

INSPECTION REPORT

**Freeland Church of England Voluntary Controlled
Primary School**

Witney Oxfordshire

LEA area: Oxfordshire

Unique reference number: 123138

Headteacher: Mrs B Kay

Reporting inspector: Mr G Bassett
21500

Dates of inspection: 28th February – 2nd March 2000

Inspection number: 191224

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled Church of England
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Parklands Freeland WITNEY Oxfordshire
Postcode:	OX8 8HX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Bird
Date of previous inspection:	December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G Bassett	Registered inspector	Science, Geography Special educational needs	What sort of school is it? How high are the standards? How well are the pupils taught? How well is the school managed?
Mrs M Hackney	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs P J Underwood	Team inspector	English History Music Religious education Education of pupils under the age of five.	How good are the curricular and other opportunities offered to pupils?
Mr J Iles	Team inspector	Mathematics Information technology Art Design and technology Physical education. Equal opportunities	Pupils' attitudes, values and personal development.

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

INFORMATION ABOUT THE SCHOOL

Freeland Church of England Voluntary Controlled School is a small school with 103 pupils on roll. It has a mainly white population. There is an equal number of boys and girls and although there is an imbalance in most classes it is more obvious in Year 1 where there is one boy and 9 girls. The school serves the village of Freeland and some surrounding village of Church Hanborough, Long Hanborough, and Eynsham. The head teacher was appointed as acting head teacher in September 1999 following the resignation of the previous head. Most pupils come from privately owned houses and the proportion of pupils that are eligible for free school meals is much lower than the national average. About a sixth of the pupils are included on the school's register for special educational needs and one has a statement. The children start school part time in the term that they become five years old. The school's assessments show that the attainment of pupils on entry to the school reflects the full ability range but is clustered around the average. At the time of the inspection there were 11 children in the reception year with 6 of these being under five. They come to school part time. The reception children are taught in a class with 10 Year 1 pupils.

HOW GOOD THE SCHOOL IS.

The current standards in English, mathematics and science are well above average by the time the pupils are eleven years old. The improvements that have been made by successive cohorts of the older pupils have been much faster than the national trend. This reflects the significant improvements made to the quality of the teaching since the last inspection when it was satisfactory. The recently appointed acting head teacher has brought about improvements in the pupils' behaviour and has improved the ethos and team spirit throughout the school. The leadership has begun to monitor the quality of the teaching in each classroom and to collect the teachers' half term plans to ensure appropriate coverage of the curriculum. This provides reliable information upon which to base the curriculum planning. The very high standards reached by the time the pupils are eleven and the improvements made since the last inspection mean that the school is effective. The cost per pupil is high but considering the improvements made since the last inspection and the very high standards reached at the end of Key Stage 2 the school gives good value for money.

What the school does well

- The leadership provides a clear direction to the educational development of the school.
- The governing body is effective and has a positive influence upon shaping the direction of the school's development.
- The quality of teaching in over two thirds of all lessons seen was good or better.
- The management of the pupils is very good and this has a good impact upon raising standards.
- The pupils' standards in English, mathematics and science are very high and well above the national average by the time the pupils are eleven years old.
- The pupils' attitudes and enthusiasm towards their learning and school are good and these have a positive impact upon their achievements.
- The pupils with special educational needs make good progress and are supported effectively.
- The work of the learning support assistants is good and is a positive influence upon the raising of the pupils' quality of work.
- The school ethos and team spirit is good.
- The pupils' behaviour in and around the school is good.

What could be improved

- The systems for recording the teachers' day to day assessments.
- Standards at the end of Key Stage 2 are not high enough in IT and RE.
- The involvement of the subject leaders in checking the quality of teachers' planning and of the pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996 and subsequently has made substantial improvements. For instance since the last inspection the rate of improvement in the results achieved by pupils in the national tests at the end of Key Stage 2 has exceeded the national trend. The current standards are much higher than the national average and much higher than those described by the previous report. The higher attaining pupils are now identified and the tasks are suitably challenging to extend their skills, knowledge and understanding. It is clear the pupils have made good progress since taking the tests at the end of Key Stage 1.

The quality of teaching has improved from broadly satisfactory with a small proportion of lessons being unsatisfactory to being totally satisfactory with over two thirds of lessons seen being of a good or better quality.

The quality of leadership is good and gives a clear direction to the work of the school. Schemes of work for most subjects have been adopted and all parts of the curriculum for physical education are established. The acting head teacher works closely with all staff and governors and has set up good and comprehensive school development plans. These give a clear timetable for actions to be completed and they cost out targets effectively. Professional discussions are underway for all teachers and these form a basis for job descriptions and future training. The school is well placed to continue the good improvements in the future.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A*	A*	well above average A above average B average C below average D well below average E
mathematics	A	B	A*	A*	
science	A	A*	A*	A*	

The table shows that the pupils' standards have remained constantly very high over the past three years in the national tests in English, mathematics and science. Taking the results over the past four years it is clear that standards at the school have been improving at a greater rate than the national trend. Each cohort of pupils makes good progress throughout the Key Stage 2. The targets for each pupil are assessed regularly in the light of the results of other optional national tests. These are used to make accurate predictions about the standards that each pupil is expected to reach by the end of the key stage. Inspection findings show that nearly all pupils are on course to reach the expected standards in English, mathematics and science and that a large proportion already exceeds these levels. The current targets set by the school have been adjusted and predict that all pupils in Year 6 should reach the expected standards, level 4, or above in these subjects.

The quality of work in information technology has improved only recently. As yet the standards reached at the end of Key Stage 2, although broadly in line with the expected levels, do not match the very good standards that successive cohorts of pupils have made in English, mathematics and science. The quality of the work in religious education at the end of Key Stage 2 is also satisfactory but once again does not mirror the good quality of the work in these other core subjects. There is a need to improve standards in the two core subjects of Religious Education and Information Technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. This is a strength of the school. The pupils are enthusiastic and show a good interest in the topics and themes.
Behaviour, in and out of classrooms	The pupils' behaviour in and around the school is good. According to comments expressed during the inspection there has been a great improvement, recently.
Personal development and relationships	Good. The pupils have a good understanding of the feelings and values of others. They relate well to others and to adults.
Attendance	Good. Attendance levels are better than the national average.

The pupils' attitudes to their learning are very good and this is a strength. The school is an orderly and well managed community that reflects the values set out in the school's aims.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
35 lessons seen overall	Good	Good	Good

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

During the inspection all lessons seen were at least satisfactory and over two thirds of those observed were of a good or better quality. Seventeen percent were of a very good quality. This high quality of teaching has a major impact upon the standards that the pupils reach and upon their positive attitudes to their learning. All the teachers have a secure knowledge of the subjects they teach to the pupils in their classes. The teaching of literacy and numeracy is now firmly established, throughout the school. The quality of the planning has improved across the school and the teachers are much clearer in their lesson plans about what the children need to learn.

All teachers carry out on-going assessments very well. They interact effectively to strengthen the pupils' understanding and knowledge. They make effective use of these judgements to help the pupils to improve their work. Some teachers make notes to record each pupil's progress. However, there is currently no common format in use across the school.

The teaching of information technology has recently improved with the acquisition of new computers and software. Since the last inspection various initiatives have been taken, that have improved the teachers' skills. The quality of teaching is now satisfactory. The support given to the pupils with special educational needs is good and this helps them to make good progress against the targets in their individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum is satisfactory and reasonably broad and balanced. The emphasis is rightly placed upon the teaching of literacy and numeracy and this is having a good impact upon the pupils' learning.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and well supported by the learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The development of the pupils' personal development for sex education and awareness of drugs is too informal. The provision made for the pupils' spiritual, moral and social development is good. The provision for the pupils' cultural development is satisfactory.
How well the school cares for its pupils	All staff show a strong commitment to the care and well being of all pupils. This is a strength of the school.

There is a strong commitment to the care and well being of all pupils. The learning support assistants give good support to the pupils with special educational needs. The curriculum is being developed effectively and has a satisfactory breadth and balance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The acting head teacher gives the school a clear direction to the educational development of the school. The team building is successful but although the head teacher is encouraging the subject leaders to develop their roles to monitor the development of their subjects there are still areas of their management that need improving. .
How well the governors fulfil their responsibilities	Good. The governing body gives the staff and pupils significant support whilst fulfilling its statutory duties in full.
The school's evaluation of its performance	The leadership has a clear appreciation of the strengths and weaknesses of the school because it evaluates most aspects of its work with rigour. The priorities of the school development plan are appropriate and implemented effectively. As a result, the school continues to improve.
The strategic use of resources	The use and extent of the learning resources is satisfactory.

The leadership and management of the school has a positive direction. Although some governors are very new to their responsibilities, the governing body carries out its duties with diligence. The acting head teacher provides the staff and pupils with a strong and clear educational direction. The school is making good improvements to the standards of work that the pupils achieve. The subject leaders are not yet sufficiently involved in the management of their subjects. The monitoring of the teachers' plans and the quality of the pupils' work is not rigorous enough to ensure that the standards in all subjects are equally good. The governors work closely with the staff and the budget is monitored effectively to ensure the principles of best value for money are achieved in all the budgetary decisions.

The school has an appropriate number of teachers and learning support assistants who are deployed successfully to meet the demands of the National Curriculum. Improvements have been made to extend the hall and to create additional administrative areas. However, the school still lacks adequate provision for physical educational lessons for a whole class. The pupils' toilets are sited badly in the building and this causes much inconvenience.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. They are taught well and are making good progress. • The school promotes good relationships and the pupils' behaviour is good. • The school is well led and the parents feel comfortable about approaching the staff with problems and suggestions. • There are strong commitments by all the staff to help their children and to ensure that they work hard and achieve their best. • The school is helping their children to become more mature and to take responsibilities for themselves and their actions. 	<ul style="list-style-type: none"> • A small minority of parents wish that the school could give them more information about how well their children are doing. • They would like to know more about the setting of homework and wish that the school could give more structure to the setting of work to be done at home. • A significant number of parents would like the school to provide more after school activity clubs for boys and girls.

The inspection team agrees with the very positive views expressed by the vast majority of parents. Most parents are supportive of the work of the school. The quality of information provided by the school to the parents is sufficient and effective and parents have many opportunities to talk to their children's teacher. There are lunch time and after school activities as well as residential and day visits organised for groups of pupils. These are adequate for a school of this size, they are well arranged and provide a beneficial element to the pupils' education during the school day. The homework set throughout the school is appropriate for each age group and provides challenges that build upon work started in the lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In last year's national tests for eleven-year-olds, the standards were outstanding. They were very high and well above average in English, mathematics and science when comparisons are made both nationally and with those schools of a similar type. All the pupils reached the expected levels for their age and the proportion that exceeded this level to reach level 5 or above in all three subjects was also very high and well above the national average. In science, a number of pupils attained outstanding standards to reach level 6.
2. An analysis of the results over the last three years 1997 to 1999 shows that the trend indicates that the eleven year olds have continuously reached standards that are well above the national average. There has been a good and steady improvement in all three subjects over this period of time considering that in 1996, the standards were well below the national average. The girls have produced consistently better results in mathematics than the boys, over the past three years. The boys have made substantial progress over the same period as they achieved poor results in the 1996 mathematics tests and have steadily improved to achieve well above average results in the most recent tests. In English and science, there are no significant differences between the performances of the girls and boys. The head teacher monitors the results of national tests at the end of both key stages. She makes effective use of intermediate tests to plot achievements and to predict possible results by the end of each key stage for each pupil. The targets set for each pupil for the national tests in English, mathematics, and science at the end of Key Stage 2 in 2000 have recently been raised. Now all pupils are expected to reach the expected level 4 or above. From the scrutiny of the pupils' work, this would appear to be a realistic forecast.
3. The inspection findings indicate that the proportion of the current Year 6 pupils on course to achieve the expected levels for their age in English, mathematics, and science continues to be well above average. The Year 5 cohort is also achieving standards that are well above the expected levels for their age and most are already approaching the levels expected of eleven-year-olds in all three subjects.
4. The tests held at the end of Key Stage 1 in 1999 show that the pupils' standards in reading and mathematics are above the national average. When comparisons are made with similar schools then the results are below the average in reading and broadly average in mathematics. In writing, the standards are broadly in line with the national average when compared with schools nationally but fall well below the average for similar schools. The trend over the past three years shows that the standards of the pupils at the end of Key Stage 1 have steadily improved. Small cohorts of pupils, like last year, mean that there is a considerable year to year variation in the average National Curriculum results of the school.
5. In both key stages the pupils have made significant progress over the past three years but it is more noticeable at the end of Key Stage 2 than at Key Stage 1.
6. The ability of the children who enter the school in the term that they become five years old is generally clustered around average. A few children have above average abilities in speaking and listening and they quickly develop above average skills in reading, writing, and mathematics. Most of the reception children reach the national targets for the Foundation stage even-though few exceed them by the time they are five. From the time they enter the school at the age of four plus, the children begin to concentrate fully

and nearly all sit still listening to stories and instruction well. They quickly build up their concentration. Many can recognise simple words and letter sounds and can explain the order of number up to 20. By the time they are in Year 1 they achieve standards in all subjects that are in line with the expected levels for their age.

7. By the end of Key Stage 1, the pupils make satisfactory progress. They are becoming confident articulate speakers. They listen carefully to teachers reading stories, can follow instructions and listen to each other's views and ideas. Their standards in reading are in line with the national average and all the pupils are developing ways to read unfamiliar words and using other clues in the books. They recognise and understand punctuation such as question and exclamation marks and read with the appropriate expression. However, from the work seen during the inspection it is clear that at present many pupils at the end of Key Stage 1 have not yet reached the levels expected in their writing. The teachers are aware of this and have allocated more time to develop the pupils' independent extended writing skills. Almost all the pupils are working at the expected levels for their age in mathematics and a high proportion exceeds these levels. In science, their investigational skills are well advanced and the standards they reach in their knowledge and understanding are in line with expectations. They carry out experiments effectively and can record in drawings their results.
8. In information technology the pupils' standards are similar to those at the last inspection and are in line with the expected levels for their age. In religious education the pupils have a secure understanding and can recall a wide variety of facts about different religions that they have studied. The quality of work in design and technology is above the expected levels for seven year olds. In all other subjects, the quality of work is in line with the expected levels.
9. By the end of Key Stage 2 the pupils' standards in speaking and listening are very good and above the standards usually found for their age. The quality of their reading is above the national average but with some pupils achieving above the expected levels. All pupils are independent readers, enjoying an increasing range of stories, poems and reference books. The proportion of the pupils achieving the expected levels in writing is above the national average. For most pupils the spelling rules are secure and they use punctuation appropriately including speech marks. In mathematics, the pupils attain standards that are well above the national average. They are very competent in mental calculations and have very secure skills and knowledge when calculating large numbers up to tens of thousands. They can identify patterns in numbers and confidently identify sequences of square numbers. They can competently describe the properties of two and three-dimensional shapes including a rhombus and trapezium. The pupils with special educational needs make satisfactory progress. Higher achieving pupils are fully challenged with work that is well above that expected for pupils of this age. In science, the pupils' standards are well above the expected levels for their age and many pupils exceed these standards to achieve very high quality work. They were observed analysing electrical diagrams to decide whether a circuit would work. The pupils carry out experiments with sustained concentration and determination and draw accurate conclusions from the results.
10. In information technology, the quality of their work is average but this does not match the very high standards they achieve in English, mathematics, and science. Their skills are being developed steadily and all aspects of the information technology curriculum are covered appropriately. However, to match the quality of the work they achieve by the age of eleven in English, mathematics and science, more pupils need to be able to develop, trial and refine sets of instructions to control objects and events. They also need to use logical operations to search complex databases. The quality of the work in religious education is broadly in line with the expectations of the Locally Agreed Syllabus. However, there is little work recorded and consequently the pupils can recall few facts. The standards of the work do not reflect the high standards achieved in other subjects.
11. The quality of work in design and technology, music, physical education, history and art is in line with the expected levels for their age and in geography it is well above these standards.

Pupils' attitudes, values and personal development

12. The pupils' attitudes, values, and personal development are good and have a positive impact on their achievements throughout the school.
13. The parents feel that their children like school. The inspection evidence supports this view and indicates that pupils love coming to school and show very positive attitudes to learning. Every morning most

pupils voluntarily arrive early to benefit from additional work or to share experiences with their teachers and friends. In the majority of lessons, their response is good and by the end of Key Stage 2, their response is very good or excellent. For example, they look forward with obvious excitement to the challenges raised by teachers during mental mathematics sessions. The attitudes of pupils with special educational needs are equally positive and reflect their responses to the good quality support provided by their teachers and learning support assistants.

14. The behaviour policy introduced by the acting head teacher has impacted strongly on attitudes and standards of behaviour. Good behaviour extends beyond the classroom, for example, when moving around the school and in the playground. The teachers provide very good role models for the pupils who are polite, courteous, and well mannered. The pupils understand the rationale of the school's code of conduct. This work is strongly supported by local church leaders and the Friends of Freeland when they visit the school. No pupils have been excluded during the previous year. Incidents of bullying are very rare and the pupils know that the staff and head teacher are immediately available to listen to their concerns. The pupils distribute and collect registers, support younger pupils and look after school equipment. A "good book" system promotes personal development and self-esteem. The pupils have opportunities to explain their achievements to the school and are rewarded.
15. The boys and girls work well together and there is mutual respect shown for all pupils and adults in the school. They show consideration towards each other. They are aware of how their behaviour affects other members of the school community. This is clearly demonstrated by the way that the pupils support each other in the playground or in class. They work effectively individually and in small groups. Their levels of application are usually good and on many occasions are very good and excellent.
16. The attendance levels are above the national average. There were no unauthorised absences over the past year. All pupils are punctual and this enables a prompt start to be made to lessons.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of the teaching is good. It has improved substantially since the last inspection when it was satisfactory. The teaching in the school is now greatly improved and is the main reason that standards have improved significantly over the past three years.
18. More than two thirds of the lessons observed during the inspection were of a good or better quality with nearly one fifth of these being very good. The remaining lessons were all satisfactory and there were no unsatisfactory lessons whereas at the last inspection almost one tenth of lessons was unsatisfactory.
19. This high quality of teaching has a good impact upon the standards that the pupils reach and upon their attitudes to their learning. The major strengths of the teaching are evident in the teaching of literacy and numeracy and in the manner in which investigational science has been developed. All the teachers have a secure knowledge of the subjects they teach to the pupils in their classes. They have gained competence in their teaching skills and techniques from the literacy and numeracy training. They are confident with the contents of the schemes for these subjects. The quality of the planning has improved across the school and the teachers emphasise the teaching of skills, knowledge, and understanding very effectively in their lesson plans. For example, in the teaching of science throughout the school the pupils have very good opportunities to investigate and to plan their own experiments. In some classes, the teachers write the objectives for the lesson on the board and this helps the pupils to understand the focus for their learning. This is an appropriate strategy and has a positive impact upon their rate of learning.
20. The teachers have worked hard to raise the standards reached by the time the pupils leave the school at the age of eleven. The quality of the pupils' work steadily improves as they move up through the school and the topics and themes inspire most of the pupils. The teachers are now planning their lessons much better than at the time of the last inspection and their expectations are much higher. The teachers in each key stage plan their medium term plans together. This ensures that there is an appropriate overlap of skills, knowledge, and understanding to be taught.
21. The children enter the school with abilities clustered around average. They are taught effectively in their first two years in school and by the time they are seven, they make steady and satisfactory progress across all the subjects. They achieve standards that are in line with the national average for their age.

This is because the teachers work closely together when planning their half term plans to ensure that the tasks become increasingly more demanding as they move through the key stage. As the pupils move into Key Stage 2 the expectations of all the staff continue to be high and the quality of the teaching remains good. The teachers also ensure that the tasks planned in each of the two classes in each key stage build upon the pupils' prior learning. They plan tasks effectively taking into account the needs of the lower and higher attaining pupils and match tasks appropriately to the pupils with special educational needs. Some tasks are prepared specifically to ensure that the higher attaining pupils are faced with tasks that suitably challenge them and extend their understanding to exceed the expected levels for their ages. For example, in a Year 6 science lesson, six pupils were challenged with a selection of electrical diagrams that could be used to make a bulb light up. They carried out their tasks with good support and good questioning strategies from the teacher. They drew their conclusions and made predictions about the probability of the circuit working. They built the circuits to prove their conclusions. Additional support is planned effectively by the teachers and the learning support assistants for the pupils who need help with numeracy and literacy. This has a good impact upon raising their standards.

22. The ethos in each classroom signals to the pupils that the teachers expect them to work hard to sustain their concentration and to do the best that they can. The pace of the work in the lessons is brisk and in nearly all lessons, the amount of work completed by each pupil was sufficient. The teachers use a wide variety of teaching styles ranging from whole class sessions to group work and individual tasks. This is appropriate and enhances the quality of learning effectively.
23. The on-going assessments used by the teachers during the lessons are accurate. All teachers carry out this type of assessment very well. They interact effectively to strengthen the pupils' understanding and knowledge. They make effective use of these judgements to help the pupils to improve their work. Some teachers use a simple system of notes to record how well each pupil has learned a fresh skill or how well they have understood new ideas. However, the school does not have a common format for these assessment records and some teachers tend to carry too much detailed information about each pupil's progress in their heads. They are likely to forget how much progress a pupil has made from one month to the next and need to record their judgements for future reference. **(This is a key issue for action).**
24. The teachers set appropriate amounts of homework on a regular basis. This focuses mainly upon reading and particularly at the end of Key Stage 2 takes the form of a challenge or research that the pupils can accomplish at home. The use of homework at the end of Key stage 2 is productive and prepares the pupils well for the next phase in their education.

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

25. The curriculum for children under five covers the nationally recommended Foundation Curriculum and provides a good range and balance of learning experiences.
26. At Key Stages 1 and 2, the overall curriculum is relevant and balanced. It includes all subjects of the National Curriculum and religious education, providing a wide range of worthwhile and often high quality experiences. This richness enables pupils of different levels of attainment to take part in the lessons as well as promoting self-esteem and motivation through the relevance of the activities to pupils' lives. Progression in acquiring skills is secure, even in classes of mixed age groups. The curriculum planning is now based on a two-year cycle, and the teachers in each key stage plan together. The school has recently decided to use the national Qualifications and Curriculum Authority (QCA) guidance as a framework for their curriculum. These schemes have helped teachers to ensure that the pupils' acquisition of skills become increasingly more mature and that the tasks planned become more demanding as they build upon the pupils' previous learning.
27. The curriculum meets all statutory requirements. The time allocated for teaching is in line with recommendations and the proportion for the core subjects of English, mathematics, and science is appropriate. The religious education scheme of work, although not complete at present, is based on the locally agreed syllabus and seeks to enrich the pupils' spiritual awareness and knowledge of faiths through videos, discussion and assembly themes such as Divali. There is a daily act of collective worship. The pupils usually have the opportunity to reflect and think about aspects of their lives or

problems facing others in the world. The Year 5/6 pupils composed some prayers about freedom from oppression.

28. Sex education and drug awareness are provided informally and the school nurse supports the teaching.
29. The school has effectively planned for literacy and numeracy lessons. These are well established and, because of the positive attitude of the teachers, the detailed planning and consequently the thorough structure of the teaching are helping to raise pupils' attainment. Their impact on other subjects is being well developed and is having a positive effect.
30. The curriculum and the support given to pupils with special educational needs are good. The booster classes that support the pupils with reading problems are well organised and the materials and curriculum are structured well and used effectively by the learning support assistants.
31. Extra curricular activities offered to Key Stage 2 pupils at lunch times and after school are satisfactory and well organised. Football training is available after school with a coach and as a club organised by the staff. The school has a football team; both boys and girls can play at regular practices. The musical activities include choir and recorder groups. There is also an art club. The activities help to reinforce links with other local schools and the community, with the pupils performing in the local festival and church. Residential visits are organised. These have included an exchange visit to France, a stay on the Isle of Wight and at Lyme Regis. These visits and visitors help to enhance the curriculum for all pupils.
32. The school makes good provision for pupils' spiritual, moral and social development. Spirituality forms part of the religious education lessons where pupils are taught to value other people and to develop positive attitudes and respect for others. Examples of the pupils experiencing awe and wonder were recorded in lesson observations. The Year 1 were amazed when they lit a bulb using two leads and a battery and similarly, in a year 5/6 geography lesson, the pupils' found the video depicting the Severn Bore astonishing. These experiences also fulfil part of the ethos of the school.
33. A variety of situations are used to teach the pupils the difference between right and wrong. Each class has its own set of rules; visitors are treated politely and with respect. The staff comment upon good behaviour positively and the pupils are praised. The whole school ethos is one of consideration and friendship. The pupils gain a good sense of fairness and show understanding for and tolerance of each other. The pupils abide by the school rules and understand them well. A display in the entrance hall emphasises what the Code of Conduct means and provides the pupils with a visual reminder. The older pupils begin to deal effectively with moral conflicts.
34. The school has links with India and regularly receives photographs and letters from children living there. The provision for the pupils' cultural development is satisfactory but it is not as strong as the other areas of their personal development. The pupils are aware of their own culture through their studies of the local area, visits to museums and other places of interest. The customs and traditions of other people are briefly included in studies of St. Lucia, when non-western music is listened to or in religious education lessons when the life and beliefs of Muslims or Jews are discussed. There is a variety of books about other cultures in the library.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school shows a commitment to the care of its pupils and this is one of its strengths. Good procedures are consistently followed to carry out on-going assessments of each pupil's progress and learning. The teachers and classroom support assistants respond well to the individual, physical, emotional and intellectual needs of all pupils.
36. The procedures for monitoring Child Protection issues are satisfactory with the head teacher named as the designated person with responsibility for this area of the pupils' welfare, and all members of the staff including lunchtime supervisors aware of procedures. An effective system is in place to keep up-to-date records of pupils' personal details. The school has satisfactory links with outside agencies from which pupils' receive appropriate support. The health and safety policy is closely followed and risk assessments are carried out regularly with issues regarded as a priority. However, risk assessment is not yet evident in the subjects such as physical education and science where safety actions to protect the pupils from injury are not yet identified. At the time of the inspection some uneven paving and

tarmac areas and flooding at the front of the school were noted and both of these problems present a potential health and safety issue. **(This is an area for further consideration).**

37. The school has good procedures for monitoring and promoting attendance, and registers are completed accurately in all classes. There are very good improved procedures for monitoring and promoting good behaviour, and this is reflected in the way pupils respond and the orderly environment throughout the school. Good attention is paid to the elimination of bullying, and pupils feel confident that any incident will be well handled by staff. There is a good whole school approach to the Code of Conduct, which is part of the Home/School Agreement.
38. Through the strong links with the playgroup, good arrangements are made to support parents and children at the time of their induction into school. The pupils in Year 6 are well prepared for their transfer to the secondary school and have the opportunity to visit and take part in activities.
39. The end of year arrangements and procedures for recording the pupils' academic progress are good. The school also makes good use of the results of baseline assessments and the national tests in Years 3, 4, and 5. The results are used well to predict each pupil's attainment at the end of Key Stage 2. The head teacher has recently set up an effective tracking system to plot these test results for each pupil at the end of each year. However, the teachers have different ways of remembering what each pupil achieves in each lesson. Although their knowledge of the pupils' progress and achievement in lessons is often good, nevertheless, a common format for recording their on-going assessment in all subjects is now needed. **(This is a key issue for action).**
40. The arrangements for pupils with special educational needs are good and all are supported effectively by well written individual education plans. The quality of the support provided for them is having a strong impact on progress and achievement. For example, the booster literacy classes with the learning support assistants are providing good additional support, and make a strong contribution to the pupils' progress. Although a few parents expressed concern about lack of communication regarding their children's special needs, the inspection shows that improved procedures have resulted in the parents now being well informed and involved in regular review and assessment meetings.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Most parents are supportive of the work of the school. There is a strong indication that most parents believe that their children are making good progress, and they are satisfied with the quality of education provided by the school. Most parents consider that teaching is good, and they feel happy to approach the school with questions or to discuss a problem. A few parents expressed concern about the amount of work the children are expected to do at home, considering this to be insufficient and inconsistent between classes. The inspection finds that the school is closely following the national recommendations and the homework set is adequate and sufficiently well matched to the age of the children. For example, pupils in Year 6 are being set homework that challenges them to extend the work they have done in class, and this includes researching various topics from information books and the Internet. Many parents contribute to their children's learning and the work of the school by listening to reading at home and assisting with homework. This additional help impacts well on pupils' progress and attainment.
42. The school is providing sufficient and effective information for parents, although a few feel they are insufficiently well informed about how their children are getting on. There are satisfactory formal arrangements made for open evenings in the Autumn and Spring terms with a third open evening offered in the Summer term following the receipt of pupils' reports. The parents have the opportunity to talk to teachers and to see their children's work at the open evenings, and informally they are welcomed into school at any time. The reports to parents meet the statutory requirements and contain sufficient information about attainment and progress. The reports provide good individual targets for improvement in English, mathematics, and science. The head teacher sends out regular helpful and friendly newsletters providing the parents with a good amount of information about activities and events. A list of topics to be covered in each year group is also provided at the start of the new term to enable parents to assist their children at home. The prospectus and the Governors' Annual Report meet the statutory requirements and provide parents with a good amount of helpful information about the school.
43. The Freeland School Society is a small group of active parents that supports the school positively by organising fund-raising and social events which are well supported by parents and the community. The efforts of the Society has benefited all pupils and provided the school with a range of learning resources

such as new equipment for physical education, refurbishment of the hall, books for the library and the adventure playground. With an increase in the number of learning support assistants there are fewer parents currently helping in classrooms, but the small number who continue to do so, provide valuable help with reading, preparation of resources and art and swimming activities. Many more parents help when the pupils are taken out on visits. They also help with the organisation of fund-raising events and their support and assistance is much appreciated by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The head teacher has made an immense contribution to the school, since her appointment as acting head teacher in September 1999. She has given the staff, the pupils and governors a very clear direction to the work of the school. She has clarified with the governors and staff the aims upon which the school will build and the development of the ethos of the school has been strongly pursued. All staff and pupils have been involved in setting targets. The pupils have accepted new class rules and increased responsibilities as part of their personal development. This has had a very positive impact upon all that is happening in the classrooms and the pupils' attitudes are very positive towards their learning. The displays in the entrance hall of the school emphasis appropriately the focus of establishing good relationships, for respecting each other and caring for every one in the school. These objectives are appropriate and are evident in the work of the staff and pupils. The pupils' behaviour in one age group before the appointment of the present head teacher was reported to be very poor. The head teacher has established an effective behaviour policy and home school agreements have been successfully negotiated with the parents. Subsequently, according to some parents and staff who spoke with the inspection team, the pupils' behaviour has improved substantially. During the inspection, the standards of behaviour were an intense focus for the observations made by all team members. It is apparent from the evidence gleaned during the inspection, that the standards of behaviour are good throughout the school and in the playground. At the end of Key Stage 2, the standards are very good.
45. The school works cohesively and the staff are growing in confidence to share ideas and plans with each other. The head teacher has a firm understanding of the strengths and weaknesses of the school and these have been communicated to the staff and governors. There is now a secure focus upon raising standards throughout the school and good use is made of the analysis of the national test results to improve the performance of each pupil. The head teacher has emphasised the professional development of all staff and has carried out discussions with all staff to set personal targets for future developments. The newly qualified teacher is well supported by the school.
46. The teachers and learning support assistants have a clear commitment to raising standards and it is clear that they have a good capacity to succeed in making these improvements. The teachers in each key stage share their plans for each half term to ensure that learning objectives become more demanding for the older pupils in the key stage. All teachers have spent some time in each other's classrooms observing different subjects. The subject leaders have monitored some teaching of their subjects and there is a strong feeling of mutual trust in developing the teaching strategies for all subjects but especially literacy and numeracy. This has widened their understanding of the work done in each classroom and has focussed their attention upon the need to plan together to ensure good coverage of the National Curriculum. However, although the role of the subject leader has improved significantly since September there needs to be further development to ensure rigorous monitoring of the teachers' planning and the quality of the teaching and of the pupils' work. **(This is a key issue for action)**. The management of the provision for the pupils with special educational needs is good. The annual reviews for each pupil are administered regularly and outside agencies are used effectively to help the teachers set targets for individual pupils.
47. The governors work hard on the behalf of the school and local community. They have a keen appreciation of the work of the school and understand the successes that can be celebrated and the issues that need to be faced. Many governors have only recently taken up their positions and are keen to learn about the responsibilities of the governing body. At present, these new governors rely upon the established members of the governing body and the wealth of their experiences to guide them through decision-making processes. However, the governing body as a whole is competent, has a clear understanding of its role, and fulfils its statutory responsibilities effectively. It faces up to difficult decisions and has recently made important decisions about staffing and finance issues. The governing body uses the reliable information given by the head teacher and the local education authority to make informed decisions. They are instrumental in shaping the future of the school and perform their tasks with commitment and dedication.

48. The governors ensure that the use of the financial resources fully support the educational priorities of the school. For example, additional learning support assistants have been appointed recently. They have had training and provide good and knowledgeable help to the pupils in literacy and numeracy hours. They support the pupils with special educational needs in booster groups, very effectively.
49. The acting head teacher, the governors and staff have produced a well-considered plan for the future development of the school. The financial requirements are planned out carefully for the next three years and a realistic contingency fund has been established to cover the predicted increase in staffing costs. The day to day administration supports the school in an efficient and unobtrusive way. The secretary prepares regular budget printouts for the head teacher and the governing body so that they can make informed decisions about future expenditure.
50. The building has been improved significantly over the past few months. A classroom that was previously underused has been re-opened to form a reception and Year 1 classroom and another irregular L-shaped classroom has been altered successfully to create additional space in the hall and to create a staff room. A separate head teacher's office is now established in what was the old and small staff room. These improvements to the building account for most of the carry forward from the last financial year. The expenditure is prudently allocated by the governing body to improve the facilities in the building.
51. Although the staff and the pupils welcome the extra space in the hall, there is still inadequate accommodation for a whole class of pupils to do physical education at the same time.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. **The governors, Head teacher and staff should build upon the good procedures and standards already established to improve the quality of education by: -**
- (1) developing a whole school format for recording the pupils' achievement and progress so that trends can be easily identified in each pupils' development and on-going targets set appropriately, **Paragraphs 23, 39**
 - (2) raising the quality of the pupils' work in information technology and religious education by the end of Key Stage 2 to match the above average standards already achieved in English, mathematics and science. **Paragraphs 104, 121**
 - (3) developing further the role of the subject leaders so that they can monitor:
 - (i) the teachers' planning,
 - (ii) the quality of teaching and
 - (iii) the quality of the pupils' work for their subject. **Paragraphs 77, 83**
53. **Other issues which should be considered by the school:-**
- Addressing the health and safety issues reported verbally to the head teacher and the chair of governing body. **Paragraph 36**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

35

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

17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	52	31	0	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	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	0	102
Number of full-time pupils eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs

	Nursery	Y R – Y 6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	17

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

Attendance**Authorised absence**

	%
School data	3.1
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	99	14	8	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	7	7	8
	Total	19	18	20
Percentage of pupils at NC level 2 or above	School	86 (75)	82 (75)	91 (83)
	National	82 (75)	83 (80)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	7	8	8
	Total	18	19	19
Percentage of pupils at NC level 2 or above	School	82 (75)	86 (83)	86 (90)
	National	82 (80)	86 (78)	87 (83)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	6	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	6	6	6
	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	100 (74)	100 (85)	100 (90)
	National	70 (57)	69 (54)	78 (62)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	6	6	6
	Total	16	16	16
Percentage of pupils at NC level 4 or above	School	100 (74)	100 (85)	100 (74)
	National	68 (60)	69 (60)	75 (65)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	100
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	25
Average class size	26.25

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	40

FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	194675
Total expenditure	178400
Expenditure per pupil	1749
Balance brought forward from previous year	15561
Balance carried forward to next year	31836

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	97
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	40	2	4	2
My child is making good progress in school.	46	48	2	2	2
Behaviour in the school is good.	40	48	4	0	8
My child gets the right amount of work to do at home.	37	42	19	0	2
The teaching is good.	52	38	2	0	8
I am kept well informed about how my child is getting on.	33	42	23	2	0
I would feel comfortable about approaching the school with questions or a problem.	50	37	10	2	2
The school expects my child to work hard and achieve his or her best.	54	42	2	0	2
The school works closely with parents.	25	50	19	2	4
The school is well led and managed.	42	40	2	4	12
The school is helping my child become mature and responsible.	44	44	4	2	6
The school provides an interesting range of activities outside lessons.	15	35	35	12	4

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

54. At the time of the inspection, the children under five attended school part time. The evidence from the baseline assessment which is undertaken when the children join the reception class indicate that standards are clustered around the average. By the time they reach the end of the foundation stage most successfully attain the early learning goals. A few exceed these particularly in the development of their reading skills.

Personal and social development

55. The children's attainment in personal and social development is broadly what is expected of children of this age. They mix together well and socialise in a friendly manner. On entry, most children have already had experiences in the local playgroup so are able to work together, share resources and are beginning to take turns and to listen to each other. They behave well in most situations, work well and are able to concentrate and persevere with their learning. The teachers create a supportive atmosphere where each child feels special. They have high expectations of behaviour and the children want to please them.

Language and literacy

56. The children's attainment in this area is above average. They are confident, articulate and respond well to their teacher's questions. Throughout all the lessons they develop their vocabulary well and listen carefully to instructions and stories. The children begin to recognise many phonic sounds and simple words. One child is already able to read simple sentences accurately. They enjoy talking about books. All the children are able to write their names and can copy accurately. A few are beginning to write odd words on their own and make attempts at new words using the initial sounds. The quality of teaching is good. The teachers provide an appropriate range of activities to develop speaking and listen, reading and writing. The teacher's planning is clear and takes into account what the children know and can do.

Mathematics

57. The children's attainment in mathematics is above average. They can confidently count and recognise numbers up to twenty and can write the numbers accurately. They are able to solve problems using a die for counting on. The children enjoy the tasks and work well and also join in whole class sessions to count on in tens and fives. Most of them can do this successfully. They are able to use appropriate mathematical vocabulary such as greater than, less than, heavier, lighter and others related to shape. The teacher's planning shows that the younger children who attend part-time have activities planned to their needs and abilities. They often join in class sessions with Year 1 children before working as a group on more specific tasks. The quality of the teaching is good with tasks carefully matched to all the children's needs.

Knowledge and understanding of the world

58. The children's knowledge and understanding of the world is in line with expectations for their age. They work closely with Year 1 children on a history topic, studying famous people. They are beginning to appreciate differences between then and now. They looked at a picture of Grace Darling and her father rowing on the stormy sea. The children enjoy these activities and many are able to discuss the differences they have found. The younger children, who attend part-time, work as a separate group. They have built a time line from their birth to the present and, as the planning indicates will be using photographs of different generations to discuss differences particularly in clothes and appearances. During a science session children begin to explore how to light a bulb by making a circuit with leads, battery and bulb. When they succeed in lighting the bulb they are amazed. The quality of the teaching is satisfactory with appropriate enquiry skills being introduced in

history and a range of scientific experiences also being offered.

Physical Development

59. The quality of the children's physical development is in line with the expectations for their age. Their manipulative skills are developing well. They are able to use scissors carefully, hold their pencils properly and when colouring pictures often keep within the lines. In a physical education lesson they move round the hall with confidence utilising space and showing an awareness for others. The quality of teaching is satisfactory with appropriate challenges and opportunities for improving the standard of work. The children respond to instructions and refine their movements, including adding a variety of pace. When asked to balance on four and then three parts of the body they do so successfully. All the children enjoyed the tasks.

Creative Development

60. The children's creative development is in line with expected standards for their age. No musical activities were observed during the inspection but planning shows opportunities for exploring instruments and singing games are provided. The children were observed during an art session in which they demonstrated their good observational skills by describing the looks and moods of clay masks. They are able to choose appropriate materials and tools for the task. The children can name the colours they have used and give reasons for their choice. The teacher encourages them to offer views about the strengths and weaknesses about their partner's work.
61. The successful teaching in the reception class is based on a thorough understanding of the early learning goals. This has a good impact upon the manner in which the children are introduced to a good range of activities. These take account of the individual needs of each child and build upon their prior learning to raise the quality of their work effectively. For example, some children have a good understanding of letter sounds and can count and know numbers up to 20. The relationships in the class are very good. This encourages all children to have the confidence to attempt new activities and to acquire fresh thoughts and ideas. The overall provision in the reception class, for the children under five, is very good.

ENGLISH

62. In the National Curriculum tests for eleven year olds in 1999, the pupils' attainment was very high in comparison with the national average and very high in comparison with similar schools. The proportion of the pupils that achieved the expected levels or higher in the tests was well above average. The results achieved by pupils at the end of Key Stage 1 in 1999 in reading were close to the national average but below average in comparison to similar schools. However, although writing results were also close to the national average they are well below in comparison to similar schools.
63. Analysis of the results of the national tests over the last three years indicate that the standards in reading and writing have been rising steadily at the end of Key Stage 1. The national test results for writing show that although there have been significant improvements in the standard of boys' writing it was still below the national average last year whereas the girls was well above average. More detailed analysis of the tests results in English, for Key Stage 2 over the past four years, show that the trend of improvement in the performance of both boys and girls was well above the national performance.
64. The introduction of national literacy strategy has been effectively completed and the implementation of the literacy hour has been successful, with teachers having clear ideas of the most constructive ways of teaching the various elements. There is an appropriate balance between guided reading and guided writing. Good quality teaching is helping to ensure further development in reading and writing in Key Stage 1 and very good progress and exceptional standards in Key Stage 2.
65. From the scrutiny of the pupils' work and from classroom observations it is clear that the standards in speaking and listening are above average across the school. By the end of Key Stage 1, the pupils are becoming confident articulate speakers. When given the opportunity they readily respond to questions and volunteer information about the chosen text. They usually listen carefully to the

teachers reading stories or giving instructions during lessons and they respect each other's views and ideas. Most of the pupils can follow instructions. The older pupils offer detailed answers to the teachers' questions and participate in both class and small group discussions.

66. The pupils' standards in reading are in line with the national average at the end of Key Stage 1. They handle books with care, and they read a variety of texts with fluency and understanding. All the pupils are developing sound strategies for reading unfamiliar words and they use other clues, such as the picture and the context, to help them to understand what they are reading. The pupils recognise and understand punctuation such as question and exclamation marks and use them when reading to create the appropriate expression. They know how books are organised and understand terms such as author and title. Some are able to talk about their favourite books and authors and explain their choice. Others can retell stories they have read or been told. The better readers are beginning to develop research skills and can explain how to use a reference book. By the end of Key Stage 2 standards in reading are in line with the national average and a significant number of pupils, exceed these levels. All pupils are independent readers, enjoying an increasing range of stories, poems and reference books. Many of them are fluent and accurate readers and read with expression. The pupils are able to discuss the plot of a story and the characters. They can make predictions about the story line with appropriate reference to their books. Opportunities for independent research into a variety of topics are given and the pupils are expected to carry this out for history, science and geography. Most have the appropriate skills of skimming and scanning. Homework can include using the Internet for information.
67. From a scrutiny of the pupils' books, it is clear that at present many pupils have not yet reached the levels expected in writing by the time they are seven. Most pupils are able to write interesting stories sequencing the development of the plot but do not always use punctuation effectively. The teachers provide tasks to develop the pupils' competence in the use of grammar, punctuation and spelling. However, the pupils often omit capital letters and full stops from their writing and make mistakes when spelling simple common words. A few pupils write in complete sentences and use an interesting range of vocabulary. The pupils can write for different purposes including instructions, retelling stories such as the 'Town and Country Mouse', character descriptions, imaginative free writing and poems. The pupils recognise and use questions in tasks and where the pupils are supported directly by the teacher and use worksheets, the standard of their writing, is better than when they write independently. Although there are weaknesses in the pupils' writing in this part of the school, the staff are aware of this and are planning to provide more opportunities for them to develop their independent extended writing skills. Examples of the pupils' handwriting show that most pupils only write in a cursive style for specific exercises in their handwriting books and have not transferred these skills to their everyday work.
68. At the end of Key Stage 2, writing is above average with all pupils achieving in line with national average and a few pupils achieving above. The pupils write for an increasing variety of purposes, in different styles and formats. A wide range of writing opportunities are offered to the pupils including a newspaper report about the death of Romeo and Juliet, poems, instructions, persuasive writing, for and against building a new supermarket, imaginative writing, play scripts and many others. The pupils make suitable plans when writing stories that lead to well constructed narrative. All their independent work has imaginative content and increasingly expressive vocabulary. For most pupils the spelling rules are secure and they use punctuation appropriately. They have a good understanding of grammar and frequently use similes, metaphors and complex sentences. There were some interesting examples of literacy on display in other areas of the curriculum such as history where the pupils found out about the discovery of Tutankhamun's tomb by Howard Carter. The quality of handwriting and presentation varies, with some pupils producing neat, evenly formed cursive script and a few others being content with crossings out and less tidy work.
69. The pupils with special educational needs make good progress against the targets set in their individual education plans. They gain knowledge of reading and spelling patterns through additional support within the classroom or carefully amended tasks in the booster sessions.
70. The quality of teaching in both key stages is at least satisfactory and during the inspection most lessons seen were of a good or better quality. The teachers plan their lessons well and use the structure of their literacy hour to good effect. They promote the love of literacy and enjoyment of language with their enthusiastic introductions of the chosen text. The pupils in both key stages enjoy

their literacy sessions and are keen to participate. They listen well with interest during the introductory part of the lesson and often respond with much enthusiasm to the teachers' questions and ensuing discussions. The learning objectives are clear and often explained to the pupils. The teachers provide suitable activities well matched to the pupils' abilities. This ensures that the pupils make good progress adding significantly to their skills. The pupils respond positively to group reading and enjoy sharing the text. When asked to co-operate with each other in group discussion, they do so, sharing ideas and respecting the views of others. The plenary sessions are used effectively to reinforce the learning objectives of the lessons and to share the pupils' work. The teachers in Key Stage 1 reinforce learning in weaker areas such as punctuation and the use of question marks. They make good use of text to develop the pupils' vocabulary and understanding, such as looking for onomatopoeic words, like whooshing. However, at the end of the key stage there is insufficient emphasis upon developing the pupils' skills in extended independent writing. In Key Stage 2 the teachers establish good relationships with the pupils, giving them confidence by listening to and valuing their written and oral contributions. This was exemplified by a good lesson at the end of the key stage when pupils were discussing the text "The Seal Woman", appreciating the feelings of the hero of the story. All the teachers have good relationships with their classes and make good use of questioning to increase pupils' knowledge and to extend their understanding. Most pupils are able to work sensibly on their own and they sustain concentration for the appropriate length of time. They share resources and often help those who are unsure of the task set. The pupils are well behaved during lessons. Most take pride in their work, writing neatly and ensuring it has a date and title. Most of them express enjoyment and pleasure for reading with many reading regularly in school and at home.

71. The pupils have first hand experience of drama when they perform their Christmas plays or class assemblies. Visits by theatre groups, storytellers, book days and visits to the pantomime all enhance the pupils' language curriculum. Where applicable the learning support staff are briefed about the work they are expected to carry out with their groups and the pupils' learning is enhanced by the teachers' close co-operation.
72. Since September, the acting head teacher has involved a subject leader in the development of the English curriculum. Through whole school organisation, improvements have been made and there have been opportunities for observation of teaching. Even so, the subject leader does not yet monitor robustly enough the quality and coverage of the teachers' plans nor the quality of the pupils' work. It is vital to include these aspects of curriculum development in the role of the subject leader.

MATHEMATICS

73. In the mathematics tests held in 1999 the results of pupils at the end of Key Stage 1 were close to the national average and to those of similar schools. The proportion of pupils achieving the higher levels was also about average. Inspection evidence indicates that standards in the current Year 2 are now above average. The results achieved by eleven year olds in last year's national tests were very high when compared with those nationally and to those of similar schools. Their performance exceeded the national average by the equivalent of almost five terms. All pupils achieved at least the expected standard. The proportion of pupils achieving the higher levels was also very high. Over a four-year period the trend in results is well above the national average for their age group by the equivalent of almost two years. Further analysis of the data suggests that, on average, by the time they leave school, the girls are performing about two terms in advance of the boys. However, inspection evidence found no gender bias within the teaching. In the current Year Six, standards continue to be very high with boys among the most able mathematicians. The high standards in mathematics are due to the impact of the introduction of the numeracy hour and, more significantly, to the very high quality of teaching at the end of Key Stage 2. The school expects that all pupils will again achieve the expected levels at Key Stage 2 in this year's national tests. The pupils' standards have improved dramatically since the previous inspection when they were described as broadly average at the end of both key stages.
74. The pupils build on the good start they make in the reception class where children were observed to write and count numbers to twenty. The learning support assistants make valuable contributions to classroom organisation and management and this impacts strongly on the quality of teaching which is good in mathematics in Year 1. By the age of seven, almost all the pupils are working at the expected level with a high proportion achieving above that level. They have a good understanding of

number work. The pupils can mentally recall addition and subtraction facts to twenty and most understand the place value of digits up to one hundred. About half know and apply multiplication skills to 10×10 . Most pupils know the names and properties of many two dimensional shapes. They enjoy investigative mathematics and this was seen when pupils in Year 2 explored the relationships between odd and even numbers. Good use is made of calculators when pupils challenge others through using very large numbers. The pupils work together constructively. They are encouraged to support and challenge each other and through interactive language mathematical learning is promoted. The quality of teaching is rarely less than good. The teachers have high expectations of the pupils and use focused questions to further develop learning. The work appropriately matches the pupils' stages of mathematical development. The pace of lessons is good with the teachers timing activities appropriately and this helps to maintain pupils' motivation and has a positive impact on learning. This has a very good influence on pupils' behaviour which is commendable. Good teacher subject knowledge and careful planning provides a strong base for good quality learning.

75. The pupils in Key Stage 2 continue to make good progress. Lessons begin with challenging mental arithmetic sessions. The pupils are well prepared for challenge and enjoy their successes and build new knowledge. An important ingredient of teaching is the use of praise. This raises the pupils' esteem and has a powerful influence upon learning. Care is taken to ensure that sufficient support is given to pupils whose knowledge and skills are less secure. All pupils' responses are valued. Their respect is evident and shared between adults and pupils in the classroom. Nearly two thirds of the pupils in Year 3 achieve levels above those expected for the age group. About three quarters of the pupils can add and subtract two and three digit numbers, are able to convert centimetres into metres using two decimal places and discuss simple equivalent fractions accurately. They understand reflective and rotational symmetry and can calculate area and perimeter. The Year 4 pupils develop deeper understanding of prime numbers through differentiated activities.
76. The pupils in Years 5 and 6 come to school early every day and begin additional voluntary work in mathematics. The teacher sets them challenges which they respond to eagerly. They enjoy this time of mathematical rigour and this additional support, when the pupils are encouraged to discuss their progress, makes an important impact on learning. The pupils are confident to share any concerns with their teacher. In mental mathematics pupils brainstorm the properties of two-dimensional shapes. They respond positively to focused questions from their teacher who insists upon pupils using the correct mathematical language to describe their work. This discipline makes a significant contribution to accuracy in mathematical description and establishes very good links with speaking and listening skills. The teacher's very good subject knowledge supports the pupils to achieve high standards in their knowledge of shapes. All pupils accurately describe the properties of quadrilaterals, for example the parallelogram, rhombus and trapezium. This work is well above that expected for the pupils of this age. The pupils identify patterns in numbers and confidently recognise sequences of squared numbers. This work is linked to square root studies which have been covered in a previous lesson. The pupils respond well to the brisk pace of lessons. They want to increase their knowledge and with the teacher's high expectations of their abilities, progress in learning develops in a structured way. The work is targeted to meet the needs of all the pupils. The higher achieving pupils and those with special educational needs are fully challenged. For example, the higher attainers are given information about Pascal's triangle which they research for homework.
77. The subject is now managed and led very more effectively but this has only been made possible since September because of the vision and organisation of the acting head teacher. The subject leader has recently observed teaching in other classes but there are still substantial improvement to be made to this role to develop the subject. The monitoring of the teachers' plans and the quality of the pupils' work across both key stages needs to be more robust to ensure that learning objectives are covered appropriately for each age group and that the tasks are followed effectively by the pupils. **(This is a key issue for action).** The school is in a very strong position to consolidate the good progress it is making in the development of the role of the mathematics subject leader. Careful analyses of assessment results, the high quality of teaching throughout the school and opportunities for monitoring the teaching of mathematics help to support the good levels of learning.

SCIENCE

78. The results of last year's national test for eleven year olds show that the standards are very high both in the national context and when comparisons are made with the results of similar schools. A

particular strength is the extremely high proportion of the pupils that exceeded the expected levels to reach level 5 and level 6. All pupils reached level 4 or above and four fifth's of them reached level 5 or above. Currently all pupils are on course to reach the expected standards or above by the end of Key Stage 2. Consequently the standards remain well above the national average. The efficient assessment procedures used by the school show that the school expects all pupils to attain expected standards for the next two years.

79. An analysis of the results over the past three years show that by the time the pupils leave the school at the age of eleven they have been achieving levels that are between a year and nearly two years in advance of their age. This is a substantial improvement since the last inspection when standards were judged to be average.
80. At the end of Key Stage 1 the teachers' assessment of the pupils' work last year shows that standards at the age of seven were below the national average. From the analysis of the inspection findings of the pupils' current work, it is clear that standards are better than this and are broadly in line with the expected levels for their age.
81. In all classes, the quality of teaching during the inspection was good. The teachers have a firm grasp of the scientific skills and knowledge they need to teach. They have improved their techniques for teaching investigational science since the last inspection. The tasks are demanding and the teachers intervene effectively as the pupils carry out their work to ensure that everyone sustains their concentration. This has a good impact because it helps the pupils improve the quality of their written recording. The work is matched very well to the prior learning of all pupils and all teachers make on going assessments to help the pupils understand more thoroughly what they are being taught. The teachers deepen the pupils' thinking through good questioning strategies. This technique has a good impact upon the pupils' attitudes to their work and brings about a high level of work during each lesson.
82. The pupils throughout the school were observed carrying out experiments about electricity. The pupils in Key Stage 1 enjoy these practical activities and nearly all understand how a torch works. Many are able to connect batteries and wires to a bulb to make it light. They understand that a complete circuit is needed before they are successful. They know the dangers of electricity and know that light, sound and heat can be caused when machines are powered by mains electricity and by battery. The older pupils in Key Stage 2 were observed analysing electrical diagrams to decide whether or not a circuit would work. The work and level of challenge was very high and the lesson was prepared very well to ensure that the tasks were challenging all pupils appropriately. Many diagrams were complex and the tasks were very demanding. The teacher had prepared a good range of resources in order that all pupils could experiment with different materials to test for good conductors and insulators. By carrying out experiments with bulbs, wires and batteries the pupils were able to draw conclusions about which circuits would work and to diagnose why others were not successful. The pupils carry out experiments with sustained concentration and determination. They work well in partnership with each other and record they findings very effectively.
83. The teachers base their medium term plans effectively upon the national guidelines for science and the Local Education Authority's scheme of work. These provide a good structure to the plans and ensure that the tasks become more demanding as the pupils gain more knowledge and understanding. The teachers work closely together across each key stage to ensure that the learning objectives become more demanding in the older age groups. This co-operation works well and is a significant factor in raising standards throughout the school. However, the role of the subject leader needs to be developed further to include the monitoring of the teachers' plans, the quality of teaching and of the pupils' work to ensure that standards continue to remain very high. **(This is a key issue for action).**

ART

84. Throughout the school attainment in art is broadly as good as the levels expected for pupils of this age and similar to those described at the last inspection. The pupils make good progress in learning the essential knowledge, skills and understanding to enable them to express themselves confidently through a range of different media.
85. In discussion, the pupils in Year 1 refer to displayed art work and name primary colours and describe

how colours can be mixed to create secondary colours. For example, they know that changing the amounts of blue and red paint during mixing creates shades of purple. They experiment with pastels, paint, chalks and a range of pens and crayons to create patterns with varying strengths of colour. Well informed learning support assistants enable the pupils to complete their work through encouragement and focused use of time and materials and this impacts strongly on learning.

86. Observational drawings are of good quality and show significant detail. This was evident when the pupils in Year 4 drew portraits that reflected awareness of the shape and detail of their partner's features. This work was supported by the careful selection of a range of portraits painted by famous artists including Dufy, Hockney, Dore and Dali which focused on the use of light and shade. These examples made a significant impact on learning by raising the pupils' awareness of different styles of drawings and a range of techniques used to emphasise individual characteristics. The pupils copied some of the techniques to complete their drawings. At the end of the lesson the pupils evaluated their work and identified ways in which they can improve their efforts. The teachers praise the pupils for their commitment to hard work and identify strengths in their work. This provides encouragement to pupils and enhances their learning.
87. By Year 6, the pupils are developing skills in sketching giving particular attention during a practice session to the use of shade, tone and texture. This work extends to recognising techniques to enhance three-dimensional drawing effects. The pupils are encouraged to review work in their sketchbooks to compare and evaluate their progress. They give reasons for change and identify areas for improvement and this has a strong influence on learning.
88. The pupils enjoy art. They concentrate and persevere well to meet the expectations made of them. They are keen to work, try hard and show a genuine desire to improve. They listen to instructions attentively and share equipment fairly. The pupils value the support and evaluative comments they receive from staff and benefit from opportunities to experiment and make decisions about the materials and techniques to use. The pupils are proud to show their finished work and older pupils are developing good skills of discussion and evaluation. The pupils are able to describe the use of computer software to create pictures and patterns, which are displayed in the school.
89. The curriculum planning is of good quality and is prioritised for review in the light of new national guidance. However, the role of the subject leader does not include sufficient monitoring to ensure that the skills to be taught are being planned effectively to ensure that the quality of the pupils' work becomes more mature.

DESIGN AND TECHNOLOGY

90. Only one technology lesson was observed during the period of the inspection. The judgements about standards are supplemented by discussions and interviews with pupils and teachers, a review of the documentation and the scrutiny of work. It is clear that standards are above the expected levels at age seven, but broadly typical at age eleven.
91. The pupils in Year 2 produce good quality work in a practical task in preparation for designing and making a moving picture for teachers to use when telling the story of Goldilocks. In this lesson, the teacher supported the pupils effectively to explain how sliding mechanisms work. This work was reinforced by the teacher providing good quality resources that illustrated a range of sliding mechanisms which accelerated pupils' learning. Another source of movement that is explored effectively is the use of levers. The teacher encouraged the pupils to use paper fasteners which allow shapes to bend. As the pupils acquired new knowledge they developed their skills using scissors carefully to ensure accuracy in their work. The teacher makes good links with literacy as they use subject specific language to describe mechanisms. The lesson had good pace and this maintained the pupils' interest. The class management skills were good and this enabled pupils to focus on the task and to listen carefully to the teacher. The teacher targeted higher achieving pupils to ensure they received sufficient challenge and lower achieving pupils to ensure understanding and the provision of additional support where necessary. The pupils were encouraged to evaluate their work and identify ways of improvement. The pupils with special educational needs were supported in class and completed their tasks successfully.
92. The pupils in Years 5 and 6 applied their skills to support the school's production of "A Midsummer Night's Dream". A video recording of the production identified a range of contributions made by the

pupils in design and technology which enhanced the performance. They used their skills to design lanterns and to make costumes. The teachers have high expectations of the pupils and this impacts strongly on learning with the pupils showing eagerness to demonstrate commitment as they complete tasks.

93. The Year 6 pupils explained how to produce detailed design plans before making musical instruments as part of a project. When the instruments were completed, they discussed the quality of their efforts and sought ways to improve them. They accept and learn from constructive criticism and through class evaluation many instruments are modified and improved.

GEOGRAPHY

94. A small number of lessons were seen during the inspection. The pupils' work in their books and around the school all shows that the quality of work is well above the expected levels by the time the pupils are eleven. This is a significant improvement since the last inspection when standards were broadly average. The teachers throughout the school have a clear understanding of the subject and have secure knowledge of the geographical skills, knowledge and understanding necessary for the age of pupils they teach. The quality of teaching is good and has improved since the last inspection. This has a significant impact upon the quality of the pupils' learning.
95. At the end of Key Stage 1 the quality of the pupils' work is in line with the expectations for their age. They are developing a good understanding of different features and traditions of countries around the world. They follow the travels of 'Barnaby Bear' who sends post cards at regular intervals.
96. Good video resources and the school grounds are used very effectively to aid the pupils' learning. For example, one teacher made extremely good use of the misfortune that the games lesson was cancelled because of rain. The pupils were taken to the field following the heavy rain and the teacher gave the pupils opportunities to see the water table with puddles being formed in the low lying areas. This was followed by a video that showed the development of the River Severn. Because of the well-planned activity the pupils made very good progress in gaining an understanding of rivers and the water cycle.
97. This quality of very good teaching has a good impact. This is especially so at the end of Key Stage 2 where the quality of the pupils' work is particularly strong and well above the expected levels for their age.
98. Other lessons in both key stages show that the teachers pay similar care in their planning of the lessons. The teachers base their half-term plans upon the national guidelines and this has given effective structure to the development of the subject. The teachers' expectations are high and nearly all the pupils complete a good amount of work during lessons. The pupils sustain a high level of concentration and show enthusiasm for the tasks that are set. They work together in small groups and support each other well. They use research skills well and record their ideas and thoughts neatly. The teachers intervene effectively to deepen the pupils' knowledge. For instance, the pupils in Key Stage 1 were seen researching information about Australia. They accepted the tasks to plan a holiday and used travel brochures and weather maps down loaded from the Internet to select the best place to go on holiday.
99. There are many opportunities for the pupils to use their skills of numeracy in map work and their literacy skills in carrying out their research. The display work in Key Stage 1 showing the pupils' work about the lands that 'Barnaby Bear' has visited is most stimulating and appreciated by the pupils. This gives the pupils further information about the topic and encourages them to find out more about the different places they are studying. This is evident by the fact that some pupils have brought in work they have done at home or printed out using their own computers.

HISTORY

100. The pupils' learning in history exceeds the expected levels in Key Stage 1 and is in line with national expectations in Key Stage 2, where no observations were made during the inspection as this term's topic has a geographical bias. The pupils in Key Stage 1 are studying famous people in the past. They know what a famous person is and can talk in some detail about the life and work of Florence Nightingale. They empathise with her story and try to think how she might have felt trying to improve

hospitals in the Crimea against so much opposition. They are aware of the differences between hospitals then and now. The younger pupils in this key stage are using photographs as a source of information about their famous person: Grace Darling. They are able to deduce from the picture that it was from the past by the clothes the people are wearing and the fact that they are out in the rough sea in a rowing boat. The pupils are developing a sense of chronology and beginning to understand what constitutes historical enquiry. The pupils in Key Stage 2 are further developing the skills of historical enquiry. They are encouraged to research the topic through books, encyclopaedias and the Internet. They are able to talk about the Ancient Egyptians, their life style, homes and gods and express an opinion that they would not like to have lived in Egypt at this time in their history.

101. The pupils enjoy history and talk with confidence and enthusiasm for the subject. In Key Stage 1, they are keen to respond to the teachers' questions and express their views. When asked to work together they share resources and are beginning to listen to each other's ideas.
102. In Key Stage 1 lessons are well planned and the pupils are expected to use historical resources to determine answers to questions about the past. They are given opportunities to work together and share ideas. Questions are used to extend pupils' knowledge and discussion is encouraged. The teachers have good relationships with their classes. They are knowledgeable and their interest in the subject has a positive effect on pupils' learning. There was no teaching observed in Key Stage 2 but plans suggest that appropriate skills and knowledge are being taught.
103. The previous inspection criticised the school for the lack of a scheme of work. The recent implementation of the national guidelines for history is helping to ensure that the tasks and skills become increasingly more demanding as the pupils move up through the school.

INFORMATION TECHNOLOGY

104. The pupils' quality of work in information technology is broadly in line with the expected levels for their ages. This is similar to the standards achieved in the previous inspection. However, the levels achieved by the time the pupils are eleven do not match the very good improvements that successive cohorts of pupils have made in English, mathematics and science. Consequently, it should be possible for the pupils' to improve still further their work in this subject by working at levels of work that extend their knowledge and understanding of control and measuring. **(This is a key issue for action)**. The pupils need to use LOGO more often to write procedures to control objects and to change variables within the list of commands. They need to develop a better understanding of questioning so that they can recognise when it might be better to use a spreadsheet or a database. By reaching these levels in their work they will develop information technology skills, knowledge and understanding to the same extent of those they achieve in English, mathematics and science by the end of Key Stage 2.
105. Since the previous inspection, initiatives have been taken to improve the information technology skills of the staff. Whole school in-service training in conjunction with the approved training provider as well as basic skill training organised by the local education authority have significantly improved the confidence and skills of the teachers. Further training is planned. In addition, each classroom now has two computers, both less than two years old. All these additional features for information technology show that the school is well placed to make improvements and to raise the pupils' standards throughout the school.
106. The youngest pupils are taught to use simple computer programs. They know how to use a mouse and keyboard accurately. They are beginning to use the associated language when talking about their work. By the end of Key Stage 1 they have been given opportunities to word process, use a programmable vehicle and create pictures using a paint programme. In Year 2, the teacher confirms the pupils' levels of attainment before introducing new techniques. The pupils use a graphics programme effectively when they design coats for Joseph as part of a design and technology project. In control work, the pupils use the 'Roamer'. The school is fortunate to have the support of a parent to supplement the work of teachers. The pupils know how to delete and insert text to improve the readability of a written piece of work. The very good attitudes of the pupils and good quality classroom management strategies provide effective conditions for learning. Direct teaching of skills enables pupils to make effective use of both hardware and software.

107. At Key Stage 2 information technology enriches other curriculum areas. The pupils in Year 3 combine text and graphics when composing an advertisement for Ted Hughes' book "The Iron Man". They know how to use a 'pencil' to draw a picture and can explain the process of making speech bubbles. The pupils in Year 6 are aware of the capabilities of information and communication technology. They use the Internet to research areas of the curriculum in other lessons, for example, by learning about the River Thames. Teachers intervene to support the pupils' learning and this makes a good contribution to the progress made in developing skills. They use clip art features to illustrate their work in English. Some pupils use a digital camera to capture and print photographs when they write a description of themselves. They are beginning to use spreadsheets to collate, analyse and display information, particularly in mathematics. The pupils create scattergrams to compare shoe size with height and to test hypotheses. For example, they investigate whether the tallest member of the class has the biggest feet. The pupils have been introduced to using information technology to sense temperature and light as part of their science investigations. Many pupils benefit from having computers at home and bring skills learnt at home into school. These skills are shared with other members of the class often in informal ways when pupils work in groups.
108. While standards have improved significantly in information technology, it is important that the school consolidates its gains. The need to continue to build teachers' confidence is recognised by the subject leader. The skills of the learning support assistants need to be improved, to enable them to give informed instruction and encouragement to pupils with special educational needs. The subject leader has completed a profile of the needs of all staff which will form the basis of future in service staff development.

Music

109. During the inspection, no music was observed in Key Stage 1 but the teachers plan for the pupils to experience music making through the full range of the curriculum in singing composing and listening.
110. It is clear that from the evidence of the one lesson observed in Key Stage 2 for Years 5 and 6 pupils that the teacher's knowledge is good and that the activities planned are challenging. The pupils are able to maintain a steady beat when listening to complex North American chants. They sing the difficult pieces with some success although not all pupils sing in tune. They are able to discuss the differences between different types of chants. They explore instruments through their compositions and record their compositions using a non-standard notation. A group of boys stimulated by the enthusiasm of their teacher, demonstrated football chants with confidence. Some girls played a North American chant on the piano, flute and recorders with good musicality. All pupils in this lesson showed a very positive attitude towards music.
111. During whole school assemblies and hymn practices the pupils sing mainly in tune and with clear words, except when the music is a little too quick for them to enunciate the words clearly. The pupils throughout the school behave well and enjoy the challenge of learning new songs.

PHYSICAL EDUCATION

112. The pupils' quality of work in physical education is above the expected level at Key Stage 1 and in line with the national expectations for pupils aged eleven at the end of Key Stage 2. In the previous inspection, the standards were described as average and the implementation of all aspects of physical education was an issue for action. All aspects of physical education are now covered.
113. Good quality teaching reinforces, through questioning, the importance of warming up and cooling down before and after exercise. This work is extended to include aspects of health and safety. This is particularly important considering that the hall which, despite recent extensions, continues to provide inadequate space to challenge pupils, particularly for the higher achieving boys. Some good quality equipment has been generously donated by parents and this has improved facilities.
114. In Year 2, the pupils show imagination as they seek pathways to travel across the hall. They travel in

a variety of ways, including a straight line, using zig-zagging and curving movements. The pupils choose their paths carefully and are innovative in the ways they use the available space ensuring that their individual movements do not adversely affect the activities of other class members. The teachers ensure that tasks become more challenging and they extend learning by making additional demands on the pupils. For example, the teachers were observed encouraging the pupils to put a series of movements together and to vary the speed of activities. The high expectations of the pupils and the use of praise in recognition of good performances impacts strongly on the quality of the learning as the pupils strive to succeed and improve their self esteem. The good management skills ensure that the pupils remain focused and on task and this, too, makes a major contribution to learning.

115. At Key Stage 2 the pupils build on the good progress they have made in Key Stage 1. A large Year 4 class is not able to work as a class in the hall because it is too small. For safety considerations, the class is divided into two equal groups. The teachers provide challenge for the pupils with the strategic use of apparatus combined with demanding standards of style during and on completion of gymnastic activities. The teacher makes good use of the pupils to demonstrate techniques and this has a positive impact on the quality of learning, which is evident in the determined attitudes of all the pupils to improve. The activities are changed frequently and this contributes to maintaining good pace and challenge.
116. The pupils clearly enjoy physical education. Their enthusiasm is reflected by the speed with which they get ready for action. The pupils work well together, sharing apparatus and taking their turns without selfishness. They are pleased to celebrate the success of others.
117. In Key Stage 2, the pupils benefit from swimming lessons at the municipal pool at Witney. All pupils achieve the required standard of swimming 25 metres at the end of the key stage. The standards are very much higher for the majority of pupils. The teaching is carried out by trained teachers of swimming with the pupils receiving good quality instruction. The school has its own learner swimming pool that is used in the summer months. The instruction for swimming is supported by some parents who have gained the appropriate qualifications to enable them to teach.
118. The school enjoys success in sports competitions with other schools. For example, the school football team that includes boys and girls, has won a football competition against local schools. The parents contribute to the costs of providing an instructor for football coaching. This is a popular after-school activity that attracts good support from the pupils at the school.
119. The school benefits from a playing field. This area was not used during the period of inspection because of very wet weather. Outdoors, good quality climbing apparatus challenges pupils with a range of activities.

RELIGIOUS EDUCATION

120. As no religious education lessons were observed during the inspection judgements have been made entirely on teachers' planning, work scrutiny and talking to the pupils. At the end of both key stages the pupils' attainment in religious education matches the expectations of the Locally Agreed Syllabus. The pupils' learning, acquisition of knowledge and understanding is secure at Key Stage 1. They can recall a wide variety of facts about the chosen religions of Christianity, Judaism and Islam. They are able to recall some facts about Muslim prayer, for instance, washing of hands before praying and removing shoes. They can name the major celebrations in the Christian calendar, for example, Christmas and Easter and what they represent. They can retell many facts about the life of Christ including some of the stories he told, the miracles he performed and can even name most of his disciples.
121. The pupils' learning and the acquisition of knowledge are satisfactory in Key Stage 2. These pupils demonstrate a limited knowledge of Islam but have a better understanding of Judaism and Christianity. They recalled some characters from the Old Testament, including Moses and the reason for the Feast of the Passover: explaining what the foods used on the Seder plate represent. This theme is used as a topic for a class assembly. A visit to the local church gave them an insight

into the parts of the church: talking about ceremonies such as a baptism or a wedding. The pupils also talked knowledgeably about Lent. They understand the fact that it lasted for forty days and that people usually gave something up for this time to follow the example set by Jesus. For those pupils at the end of this key stage the religious education lessons are often in the form of discussions about God and peoples' beliefs. It is clear that from the discussions held with the pupils that they enjoy religious education and are enthusiastic. However, the quality of their work at the end of the Key Stage 2 is not as good as that observed in other core subjects where standards are well above the expected levels. **(This is a key issue for action).**