy is required as a matter of urgency. The planning should lead to the National Curriculum Programmes of Study, but clearly provide for the needs of young children.
    - c) Devising suitable assessment procedures so that there are detailed records of children's achievements in all early learning goals, and these are passed from the reception class to the staff in Key Stage 1.
    - d) Improving the current accommodation in terms of the furniture, equipment and space available.
    - e) Providing outdoor facilities so that organised, structured play opportunities are available to ensure progress in children's physical development.
 (paras: 15, 49, 55, 58, 59, 60, 61, 62, 63, 64, 65)
  - (2) Improve standards and pupils' progress overall at Key Stage 1 by –

- a) Ensuring that teachers at this stage use on-going assessment to plan work that meets the specific needs of all pupils of differing levels of ability – but especially for those of average or above average ability.
- b) Sharpening the evaluation of teaching and learning through having a clear focus for co-ordinators when observing lessons to identify what each teacher does well. This information should be shared with others, and agreed improvements planned to make learning more effective.

(paras: 21, 34, 47, 48)

- (3) Improve the school's monitoring of pupils' attainment and progress by building on current arrangements for assessment to include all subjects of the curriculum. Ensure that this information is recorded consistently and used in the planning of the next stage of each pupil's learning.

(paras: 35, 46)

- (4) Consider the role of the governing body so that they consistently monitor, appraise and evaluate the work of the headteacher and all staff so that they help to shape the direction of the school and act as the necessary "critical friend".

(paras: 50, 51)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

43

Number of discussions with staff, governors, other adults and pupils

32

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	44	33	7	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)		208
Number of full-time pupils eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		18

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

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	n/a
Pupils who left the school other than at the usual time of leaving	n/a

## **Attendance**

### **Authorised absence**

	%
School data	3.0
National comparative data	5.1

### **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
	2000	12	19	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	17	17	16
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	81 (n/a)	81 (n/a)	81 (n/a)
	National	84 (82)	85 (86)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	10
	Girls	17	17	18
	Total	25	27	28
Percentage of pupils at NC level 2 or above	School	81 (n/a)	87 (n/a)	90 (n/a)
	National	84 (82)	88 (86)	88 (87)

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
	2000	27	21	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	24	27
	Girls	19	19	20
	Total	39	43	47
Percentage of pupils at NC level 4 or above	School	81 (n/a)	90 (n/a)	98 (n/a)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	20	20
	Girls	20	18	20
	Total	35	38	40
Percentage of pupils at NC level 4 or above	School	73 (n/a)	79 (n/a)	83 (n/a)
	National	70 (68)	72 (69)	80 (75)

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	206
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

*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)	9.2
Number of pupils per qualified teacher	23
Average class size	26

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

Total number of education support staff	6
Total aggregate hours worked per week	125

Number of pupils per FTE adult	14
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	464922
Total expenditure	459668
Expenditure per pupil	2076
Balance brought forward from previous year	51460
Balance carried forward to next year	56714

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	78

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	47	1	1	0
My child is making good progress in school.	53	42	2.5	0	2.5
Behaviour in the school is good.	23	62	9	0	6
My child gets the right amount of work to do at home.	30	59	6.5	2.5	1
The teaching is good.	54	38.5	2.5	0	5
I am kept well informed about how my child is getting on.	40	43.5	11.5	4	1
I would feel comfortable about approaching the school with questions or a problem.	55	34.5	4	6.5	0
The school expects my child to work hard and achieve his or her best.	46	50	2.5	1	0
The school works closely with parents.	22	43.5	24	8	2.5
The school is well led and managed.	28	51	9	5.5	6.5
The school is helping my child become mature and responsible.	36	63	1	0	0
The school provides an interesting range of activities outside lessons.	33	42	10	4	10

## **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**

58. The provision for children in the Foundation Stage is unsatisfactory. This is because the present organisation does not meet the needs of all the children. This class had to be formed at the beginning of the school year to deal with the unexpectedly high number of admissions in Key Stage 1. The school had anticipated having to create this class at the beginning of the spring term 2001, and so this has led to a lack of structure in the planning of children's learning and development. When they start school, the majority of children already attain the third stepping stone in terms of their speaking and listening, mathematical and personal development and this is confirmed by an initial assessment of children's achievement. As a result of the unsatisfactory provision, children do not make the expected progress overall in all the areas of their work. Inspection findings show that although most children attain the early learning goals by the end of the reception year, this is due to their own ability and not as a result of the school's provision. Pupils with special educational needs make unsatisfactory progress as they receive exactly the same work as everyone else.
59. The quality of teaching in the reception class is just satisfactory overall. The teacher is hard working and dedicated but is new to the role and has received little support from the senior management team in terms of guidance and assistance with planning. For instance, there is no policy for children in the Foundation Stage and no plans to promote children's development towards the early learning goals. Planning merely lists activities and is not clear as to how children's skills are to be developed and extended. There are no clear learning outcomes and as a result there is no real quality in the work which the children produce. The children are not yet grouped according to their needs. The play activities, although enjoyable, are not structured or purposeful. The lack of a clear structure and organisation is having a detrimental impact even though there are only nine children in the reception class this term. There are no assessment procedures for tracking children's progress, apart from reading diaries. The reception children are based in a mobile unit which is some distance from the school, which is not ideal and the furniture provided for the children is not appropriate. It is too large, old and unappealing. The fireguard is dangerously hot. Parents provide useful information about children's achievements prior to entry and records of children who have attended pre-school provision are shared. However, these records are not being used to plan the next steps in learning.
60. By the time children leave the Foundation Stage their personal, social and emotional development is in line with the expectations of the early learning goals. This is because of the good social skills they have when they enter school. Many children are capable of achieving above the expected levels but do not because of the unsatisfactory provision for their personal, social and emotional development. Opportunities are provided for children to select and use resources independently but as yet they are not well organised and children move from one activity to another with no sense of purpose. Children have not yet established good work and play routines, which are crucial in the early years. They can sit and listen as a whole group and when working together with construction kits, for example, share and take turns appropriately.
61. Attainment is above the national goals in communication, language and literacy for five-year-olds, with strengths in speaking and listening. The children's use of spoken English is very good and the majority of them speak in clear, well-formed sentences. The children listen to stories attentively and readily share books with each other and with adults. Many of the children are beginning to pick out separate words in the text and higher attaining children read well with fluency and expression. Children take books home to share with their parents and this involvement has a noticeable impact on attainment. Writing is incorporated into many activities, for example children write their names unaided on their hedgehog home designs. Most write their names unaided, others are able to copy the teacher's writing. Higher attaining children have a good understanding of initial letters and identify rhyming words and, in samples of work, were seen to be writing well-structured short sentences with an appropriate use of capital letters and full stops, by the end of the first term. Letter formation is satisfactory. The teaching of communication, language and literacy is satisfactory, particularly in whole class work. Elements of the literacy framework are used appropriately by the teacher and a

sound understanding of phonics is developed through sound use of a commercial scheme. As a result of this satisfactory teaching, children can identify many initial sounds, although baseline assessment indicates that many children could do this before they started school. In one lesson, children enjoyed demonstrating how they can sort objects into sets beginning with the same sound.

62. Towards the end of the reception year, the higher attaining children achieve levels in mathematics, which are above those of most five-year-olds. All the children achieve the early learning goals for this area. Skills and understanding are developed appropriately through sorting, counting and matching activities. Children use mathematical language with confidence and this is reinforced appropriately in other activities. For instance, children skilfully organise presents into the correct size boxes in "Father Christmas' Workshop" role-play area. Work sampling indicates that all children receive the same mathematical worksheets regardless of their levels of mathematical development. This is unsatisfactory, as it does not provide adequately for the children's different levels of ability. The worksheets mainly require the children to colour in sets of objects and do not indicate mathematical knowledge and understanding. Apart from the baseline assessment, there are currently no records of children's mathematical development. Activities are not currently planned to meet the needs of all children. However, at the time of the inspection the mathematics assessment sheet was being prepared for completion at the end of the autumn term 2000.
63. Children's knowledge and understanding of the world are developing appropriately and they attain levels that are in line with those of most children of their age. Again, however, much of this knowledge has been acquired before the children enter school. Opportunities are provided for children to develop technological skills through their use of construction toys during play activities with both large and small apparatus. The children use the computer with confidence and many children can already recognise most letters on the keyboard. They copy commands for "Pod" to perform. Children explore their environment. They learn about seasonal changes and events in Autumn and Winter such as Bonfire Night. The teacher supports children appropriately in investigating their surroundings and encourages them to find things out for themselves. For instance, when children design and make a home for a hedgehog, the teacher provides useful assistance with suggestions for box sizes and of ways to attach recycled materials.
64. The provision to promote children's physical development is unsatisfactory. Despite this they achieve average standards. There is no secure outdoor play area and no large wheeled toys. Children have opportunities to use the school hall for their physical development and there are plans to improve the outdoor facilities. At the moment, children are not experiencing outdoor play on large equipment and this is unsatisfactory. The teacher teaches skills such as cutting and sewing appropriately to help children gain safe control of these finer movements.
65. Children attain average levels in their creative work. Their creative and artistic skills are evident in the displays of work. They engage in painting enthusiastically and enjoy painting their designs. They sing together, recite rhymes and use appropriate actions to words and music with varying levels of confidence. The children are particularly able in role-play. For instance, they use props and other resources with great imaginative skill when playing in the "Father Christmas' Workshop."

## **ENGLISH**

66. Results in the 2000 national assessments at the end of Key Stage 1 were in line with national averages for all schools in reading and below average in writing. They were below average when compared with similar schools. At the time of the last inspection standards in English at both key stages were in line with national expectations overall but this was in relation to the two separate schools and not the current amalgamated school. The trend since the previous inspection has been erratic, although the percentage of pupils gaining level 3 in reading last year rose by 28 per cent compared with the previous year. There is no significant difference in the results of boys and girls.
67. The results in the national assessments at the end of Key Stage 2 in 2000 were above average for all schools and below average compared with similar schools. This is a slight drop in standards that

have generally remained well above average since the last inspection. The performance of boys and girls has been reasonably close over the last four years.

68. Based on the work seen in English during the inspection in the first term of the school year, overall standards of attainment in English at Key Stage 1 are in line with the national average. The level being achieved by pupils at Key Stage 2 is above average and they achieve well for their ability. Approximately ten per cent of pupils through the school are on the special educational needs register, and they make satisfactory progress. However, given the above average standard of attainment of most pupils on entry to the school, the progress made by the majority of pupils in Years 1 and 2 is unsatisfactory.
69. Pupils are willing to contribute orally and most pupils express their ideas clearly and confidently. The previous report identified a weakness in listening skills, but class activities planned for through the National Literacy Strategy have improved opportunities for pupils to share ideas and they listen to each other and their teachers attentively and respectfully. Teachers' management of whole class discussions supports and includes pupils at all attainment levels. Higher attaining pupils speak knowledgeably and include details that show thoughtful response. For example, a pupil in a Key Stage 1 class shared her observation that all the directions in a set of instructions began with a verb. Older pupils discussed the chronological order of the invasions of England amongst themselves whilst compiling a glossary of historical terms. Pupils in both Year 5 and 6 are able to explain their views of how characters might be feeling by accurate references to literary texts. Standards in speaking and listening are now good.
70. Pupils enjoy reading and current standards are in line with national averages in Key Stage 1 and are above the national average in Key Stage 2. In both years at Key Stage 1 higher and average attaining pupils read with confidence, are expressive, fluent and accurate. They know how to use the reading scheme and enjoy selecting books from the colour-coded boxes. They make spontaneous comments about the story and can discuss what might happen next. These pupils use phonic knowledge well to work out unfamiliar words. Lower attaining pupils read with less expression and use pictures to help them sequence the story. However, they can talk about features of plot and characters in stories they know well, and use phonics to work out initial sounds. By the end of Key Stage 2 higher and average attaining pupils are reading fluently and gain meaning for correct expression by scanning forward to the end of the sentence. Although lower attaining pupils are more hesitant, they read accurately and with understanding. They enjoy the books they are reading and are able to explain relationships between characters and twists in plots.
71. Parents, classroom assistants and teachers hear pupils read in school and from discussion with pupils it is clear that many parents enjoy sharing books with them at home. Pupils' reading record diaries contain clear strategies for helping pupils improve their reading. As a result the diary entries are often evaluative and support pupils' learning. They are used regularly, especially at Key Stage 1 and in Years 3 and 4. However, this practice is not secure with the older pupils and some diaries show very little evidence of pupils having read to an adult. The National Literacy Strategy has introduced pupils to a wide range of non-fiction texts. Although most pupils understand how to use an index and contents page to find information in non-fiction texts, their use of the library depends on individual teachers making it part of a lesson. The library is well-stocked and arranged according to the Dewey system, but its location sometimes makes it difficult for pupils to use, especially if classes are taking place in the hall. Teachers' curriculum planning, especially in the non-core subjects, does not incorporate use of this valuable resource sufficiently.
72. Standards in writing seen during the inspection in both key stages are broadly in line with national averages, although at this stage of the school year the range of different forms of writing is limited. A similar picture was reported four years ago. Pupils in Year 1 use information and communication technology to write lists of words using phonic blends. Pupils in both Year 1 and Year 2 are writing in punctuated sentence units that communicate meaning in both narrative and descriptive forms; emergent writers space words finger width apart. Higher attaining pupils at the end of the key stage spell most simple, commonly used words accurately or make a close match through the sound. They are able to vary style and vocabulary to convey atmosphere to the reader. For example, a journey through the woods was made vivid by carefully chosen words: 'her light was so bright they

could see all the way home.' Average attaining pupils link actions together with simple connectives, such as 'and', but few sentences are punctuated and meaning is not always clear. Spelling is less secure although pupils choose similar sounding alternatives well. Lower attaining pupils communicate meaning but do not always follow the task set for writing. Simple words are spelt correctly but the meaning of other words is not always clear.

73. Pupils in Years 3 and 4 are developing their extended writing skills. Pupils move from supported planning and preparation to independent writing on the same theme. For example, a unit of writing based on a personal or imagined experience about families included rhyming words and similes to create a poem with a writing frame, independent poetry writing and an open-ended narrative task 'When I am 68 ...'. Use of research skills that include note taking are used to examine advertising and explanation texts. Pupils then make up their own advertisements or write up what they have learnt about Roman life. Other groups are involved creating glossaries with words needed for their work on the Vikings. Pupils in these year groups have already undertaken a wide range of writing activities this term including letter writing, play scripts, and labelling diagrams.
74. In Year 5 the greater emphasis on punctuation and sentence structure limits opportunities for extended, independent writing. For one piece of narrative writing pupils used a planning frame, but few develop their planning into the final draft of the story. The style of one higher attaining pupil was appealing - 'I felt as if I was flying through the air, I was. ... everything was bursting with colour ... I wonder whether it was a dream.' Higher attaining pupils in Year 6 are able to write a sustained narrative based on careful planning. They use complex sentence structures with vocabulary chosen to create effect. Average attaining pupils write with a sense of audience but with shorter sentences and some inconsistency in paragraphing. Lower attaining pupils use features of non-narrative, narrative and poetic forms that also show their awareness of writing for an audience. Punctuation in sentences is not always accurate, and handwriting, although joined and legible, lacks fluency. All pupils in this class enjoyed composing spells in response to their reading of 'Macbeth'.
75. The National Literacy Strategy is in place through the school. However, many teachers have taken the guided reading session out of the literacy hour, and there has been no formal monitoring of their alternative arrangements. Spelling was judged to be unsatisfactory at Key Stage 2 in the last inspection but the spelling of most pupils at the end of the key stage is now accurate. Teachers emphasise the need for good handwriting and careful presentation of work and standards of handwriting are good. Literacy is well used across the curriculum and is evident in history, geography, art and design and Information and communication technology.
76. The quality of teaching in English lessons during the inspection was good overall in both key stages. In Key Stage 1 it ranged from satisfactory to very good and in Key Stage 2 from unsatisfactory to very good, with the vast majority of lessons in both key stages being good or better. In the classes where teaching was good or better confident subject knowledge means that pupils' attention is focused clearly on what they have to learn. Teachers prepare resource material well. They have good questioning skills to draw out pupils' knowledge and understanding and appropriate homework is set. In an unsatisfactory lesson poor use of time and unclear learning objectives made pupils restless and reduced learning opportunities. There are good relationships between pupils, and staff are supportive of all pupils but especially those with special educational needs. Teachers work closely with classroom assistants to ensure that detailed individual education plans are followed carefully. Work for most pupils is well matched to different attainment levels. Writing tasks for the most able pupils enable them to make good progress. Most teachers mark pupils' work regularly. They write supportive comments and often indicate what a pupil needs to do to improve further. However, this good practice is not monitored throughout the school. A weakness identified in the previous report was the difference between teachers' assessments of pupils' levels of attainment and their actual results in national tests. Although the match was closer in 2000, teachers still underestimate the number of pupils capable of gaining the higher grades in both key stages. Despite the good teaching seen, the overall standards of pupils' work in Key Stage 1 and the test results for 2000 indicate that progress at this key stage has been unsatisfactory.

77. The subject co-ordinators work together and share developments in English with colleagues. They are increasing their use of national assessments to plan revision classes and identify strategies to raise standards at both key stages. The use of evaluative assessments of work done by individuals and groups will support this further. They have yet to monitor the planning and teaching of their subject to identify clear targets, to enable all pupils to reach their full potential, as outlined in the school development plan.

## **MATHEMATICS**

78. In the 2000 national tests, the number of pupils reaching the expected level of attainment was below average at the end of Key Stage 1. In comparison with similar schools the results were well below average. In the same national tests, the number of pupils reaching the expected level of attainment was well above average at the end of Key Stage 2. However, in comparison with similar schools, their performance was average. At the time of the last inspection standards in mathematics at both key stages were in line with national expectations overall, but this was not in comparison with the present school. The findings of this inspection are that Year 6 pupils are in line to attain above average standards by the end of the year. This is due, in part, to the good teaching at this key stage and the fact that the National Numeracy Strategy is clearly having an impact on standards now that it is being fully implemented in all classes.
79. The implementation of the National Numeracy Strategy has been a key feature in the school's bid to raise standards. As a result, pupils make good progress in learning the skills of numeracy across the school. There are appropriate planned opportunities for pupils to apply their numeracy skills in other subjects, such as science. The above average standard of attainment of most pupils on entry to the school enables them to make satisfactory progress in Years 1 and 2. The progress made by pupils at Key Stage 2 is good. Approximately ten per cent of pupils throughout the school are on the special educational needs register, and they make satisfactory progress in mathematics.
80. Inspection findings from classroom observations and analyses of pupils' work are that standards of attainment are now average at the end of Key Stage 1 and above average by the time they leave the school. The youngest pupils can use and identify simple fractions. Their understanding of solving problems involving multiples of ten is developed well. Pupils in Year 1 recognise and count numbers up to 20, and most use appropriate mathematical language. Many can recognise and name a range of two-dimensional shapes and use measuring exercises to consolidate this learning. They are secure in their use of addition and subtraction to ten. In Year 2, pupils develop their ability in mental arithmetic by learning simple multiplication facts and most count reliably in 2s, 5s and 10s. They routinely use and apply their knowledge of the four rules of number successfully, for example when playing mathematical games. Pupils collect and represent data using appropriate charts, and many can extract and interpret information presented in simple tables. The use of appropriate data handling computer programmes is being well developed. By the end of Key Stage 1, most pupils work confidently with numbers to 100, and can carry out a range of calculations accurately. Current standards are above those of the 2000 tests and pupils' achievement is sound.
81. During Key Stage 2 pupils learn new concepts as well as consolidating previous knowledge and achieve well for their ability. In Year 3, thanks to good teaching, pupils gain the required confidence to build on what they already know. By Year 4, some pupils work with numbers up to 1000, and some apply their skills to higher numbers. They build on earlier skills and are able to use fractions in more complex problem solving situations. They have a secure knowledge of the four rules of number up to two digits. Higher attaining pupils recall multiplication facts up to  $10 \times 10$ , and the lower attaining pupils sort objects according to several criteria of shape, and appreciate angles as measures of turn. Pupils use bar graphs to collate, record and interpret data. By year 5, pupils confidently round numbers to the nearest ten or hundred. All have a sound knowledge of fractions, including  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ . They can measure accurately and interpret line graphs effectively. They regularly use their numeracy skills in investigations involving the four rules of number. At the end of Key Stage 2 pupils have a good grasp of multiplication facts and can quickly recognise pattern in number. They use a variety of mental and written strategies to solve problems. Pupils have a sound knowledge of the properties of different shapes and can measure angles accurately. They collect

data and represent statistics in bar charts, line graphs and pie charts using information technology. Those pupils with special educational needs reach appropriate levels of attainment, particularly when helped by the good learning support assistants.

82. At the time of the last inspection teaching was found to be sound. At Key Stage 2, it is now good. In over sixty per cent of the lessons teaching was good or very good. Some teaching was unsatisfactory in Key Stage 1, but overall it was sound. Teachers have a good understanding of mathematics, which means that they make clear teaching points and answer pupils' questions accurately. There is a sharp focus in lessons on precisely what is to be learnt. This is shared with the pupils so they know exactly what is expected of them. Teachers expect pupils to concentrate in lessons and this has a positive effect on the quality and quantity of work produced. Teachers plan and organise their lessons well and use a variety of strategies to keep pupils interested. Effective use is made of questioning to help pupils clarify ideas and to provide further information. Activities provided are adapted to the needs of the range of ability within the class. Very occasionally the pace of lessons is slow and pupils become restless. Teachers manage pupils well. They treat them with respect and value their contribution, and as a result pupils are attentive. A feature of several lessons was the way in which pupils enjoyed and rejoiced in the achievements of others, underlining the good relationships within the classes. Good support is given by classroom assistants.
83. Much effort has been put into raising attainment by the co-ordinator. She has been particularly successful in ensuring staff are well prepared for the national numeracy initiative. She has monitored planning and teaching and provided good support. Her diligence is the main reason for the improvements in mathematics since the last inspection. The numeracy framework is now in place and resources have been increased. There is greater use of school and national tests to assist teachers' measurements of pupils' progress. The use of assessment is making lessons more appropriate for all pupils and is a good model for other subjects of the curriculum.

## **SCIENCE**

84. The teacher assessments of pupils' standards at the end of Key Stage 1 in 2000 were average when compared nationally. Results were below average when compared to similar schools. Although these results are an improvement on 1999 assessments for the two separate schools, pupils are not achieving as well as they should. There are not rigorous enough assessment procedures in place to allow teachers to provide work of a suitable match to pupils' ability. Consequently, work planned in lessons does not provide sufficient challenge for pupils of average and above average ability to attain the higher level 3.
85. Inspection evidence shows pupils' attainment in the current Year 2 to be average when compared to national averages, and below average when compared to similar schools. This reflects unsatisfactory achievement in science across Key Stage 1. A similar picture was reported at the time of the last inspection.
86. In Year 1, many pupils are beginning to understand the properties of familiar materials. Some pupils can sort objects into sets according to whether they are made from natural or man-made materials. By Year 2 pupils are able plan with support a 'fair' test to investigate scientific questions. In one lesson the teacher used an exciting context to motivate pupils and they were very keen to mend the bucket, which had a hole in it. They correctly identified a range of materials which would be suitable for its repair, and could suggest ways to test each material fairly. The subsequent investigation however did not challenge the higher attainers as they had already used previous knowledge of materials to predict correctly the outcome of the test. Also, the investigation was carried out by the adults. This left pupils as observers and prevented any opportunity for pupils to carry out the investigation independently.
87. Scrutiny of work shows a growing understanding of animals and the local habitats in which they are found. For example, on a recent visit to 'Pinsley Wood', Year 1 pupils' accurate drawings of the animals found there are correctly placed on a large picture of the wood displayed on the classroom wall. In Year 2, pupils have investigated the habitats found in the school grounds and have made



individual mappings on a plan of where each type of creature was found. Wormeries have been set up in each classroom for pupils to observe worms closely and regularly and to notice details about their movements and eating habits. An investigation into the kind of habitats that woodlice like best contributed to pupils' development of early investigative skills. The practice of recording the process on an 'Investigation House' is familiar to all pupils and supports this aspect of science well.

88. The quality of teaching seen was satisfactory in Key Stage 1. Planning is detailed and suitable emphasis is placed on scientific enquiry. Pupils therefore have a very good understanding of fair testing. However, teachers teach to the scheme of work regardless of the learning needs of individual pupils. Work is often planned to average levels with little opportunity for pupils to extend learning beyond this. More rigorous assessment procedures need to be developed to raise teachers' expectations of what pupils are able to do and to plan work effectively, which matches individual pupils' learning needs more closely.
89. Results of the year 2000 National Curriculum tests at the end of Key Stage 2 were well above average when compared to schools nationally and to similar schools. This is due to the very high proportion of pupils who attain the average and above levels in test results. This is a similar picture to results in 1999 before the schools amalgamated. Teacher assessments are considerably lower than test results however and this is partly due to the school's assessment procedures, which lack rigour. Investigations planned during lessons allow pupils to attain at average levels but do not always enable them to take their learning to higher levels in this aspect of science.
90. Inspection evidence agrees with the national results. The standard of the majority of pupils' work seen during the inspection is above average. The previous inspection reported standards as average. In Year 6, pupils talk knowledgeably and with secure understanding about balanced and imbalanced forces and the effect these have on the movement of objects. They are able to use this knowledge confidently when planning an investigation into the factors which affect the amount of load a boat can carry before it sinks. For example, many pupils relate their understanding about 'upthrust' to weight when considering whether their boat will float better in salt or fresh water. All pupils can plan and carry out a fair test independently, identifying key factors for consideration. They have secure skills of prediction based on scientific knowledge and understanding and form accurate conclusions from evidence collected. Due consideration is given to how they can improve the accuracy of their conclusions. With support, pupils make accurate observations and measurements. However, they are not yet analysing these with precision to inform further investigative work that would support their conclusions.
91. The high standards are a result of good teaching seen in lessons across Key Stage 2. Teachers plan interesting and progressively more challenging investigations for pupils to carry out. Lessons develop scientific skills in a systematic way. For example, pupils in years 3 and 4 plan and carry out an investigation into the strength of magnets with increasing amounts of independence. They are suitably supported in whole class sessions to interpret their results so that accurate conclusions are drawn based on information collected. Information and communication technology is used when appropriate to record results. Pupils also use computers to write reports on their investigations and to research scientific facts.
92. The practice of teaching scientific knowledge through structured investigation is effective in raising pupils' understanding of fair testing. All investigations start appropriately through questions, which require pupils to plan and consider carefully the process of testing. This effectively develops scientific enquiry skills. The impact of teaching on standards is hindered by the low amount of time given to the subject. Pupils with special educational needs are given an appropriate amount of extra help mainly through the support of a teaching assistant. Average and higher attaining pupils at Key Stage 2 are given good opportunities to reach above average standards in knowledge and understanding of scientific facts and concepts. However the level of investigations does not always permit achievement at higher levels.
93. A well-structured scheme of work, based on the LEA model with support from other documents, is implemented consistently across the school. Units of work are organised into a two-year planning cycle, which gives clear guidance on progression and continuity of content across the school. The

co-ordinator monitors the delivery of content closely and reports any ambiguity at staff meetings. This monitoring also gives useful information on resource needs. Appropriate targets for improvement have been identified but as yet these have not been developed into a comprehensive action plan, which will support the raising of standards particularly for average and higher attainers at Key Stage 1. There is a sufficient range and quality of resources to meet the requirements of the subject.

## **ART and DESIGN**

94. Pupils throughout the school make satisfactory progress in art including those pupils with special educational needs. They achieve standards appropriate for their age in painting, printing, collage and observational drawing. Pupils are introduced to an appropriate range of media, including clay, pencils, paints, pastels and weaving. There is a systematic progression of drawing skills throughout the school, as pupils become increasingly adept at observing closely and translating observations into representational forms. Evidence of skill progression is more limited in other aspects of art such as three-dimensional clay work.
95. Work is effectively linked to topics. In Year 1 the pupils experiment with a wide range of media and have produced some colourful pictures of butterflies. In a Year 2 class pupils make sound progress in observational drawing when they sketch buildings. Satisfactory progress is made in using pastels and coloured pencils when sketching fruit. However, overall the art in Key Stage 1 is fairly mediocre and individual pupil portfolios of work are not helpful in indicating progress and development as they are not annotated or dated. There was no evidence of three-dimensional artwork.
96. Pupils in a Year 3 class have produced some effective Roman mosaics using gummed paper and have completed a dramatic striped mural in the style of Bridget Riley. Their intricate Islamic patterns are particularly good. Year 4 pupils extend their knowledge of famous artists by studying the work of Mondrian and have produced some colourful computer generated pictures of Mondrian's "Broadway Boogie." Preliminary sketches of facial expressions and body movements are used well by Year 5 pupils to draw and paint Olympic Sportsmen. By the time they are eleven most pupils produce work to a satisfactory standard in drawing, painting and collage.
97. No art lessons were seen during the inspection but work and wall scrutiny indicates that teaching is satisfactory in the majority of classes. The present art scheme provides breadth and balance, but does not ensure a systematic and even development of skills in all aspects. Skills in clay work for example are not built upon progressively throughout the school and three-dimensional art is underdeveloped. More effective and regular use could be made of sketchbooks to experiment and practise skills and techniques. There is insufficient recording of pupils' work and no assessment. The acting co-ordinator has no chance to monitor progress and standards, other than informally. There is a satisfactory range of materials.

## **DESIGN AND TECHNOLOGY**

98. There was insufficient evidence available in the last inspection of the two separate schools to judge standards in design and technology at Key Stage 1. The new school has since developed a comprehensive scheme of work and photographic evidence, which show the wide range and level of work produced by pupils at both key stages. Work seen during the inspection shows that standards in design and technology by the age of seven and eleven are average overall. Photographs show that some older pupils are developing a consideration of the quality of their final models and artefacts. This is reflected in the high level of care and attention to detail given to pupils' 'Millennium' models of buildings from around the world and in the air raid shelters and masks made to support their study in history. Key Stage 1 pupils are also developing these very good attitudes to their work as reflected in their animal homes made for a favourite pet.
99. At Key Stage 1, pupils are able to consider the components of different greetings cards when designing Christmas cards. They are given suitable opportunities to explore and experiment with different ways of folding before deciding on a finished style for their own card design. Pupils give

good reasons for their final choice of design, which show creative and imaginative thought. Pupils are engrossed in their work, showing a good level of interest and concentration. They work sensibly with scissors and share crayons and table space cooperatively. Activities planned are exciting, relevant and motivate pupils to do well. Teachers have secure subject knowledge and use this to structure lessons to develop pupils' designing, making and evaluation skills.

100. Pupils in Key Stage 2 are able to follow the design and make process over a number of weeks and this allows them to refine and improve upon their work following careful evaluation. This is reflected in the quality of the book marks made by pupils in years 3 and 4. Their designs are embroidered accurately onto fabric and some contain minute details such as the petals of flowers or the eyes on a cat. In Years 5 and 6 pupils continue to think about the quality of their finished work by concentrating on what they are doing. They take a great deal of care in the design phase, using rulers to get precision in their drawings. This is an improvement since the last inspection, which found the design aspect less secure. It also reflects the very good attitude pupils have to their work. Pupils follow the safety rules closely in response to teachers' quiet but firm reminders about the rules and procedures for using a range of cutting tools. They use these with good ability under the close supervision of adults. Pupils evidently enjoy making, joining in enthusiastically and patiently sharing equipment.
101. The quality of teaching at both key stages is at least satisfactory. A strength in the teaching is teachers' planning, which is detailed and supports all aspects of the design and make process. Safety issues are carefully considered and reinforced in the classrooms. Pupils are given sufficient time to plan and make their designs and the practical sessions are of an appropriate length. Resources are selected to support particular activities and to give pupils ideas. For example a range of Christmas cards were available for pupils to scrutinise prior to developing their own designs. Similarly, pupils in Key Stage 2 are able to investigate how a range of different string toys work before planning their designs. Support is given when necessary and pupils are encouraged to take care at all times to improve the quality of their work.
102. The co-ordination of the subject is satisfactory. Steps are taken to make sure that all teachers follow the scheme of work. Monitoring of learning has taken place and this has given good insight into teachers' awareness of pupils' skill levels throughout the school. Feedback is given in staff meetings and appropriate steps taken to moderate the curriculum if necessary. Monitoring of teaching and learning to evaluate standards more closely is planned to take place and this will enable standards to rise even further. An effective action plan has not yet been developed, to identify subject objectives, monitor focus and measure success criteria. Suitable links have been identified with information and communication technology and these are integrated into lessons when appropriate. There are sufficient resources to support teaching and learning for the subject.

## **GEOGRAPHY and HISTORY**

103. During the inspection, only one geography lesson was observed in Key Stage 2, and one history lesson in Key Stage 1. Evidence from documentation and discussions with staff indicate that pupils have a balanced programme of both subjects during the key stages.
104. Standards of pupils' work in history is in line with the level expected for pupils by the end of Key Stage 1 and Key Stage 2. At Key Stage 1 pupils show an awareness of the past and of the ways in which it was different from the present. This is successfully reinforced through a series of lessons on special events and places. The difference between old and modern houses generated much interest. Pupils know about shelter and warmth and why houses have changed. They are able to sequence changes on a time-line in order to develop a sense of chronology. In Key Stage 2, pupils have successfully worked on topics about the Greeks, the Romans, the Tudor period and life in Britain since 1930. Most pupils are confident in expressing their views and show a sound development of speaking skills. They are knowledgeable about characteristic features of the periods they are studying. Year 5 pupils could describe details of a Tudor ship and know that the Mary Rose was on her way to fight against France before sinking. Year 6 pupils show a growing empathy

with the lives and experiences of people in the past particularly those who lived during the Second World War.

105. History makes an effective contribution to literacy, especially in upper Key Stage 2, where pupils are given the opportunity for extending their writing and interviewing techniques. However, research skills, including the use of information technology, are underdeveloped. Contributions to numeracy include an awareness of the passing of time, often through developing a time-line. Pupils' progress in history is sound in both key stages. They gain a suitable range of knowledge about different eras. Pupils with special educational needs receive good support and make sound progress. The pupils' attitude towards history is good and many are confident and eager to contribute to discussion. Year 6 pupils successfully put together and asked a visitor to their class, relevant and stimulating questions about life in the Thirties and during the war. Great interest and effective discussion were the outcome. Pupils in both key stages work well together, concentrate, share ideas and tasks.
106. Standards of pupils' work in geography is in line with the level expected for pupils by the end of Key Stage 1, but above average at the end of Key Stage 2. At Key Stage 1 pupils show an awareness of other countries and why they are different from ours. They develop a sound understanding of their local and wider areas. The younger pupils are developing knowledge about where they live and learn about their address. They develop adequate understanding of different seasons and types of weather. Year 2 pupils confidently identify different countries and answer questions such as, "What is the weather like?" and "How would you get there?" Pupils confidently use a globe to find United Kingdom in the world. They know about some of the features in their locality.
107. Pupils make good progress in Key Stage 2, and by the time they are 11 pupils have learnt about the rivers in the British Isles and acquired some information about rivers of the world. For example, they know that the Nile is the longest river and that rivers have tributaries, sources, channels and delta. They have good knowledge of directions on a compass and understanding of the use of keys and symbols when using atlases and maps of different scales. Pupils study the local area in detail. They can locate places on the local map for example, the swimming baths, the school and the roads where they live, but as yet find it difficult to plot and map out a given route. Pupils in Year 5, study a distant locality such as Om Khanan in Egypt and learn about their way of life, the rainy season etc. Year 6 pupils study climatic regions of the world and they confidently extract information from the Internet. There is consistent use of information and communication technology to promote pupils' geographical skills.
108. The quality of work produced during the year indicates that the quality of teaching is generally satisfactory. During the inspection, however, of the two lessons observed the quality of teaching was very good in one lesson and good in the other. In the lessons observed, teachers' good subject knowledge backed by an enthusiastic approach and brisk, clear delivery effectively stimulated pupils' interest and eagerness to know more. Great effort is made by teachers to make history come alive through good questioning techniques that involve all pupils. Well-prepared work is set with levels of challenge carefully planned to match pupils' abilities. This work is often exciting and stimulating as teachers constantly challenge pupils to make greater efforts.
109. There is a satisfactory range of resources available to deliver the geography and history curriculum, with a variety of books, artefacts and other historical material. Wall displays are suitably attractive and colourful, linked to periods being studied and support pupils' historical knowledge.
110. The co-ordinator gives advice and support to her colleagues and monitors the teaching and progress of pupils in all year groups. At present, assessment is not structured to inform planning of future work by targeting areas requiring reinforcement, in particular the progression of historical skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

111. The provision for information and communication now meets the statutory requirements of the National Curriculum. This is an improvement on the position at the last inspection in the two separate schools. At the end of Key Stage 2, the attainment of the majority of the pupils is above national expectations in the major areas of word-processing, data handling and the use of illustrations. There is also evidence of very good work in the use of the Internet. Scrutiny of pupils' work used in displays showed evidence of information and communication technology being used in many different curriculum areas. Opportunities for pupils to use a range of information and communication technology equipment and software to perform different functions have now been established throughout the school and pupils' progress has improved as a result.
112. By the end of Key Stage 1, pupils know and name different parts of the equipment. They are able to use the mouse with confidence to load and use various functions, to draw with different art packages, and some can add text to their drawings. By Year 2 the more able pupils can write parts of simple stories on a basic word-processor and use text to make labels for classroom displays. In Key Stage 2, working in pairs, pupils are able to store data in a word-processor or database from the evidence collected. Pupils are occasionally using different programs to support their work in the literacy hour.
113. Progress throughout the school is now good. A number of examples were seen of pupils using computers in different lessons as well as the direct teaching in the computer suite. In the reception classes, older pupils have already begun to input text into the computer, and learn how to use the shift and return keys. This overall experience in Reception is built on in Year 1 where pupils have begun to write their responses to stories in their own words. In Year 3 pupils are able to highlight text and perform many simple word-processing functions. The words being used came from their science topic on weather. Year 4 pupils can use a spreadsheet to make graphs and pie charts based on evidence they have already collected. In Years 5 and 6 pupils were able to access the Internet and download information for their topics. They then minimized the Internet screen to allow access to a word-processor where they were able to paste their information and work on it.
114. The co-ordinator's organisation of the subject has made a considerable impact in the short time the school has had its computer suite and all teachers are now well organised and using the technology effectively. All examples seen during the inspection showed that teachers have sufficient knowledge to load programs from the beginning and get pupils underway, and the understanding to make their use of information and communication technology meaningful. The school has begun to adapt the Qualifications and Curriculum Authority guidelines to offer sufficient guidance to those staff who are not skilled in the use of computers in the classroom. The many examples of information and communication technology being used to enhance work in other subjects shows the care that is being taken over planning.
115. Pupils' attitudes and behaviour in the examples seen of information and communication technology in use were good. The way in which pairs came together for their lessons and worked very co-operatively on the drawing tasks that they had been given, was impressive in most cases.
116. The co-ordinator is very keen and enthusiastic and has a very good idea of where the school needs to focus in the immediate future. There are now sufficient, good quality, computers in the school, each with a printer, to meet the needs of the National Curriculum. The software is adequate and the resources available make access to control technology possible for all pupils.

## **MUSIC**

117. Standards in music by the age of eleven are average. Pupils who learn to play an instrument attain above average standards. Pupils at Key Stage 2 take part in a range of musical activities. These include hymn and song practices and weekly music lessons. Pupils in year 4 were keen to talk about the percussion accompaniments they added to the story of 'We're Going on a Bear Hunt' and the poem 'Hairy McClary'. They told how they work in groups and select percussion instruments to portray particular parts of the text before performing their compositions to their classmates. Pupils in years 3, 4 5 and 6 are able to sing 'rounds' in two and four parts keeping the melody of their own part going. They sing with good harmony and tunefully. The lively and

enthusiastic piano accompaniment motivates the singing so that when pupils sing 'Shine' the feeling and emotion conveyed in the song is evident.

118. The quality of teaching is satisfactory overall. Class music lessons follow commercially taped programmes, which are suitable for the different year groups planned for. Pupils understand the element of tempo and know that music is divided into certain numbers of beats in a bar. This learning is not always reinforced by teachers sufficiently well, however, to take learning forward at a fast enough rate. Teachers follow lesson plans closely and point out relevant musical aspects such as slowing down and identifying a coda but pupils play a passive part in this and although they are compliant, they do not join in with enthusiasm. Teachers' subject expertise is not always high enough to enthuse pupils and consolidate planned objectives in these lessons. The singing therefore lacks the enthusiasm heard at other times. Pupils are organised at desks, which does not support practical activity sufficiently well nor encourage pupils to perform as an ensemble. There is little opportunity to match the content of these programmes to the individual learning needs of pupils although those who are learning to play an instrument and are able to read simple musical notation by sight, leave during the lesson to take part in school orchestra.
119. No lessons were seen during the inspection in Key Stage 1 to allow a judgement to be made on teaching or standards. Pupils sing during assemblies and have another opportunity to join together in a weekly singing session. At the time of the inspection a repertoire of Christmas music was being learned in preparation for the Christmas services.
120. There are good links with information and communication technology. Pupils in Key Stage 2 are able to use 'Music Explorer' confidently to compose a melody for lyrics written during a previous lesson. They are able to add a percussion accompaniment and are very interested to listen to their finished composition enabling them to evaluate and improve upon their own work.
121. The co-ordination of the subject is at a transitional stage. Activities are continuing but little recent development of the subject has taken place. Recent musical productions include 'Bugsy Malone' and 'David Copperfield' performed to celebrate the opening of the new buildings.
122. A good proportion of pupils are involved in extra-curricular music. These include drum, recorder and percussion lessons. Instrumental music lessons have a positive impact on music in the school. The Friday afternoon orchestra is well attended and incorporates a range of instruments including violin, percussion, flute, clarinet, oboe, cello and guitar. The school orchestra currently has 17 members who play well together to perform simple arrangements of well-known tunes and make regular public performances.

## **PHYSICAL EDUCATION**

123. Attainment is in line with national expectations at the end of both key stages and pupils make sound progress. In some lessons seen during the inspection pupils make very good progress as a result of skilful teaching which challenges and motivates them. Attainment in swimming is in line with levels expected in the National Curriculum. This reflects the good regular opportunities provided for all junior pupils to learn to swim.
124. Pupils experience a wide and balanced programme of activities. This represents an improvement since the last inspection in the two schools when the provision for dance was considered to impede pupils' progress. The overall school plan, based on a commercial scheme, now ensures that all pupils experience a satisfactory range of activities.
125. In the lessons observed the quality of teaching was good overall with some very good teaching also seen. Lessons began purposefully with a well-structured series of activities to encourage pupils to be conscious of the need to warm-up. Pupils were given clear instructions about what was expected of them and were encouraged to achieve high standards. There is a strong emphasis on giving of one's best and on playing a full part as a member of a team or group.

126. In both key stages, teachers dress appropriately for physical education. Pupils change sensibly into appropriate kit and they take part in lessons enthusiastically. They listen well and respond quickly to instructions. Good opportunities are provided for pupils to evaluate each other's performance, which is another improvement since the previous inspection.
127. The co-ordinator is keen and enthusiastic and has considerable personal expertise. There is a satisfactory range of apparatus and equipment to support learning and internal and external accommodation for physical education is good. There has been a significant improvement in the range and quality of resources available as a result of the school's involvement in national incentives such as Top Sport.
128. After school clubs for winter games and gymnastics enhance the curriculum. Matches are played against local teams. Physical education makes a positive contribution to the pupils' moral and social development, through involvement in clubs and teams and in encouraging co-operative work and the recognition of the need for rules in games.

## **RELIGIOUS EDUCATION**

129. Standards by the age of seven and eleven years meet the expectations set out in the locally Agreed Syllabus. Religious education contributes well to aspects of pupils' spiritual, moral, social and cultural development. When the children first start school, their attainment is above average. In the early stages, teachers make good use of story telling and discussion, and because of this, pupils develop their ideas well. This was evident in a lesson taken by the co-ordinator in Year 1 about special places for Sikh worship. Throughout the school, they make good gains in their knowledge and understanding of Christianity and other major faiths. Pupils' achievement in the older classes in Key Stage 2 is impressive in aspects of their spiritual development.
130. By Year 2 pupils know the similarities between, for example, Islam, Sikhism and Christianity. They draw on the stories about people they have heard, such as Guru Nanak, to appreciate the important people in any religion. They know the names of places of worship for the different faiths and some of the rituals and celebrations that take place. The pupils in Key Stage 1 make a successful start to learning about different religions. They are developing a secure understanding of how they can learn from the positive actions of others and the examples set by important religious figures, such as Jesus and Mohammed. The pupils show high levels of respect for other beliefs. This shows in the way pupils talk. For example, a Year 1 pupil said, "I like what they do. It is kinder than us." The pupils' good and sometimes very good attitudes reflect the effective teaching.
131. By Year 6 pupils have a secure knowledge of Christianity and other faiths, such as Hinduism and Judaism. They draw on this knowledge well to help them make decisions about their own lives and to make sense of what they see about them. They are able to apply the rules from the Bible to their own lives and understand how rules are important for people to live in harmony.
132. Teaching of religious education is sound overall; it is particularly effective in developing pupils' spiritual understanding. The pupils make thoughtful responses because the teachers are skilled at questioning and probing their ideas. Questions such as, "What makes a family special?" produced quality answers that clearly meant a lot to the pupils. Their list of words included "kind, loving, understanding, special, embarrassing, different, forgiving and together". The discussion was greatly appreciated by all. Younger pupils in the Year 1 class developed a greater understanding of how other people live and worship because the teacher was able to use her knowledge of Sikhism so well. Teachers make good use of resources. For example, two teachers used the Christmas story and artefacts to give greater insights into what it means to be a Christian. Teachers use visits and artefacts well to develop further understanding, and as a result, pupils talk about their experiences well.