

# INSPECTION REPORT

## **Charlton-on-Otmoor CE Primary School**

Charlton-on-Otmoor, near Kidlington, Oxon.

LEA area: Oxfordshire

Unique reference number: 123100

Headteacher: Mr Matthew Ingall

Reporting inspector: Mr. A. W. Perks

OIN: 18889

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> January 2000

Inspection number: 191538

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:	Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church View Charlton-on-Otmoor Near Kidlington Oxfordshire
Postcode:	OX5 2UT
Telephone number:	01865 331239
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Laurie Miller
Date of previous inspection:	30 <sup>th</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
A W Perks	Registered inspector	Mathematics Geography Information technology Music Physical education Religious education	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mrs E Parrish	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs C Llewellyn	Team inspector	English Science Art Design and technology History Under fives Special educational needs Equality of opportunity	Pupils' attitudes, values and personal development How good are curricular opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Charlton-on-Otmoor CE (Controlled) Primary school is located in an Oxfordshire village setting, serving the village children and those who travel in from neighbouring towns and villages. Originally founded in 1866, the school has been gradually extended so that there are now three classrooms, two of which are portable and there are plans to extend further. There is no nursery provision, although independent toddler and pre-school groups meet in the main building. Children enter the school as they are approaching the age of five. At the time of the inspection, there were only three children in the under five category who attend full time. Additionally, a group of seven children new to the school attend mornings only for the first few weeks. There is a wide range of attainment on entry, with the largest proportion above expected levels. The school currently accommodates 80 pupils, from ages 4 to 11 years. There is a similar number of girls to that of boys. The school roll has been increasing significantly over the past five years and the classrooms are reaching capacity. The total school pupil population makes it much smaller than the national average for its type, which reflects the position of the previous inspection at the end of September 1996.

The pupil population is mostly socially and economically advantaged, with a significant number of pupils coming from high social class groups. All in the reception class have received some form of pre-school education. The school's population is predominantly white, with two pupils from ethnic minority groups, and no pupils with English as an additional language. Four pupils (five percent) take up the free-meal entitlement, which is well below the national average. Currently, two pupils have Statements of Special Educational Need, which is proportionately above the local and national averages. There are 16 pupils (20 percent) on the school's own special educational needs register, which is slightly above the national average.

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

This is a good school with many very good features. Many of the pupils achieve high standards in English, mathematics and science, as a result of the good teaching and the very good leadership and management of all pupils. It provides good value for money.

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

- The quality of the teaching is good overall.
- Most pupils attain high standards in English, mathematics and science.
- There is good provision for those pupils with special educational needs and they make good progress.
- Almost all pupils show very good attitudes, behaviour and relationships with each other.
- There is very good provision for pupils' social and moral development.
- There are very good procedures in place for monitoring and promoting good behaviour and attendance.
- Procedures for child protection and for ensuring pupils' welfare are very good.
- There is a very good working partnership between the school, its parents and the local community.
- The overall leadership and management of the school is very good and is a significant strength of the provision.

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

- The needs of those pupils who are just beyond the special educational needs group are not always met in the planning and in some lessons.
- The role of the subject co-ordinator is insufficiently developed.
- In some lessons, introductions are too long and not enough time is left for pupils' follow up activities.
- Improve the range of support materials for teachers, including ICT resources.
- The limitations of the accommodation have a negative effect on standards in some subjects and areas of learning. The lack of space also creates difficulties in terms of privacy, storage and administrative management.

*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 September 1996. Since that time there have been a significant number of improvements.

- The governing body has appointed a permanent headteacher who is leading the school successfully forward.
- Strategic management by the governing body has improved through its effective school development planning process.
- The curriculum is much broader and better than that reported previously. It has effectively enabled the school to raise standards in foundation subjects.
- The lack of up-to-date schemes of work for many subjects was identified as a weakness in the previous inspection report. The position has improved significantly, but the current scheme of work for physical education does not offer teachers sufficient support for their planning.
- The systems for recording the outcomes of assessment are firmly in place.
- The provision for pupils' spiritual, moral, social and cultural development has been strengthened to a good level.
- Staffing levels have been increased to take account of the expanding roll and increasing numbers of pupils identified as having special educational needs.
- The classroom resources that support teaching are now good for a majority of subjects, and are continuing to expand as new initiatives and associated money are identified.
- There have been improvements in the teaching of English, mathematics, science, information technology and music.
- Significant improvements have been made in the school's communication with its parents.
- The school now provides good value for money, which is a significant step forward since the last inspection when it gave unsatisfactory value for money.

## STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			Similar schools	
	1997	1998	1999	1999	
English	A	C	A	A	well above average A above average B Average C below average D well below average E
Mathematics	B	A	A	B	
Science	A	C	B	C	

- Caution should be exercised in the interpretation of these gradings because of the small cohort (6).
- Taking all three subjects, the performance of pupils was well above the national average when compared to all schools, and above average when compared to similar schools.
- The information shows that in national tests the pupils' attained at levels that were well above the national average in English and mathematics, and above this level in science.
- When compared to similar schools, pupils' attained well above the average in English, above average in mathematics and close to the average in science.
- Trends over the past four years show that there has been a general maintenance of high-level results in all three subjects, with most consistency shown in mathematics. When comparing the school with schools having similar backgrounds, the performance of pupils' was well above the average in English, above average in mathematics and close to the average for science.

- The school has set realistic targets with the local education authority, for the next academic year, in English, mathematics and science.

Inspection findings confirm that standards at the end of Key Stage 2 are higher than average, but not quite as high as national assessment data for 1999 indicates, as this is a different cohort of pupils. Although there is a wide range of attainment in all ages across the school, at the end of this key stage, a majority attains above national averages in English, mathematics and science.

Children who are under five years of age make at least satisfactory and often good progress, and a majority achieve the Desired Learning Outcomes in all areas of learning by the age of five.

Overall standards of attainment in information technology are close to national expectations at the end of both key stages. Overall standards in religious education are in line with the requirements of the local Agreed Syllabus. Almost all pupils progress satisfactorily in art, design and technology, geography, history, music and physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Almost all pupils regularly show very good attitudes towards their schoolwork. They show thoughtfulness and compassion for others.
Behaviour, in and out of classrooms	Almost all pupils regularly show very good behaviour in all aspects of their school life.
Personal development and relationships	Pupils undertake responsibilities willingly, carry community tasks out efficiently and form very good relationships with other pupils and adults around them.
Attendance	Attendance levels are better than the national average. Procedures for monitoring pupils' attendance are very good and there are no unauthorised absences.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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.*

- The quality of teaching is good overall. It is regularly at least satisfactory, often good and sometimes very good. In 96 per cent of the lessons seen, teaching was satisfactory or better. It was good or better in 53 per cent of lessons, and very good or better in 21 per cent. Although there was a small amount of unsatisfactory teaching (four per cent), this shows an improvement on the findings of the previous report, which concluded that teaching was good in over half of lessons and satisfactory in the remainder. Teaching of the few children under five is good overall.
- Overall, the teaching of English, mathematics and science is good.
- There is satisfactory teaching of information technology, with some good teaching in the upper years of Key Stage 2, although facilities across the school are often used insufficiently to support other areas of the curriculum. On the few occasions where the teaching of information technology was taking place, provision was generally good and the skills of some staff and visitors were evident.
- The teaching of religious education is satisfactory overall, and sometimes good.
- Teaching is satisfactory overall in art, design and technology, geography, history, music and physical education.
- Outside agencies enhance the provision for the tuition of music and their contribution has a very positive effect on pupils' standards of achievement.
- Appropriate assessment procedures are in place and accurate records are maintained, but insufficient use is made of this information to plan work that matches the needs of all pupils in all subjects, as recently identified by the school.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities is improving and currently meets all requirements. The planned curriculum is sufficiently broad, balanced and relevant, and provides equality of opportunity for all pupils.
Provision for pupils with special educational needs	There is good overall provision for pupils on the schools special educational needs register. This enables them to make good progress over time.
Provision for pupils with English as an additional language	There are no pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' moral and social development. Provision for spiritual development is satisfactory and that for cultural development is good.
How well the school cares for its pupils	Procedures for child protection and for ensuring all pupils' welfare are a significant strength in provision. All staff and voluntary helpers associated with the school know all pupils, often before they become pupils at the school. There is a very close partnership with parents and the local community. These factors provide significant advantages in responding to individual needs.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear educational direction for the school, leading by example and taking responsibility for many areas of the curriculum. There is effective management of change but some subjects are not effectively co-ordinated.
How well the governors fulfil their responsibilities	The effectiveness of the governing body in fulfilling its legal responsibilities is very good. They work in close co-operation with staff, parents and the local education authority and up-date practices regularly.
The school's evaluation of its performance	There is very good evaluation of outcomes of school activity. The management team of governors and headteacher meet very regularly and continually appraise the school's performance in all aspects. They make very good use of the analysis of assessment results, and target resources effectively to bring about improvements across the school.
The strategic use of resources	There is very good strategic planning and administration of financial resources. Cost centres are analysed regularly and school development planning is appropriately adjusted in the light of new information or requirement. The principles of applying best value for money are followed through thoroughly.

- The headteacher, with the firm support of the governing body, staff, parents and the wider community, creates an ethos that strongly supports pupils' learning. Overall leadership and management are significant strengths of the school, showing good, sustained improvement since the last inspection.

- There is no on-site provision for indoor physical education. The school has arranged to use the facilities of another school, which maintains overall satisfactory progress, but this is costly and time consuming.
- Staffing levels are beyond average levels, accommodation is insufficient to meet current needs and resources to aid lessons are mostly of good quality, at least sufficient in quantity and sufficiently wide to support teachers' planning. The school building is well maintained.
- As an improvement to accommodation, there are firm plans to integrate school activity with the proposed on-site community hall due for completion next academic year.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like going to this school.</li> <li>• Their children make good progress because of the good teaching.</li> <li>• They are encouraged to play an active part in the school.</li> <li>• They find it easy to approach the school with questions and problems to do with their children.</li> <li>• The school's Christian based values and attitudes encourage their children to do better.</li> <li>• The large majority of their children achieve high standards of good behaviour.</li> <li>• The school is well led and managed and promotes high expectations of its pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• A few are not satisfied with the work that their children are expected to do at home.</li> <li>• A few thought that there is an insufficient range of outside activities.</li> </ul>

- The evidence from the large response from the parents' questionnaire and from those parents at the formal meeting shows that parents are very supportive of the school.
- The inspection team strongly supports the views of the large majority of parents about the many strengths of the school.
- Although a few parents would like larger amounts of homework for their children, the inspection team concludes that the school provides a satisfactory range of homework assignments and is very willing to consider further parental requests.
- The range of outside activities has increased recently and provides suitable musical, dramatic, sporting and academic opportunities for many of the pupils in relation to the number of staff on site.
- There are very effective links with parents and the local community. This impacts positively on the way in which parents feel informed about the school, their children's progress and the ways in which they might help their children at home.

## **PART B: COMMENTARY**

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

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

1. When children enter the reception class, as under fives, their skill levels are widely variable, with the larger proportion showing levels beyond those expected for children of their age. Most arrive with well-developed speaking, listening, physical, creative and social skills and showing a good awareness and understanding of the world around them. However, a few children lack these skills, even though they come from very supportive families. The school's baseline assessments indicate that good standards are evident in social and communication skills, and that some children's phonological awareness is lower than expected. Children make good progress in all the areas of learning and most achieve the nationally recommended levels of the Desirable Learning Outcomes before commencing the statutory years of education.
2. In each year group, there is a very small cohort of pupils and a broad range of attainment, making it extremely difficult to make generalisations, and caution should be exercised in the interpretation of statistics. At the end of Key Stage 1, the 1999 National Curriculum assessment tests showed that the proportion of pupils attaining national standards of Level 2 and above was above the national average in reading and well above the average in writing. The proportion attaining the higher Level 3 and above, was well above the national average in reading and writing. In mathematics, the proportion attaining Level 2 and above, was well above the national average. The proportion attaining Level 3 and above, was very high in comparison to the national average. Teacher assessments in science show that the proportion of pupils attaining at Level 2 and above, was below the national average, and those attaining Level 3 and above, was well below the national average. When compared to similar schools, the performance of pupils was below average in reading, close to the average in writing and above average in mathematics. The performance of boys was broadly similar to that of girls in reading, writing and mathematics.
3. The cohort of pupils taking the end of Key Stage 2 National Curriculum assessment tests was very small (8). Results showed that the proportion of pupils attaining the required national Level 4 and above was well above the national average in English and mathematics, and was above average in science. The proportion attaining at the higher Level 5 and above was well above national average in English and mathematics, and above average in science. When compared to similar schools, results were well above the average in English, above average in mathematics and close to the average in science. Over a four-year period, the attainment of girls has been similar to that of boys.
4. Inspection evidence indicates that, at the end of both key stages, many make good progress in the essential areas of speaking, listening, reading, writing and numeracy and most pupils attain standards that are above the national average in English, mathematics and science. Some attain at a higher level, and some at a lower level. Differences between the standards found and those achieved in the previous year's National Curriculum assessments can be attributed to the differences between each year's pupil cohort and the small number of pupils involved. Good teaching and expanding resources within the National Literacy and Numeracy Strategies enable the large majority of pupils to make good progress within these lessons, especially. The good progress that they make in their learning is a direct result of clear planning of content and the quality of teachers' knowledge and understanding of the subject material in these lessons. This represents a significant improvement on the pupils' standards of attainment and quality of learning reported in the last inspection, especially at the higher levels.
5. The pupils' standards of attainment in information technology (IT) are broadly in line with expectations for age at the end of both key stages, with a significant minority showing good knowledge and skill when using information technology for word processing by the end of Key Stage 2. In art, design and technology, geography, history, music and physical education a majority makes satisfactory progress in both key stages.

6. This is a significantly improved position to that reported in the previous inspection in 1996, when the majority of pupils attained standards in line with national average and expectations in a majority of subjects, but progress in design and technology, geography, history and information technology was indicated as being unsatisfactory. Art and music was not in sufficient evidence to be reported upon in the last inspection. The academic standards reported in the previous inspection have been at least maintained in all subjects, and have been improved significantly in many. This is attributed mainly to the significant improvement in the quality of leadership and management, teaching and planning for these subjects.
7. Each year's cohort of pupils is consistently small and differences in individual prior attainment are evident. In almost all year groups, there is a spread of standards of attainment in English, mathematics and science, with a weighting towards the higher end. However, to illustrate the improving situation over time, the school's provision has resulted in pupils at the end of Key Stage 2 attaining at consistently higher than average levels over the four-year period 1996 to 1999.
8. At Key Stage 2, pupils with Statements of Special Educational Need (SEN) make at least satisfactory, and often good progress towards the targets they have been set. In both key stages, other pupils on the school's own special educational needs register make mostly good progress, as they move through the school. Where they are given additional adult support, either individually or within small groups, the extra support enables them to make more rapid progress during lessons in relation to their known difficulties and prior attainment levels. Additionally, when work is at the correct challenge level, attitude and behaviour become very good. However, some pupils, particularly those just beyond the special educational needs group, do not always make the progress of which they are capable in all lessons. This is evident from the scrutiny of pupils' previously completed work and in some lessons, where the priority has often been to complete the planned whole class task, rather than develop individual pupil's levels of skill from their own start point. Higher attaining pupils are recognised and are given sufficiently challenging tasks in most lessons. There are no pupils for whom English is an additional language.

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

9. Most children under five have very good, positive attitudes towards school and their learning. They come to school happily and are keen to learn. They listen attentively for most of the time, although there are occasional instances when, despite the best efforts of the teacher, the eagerness of a few individuals to make their own contribution briefly distracts the lessons. Most are keen to participate in the classroom activities and are developing the capacity to concentrate for an appropriate length of time.
10. As reported at the last inspection, pupils at both key stages have very good attitudes towards school, especially when lesson content is interesting and challenging to all pupils in the group. They are generally keen to answer questions and, as they mature, develop the ability to work for longer periods without direct supervision whilst the teacher supports others within the class. This is a major contributory factor to the quality of learning and subsequent standards achieved. Responses from parents to the pre-inspection questionnaire, and from comments at the parents' meeting, confirm that their children enjoy school and are eager to learn.
11. The quality of pupils' behaviour in all aspects and areas of school life is very good. This was reported as a strength in the last inspection report and has been maintained. Expectations of good behaviour are embedded in everyday life, and pupils respond to this positively. The environment is calm and orderly despite the limitations and, on occasions, crowded conditions. Whole school collective worship, for example, is made difficult due to the lack of suitable space. Pupils are polite, courteous and trustworthy, and demonstrate a respect for their property and that of others. Parents and members of the community are justly proud of the way in which pupils behave during lessons, around the school and when on visits. Pupils report that neither bullying nor oppressive

behaviour occur in school, but feel secure in the knowledge that teachers and other staff would deal with any such instances should they arise. There have been no exclusions since the last inspection.

12. The very good relationships, which exist across the school, are a major strength and the main contributory factor to the positive ethos that is evident in all classes. Pupils work well alongside and in co-operation with each other and with all adults. During discussions with inspectors, pupils demonstrate a willingness to listen to their peers and to contribute to the conversation with courteous regard for each other.
13. Pupils respond positively to the opportunities the school provides for their personal development. Pupils of all ages undertake responsibilities willingly and can be relied upon to carry them out efficiently, such as with the daily routines within their classrooms. When raising funds for charity, for example, pupils organise and make decisions regarding how they will carry the task out and decide which charities they will support. Pupils make good use of the many opportunities they are given for independent learning, researching from books and the information and communication technology available in their classrooms, but the lack of space for a library does limit their opportunities for wider independent research.
14. Attendance is good and punctuality is very good. No unauthorised absences were reported for last year. Parents are aware of the procedures for reporting their children's absence and most are diligent in following them. When this does not occur within the first half hour of school, the home is telephoned to ensure the pupil's safety, which is good practice. Registers are completed swiftly each morning and afternoon, in accordance with the latest guidance.

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

15. The quality of teaching is good. It is regularly at least satisfactory, often good and sometimes very good. Teaching of the under fives is good overall. Teaching and other provision enables almost all pupils, including those with special educational needs, to maintain good progress as they move through the school.
16. Teachers' knowledge and understanding of the curriculum is good overall, with some showing an in-depth knowledge of subjects such as mathematics and music. The teaching of basic skills associated with literacy and numeracy are good and this has a good impact on the quality of presentation and the accuracy of pupils' recorded work across the curriculum. In both key stages, long and medium term planning provides appropriate coverage of the National Curriculum, personal, social and health education and religious education. The National Literacy and Numeracy Strategies have been introduced effectively as recommended and are having a strong impact on pupils' standards of attainment.
17. Teachers complete weekly and daily plans conscientiously, but there are sometimes discrepancies between the planned time for teaching a subject and actual time spent studying the subject in those lessons. There are now suitable written policies in place. The lack of schemes of work to guide teachers with their planning was identified as a key issue at the last inspection. As suggested then, the school has been collating termly subject plans to form the basis of its schemes of work. These are based upon a four-year topic programme, to take appropriate account of mixed ages in all classes, and include learning objectives linked to the programmes of study, suggested activities and assessment opportunities. All schemes of work, with the exception of physical education, effectively support teachers' planning. The school makes very effective use of the guidance of the Literacy and Numeracy Strategies to plan the programmes of work. Teachers use regularly collected assessment data proficiently and pupils are challenged at appropriate levels in literacy and numeracy. However, in some other subjects, all pupils sometimes start off with the same task without sufficient account taken of their prior attainment. This is especially true of those pupils who attain sufficiently high enough to fall just beyond the special educational needs group. The school is aware of this shortfall and has already begun the process to resolve the situation by

- introducing individual target setting in some areas of the curriculum. This is appropriately intended to complement the school's currently good identification of pupils with special educational needs and those who are higher attaining.
18. All members of staff have high expectations of pupils' behaviour and attitude to work. Staff are respectful to pupils, providing good role models that successfully encourage pupils to show very good behaviour and attitudes regularly, and maintain very good relationships with each other and with adults in the school. Effective teaching methods produce good levels of pupil interest, concentration and independence. For example, the use of carefully thought through questions in mathematics encourages pupils to predict and speculate on probable answers without fear of being wrong.
19. The management of pupils is good across the school. The organisation in many lessons allows almost all pupils to keep up with the work and to complete tasks in the time available. Lessons in upper Key Stage 2 move at the briskest pace. Across the school, too long is sometimes spent in giving information and discussing facts as a whole class and this allows insufficient time for pupils to complete planned tasks. Staff members have very good interaction with pupils, encouraging them to remain on task, which most do. All teaching staff make effective use of learning support assistants and voluntary helpers. Support adults are well briefed, sufficiently knowledgeable and enthusiastic to make a very positive impact on pupils who are learning in their groups. Their involvement with the two stated pupils is especially noteworthy. Some members of the governing body help with activities such as the teaching of information technology, resulting in good progress by pupils.
20. Teachers make good use of most teaching resources. The use teachers make of information technology and other communications equipment is satisfactory overall but there are too many occasions when opportunities to use computers as a recording or research tool to support other subjects are missed. Teachers make some good use of homework to reinforce and extend what pupils learn in school time. From an early age, pupils are encouraged to take home reading assignments and parents value the opportunity to enter their own observations in the 'reading record' that is maintained by all pupils. Other tasks include learning spellings, practising songs or playing musical instruments. Whilst a few parents were concerned that insufficient or irregular homework was set in some classes, teachers set homework on a planned schedule that closely follows government recommendations. Pupils' attempts to complete homework assignments are valued by teachers and the headteacher confirms that any requests for changes in homework allotment for individuals will be thoughtfully considered.

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

21. The curriculum provided for children under five is broadly based and appropriately addresses the six areas of learning. It is linked effectively to the Desirable Learning Outcomes for children under five, except for the provision for the development of large, energetic movements due to the lack of appropriate indoor facilities and equipment. The school is fully aware of this shortcoming and takes every advantage during clement weather conditions to ensure children have suitable opportunities to run, jump and climb outdoors. Within the constraints of the accommodation, a wide range of relevant activities and experiences are provided. Adults know the children closely, and use this knowledge to good effect in the shared planning sessions to try to ensure that day-to-day activities match pupils' needs and that there is a smooth transition to the Key Stage 1 National Curriculum programmes of study.
22. The school has made good progress in addressing the curriculum issues identified at the last inspection. The overall provision of the curriculum at both key stages is now satisfactory. Teachers' planning shows breadth and balance, and meets the statutory requirements of the National Curriculum and for religious education. For pupils at Key Stage 2, a suitable programme of sex education is being developed. Drugs awareness and aspects of health education are planned appropriately to be delivered mainly through the science programmes of work. The good provision

for pupils' personal development has been sustained. Monitoring of the curriculum by the headteacher and governing body ensures that requisite aspects are covered. A good start has been made in the oversight of provision and standards in English and mathematics. There continues to be insufficient attention given to the monitoring of content, standards and progress in some other subjects. This has been identified by the school and is being addressed in the current school development plan. The amount of teaching time available falls short of the minimum recommended for Key Stage 2.

23. The school identifies and positively promotes the policy of equal opportunity for all. The provision for pupils with special educational needs is good, with resources and learning activities matched appropriately to their requirements. They have equal access to all aspects of the curriculum. Teaching and non-teaching staff know the pupils well and support them effectively through consideration of their individual education plans. Reviews are carried out systematically and meet the requirements of the Code of Practice. The needs of higher attaining pupils are addressed appropriately, but pupils whose levels of achievement are just above the special educational needs group are sometimes overlooked.
24. The provision for extra-curricular activities is good. The school has made a good effort to rectify the position at the last inspection when none was available to the pupils. The after-school clubs cover a wide range of interests including music, drama and sports. It is the opinion of the school that the Year 6 study support club, held during the Spring Term, made a considerable contribution to the improvement of pupils' achievement in the 1999 statutory assessment tests. The learning of all pupils is enriched considerably through the provision of frequent visits to sites of relevant educational interest. Residential experiences make a good contribution to the personal development and other learning of older pupils.
25. The school has very strong, long-established links with the community and has taken positive steps to gauge the feelings of the community through, for example, questionnaires. The results of one of these questionnaires demonstrated good support, and the school was praised for the way in which it developed pupils' confidence, their good behaviour and social skills. Pupils have a sound understanding and fondness for activities that involve the wider community. They enjoy activities such as the Christmas service held in the church and the May Day celebrations that take place in the village streets. They talk enthusiastically about those who participated or observed. Links with the church are good. Through the good financial support it gives to fund-raising activities, the "School Association" contributes a great deal to the educational experiences pupils receive and, as a consequence, to their achievements. An independent toddler group and a pre-school learning group are held in the main building. From an educational and social viewpoint, these are valuable early links with future pupils, as recognised by the school. There are close links with a nearby primary school, to which pupils are transported each week to use the facilities for indoor physical education. Links with the receiving secondary schools are good. The school regularly accommodates trainee teachers from the Oxford Brookes University, who bring a new dimension to teaching and pupils' learning.
26. Pupils benefit greatly from the varied experiences the school provides from the local and wider community. Visiting guests, such as artists, authors and villagers with memories of World War II, make a substantial impact to the relevance of pupils' learning, and a large number of individuals give freely of their time to support the pupils in the classroom on a regular or occasional basis. For example, an appeal through the village newsletter, to which the pupils contribute, for support on a 'reading day' resulted in many volunteers coming forward to assist and make the day special for the pupils.
27. The school makes good provision for the personal development of its pupils. Pupils of all ages willingly undertake responsibilities, such as daily routine tasks within their classrooms, and can be relied upon to carry them out efficiently. Some suitable opportunities exist for pupils to exercise initiative, such as raising funds for their chosen charities, but these are too limited. Overall, the provision for the spiritual, moral, social and cultural development of pupils is good. The development of moral and social awareness has sustained its high profile within the school and

provision is very good. High standards of social and moral behaviour are expected and they continue to underpin the ethos of the school. Provision for the spiritual development of pupils is satisfactory, and remains very much as it was reported at the last inspection. Pupils are given appropriate opportunities to develop an understanding of their own and other peoples' lives and beliefs through religious education and acts of collective worship, but opportunities are missed for pupils to pose their own questions about the meaning and purpose of life. The provision for cultural development has improved and is now good. The school provides good opportunities for pupils to work alongside artists and authors, for example, to enrich their cultural experiences. Despite the few local opportunities for pupils to experience the multi-cultural nature of society, the school has made some provision for this shortfall. For example, when studying India in geography, positive steps are taken to ensure the pupils have relevant first hand experiences by inviting a friend to share differences in culture, such as religion, food and clothing.

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

28. The school is a very caring community and makes very good provision for the welfare and safety of all pupils. Pupils' confidence in the security and support that the school provides helps them to concentrate on their learning. There are satisfactory measures to monitor pupils' academic and personal development, and the school provides good support and guidance to raise pupils' achievement.
29. All members of staff make a very positive contribution to the school's caring ethos. They pay very close attention to protecting pupils from harm and to promoting their health, safety and general well being. They know their pupils closely and they respond very readily to their needs. In spite of the school's concerns that some improvements are necessary in its procedures for child protection, all staff are well informed about day-to-day arrangements and handle any issues in a very sensitive manner. The school makes very good provision for pupils with special educational needs and there is good liaison with outside support agencies. The health and safety policy and practice are monitored regularly for effectiveness, although areas of concern are not always recorded appropriately in an official log. There are very good arrangements for first aid and fire drills are held regularly. Lunchtime supervisors and those who supply meals show kindly concern for pupils and help to make lunchtimes a pleasant part of each school day. All pupils are effectively supervised in the playground, where a particularly strong feature is the way in which older pupils look after and play with younger ones.
30. There are very good procedures for monitoring discipline and good behaviour and the school functions as a calm and orderly community. All staff are aware of the behaviour policy and they reinforce school rules consistently. The school creates a climate for good behaviour by using praise positively and setting individual targets that correspond to a rewards system that pupils value. Pupils know clearly what is expected of them and almost all respond willingly. There was no evidence during the inspection of either bullying or oppressive behaviour. Pupils are very clear that they must report anything that worries them to an adult and they are confident that their concerns will be taken seriously. There have been no exclusions since the last inspection. There are very effective measures to promote good attendance and parents co-operate with the school by always giving an explanation for their children's absence.
31. The school has satisfactory systems in place for assessing pupils' attainment overall. Systems for assessing children under five are good. Baseline testing for reception children is undertaken on entry, using the local education authority baseline test. These assessments are thorough and accurate and are used effectively to identify children's needs and to help set suitable learning targets. National Curriculum assessment tests are conducted at the end of both key stages. Additionally, the school has recently begun to carry out the optional tests at the end of Years 3, 4 and 5. The school is currently analysing these results to identify possible gender variations and areas of the curriculum in need of further development. Throughout the school, pupils are monitored regularly in English and mathematics and the information gained is used effectively to guide teachers' planning. Use of assessment data about pupils' progress in some other subjects,



such as design and technology and physical education is generally developed insufficiently.

32. Teachers have a good knowledge of pupils' strengths and weaknesses in most aspects of their work, behaviour and personal development, although these are not always formally recorded. Teachers meet regularly as a group to discuss pupils' progress, and work together to seek remedies for any weaknesses or problems. Provision for pupils with special education needs is good and the school follows all of the recommendations of the national Code of Practice.
33. The school takes care to acknowledge pupils' achievements, particularly when they have made efforts and tried hard. A target setting policy has recently been introduced with a good system of rewards and certificates, which are greatly prized and which encourage pupils to achieve more. Teachers set clear targets that are monitored regularly and discussed with pupils and their parents for success in meeting them. Each pupil has a current target that is normally related to aspects of their academic work, but can also be used for behaviour and personal development.

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

34. The school's very good links with parents are a significant strength and make a very positive impact on pupils' learning and the quality of life within the school. Through the inspection questionnaires, of which a large percentage were returned, and at the pre-inspection meeting, parents registered their very strong support for the school and expressed no significant concerns. They particularly praised the attention given by the headteacher and other staff to any concerns they raise. Inspection evidence entirely supports the high levels of parental satisfaction with the way in which the school works in close partnership with parents.
35. The school communicates effectively with parents and the quality of information it provides for them is very good. The annual report produced by the governing body is informative and meets almost all statutory requirements. There is a very effective system of letters and newsletters that keeps parents up to date with the current curriculum and with all school activities. The prospectus and a very helpful induction programme give clear information about school routines, and introduce ways in which parents can support their children's learning at home. There are regular meetings to discuss aspects of the curriculum, such as the introduction of the National Numeracy Strategy, as well as teacher consultation evenings where parents discuss the progress their children have made. Parents are given a comprehensive annual report of their children's standards and progress, which teachers discuss with them and suggest targets to help pupils improve. This is an improvement in provision identified as a weakness in the previous report. Parents of children with special education needs are kept very well informed of their children's progress and are involved appropriately in reviews of individual education plans. There are recently created home/school agreements that identify the high level of parent interest in promoting their children's progress, which is used positively by staff to encourage further home research, sometimes involving use of the Internet. A few parents expressed concern with the amount of homework that is set but, in the view of the inspection team, this concern is not fully justified, as the amount of homework to be set is in line with government recommendations.
36. The school actively encourages parents to become involved in the life of the school and provides a very welcoming environment for them. School policies encourage teachers to involve parents and all members of staff are very helpful and approachable. Some parents and friends of the school make a regular commitment to help in classrooms and to accompany pupils on outside trips. Parents willingly enter into the home/school partnership and co-operate readily, for example, by listening to their children read at home and by reporting absences promptly. Parents demonstrate their active interest in the school by attending meetings, supporting school activities and responding to questionnaires.
37. There is a flourishing and imaginative "School Association" that contributes substantially to school funds and which reinforces the very good relationships between parents and staff. Pupils benefit

greatly from the funds raised on their behalf and by the quality of relationships forged between home and school. Parents are appreciative of the strong support given by staff and the local community to the Association's events, and see this as practical evidence of the school's firm commitment to sustaining a strong home/school partnership.

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

38. The headteacher, with the firm support of the governing body, staff, parents and the wider community, creates an ethos that strongly supports pupils' learning. Overall leadership and management are significant strengths of the school, showing good, sustained improvement since the last inspection.
39. The aims of the school are firmly based on the school's Christian tradition and clearly identify commitment to the raising of standards within a safe and secure environment. All of those closely associated with the school work with purpose and commitment to achieving these aims and promoting positive values. Almost all of the school's aims are met. The leadership and management of the headteacher and key staff are good. The headteacher is hard working, anxious to improve standards and facilities and provides a good role model for pupils and staff. All members of staff are equally hard working but there are some deficiencies in the overall management of curriculum subjects since most co-ordinators do not get sufficient opportunities to monitor quality and standards in other classes and share best practice. There is appropriate delegation of roles and responsibilities in general, although the headteacher carries a very large subject co-ordination brief, which makes overview of these subjects increasingly difficult.
40. The effectiveness of the governing body in fulfilling its legal responsibilities is very good. They are aware of the shortcoming in provision for indoor and outside play for the under fives and have clear plans for improvement. The chair of the governing body works in very close professional partnership with the headteacher and ensures that agreed targets and areas of development are actioned. All other members of the governing body maintain very close contact with the school and aid its forward momentum by giving freely of their time and expertise. All of those interviewed are clear of their roles and responsibilities in shaping the direction of the school. There is very good understanding of the ways in which they recognise the strengths and weaknesses of the school and how they might improve upon current status. This facility is greatly enhanced by their very close connection with staff, pupils and parents.
41. The monitoring, evaluation and development of teaching are good overall. The headteacher carries out very regular monitoring and has a very clear view of his own training needs and those of colleagues. He considers all requests for in-service training carefully, and places them alongside agreed school development trends. All members of the governing body are involved in the monitoring process, as with literacy and numeracy, but they recognise the time constraints imposed by the voluntary nature of the role alongside other personal and work commitments. Appraisal systems form a well-considered part of the evaluation and development of personnel, providing very good opportunities for all staff to present their own views on how the school might move forward and targets that they would like to achieve.
42. Significant improvements have been made to the school development plan since the previous inspection. The school's managers have worked as a team to respond to the areas for development identified within the previous report. All key issues have been adequately addressed. There has been some appropriate reconstruction of the governing body to relate to latest legislation, with high priority being given to the distribution of funds as recommended by the headteacher and finance committee. Future plans clearly identify the agreed priorities for development, who is to be responsible for actioning them, timescales and some identified estimates of costs. There is a good level of success in meeting targets and the development planning is reviewed frequently to confirm progress and restructure in the light of new legislation and recommendation. As a team, the headteacher, staff and governors regularly analyse assessment data and plan improvements conscientiously. They succeed in providing clear educational direction for the whole school,

showing a shared commitment to sustained improvement and very good capacity to achieve further success.

43. Educational priorities are supported effectively by the school's very good financial planning. All managers are acutely aware of the precarious nature of the school's budget and plan accordingly. They very sensibly set up a small carry forward, so that any unexpected expense is notionally covered, but always being mindful that the significant majority of funds should be spent on the pupils currently in the school. Specific grants, such as those for pupils with Statements of Special Educational Need and setting up of the National Grid for Learning, are used very effectively for their designated purposes. Very good financial control is maintained. The school administrator handles the day-to-day accounting of funds very efficiently, using regularly updated information technology software. She works in very close consultation with the headteacher, members of the governing body and the local education authority, so that there is monthly reconciliation to confirm funding levels following agreed spending. Spending patterns are then shared with all members of the governing body in their termly meetings so that all are fully informed about the effectiveness of their decision-making. There is a strong awareness of applying principles of best value in all school financial transactions.
44. The governing body is mindful of the need to try to match teaching and support staff experience, expertise and in-service training to the needs of all pupils. They are managing to retain a lower than average pupil teacher ratio and provide good support systems for those pupils on the school's own special needs register. All adults on site and in other management positions are acutely aware of the constraints of the accommodation following the popularity of the school and the consequential gradual increase in pupil numbers. Plans to build a community hall on site have been agreed recently, following a lengthy period of negotiation. This project will greatly enhance the opportunities for developing subjects such as physical education. Additionally, whole school assemblies can take place without over-crowding. Funding for this project has been of prime concern. However, the current difficulties that relate to privacy, storage and administration space remain unresolved at present. Nevertheless, the governors, through the headteacher, have ensured that the level of resources to support pupils' learning in all subjects has continued to improve so that there are at least satisfactory resources to support all areas of the National curriculum and religious education. The new information technology resources are used satisfactorily overall, although those used for management are used regularly and very effectively to support the school's forward momentum.

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

45. In order to improve the standards of attainment and progress of all pupils, the governors, headteacher and staff should:

- In some subjects, improve teachers' short-term planning and practice, so that in all classes the tasks and activities are matched more closely to pupils' individual needs, particularly those who are just beyond the special educational needs group;

This can be seen in paragraphs: 8, 17 and 23.

- Develop the role of the subject co-ordinator, so that there is increased opportunity for all teaching staff to measure pupils' standards of attainment and progress during lesson time, and share best practice;

This can be seen in paragraph: 39

- Take greater account of the time parameters identified in the short-term planning, so that there is a better balance between pupils receiving information and carrying out their allotted tasks.

This can be seen in paragraphs: 17 and 65

- Improve the range of teaching and learning resources available to teachers, including information technology programs, so that lessons provide increasingly interesting challenges to pupils, in all subjects, as they move through the school:

This can be seen in paragraphs: 20 and 91

- Continue to explore the possibilities for extending the accommodation, so that there is at least adequate provision to meet all curriculum requirements, including play provision for the under fives, as well as addressing other whole school issues that relate to the lack of privacy, storage space and management and administrative facilities.

This can be seen in paragraphs: 44 and 53

#### **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:**

- Raising the amount of teaching time to at least the minimum recommended for Key Stage 2;
- Collecting a suitable range of pupils' work in curriculum subjects that include English, mathematics, science, information technology and religious education, to help teachers confirm levels of expectation for all age groups when target setting;
- Checking the contents of the annual governors' report to parents against most recent legislation.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	26

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	9	12	1	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	80
Number of full-time pupils eligible for free school meals	0	4

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	16

#### **English as an additional language**

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

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	9

### *Attendance*

#### **Authorised absence**

	%
School data	4.7
National comparative data	5.3

#### **Unauthorised absence**

	%
School data	0
National comparative data	0.1

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

**Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	2	9	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	0	1	2
	Girls	9	8	8
	Total	9	9	10
Percentage of pupils at NC level 2 or above	School	82 (80)	82 (90)	91 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	1	2	1
	Girls	8	8	8
	Total	9	10	9
Percentage of pupils at NC level 2 or above	School	82 (80)	91 (90)	82 (80)
	National	82 (81)	86 (85)	87 (86)

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

**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	1	7	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	6	5	5
	Total	7	6	6
Percentage of pupils at NC level 4 or above	School	88 (67)	75 (67)	75 (78)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	5	5	5
	Total	6	6	6
Percentage of pupils at NC level 4 or above	School	86 (67)	75 (67)	75 (67)
	National	68 (65)	69 (65)	75 (71)

*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	68
Any other minority ethnic group	2

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

### *Teachers and classes*

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

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	22.2
Average class size	23.3

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

Total number of education support staff	4
Total aggregate hours worked per week	66

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

Total number of qualified teachers (FTE)	[ ]
Number of pupils per qualified teacher	[ ]

Total number of education support staff	[ ]
Total aggregate hours worked per week	[ ]

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

### *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.*

### *Financial information*

Financial year	1998/1999
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	£
Total income	130 240
Total expenditure	130 147
Expenditure per pupil	1 713
Balance brought forward from previous year	7 454
Balance carried forward to next year	7 547

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

**Questionnaire return rate**

Number of questionnaires sent out	73
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.	94	6	0	0	0
My child is making good progress in school.	67	33	0	0	0
Behaviour in the school is good.	76	24	0	0	0
My child gets the right amount of work to do at home.	53	35	10	2	0
The teaching is good.	86	16	0	0	0
I am kept well informed about how my child is getting on.	57	39	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	92	8	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	80	20	0	0	0
The school is well led and managed.	88	12	0	0	0
The school is helping my child become mature and responsible.	80	20	0	0	0
The school provides an interesting range of activities outside lessons.	71	21	4	0	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**

46. The school admits children on the basis of agreed local education authority procedures at the start of the term in which they will be five. They are admitted part-time for the first two weeks and full-time afterwards. There are ten children in the reception age group, seven of whom started school this term and were still attending for the morning sessions only. Children start school with a wide range of prior attainment, but a majority is in line with expectations or exceeds them. Good standards are evident, especially in social skills and in communication skills, although some children's phonological awareness is lower than expected. Standards of attainment in the areas of learning for children under five were not reported upon in the last inspection.
47. Children benefit from good provision overall and the majority make good progress in the six areas of learning during the reception year. The quality of teaching is usually good and never less than satisfactory. In general, appropriate attention is paid to the matching of activities to the prior attainment of children, although at times lesson introductions are over-long and some children lose interest until they move on to their group work. Supported by the local education authority's "Early Years Development File", teachers' planning of activities for the under fives is satisfactory for the short term, but their long-term planning is insufficiently detailed to provide sufficient structure. Results of the baseline assessment are used effectively to plan suitably matched activities, but in general, insufficient emphasis is given to the recording of the progress made by individual children on a day-to-day basis in some areas.

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

48. There is very good provision for the development of children's personal and social skills, and children achieve in line with expectations at the age of five. Teaching in this area is good and so children are well behaved and have developed a firm awareness of what is right and wrong behaviour. They form good relationships with adults and with each other. They are enthusiastic learners and are making good progress in the ability to work independently, and several were observed co-operating and helping each other. When playing, they are eager to learn and demonstrate very good attitudes towards their work and seek help confidently from adults when they encounter difficulties.

#### ***Language and literacy***

49. Teaching is good and children make good progress in language and literacy. Most achieve the Desirable Learning Outcomes by the age of five, with higher attaining children exceeding this level. Many children come to school articulate and confident for their age, but this is not so for all children. Good opportunities are provided for children to participate in speaking and listening activities and particular attention is given to encourage the less confident to participate. Most listen and respond appropriately to questions, but one or two of the more articulate are yet to learn that they must limit their enthusiasm to contribute their considerable knowledge to a lesson and enable others to participate. In whole class sessions, most children listen appropriately to stories. They enjoy looking at books, and know that the printed word carries meaning. Several have started to read, a few to a good standard, and all know how to handle books, turn pages correctly and are beginning to recognise letters by shape and sound. Children are making appropriate progress in their writing. They are developing satisfactory control of their letter formation, using upper and lower case letters with clear ascenders and descenders emerging in some work. Several are able to write their name unaided.

#### ***Mathematics***

50. Teaching is satisfactory overall, showing good questioning technique that helps to keep children on task and they make good progress in the development of their understanding of mathematics. They learn appropriate number rhymes and have suitable opportunities to sort, match and classify objects. During the topic 'Myself', children undertake practical activities to measure and compare

the length of objects with their own height and to balance objects. Children are developing a good understanding of numerals and their value through activities that challenge and build upon their prior knowledge. They participate with enjoyment and confidence, adding two small numbers from dice, recognise numbers to ten and are developing their understanding of larger numbers through a range of whole class activities. Standards in mathematics are in line with expectations overall, with the higher attaining children exceeding them.

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

51. Provision for this area of learning is good. Children experience a wide range of practical activities. The good general knowledge and communication skills of most children enable them to question, discuss, explain and reason and to make good progress in their knowledge and understanding of the world. Teaching is good and children are developing a sound understanding of their immediate locality and of the wider world, through visits that include a wildlife park and a museum. Almost all know their home address and can explain in simple terms where their home is using geographical language, such as village and road, and indicating with their hands the direction they take on their journey home. Children are beginning to develop their skills in information technology appropriately. They use the 'mouse' confidently and with a good degree of accuracy in a programme designed to support early reading skills. Pictures printed following their work with a painting programme are used effectively to make covers for their personal books.

### ***Creative development***

52. Teaching is satisfactory and children make satisfactory progress in their creative development. They experience a suitable range of materials and techniques to develop their skills of drawing, and were particularly enthusiastic to experiment when a visiting artist showed them his work. A few responded eagerly to the opportunity to draw fruit from direct observation, matching colours appropriately and making satisfactory representations for their age. The role-play area encourages children to play imaginatively and when teacher intervention occurs, the quality of the play is enhanced greatly.

### ***Physical development***

53. Teaching is satisfactory overall and children make satisfactory progress in some aspects of physical development, and in these areas they attain the Desirable Learning Outcomes by the age of five. Lack of appropriate facilities and apparatus means that there are insufficient opportunities for them to develop strength and practise the energetic movements of climbing, jumping and using large wheeled apparatus to ride, push and pull. Children do show, however, satisfactory co-ordination and control when they hop, jump and run. Children are given a wide variety of activities aimed at developing the accuracy of fine manipulative skills. They handle pencils, various media for picture making and construction materials to good effect. They use these safely and with increasing control.

## **ENGLISH**

54. The National Curriculum Assessment tests and tasks in 1999, set for pupils at the end of Key Stage 1, showed that the proportion attaining the expected level and above, was above the national average in reading and well above in writing compared with all schools but, when compared with similar schools, was close to average for writing and below average in reading. In the 1999 statutory tests in English for Key Stage 2, pupils results were proportionately well above average when compared nationally and with schools having pupils from similar backgrounds. Although some caution should be exercised in the interpretation of these statements because of the very small cohort, evidence collected during the inspection confirms that, for different groups of pupils, standards of attainment in English are above average at both key stages. This represents an improvement upon the findings of the last inspection where standards of attainment were average when compared to national expectations. Pupils, including those with special educational needs, are given good support. Through provision of work that is set appropriately to their level of need, they are encouraged to make good progress and approach their full potential in English. There are no pupils for whom English is an additional language.

55. Standards in speaking and listening are above average at both key stages. Most pupils start school with good skills in speaking and listening and make sound progress throughout the school. At Key Stage 1, younger pupils are enthusiastic and willing to volunteer answers and to contribute to their lessons. They talk about stories they have read during their literacy sessions or at home, and discuss their personal experiences with detail and enthusiasm. Many pupils speak confidently to the whole class and incorporate relevant detail. For example, when explaining their observations or expanding their thinking about a variety of spoons that they had looked at during a science lesson. At the end of Key Stage 1, most are confident and articulate their thoughts clearly, for example, during plenary sessions to explain what they have learnt, or to demonstrate what they have achieved. Most pupils are attentive to the contribution of others during whole-class and group sessions, although a few individuals listen less attentively. At Key Stage 2, older pupils listen carefully and speak confidently with clear diction during literacy sessions. They are sufficiently confident to express, develop and explain ideas in front of the class. Younger pupils in this class are not as confident and are less likely to volunteer their opinions. When asked specifically, they respond appropriately but some do so in less detail than expected. The drama club that takes place between September and February promotes pupils' speaking skills and raises their self-esteem.
56. Standards are above average in reading at both key stages. At the end of Key Stage 1, many pupils read accurately, with fluency, understanding and confidence. They read from a wide range of texts during the literacy lessons and have started to make good use of their reading skills when undertaking research across other areas across the curriculum, such as in history and art. At the end of Key Stage 2, the majority of pupils are confident, expressive readers and demonstrate interest and enjoyment in reading. They respond positively to opportunities to undertake personal research from books, CD-ROMs and from the Internet. For example, during their work about the Tudors, pupils demonstrate a sound understanding of how to locate information, skimming the content and making notes from it. Due to the lack of space, the school does not have a library area. Consequently, pupils do not have the facility to use and to develop an understanding of coding systems and how to locate information in a library situation during their lessons.
57. Standards in writing are above average at both key stages. At the beginning of Key Stage 1, pupils copy writing and make a start in their attempts to write independently. Most older pupils in this key stage are writing independently, with the higher attaining pupils writing at length and learning effectively about sentence construction. They write in a variety of forms, including writing from experience, accounts, poetry and imaginative stories using generally appropriate punctuation and demonstrating an improving style in writing. At the end of Key Stage 2, standards are good, with evidence of a range of extended writing in their literacy work and in other areas of the curriculum, such as history. Pupils' writing reflects studies and demonstrates their experiences and growth in understanding of a good range of genre through classical and modern texts and various poetic forms. Evidence of work from this and last year shows clear progression, with pupils writing at greater length and developing a maturity of style. Pupils write for a good range of purposes that include scripts, various poetic forms, accounts and note taking. The quality of spelling is good overall and older pupils have a fluent script. Presentation is usually neat, and work presented as examples of 'best work' are of a high quality.
58. The quality of teaching is good overall. It is regularly at least satisfactory, often good and sometimes very good. The teachers follow the structure of the National Literacy Strategy and translate this into detailed weekly planning, which identifies the learning objectives and matches activities appropriate to pupils' needs at group times. Teachers' subject knowledge is good, and good questioning encourages pupils to think deeply and to explain their answers more clearly. The pace of lessons is appropriate and varies within sessions, either to allow pupils to consolidate new learning, or to challenge facts presented to them. Teachers know their pupils closely and, as a consequence, activities within the lessons are usually challenging and suitably matched to pupils' needs. Pupils with special educational needs are given good support and work that is appropriate to their level of learning. They receive generally good quality assistance from the learning support assistants and volunteer helpers. A particular strength is the quality of the questioning demonstrated by all adults working in the class with upper Key Stage 2 pupils. They ask searching

questions at levels appropriate to the pupils, to try to ensure learning is effective and to assess pupils' level of understanding. Assessment data is used within lessons to enable teachers to ask appropriate questions and to offer suitable support. It is used effectively to guide future planning. Sometimes, although appropriate work is prepared for pupils at group sessions, insufficient overview is kept to ensure all groups stay on task. When this occurs, pupils within the group make insufficient progress within the lesson.

59. A good start has been made in the monitoring of standards and teaching within the National Literacy Strategy. There have been sufficient opportunities for the formal monitoring of teaching during literacy sessions, with observation sheets maintained and feedback opportunities made available to individuals. In an attempt to enable pupils to achieve higher standards, staff have shared their evaluations of the strategy and considered carefully the National Curriculum assessment test results in an attempt to identify any pattern of weaknesses. Some moderation of written work is undertaken at meetings with teachers from other schools, but there is no portfolio of work with examples of moderated work from within the school to use as a guide when assessing pupils' work or to demonstrate teachers' collective judgements.

## **MATHEMATICS**

60. In the 1999 National Curriculum assessments for mathematics, at the end of Key Stage 1, the proportion of pupils reaching Level 2 and above, was well above the national average, and above average in comparison with similar schools. In addition, the proportion reaching Level 3 and above, was well above the national average. At the end of Key Stage 2, in the National Curriculum assessments completed in 1999, the proportion of pupils reaching the expected Level 4 and above, was well above the national average. Similarly, those attaining at the higher Level 5 and above was well above the national average. There was no significant difference in the performance of girls as compared to boys. These results are above those expected in similar schools. However, some considerable caution should be exercised with the interpretation of this data because of the very small number of pupils taking the test. Nevertheless, results of national standard assessment tests over several years show increasing proportions of pupils attaining higher levels at the end of both key stages, and is a much improved situation to that found by the last inspection.
61. Inspection findings indicate that the larger proportion of a different cohort of pupils are attaining at a level above the national average at both key stages. Pupils are making good progress in numeracy, and especially since the introduction of the National Numeracy Strategy and its inherent structure for the development of numerical skills. This is an improvement upon standards identified within the previous inspection. Pupils with special educational needs make good progress during lessons and over time in relation to their difficulties.
62. At the end of Key Stage 1, most pupils are attaining at a level above national average, although there is a wide range of attainment evident. Most understand and use mathematical language, such as 'take away', 'subtract', 'minus' and 'less than' with clear understanding. Many pupils have good mental recall of the 2, 5 and 10 times tables. They add and subtract numbers from twenty successfully. Higher attaining pupils are able to go higher, recognising patterns of numbers up to several thousands. Lower attaining pupils are able to check answers to simple multiplication of small numbers by using a "number square" calculator. Although there is much emphasis on number work in this key stage, there is considerable evidence of pupils using and applying mathematics through pattern work and the use of symbols and simple diagrams to help learning. Pupils also have a firm knowledge of common two- and three-dimensional shapes and their properties.
63. At the end of Key Stage 2, higher attaining pupils multiply large numbers, showing clear understanding of a range of methods for arriving at the correct answer. Pupils in Years 4 and 5 work alongside those in Year 6 and some from both years attain at equally high levels as those in the oldest age group. Most pupils can count in multiples of 8 and some are able to identify links between single digit multiplication and two-digit multiplication. Many calculate the areas of

regular shapes accurately, and then design their own mathematical shapes and calculate those areas successfully. Pupils have many opportunities for involvement in mental number work, resulting in good improvement over time. Pupils are involved in a satisfactory range of investigational work and this approach could be extended for the higher attaining pupils especially, who show complete reliability in working independently. Although a few examples of previously completed work indicate some satisfactory use of information technology in mathematics, insufficient evidence has been seen of its use to support mathematical calculation and recording during the inspection.

64. Across both key stages, pupils show very a good attitude to mathematics, particularly during the mental activities, when pace is often brisk and challenge level high. The large majority of pupils concentrate on their tasks, work co-operatively together and show respect for each other's efforts. However, a number of pupils at lower Key Stage 2 sometimes lose concentration in group work, especially when asked to work independently. These few talk about unconnected issues and show little urgency to complete tasks within a reasonable timescale. This is sometimes related to the lack of suitable challenge or the absence of time targets for completing work. Nevertheless, overall behaviour is almost always very good, with most pupils regularly showing enthusiasm and enjoyment for the subject.
65. At both key stages, teaching is at least satisfactory, often good and sometimes very good. Teachers have good subject knowledge and identify clear objectives for the pupils to aim for, which has a very positive effect on their behaviour. They show considerable skill in asking questions that help individuals grasp new methods and information at their own level of understanding. Some lessons, though, lose their pace when teachers take too much time when introducing the lesson and pupils are given insufficient time to complete their own written work. This is often the most difficult part of the lesson for lower attaining pupils, and completed work is in insufficient quantities to confirm their understanding of processes such as division. However, in most lessons, there is usually a sufficient sense of urgency in pupils' work, which is enhanced by the way in which teachers successfully manage the experienced and capable learning support assistants who work with the pupils. The best teaching is characterised by suitable challenging work for all pupils in the class and high expectations of what they might attain.
66. Teachers make good use of the clear policy for the development of mathematical skills that already includes all elements of the National Numeracy Strategy. Planning of coverage of the National Curriculum, much of which is done jointly by the staff, is good, and there is evidence that numeracy and measuring skills are being extended through links with subjects such as design and technology. There is considerable evidence of the use of assessment and target setting by teachers, which is having a positive effect on standards, and provides work that is matched closely to pupils' levels of prior attainment.
67. The co-ordination of mathematics across the school is satisfactory. There are appropriate arrangements to monitor standards throughout the school, and further plans to extend this with the full implementation of the National Numeracy Strategy. The quality and range of resources is good, with considerable recent expenditure on teachers' books, guides and technology for the classrooms, which is not always used to best effect in the planning for individuals. Training for staff has been extensive and future needs clearly identified. The school is in a good position to continue in its aim to raise standards of pupils' attainment further, by extending their mathematical knowledge, skills and understanding as new systems come into place.

## SCIENCE

68. In the 1999 teacher assessments, the proportion of pupils aged seven attaining the expected levels was below average when compared nationally and well below the average of similar schools. No pupils attained the higher Level 3. Evidence from the inspection, which observed a different cohort of pupils, indicates that current standards are above average at the end of Key Stage 1, which is an improvement upon the standards reported at the last inspection when they were reported to be average.

69. Pupils in Key Stage 1 are making good progress and are achieving standards above the national average. They show a good understanding of the specific requirements necessary for good health and are beginning to understand the basic structure of the body through consideration of the human skeleton. They use correct terminology to describe and identify different materials and sort them according to their appearance and properties. When learning about vibrations and sounds, they use their knowledge creatively to make rubber band ‘guitars’ and make good generalisations about the pitch varying with the thickness of the band. With help, pupils at Year 2 carry out simple investigations; for example, which materials conduct electricity and the effect various materials have on the quality of sound. When deciding how to group materials according to their properties, pupils undertake simple investigations to test, for example, if they are waterproof. They record their investigations and observations through a variety of appropriate ways, including writing, drawings, lists, tables and charts. The majority of pupils have good quality recording, with neat illustrations and clear writing.
70. In the 1999 National Curriculum assessment tests for pupils aged 11, the proportion reaching the expected Level 4 or higher was above average compared nationally, with the proportion reaching Level 5 also above national average. During the inspection, standards of attainment observed during lessons for a different cohort of pupils were average, but when all evidence is considered, current standards are judged to be above average at the end of Key Stage 2. This demonstrates an improvement in standards since the last inspection when standards were judged to be average. Pupils at Year 3 are developing a good scientific knowledge of electrical circuits, the structure of light bulbs and the properties required for materials to be conductors. They make simple predictions when undertaking investigations and sometimes make generalisations about their findings as in their work on sound. Pupils throughout the key stage continue to build upon the good standards, with older pupils recognising that to make a test “fair”, they need to change one variable at a time and measure the effects. They make sensible suggestions with some related to their prior knowledge when, for example, when planning an investigation into the properties of materials. They are developing an appropriate ability to draw conclusions from their investigations. Pupils record their findings in a variety of ways that are appropriate for their age, and make good use of their numeracy skills through graph work, measuring and calculating averages from measured results.
71. The quality of teaching is good and results in the good progress being made by most pupils. When planning, teachers make effective use of the guidelines published by the local education authority’s science advisory team to ensure coverage and progression. Teachers take good account of the various age groups and abilities of pupils to plan activities that are meaningful and suitably challenging to ensure they enjoy science, remain fully engaged and make good progress. They provide a wide variety of practical activities and investigations, which help pupils to make good progress in their knowledge and understanding in science. Pupils respond to the good teaching with a positive attitude and considerable interest. Most undertake the practical activities sensibly and with due regard to safety. They co-operate when required and discuss their observations with enthusiasm. Good quality, searching questioning from teachers, support assistants and volunteer helpers is an important factor in helping pupils to consolidate their understanding and develop confidence to suggest ideas when, for example, planning an investigation. There is less emphasis on copied worksheets than reported at the last inspection, with pupils using a good range of recording methods across the key stage but with insufficient use of information technology in parts of the school.
72. The management of science is satisfactory. The co-ordination and monitoring of the subject is at an early stage of development. Good progress has been made this year in identifying whole-school issues within the subject and making appropriate plans for their development. The school has identified the need to review its planned curriculum in the light of the forthcoming changes to the National Curriculum.

## **ART**

73. Pupils at both key stages make satisfactory progress. This subject was not reported on in the last inspection but text in main findings identified the unsatisfactory nature of provision. This has now improved.
74. During a valuable visit from a professional artist, pupils at Key Stage 1 worked with pastels, charcoal and paint, with obvious enjoyment, to draw from direct observation. They show confidence in producing creative and observational pictures in these media at levels appropriate to their age and ability. They mix colours effectively when painting pictures of their own choice and when making amusing imaginative pictures, such as the “Millennium Bug”. Older pupils are given suitable opportunities to consider the styles of artists and designers, producing good quality painted designs in the style of William Morris. The effects achieved in a portrait of Henry VIII by Holbein are studied before pupils attempt their own pictures of personalities from Tudor times, making a good link with history.
75. At Key Stage 2, visits to the National Gallery and the North Oxfordshire College of Art and Design, for example, contribute considerably to pupils’ interest and enthusiasm for art. They speak enthusiastically about the works of great artists seen and are developing a good understanding of the variety of styles through direct observations. Practical activities at the college increase their knowledge of printing techniques and pupils make good use of their prints as covers for topic books. When attempting portraits of their peers, older pupils demonstrate self-criticism and the determination to improve the quality of their sketches by making several attempts at the initial drawing stage. Sketching from direct observation, for example, on Otmoor and from rocks or plant life, results in some careful studies of light and shade. However, throughout the key stage, pupils keep insufficient samples at school of the development of their artistic ideas.
76. Pupils generally enjoy and respond favourably to the opportunities they are given for art, although a few occasionally find difficulty in remaining on task and produce less than the required amount of work because of this lapse in concentration.
77. The quality of teaching is satisfactory. In their planning, teachers identify appropriate learning objectives and activities. Useful assessment comments on some planning sheets indicate clearly the next steps required for pupils’ learning. The management of art, including the storage of materials, is mainly carried out by individual teachers and lacks consistent co-ordination. Storage of materials is a problem because of lack of space. The school has appropriate plans to review its planning for art in the light of the forthcoming changes to the National Curriculum.

## **DESIGN AND TECHNOLOGY**

78. At the last inspection, the standards achieved in design and technology were below expectations, mainly because of the insufficiently low level of pupil involvement. Although only one lesson was observed during this inspection, available evidence and discussions with pupils and staff show that, overall, provision is satisfactory. All pupils make appropriate progress over time.
79. At Key Stage 1, younger pupils practise skills of cutting, folding and joining to make a variety of simple puppets and use a satisfactory range of effects to finish their models. Pupils are unable to compare their completed models with their original ideas, as most of the planning process is undertaken verbally. However, when making musical instruments, they evaluate the finished results carefully and make simple comments related to the degree of satisfaction they feel about the success of sounds achieved with their models. At the end of the key stage, pupils use reference books as a source of design information before designing pieces of Celtic jewellery. They make their own decisions about the materials they wish to use and identify a suitable range in their designs. At Key Stage 2, pupils use a wider range of design sources appropriately and use CD-ROMs, the Internet and musical instruments when planning to make their own. They list the sequence of construction and resources required and, through discussions with a partner, make decisions. They evaluate their work effectively and reflect critically on their performance. Pupils

demonstrate good attitudes towards their work in design and technology. They are responsive and work together in groups, demonstrating interest in each other's work.

80. The quality of teaching is satisfactory and pupils are given a satisfactory range of opportunities to develop an appropriate range of skills. Teachers make appropriate use of a suitable scheme of work used in conjunction with the recently published national scheme. This effectively guides their planning and identifies suitable learning objectives, activities and assessment opportunities. The management of the subject is satisfactorily carried out by the headteacher. The storage of models is hampered by the lack of space. The school has plans to review its planning for design and technology in the light of the forthcoming changes to the National Curriculum.

## **GEOGRAPHY**

81. At the time of the inspection, pupils were not directly involved in geography lessons. This is because the curriculum organisation of the school offers geography as a major curriculum item as part of its four year rotating curriculum programme, which specifically visits geography only every other term. Whilst geography may be visited briefly through another subject, the evidence provided by teachers' planning and samples of pupils' work confirms that the quality of teaching is satisfactory and pupils' progress is broadly satisfactory as they move through the school. This is a slight improvement upon the findings of the previous report.
82. Work analysis in Key Stage 1 indicates that pupils gain knowledge by examining the features of the village in which they attend school, and in which many live. They create simple maps through themes such as this, and identify their own route to school. They also learn to indicate the four points of the compass on simple maps, identifying buildings and other features using simple co-ordinates, sometimes as part of mathematical activity.
83. In Key Stage 2, there is written and verbal evidence of pupils identifying countries on a world map and naming the prominent cities of the United Kingdom. India was studied last year as a comparative country to their own. Many visits to Otmoor and the surrounding area show pupils' work that is inter-linked with ornithology, art and science. Use of symbols, co-ordinates and contours is appropriately extended. Some homework showed simple research related to Guatemala. Only a small proportion of the work showed effective use of information technology. Occasional outside visits to places, such as London and Reading, increase their knowledge of other places in England. The residential visits, to places such as Bath and the Boar's Hill Scout Camp in Oxfordshire, provide additional stimulation and enjoyment for pupils.
84. Management is satisfactorily carried out by the headteacher. The rather disjointed and infrequent pattern of learning impedes the tracking of progress and, in conversation with pupils, few associate their clear knowledge and understanding of the contents of 'topic' work as containing specifically geographical fact. The school is aware of the difficulties related to the delivery of the subject, and plans to implement the new national guidelines and scheme soon. It is appropriately examining ways in which it might provide more consistent coverage of the subject by responding to the forthcoming revised National Curriculum that commences September 2000.

## **HISTORY**

85. A small amount of history was observed being taught during the inspection, but analysis of pupils' work and discussions with pupils and staff show that, at both key stages, satisfactory progress is achieved overall. This is an improvement upon the position stated in the previous report when standards and progress were insufficient because of the low level of frequency with which the subject was taught.
86. At Key Stage 1, younger pupils develop an appropriate awareness of the effect of the passing of time through the consideration of changes in use of buildings within the school village. Visits from



community members who talk about the past contribute significantly to pupils' understanding of historical events. They learn of differences between the past and present in their own and other people's lives when considering the changes that have occurred in school life since Victorian times. They speak enthusiastically and with good knowledge of the changes, and refer to the visit to Katesgrove Victorian schoolroom in Reading, where pupils have first-hand experience of Victorian school days.

87. Pupils at Key Stage 2 gain appropriate factual knowledge and develop their understanding of historical enquiry, through the good opportunities for them to undertake independent research through books, CD-ROMs and the Internet. Older pupils realise that accounts of the past may vary and are developing an appropriate awareness of cause and effect through, for example, their study of World War II. They discuss main aspects of life in various times, such as Ancient Greece and Anglo-Saxons and Vikings at an appropriate level, but are less secure in identifying the changes between them. They use their literacy skills effectively to produce written work of good quality in their history topic books. Work is neat and displayed attractively with examples of research and extended writing. There are examples of close links to art, such as the consideration of the value of portrait artists during Tudor times. Pupils' response to history is at least satisfactory and sometimes good. During discussions and questioning, they responded enthusiastically about aspects of history that engaged their interest.
88. The quality of teaching is at least satisfactory with one good example seen. In the better teaching, research activities are matched to pupils' ability to access information and expectations are made clear at the start of the lesson. The range of resources is used to good effect. Good quality questioning skills are used to assess pupils' previous knowledge and understanding of the lesson content. The pace is brisk to engage pupils' interest and work is matched appropriately to the different ability groups within the class. Effective use is made of community members who talk about their memories and of visits to sites of historical interest and these contribute significantly to pupils' understanding and empathy. Subject management is carried out by the headteacher and is satisfactory overall. There is no completed written scheme of work, but a four-year topic plan takes into account the mixed age classes and gives appropriate outline of coverage of the history curriculum. Teachers' planning identifies suitable learning objectives, activities and assessment opportunities. The school has plans to review its planning for history in the light of the forthcoming changes to the National Curriculum.

## **INFORMATION TECHNOLOGY**

89. By the end of both key stages, almost all pupils have made satisfactory or better progress from their earlier skill levels and overall standards of attainment in information technology (IT) are broadly in line with expectations for their age. However, there is a very wide range of pupils' understanding, knowledge and skill when using computers. Although this implies maintenance of overall standards that were identified in the last report, there is improved use of information technology by pupils and they are now moving through a skills development checklist, both of which are having a positive effect on pupils' attainment and progress.
90. In both key stages, the teaching of information technology is satisfactory overall, with elements of good teaching towards the end of Key Stage 2. Pupils are taught how to use the equipment with care and consideration for others. Some effective use is made of information technology, for example, when creating poetry or other text using word-processing during literacy lessons, and when creating computer-generated pictures. However, use in numeracy and the accessing of encyclopaedic software on CD-ROMs, do not appear to be part of regular practice in all classes. During the week of inspection, there were numerous occasions when computers were switched on for considerable periods and pupils were not accessing them with purpose.
91. There is a wide range of prior skill level on entry to school. Pupils in the reception and Year 1 class indicate a wide range of initial skill and understanding of computers. Some under fives have sufficient 'mouse' and keyboard skill to move the cursor around the screen with appropriate

confidence and accuracy, talking knowledgeably about the various items of equipment. Others have insufficient knowledge and skill and require much higher levels of adult support. In both key stages, many pupils have sufficient keyboard and 'mouse' skills to communicate, retrieve and display stored information. They are building on previous achievement through planned skill development, especially with 'menu' skills, as promoted by the school. Some pupils in both key stages show good attainment in word-processing, for example, but these skills are not extended sufficiently through well-considered access to support all areas of the curriculum. Some good use of CD-Rom as a research tool was seen in history. Keyboard skills are sufficient for use but some pupils in Year 6 show similar keyboard skills to those much lower down in the school. Almost all pupils are able to use the 'mouse', cursor and menus skilfully, as when using built-in software menus, and many practise these skills further at home. There was insufficient use of other audio and visual equipment by pupils to confirm standards attained in the wider use of information and communications technology (ICT), although apparatus such as listening centres are available.

92. The management of the subject is satisfactory and carried out by the headteacher. Pupils' access to equipment is planned effectively to confirm that there is equality of opportunity for all. The assessment of pupils' attainment and progress is satisfactory overall, and good use of this data is made in parts of Key Stage 2. There is effective recording of access and use of software, but sometimes insufficient monitoring of individual progress to build successfully on their existing skills. The number of computer workstations has increased significantly. The quality of computers and associated equipment is very good and has increased the potential for pupils and staff to access them more frequently and with confidence. There is connection to the Internet as part of the National Grid for Learning. The school recognises that the equipment, skills development list and use of ICT across the curriculum is relatively new, but is committed to improvement through identifying pupils' knowledge, skill and understanding at all ages and stages of achievement. There is limited evidence of the use of control technology, suggesting insufficient use, but staff speak of using floor robots occasionally. At Key Stage 2, many pupils, including those with special educational needs, receive specific, good quality adult support from a regularly visiting governor of the school. This greatly enhances the teaching of skills and the opportunity to access computer workstations frequently. Pupils' progress during these sessions is particularly good.
93. Pupils' behaviour when using equipment is very good. Pupils enjoy working alone or in small groups at the classroom workstations. They respect the resources and share without argument. They support each other, sharing their own knowledge readily to the benefit of classmates. Across the school, pupils gain in self-esteem from their successes and are eager to use IT and other communications equipment more regularly as a tool for learning across the curriculum. They do not as yet access data that they have saved to hard-disk or on personalised floppy-disks.
94. Each class now has several workstations and there is sufficient audio and visual equipment, such as television, video and tape facility to increase use and application to a level beyond satisfactory. Sufficient members of staff have appropriately high levels of personal skill to make effective use of existing and newly arrived hardware and software, and there is a strong commitment by all staff to improve personal skill level to better provide for all pupils across the school.

## MUSIC

95. Pupils, including those with special educational needs, make satisfactory progress in music. Statements made in the previous inspection report indicate that there was insufficient provision for the development of music. The position has improved and pupils are now offered a sufficient range of musical involvement to ensure that all elements of the National Curriculum are satisfactorily included over the school year.
96. The school bases its work in music on a commercially published scheme and teachers interpret this effectively in their planning. Pupils are given suitable opportunities to learn new songs, consider a wide range of music type, play instruments and consider the work of well-known composers. Pupils from all classes were heard to sing tunefully in assembly. Some pupils receive extra-

curricular instrumental tuition and attend music club from September to February. These activities increase opportunities and enhance the standard of music in the school as a whole.

97. The youngest pupils sing songs and rhymes from memory, as with the “elephant” song about sequencing number. They use and understand musical terms of ‘higher’ and ‘lower’ notes and clap simple rhythms, with almost all maintaining the beat. They use a wide and expanding range of percussion instruments successfully to play in harmony with others in the class. Older pupils in Key Stage 1 listen attentively to increasingly sophisticated music that reflects feelings and increases or decreases in tempo. Higher attaining pupils recognise musical symbols in scores that call for ‘louder’, ‘quieter’ or ‘rest’ for example. They begin to play the descant recorder as part of small groups or build on from their own skill level with the instrument. Notation is taught from the beginning of Year 2. This provides pupils with good experience for playing instruments and for making their own music. At Key Stage 2, there is an increasing involvement with tuned instruments. Some pupils, mainly girls, develop their skills with instruments such as the tenor recorder, clarinet, flute and guitar. Some girls’ performance with flute, clarinet and recorders demonstrates good technique and clear interpretation of musical scores. In both key stages, pupils listen carefully to a wide range of music from different cultures, and many identify the various instruments that cause changes in mood.
98. Most pupils’ response to music is very good, showing obvious enjoyment. They watch their teachers carefully and pay close attention to instructions. Almost all respond enthusiastically when asked to sing or play. They organise their instruments, move into their groups sensibly and begin working almost immediately. Across the school, pupils discuss their response to a piece of music with increasing confidence, and skills in appraising and composing are developing successfully.
99. The quality of teaching is satisfactory overall. In both key stages, it is often satisfactory, sometimes good and occasionally very good. Expectations for what pupils might learn are high. Organisation in lessons is good and there is a brisk pace to most lessons. Sufficient opportunities are provided in each class for pupils to listen and appraise a selection of musical pieces and also for them to extend their experiences in composition. Teachers’ planning is clear and objectives are sometimes shared with pupils at the start of the lesson. Teachers’ management of pupils’ behaviour is good overall and this has a positive impact on their rate of learning. The recent production “Hosanna Rock” received many commendable comments about the quality of the production, and the video verified the good quality of singing and pride in performance by many pupils.

## **PHYSICAL EDUCATION**

100. Pupils at both key stages, including those with special educational needs, are making satisfactory progress in developing their physical skills and knowledge and understanding of physical activity. This is a continuation of the progress identified in the previous report.
101. Pupils at Key Stage 1 send and receive objects, such as different sizes of balls or beanbag, with satisfactory success rates in outdoor activities. The satisfactory quality of teaching confirms that pupils are successfully learning to practise these skills individually and as members of small groups, working co-operatively and showing very good behaviour throughout. When moving about the neighbouring school’s hall, they practise moving without collisions. They successfully create simple sequences when finding different ways of travelling along forms or using hoops. They are encouraged to observe each other and they make simple judgements about what they have done. They interpret music through dance movement, and show a developing awareness of direction, space and speed of movement in their actions during break-time. They know that increases in body movements leads to a noticeable rise in heart and breathing rates.
102. Pupils at Key Stage 2 make satisfactory and sometimes good, progress with outdoor skills and games and also through extra-curricular clubs. Teaching is characterised by its enthusiasm, satisfactory and sometimes good coaching points and the successful control of pupil groups. As a

result, most are able to throw accurately to partners or to other members of a group, making constructive comments on the performance of others. Some are showing higher skills in ball control with feet and hands. Many show a good awareness of space in their games. By listening carefully to advice and instructions, pupils understand clearly the need for safety in physical education lessons, and the need for warming up and cooling down exercises for the body. Almost all pupils' progress in swimming is good, with very few pupils leaving the school unable to swim at least the required 25 metres, and many attaining higher levels of certification. Dancing around the Maypole as part of the May-Day celebrations successfully promotes country-dancing skills.

103. There is a firm commitment to continue to raise the standards of pupils' attainment in physical education. The school provides a sufficiently broad and balanced curriculum for all pupils, with a regular extra-curricular club for soccer. Teachers successfully identify skills to be taught and provide purposeful tasks. However, the scheme of work that is meant to help teachers with their planning of activities does not provide them with sufficient ideas, or examples of how they might expand their repertoire of activity to enhance pupils' learning experiences.
104. The school has extensive grounds and uses them profitably to develop outdoor activity. A member of the local community regularly helps with after-school soccer practices for boys and girls, giving them greater opportunity to develop ball skills. Small outdoor apparatus is sufficient for the curriculum and is stored satisfactorily. There is no hall and pupils travel a considerable distance to enjoy indoor facilities for gymnastics. This is time consuming and costly. The inadequacy in provision has been recognised and an on-site community hall has been designed. The planned commencement date for construction is towards the end of this academic year, and this will greatly enhance opportunities for pupils' physical activity.

## **RELIGIOUS EDUCATION**

105. The life of the whole school strongly identifies with Christian values and supports the process of helping pupils to reflect on, value and respect their own and others' feelings and beliefs. As a result of the satisfactory teaching across the school, pupils make satisfactory progress and by the end of both key stages their knowledge, skill and understanding meet the requirements of the locally Agreed Syllabus. The quality of provision for religious education and the standards pupils achieve have been maintained since the previous inspection.
106. At Key Stage 1, pupils successfully learn about events such as Advent, the birth of Jesus and Epiphany. In one lesson, the pupils talked about the relevance of the gifts bought by the Magi, listening to their teacher with great interest. When the candle was alight in assembly, pupils were seen thinking about the explanation of the significance of the light from the candle and Jesus as a 'light for the world'. Their behaviour in such a confined space as the mobile classroom, which accommodated all school pupils at the time, was very good despite the potential for disruption.
107. At Key Stage 2, pupils extend their learning about Hinduism and Buddhism, which links in appropriately with their work about India. They learn about Rama and Sita and the festival of lights. They draw artefacts from their own and other religions, such as the Bible and the Buddhist Wheel. They talk about customs and artefacts that other people value as part of their religions. Through their discussions, writing, drawing and other educational experiences, pupils are successfully developing a clearer understanding of the similarities and differences between the religions that they study.
108. The quality of teaching is satisfactory overall, and sometimes it is good. Effective pupil management by teachers results in very good behaviour overall. Almost all pupils, including many of those with special educational needs, listen attentively to teachers and visitors and join in class discussion with enthusiasm, reflecting appropriately on their own and others' thoughts, feelings and beliefs. There is acknowledgement of celebrations like Diwali, participation in harvest festivals and enthusiastic visits by local clergy. Sensitive promotion of pupils' willingness to talk about

personal thoughts and feelings is a strength in some of the teaching. Firm subject knowledge, imaginative planning of assemblies and thoughtful use of resources leads to effective retention of pupils' interest.

109. Teaching also shows frequent and effective use of questioning that is developing pupils' oral skills and subject terminology satisfactorily. However, the pupils' recorded work is limited to drawings and a few notes of fact that often reflect the teachers' own thoughts and interpretations, rather than encouraging those of the pupil. At the end of assembly, there is insufficient confirmation of what pupils have understood following acts of collective worship. Teachers' assessment procedures are used to record what pupils have covered in more detail than their understanding. Co-ordination of the subject is satisfactorily effective and efficient. Work is marked up-to-date but often with insufficient teacher remarks to promote pupils' deeper thinking. Insufficient use is made of information technology as a tool for researching and recording facts or pictorial evidence. Teaching about a range of world faiths is effectively supported by good use of visits, for example to the village Christian church and to a more distant Hindu temple. Teaching of religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development, and has a very positive effect on whole school attitudes and the promotion of the school's welcoming ethos.