

INSPECTION REPORT

Hook Norton C of E Primary School

Hook Norton, Banbury

LEA area: Oxfordshire

Unique reference number: 123097

Headteacher: Mr A Bowen

Reporting inspector: Mr A C Jolly
8750

Dates of inspection: 17 –20th January 2000

Inspection number: 191727

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary and Nursery
School category:	Voluntary Controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Sibford Road Hook Norton Banbury Oxon
Postcode:	OX15 5UA
Telephone number:	01608 737379
Fax number:	01608
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J White
Date of previous inspection:	27 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr A C Jolly	Registered inspector	English, History, Physical Education	What sort of school is it? How high are standards? What should the school do to improve further?
Mr R Jones	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr C Edwards	Team Inspector	Mathematics, Art, Music, Equal Opportunities.	How well is the school managed?
Mr A Evans	Team Inspector	Science, Geography, Religious Education, Special Educational Needs.	How good are the curricular and other opportunities offered to pupils?
Mrs M Hirst	Team inspector	Under fives, Design and Technology, Information Technology.	How well are the pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hook Norton C of E Primary School provides education for children from the village of that name and surrounding villages close to Chipping Norton in Oxfordshire. Children generally attend the nursery for at least three terms, starting in the term when they become four, and then transfer full-time to the main school at the start of the term after their fifth birthday. The school is of broadly average size. There are currently 192 pupils in the main school and the full time equivalent of 24 children in the nursery. Pupils' attainment is above average on entry to the school with girls scoring more consistently highly than boys. There are slightly more girls than boys, markedly so in Years 4 and 5 of the school. There are few pupils from minority ethnic backgrounds in the area. Five per cent of pupils are eligible for free school meals, which is below average, and there are more economically favoured households than are generally found. The percentage of pupils with special educational needs, including those with statements is below the national average

HOW GOOD THE SCHOOL IS

Hook Norton C of E Primary School is a good school with particularly impressive standards in English, mathematics and science. The school is well led and teaching is good overall. The school provides good value for money.

What the school does well

- Standards are above average in English, mathematics and science at the age of 11.
- The school is well led with a very clear educational direction.
- Provision for pupils' social development is very good.
- Pupils' levels of attendance are very good.
- Pupils of all abilities make good progress in the development of literacy and numeracy.
- Provision in the nursery is very good.

What could be improved

- The monitoring by curriculum leaders of teaching and learning in their subjects
- The range of activities provided for pupils outside lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved considerably since the last inspection. The results achieved by the pupils in national tests at the age of 11 have risen year on year and are well above average in English, mathematics and science. Provision is now very good in the nursery, with the curriculum reflecting appropriately all the recommended areas of learning. All National Curriculum subjects now have aims and policies. Standards have risen in religious education and remain sound in information technology. Although design and technology, geography and history continue to receive irregular coverage, this reflects the suspension of statutory requirements in those subjects in order to raise standards in literacy and numeracy. There is now a daily act of collective worship. Systems to monitor pupils' progress have been developed in order to set targets for pupils to reach higher standards.

STANDARDS

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

Performance in:	Compared with				Key	
	all schools			similar schools		
	1997	1998	1999	1999		
English	C	A	A	A	Well above average	A
Mathematics	A	A	A	A	Above average	B
Science	A	A	A	A*	Average	C
					Below average	D
					Below average	E

These results are an impressive indication of sustained high standards. Pupils' attainment has been well above average in the last two years in all three core subjects. In English and mathematics standards were also well above average when compared with similar schools in 1999. The science results were in the highest five per cent category when compared with similar schools.

These standards are commendably high. The standard of the work seen was also above average in English, mathematics and science. Standards in all other subjects, including information technology and religious education, were satisfactory. There was insufficient evidence to form a judgement on history.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Broadly satisfactory
Behaviour, in and out of classrooms	Sound overall. Generally good except for a significant minority of pupils in lessons in Key Stage 2.
Personal development and relationships	Generally good.
Attendance	Very good

The school has very good levels of attendance and it provides good opportunities for personal development. The behaviour of pupils in Key Stage 1, and particularly the nursery is good but a significant minority of pupils misbehave in lessons in Key Stage 2.

TEACHING AND LEARNING

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

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.

93 per cent of teaching was judged to be sound or better and 18 per cent of teaching was very good or better. The teaching in seven per cent of lessons was unsatisfactory. Thirteen per cent of teaching was unsatisfactory in Key Stage 2.

The best teaching is characterised by good planning, work well matched to pupils' abilities and high expectations. This is particularly noticeable in English and science. The teaching in the nursery is always at least good and usually very good. The main weakness of the teaching is the management of a minority of pupils who pay insufficient attention in a few lessons in Key Stage 2. The skills of literacy and numeracy are well taught, reflected in the above average standards attained by the pupils when they leave school. The school's teaching is effective in meeting the learning needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a broad and reasonably balanced curriculum with a particular emphasis on literacy and numeracy.
Provision for pupils with special educational needs	Good. There are clear targets and procedures to meet pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision overall for the pupils' personal, spiritual, moral and cultural development. The provision for pupils' social development is very good.
How well the school cares for its pupils	Educational and personal support and guidance for the pupils are good.

The school works satisfactorily with parents.

The school's curriculum is appropriate and meets all statutory requirements. However, it offers limited extra-curricular opportunities and fewer than are found in most primary schools. The school has effective policies and systems to ensure its pupils are well cared for and supported.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership, which has been a major factor in the school's improvement and high standards in English, mathematics and science.
How well the governors fulfil their responsibilities	An active and committed Governing Body fulfils its statutory duties and provides very effective support and guidance to the school.
The school's evaluation of its performance	The school is effective in evaluating its performance.
The strategic use of resources	The school makes good use of its resources.

The school has good accommodation and resources and is appropriately staffed. The headteacher and Governing Body provide effective leadership.

The school is very prudent in obtaining best value in all financial transactions but curriculum co-ordinators are not consistently involved in the monitoring of teaching and learning in their subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school • They believe their children make good progress. 	<ul style="list-style-type: none"> • The range of activities provided by the school outside lessons. • The right amount of homework . • Links between the school and parents • Information about pupils' progress

Inspectors agree that the range of activities provided by the school outside lessons is insufficient and less than would be found in most primary schools.

Parents' views varied about the correct amount of homework, some believing there was too much and others too little. Inspectors judged that the amount of homework set is variable. It is not always sufficient in Years 5 and 6 to prepare pupils for secondary education.

Inspectors considered that the school provided sufficient information about pupils' progress. Inspectors agreed that links between the school and home could be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

THE SCHOOL'S RESULTS AND ACHIEVEMENTS

1. The school's clear emphasis on English and mathematics is reflected in above average standards in both subjects throughout the school. Pupils of all abilities make good progress in developing the key skills of literacy and numeracy. Science test results at the end of Key Stage 2 are outstanding.
2. The percentage of pupils attaining the expected level in the Key Stage 1 reading and writing national tests in 1999 was above the national average. The percentage exceeding the expected level in reading was also above the national average and in writing was well above. The three year trend for attainment has been upwards in the Key Stage 1 national tests in reading and writing and the school's performance is well above average when compared with similar schools. The 1996 Key Stage 1 test results for mathematics in the last report were well below average. There has been a significant improvement between 1997 and 1999 so that last year the number of pupils attaining the expected level was above average. The percentage of pupils exceeding the expected level was close to the national average. This overall pattern of performance is identical to that of similar schools.
3. Key Stage 1 science results are not as good. The overall Teacher Assessment results are well below average. This is an indication of both lower standards and over cautious Teacher Assessments. No pupils were judged to have attained above average standards and only two-thirds to have attained the required standard.
4. These science test results stand in marked contrast to the 1999 Key Stage 2 results, which place the school's performance in the top five per cent nationally. Key Stage 2 test results are also well above average in both English and mathematics. When compared with similar schools, pupils' performance in the national tests was well above average in all three subjects in 1999. These test results are the major strength of the school, reflecting both high standards and improvement from 1997 to 1999.
5. There is no marked difference in attainment in tests between boys and girls. Both had performed below national figures in 1997 and 1998 in mathematics but improved, markedly so for boys, in 1999. Pupils of all abilities achieve appropriate standards or better.
6. Inspection findings confirm that pupils' attainment in reading, writing and mathematics is above average in Key Stage 1. Pupils' attainment in Key Stage 1 in science and in information technology is average, as it is in religious education.
7. Pupils' attainment at the end of Key Stage 2 is above average in English, mathematics and science, which although it is not as impressive as the test results, reflects sustained good progress throughout the school. Average standards are again attained by pupils in religious education and information technology, indicating satisfactory progress.
8. Pupils with special educational needs and those who are more talented both make good progress in English, mathematics and science throughout the school. The standards achieved by the under fives are above those expected for their age in all

areas of learning.

9. Standards in the foundation subjects are less impressive. There has been an improvement in geography and design and technology, although the latter still does not receive enough attention. Standards are satisfactory in all other subjects except history, for which there was insufficient evidence to form a judgement. Nevertheless overall achievements in the foundation subjects are not as high as might be reasonably expected given the pupils' above average attainment on entry to the school. This in part, however reflects the strong emphasis on the core subjects and the temporary relaxation of statutory requirements for coverage of the foundation subjects.
10. The school has set realistic targets for the future, recognising the differences between particular year groups. It has already far exceeded the national targets for English, mathematics and science at the end of Key Stage 2 for 2002 and sustained its improvement since the last report.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

11. In discussions pupils indicate that they enjoy coming to school and this is confirmed by their parents. There have been no exclusions. They generally show interest in their lessons and other aspects of school life. They are keen to contribute their opinions and experiences, for example in a lesson dealing with friendship, and show visitors their work with pride and confidence.
12. Pupils behave well in communal activities such as dining, play and assemblies. The school site and property are treated well and pupils act in a mature and sensible way when they come into their classes in the morning before registration, reading quietly or using computers. Behaviour in the nursery and in Key Stage 1 lessons is good. However, misbehaviour by a few boys and girls during lessons in Key Stage 2 is an occasional distraction. This largely takes the form of fidgeting, lapses in concentration and occasional disrespectful responses to teachers, but does not have a noticeable detrimental effect on standards of attainment.
13. Relationships between pupils are good and they help each other with a variety of tasks. Parents have also commented favourably on the quality of relationships in the school particularly between older and younger pupils. No examples of bullying or other oppressive behaviour were observed. Relationships between pupils and adults are also generally good although there are a few instances of cheekiness and disrespect on the part of pupils.
14. Where there are opportunities, pupils are willing to take on responsibility. For example, older pupils have a variety of jobs around the school such as looking after playground equipment. They take the initiative in organising fundraising events for charity and social events for local senior citizens. Residential trips for the older pupils also provide opportunities for personal development and although there is a limited range of extra curricular activities organised by the school, pupils do participate widely in the activities run by the community education centre. The personal development of pupils is generally good.
15. Attendance levels are above national averages and are consistently good across all age groups. There is no unauthorised absence.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching across the school is good. The quality of teaching ranged from very good to unsatisfactory. Overall, teaching has a good effect on the quality of learning and the standards of pupils' achievements throughout the school. These standards are an improvement on the previous inspection where one fifth of lessons were unsatisfactory.
17. In the nursery the quality of teaching is very good. The teacher has high expectations and a very good understanding of how young children learn. Planning is very detailed; activities are challenging and firmly based on the recommended areas of learning for this age group. Rigorous assessment is used to plan the next stage of learning ensuring that all children make good strides in their development. For example, children listen to the story of '*Goldilocks and the Three Bears*', dress-up and act out the characters, set the table using different sized bowls and spoons, make porridge, flavouring it with sugar and salt, sing number rhymes about bears and write simple sentences to include the letter 'B'. Relationships are very good, creating a warm, purposeful atmosphere where children are encouraged to listen, share, learn and think about others.
18. In Key Stage 1 teaching is good. Teaching is good in English and science and satisfactory in mathematics and the foundation subjects of the National Curriculum. Teachers have good subject knowledge in English and science, high but achievable expectations and use a balanced range of strategies to ensure pupils' learning. They provide challenging work along with good encouragement to enable pupils to persevere and to reach a satisfactory conclusion. During lessons they guide and support pupils in their work and help to raise their self-esteem and to take a pride in their achievements. In the Reception class good organisation and management, and appropriate use of resources, provide a secure and stimulating environment for pupils to learn and make good strides in their achievements. For example, pupils build onto their knowledge of spelling patterns, identifying words ending in 'ill', create sentences to include 'pill', 'hill', 'mill' and 'ill' and write and talk about the story 'Jumping Jill'. Pupils confidently move to practical activities such as letter recognition jigsaws and water play to develop their skills in language.
19. In Key Stage 2 teaching is satisfactory. It was unsatisfactory in thirteen per cent of lessons observed in this key stage. The pattern is similar in each year group. Teaching in English and in science is good. This good teaching is characterised by clear planning based on good subject knowledge and interesting activities matched to the needs of the pupils. In these lessons the purpose is clearly outlined and pupils are fully aware of what they are to learn. Relationships are good and pupils know exactly what is expected from them. This is because activities are explained and controlled well. For example in literacy, the good structure to the lessons, the interest generated and the teacher's warm relationships with the pupils helps them to offer fluent, extended and often detailed opinions about the text. In science questioning is skilled and used effectively as a means of checking pupils' understanding of fair testing. Targeted questioning supports children of different abilities and ensures full participation in all lessons.
20. Where the quality of teaching is unsatisfactory, teachers are unable to create a productive learning atmosphere, because of insufficient control of pupils. In these lessons planning is not sufficiently detailed, instructions are not clear and pupils are often uncertain about the tasks they have been set. For example, in a lower set for mathematics, pupils could not explain what they were expected to do following an introduction to the lesson.

21. Implementation of the National Literacy Strategy is good. Teachers have a confident understanding of how to teach literacy and they ensure that many opportunities are provided for pupils to use these skills in other areas of the curriculum. For example, pupils use their literacy skills to write a clear set of instructions on how to make a pizza; they demonstrate good attention to spelling, punctuation and to audience. In the majority of literacy lessons, skilful questioning ensures that pupils understand and are further challenged.
22. Implementation of the National Numeracy Strategy is satisfactory. Teachers are gaining confidence in the delivery of the strategy, demonstrating satisfactory knowledge and understanding of its content.
23. Teachers' marking of pupils' work is irregular. Whilst there are good examples of marking, completed regularly and providing pupils with encouraging and constructive remarks, this practice is inconsistent across both key stages.
24. There is a homework policy but the amount, type and quality of homework vary from class to class. Homework for pupils in Year 5 and Year 6 is not always sufficient to prepare them well for the experiences of secondary education. Parents' concerns in this regard are justified.
25. The teaching of pupils with special educational needs is good in both key stages. Teachers ensure that pupils are able to participate in all lessons and make good progress. This is mainly due to teachers' detailed medium term planning and the good quality of the individual educational plans drawn up for these pupils. Teachers make regular assessments of pupils' individual targets and use this information well to support the next stage of learning. Pupils' achievement is consistently good when they are provided with support from a learning support assistant.

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

26. The school offers a broad and reasonably balanced curriculum, with a particular emphasis on literacy and numeracy. Key issues from the previous inspection report included putting in place the National Curriculum and the areas of learning for children aged under five and providing a daily act of collective worship for all pupils. These issues have been successfully addressed. The requirements for the National Curriculum and religious education are met for all subjects. The curriculum for children aged under five is now a strength of the school's provision. There is a daily act of collective worship for all pupils. Some parents feel that the curriculum lacks breadth. Bearing in mind the current national strategies to promote literacy and numeracy in primary schools, subjects other than English, mathematics and science are taught on an acceptably regular basis.
27. The school is implementing the national strategies for improving literacy and numeracy well and this is reflected in the high standards in English and mathematics and also in science by the end of Key Stage 2. Total weekly teaching time is in line with the national average at Key Stage 1 and at Key Stage 2. Planning is sound and the curriculum meets the needs of all the pupils. Talented pupils are sufficiently stretched to attain the higher National Curriculum levels, whilst, at the same time, there is good provision for those pupils who have special educational needs. As a result, these pupils make good progress. This reflects the findings of the previous inspection. In general, all the pupils have equality of access and opportunity to the full curriculum, though some pupils who play the recorder do miss parts of lessons.

28. Whilst some pupils pay to attend out of school clubs organised by the Community Education Centre and some attend village clubs, the school itself offers limited extra-curricular opportunities on a regular weekly basis and far fewer than are usually found in most primary schools. Inspection findings therefore support the concerns expressed by many parents about this issue. The previous inspection found that there were good opportunities for pupils to take part in competitive sports. This is currently not the case. Few sports matches are played against other schools. Nevertheless, the school gives the older pupils the opportunity to participate in annual residential visits and the teachers organise worthwhile visits in school time, in order to enhance learning.
29. The school makes good provision for the pupils' personal, social and health education. Clear policies for sex education and drugs education underpin good practice. Formal sex education is offered to Year 6 pupils in their final term at the school. Attention to the dangers of drug and alcohol abuse, together with other relevant issues, is discussed in assemblies and in subjects such as science and religious education. The teachers make good use of the services of the local police and community nurse. 'Health weeks' are occasionally held and the school places an appropriate emphasis on developing good citizenship in its older pupils.
30. Overall, the school makes good provision for the spiritual, moral, social and cultural development of the pupils and this reflects the findings of the previous inspection. The school's mission statement aims to encourage pupils to show understanding and tolerance. Most parents feel that the school provides a caring environment, where rules are generally respected. Provision for the pupils' spiritual development is satisfactory. Daily acts of collective worship are led by the teachers, and sometimes by the Vicar, on themes such as caring for God's wonderful world. Year 6 pupils have made some effective 'Hope 2000' cards on themes such as peace and happiness. On cards hung from some driftwood, they also write about their hopes in the new millennium for themselves and for their families. These older pupils have also written effectively about feelings inspired in them by buildings, about happy and painful memories in their lives and about places, which are special to them. In a religious education lesson, Year 2 pupils considered what makes a good friend.
31. There is good provision for the pupils' moral development. A clear behaviour and discipline policy is in place. Pupils can distinguish between right and wrong. Good behaviour is rewarded positively by stickers and certificates and is celebrated in assemblies. Classroom 'Golden Rules' emphasise respect for self, for others and for property. Year 6 pupils are given the opportunity to talk with local police and they have engaged in some worthwhile role-play at Chipping Norton Police Station.
32. Provision for the pupils' social development is very good. Older pupils are given the opportunity to exercise responsibility for various tasks around the school. All pupils have the chance to help in classrooms. The pupils visit the village day care centre to talk with senior citizens and they provide a Christmas party for them in school. They provide the elderly with harvest gifts. They are given the opportunity to think of people less fortunate than themselves by supporting children in Kosovo and by supporting a number of charities, such as Sargent Cancer Care, the Roald Dahl Foundation and the British Heart Foundation. The proceeds of the school's Christmas production sponsor the education of a child in India. The school's links with a Swedish school offer good social and cultural opportunities to the older pupils. These pupils also take part in a regular cycling proficiency scheme and they have the opportunity to develop social skills during residential visits to the West Country.

33. Provision for the pupils' cultural development is good. Through worthwhile visits to museums and other places in London, Oxford and Stratford upon Avon, the pupils learn about the culture of their own country. Links with the locality ensure that the pupils know about the culture of Hook Norton and its surroundings. Religious education lessons are making a good contribution to the pupils' awareness of other faiths and cultures and of the multi-cultural nature of British society. There are some small, but effective, displays around the school on Hinduism and Islam. Key Stage 1 pupils have learnt about native Americans and Year 5 pupils have produced some effective artwork based on the Russian story of Babouschka.
34. The pupils' learning is enhanced by effective use of resources within the local community. There are good links with St Peter's Church and visitors are encouraged to share their knowledge and expertise with the pupils. Good links with the pre-school playgroup facilitate children's entry to the nursery. Through access to e-mail and the Internet, the pupils have the opportunity to make wider links, for example with Swedish pupils in Vara. There are good curricular links with the secondary school in Chipping Norton. Secondary teachers visit Hook Norton to discuss matters of mutual concern and to receive the pupils' academic and personal records. There is a good induction programme for Year 6 pupils to prepare them for secondary school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Appropriate procedures are in place to deal with child protection issues. The headteacher is the person with responsibility for these and he has received the necessary training. The school also receives a variety of additional support from visiting professionals, particularly those involved with special educational needs and the school nurse contributes effectively to the sex and drugs education modules for older pupils.
36. Suitable policies and procedures are in place covering the requirements of health and safety legislation. There are regular audits to identify and remedy potential hazards and first aid and fire precaution arrangements are satisfactory.
37. Accurate attendance records are kept and regularly monitored by the school and the local education authority social work service. These are effective in maintaining high levels of attendance.
38. The school has well-developed policies to promote good behaviour. A set of clearly laid out 'Golden Rules' based on the concept of respect, is well understood by pupils. The monitoring of personal development is more effective than for behaviour as a significant minority occasionally misbehave in all classes in Key Stage 2.
39. There are good systems in place for monitoring and recording pupils' academic progress in the core subjects of English, mathematics and science. This is not so for the foundation subjects. All pupils are assessed during their first term in the main school using the local education authority's baseline tests and as well as the statutory assessment tests for Year 2 and Year 6. There is end of year testing for other year groups as well as regular reading tests. All pupils have a pupil profile that follows them as they progress through the school and time is made available for teachers to exchange information as pupils move between classes. These measures are supplemented by detailed centrally held records that are colour coded to identify underperforming pupils.

40. The measures taken by the school have produced for pupils a caring, calm and secure environment where learning can take place. The close monitoring of their progress also means that they receive additional help as necessary or in subjects such as mathematics, placed in the set best suited to their particular needs. This has a significant impact on raising standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Overall there is parental satisfaction with the school although significant minorities have raised general concerns about the way that the school works with them and keeps them informed as well as specific concerns on homework provision and the range of extra-curricular activities.
42. The school has taken a number of steps to improve its communication with parents and does in fact provide a range of good quality information. Parents open evenings are held every term and written summaries provided for those unable to attend. Schedules are sent out showing what each class will be studying during the course of the year. There are regular newsletters and workshops have been held for parents on a number of specific topics. Annual reports on pupils progress are informative and detailed although they do not contain specific targets which would help parents work more effectively with their children. In the same way, although homework is set, a more structured approach could help parents get better involved with work at home.
43. Links with parents have had a positive impact on the learning opportunities and the resources available to pupils. The school maintains a database of parental skills, which can be utilised for the benefit of the school and over twenty parents regularly help in school with activities such as art and craft, maths and in the nursery. The quality of this help is impressive. There is also an active "Friends of the school" association which each year raises large sums of money which have been used to purchase equipment such as computers and in some cases improve staffing levels.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The headteacher provides strong leadership and this is largely responsible for the improvements in the school's performance since the last inspection and particularly for the high standards achieved in English, mathematics and science. His commitment to raising standards is matched by a determination to safeguard the well-being of pupils and staff in accordance with the school's published aims. He is largely responsible for formulating, writing and monitoring all the school's development plans. In addition he tracks the academic progress of all pupils and takes action to respond to their needs. Whilst all teaching staff share this commitment to improvement, there is insufficient delegation of responsibilities to subject co-ordinators to enable them to make an effective contribution to curriculum development and the quality of teaching and learning.
45. The governors make a very substantial contribution to the success of the school and they fulfil all their statutory responsibilities. There is a very good mix of experience and expertise and there are regular committee meetings with lively debate leading to action in support of the school. For instance, following requests from some parents, a new committee was set up to promote an increase in extra curricular activities for pupils. The governors attend courses and visit classrooms and are familiar with curriculum developments. They take a keen and knowledgeable interest in the school's finances.

46. The school closely monitors the results of national tests in English, mathematics and science and this has resulted in successful strategies for improvement such as the setting of pupils by ability in mathematics at Key Stage 2. Although the headteacher monitors teaching there are too few opportunities for curriculum leaders to monitor the standards of teaching and oversee pupils' work throughout the school and thus provide guidance on how to raise attainment further. Although the school is aware of its strengths in English, mathematics and science there are no detailed plans for the further development of these subjects or of other curriculum areas.
47. Since the last inspection the school has set appropriate targets and has used its money wisely to finance their success. There is careful monitoring of expenditure and prudent decisions are taken to obtain the best value for money. Expensive staffing decisions are taken after full consideration of the benefits of the options available and all financial contracts, such as grounds maintenance and building projects, are shrewdly negotiated. The schools links spending decisions to educational priorities satisfactorily.
48. There are sufficient suitably qualified teachers and they are well supported by classroom assistants. The accommodation is in excellent condition and has many good features to promote learning such as the computer suite, which also serves as a music room, a well-equipped hall for assemblies and physical education and the use of the attached community centre facilities. Classrooms are adequate for most classes but are cramped when used by classes of more than thirty pupils. This makes it harder for pupils' to sustain concentration in the introduction to the Literacy Hour, for example. The nursery accommodation is attractive and spacious. The community rooms are in regular use and provide a first class link with local people of all ages. There are good resources for all subjects and they are well used. The attractively landscaped school grounds are well maintained and provide a stimulating range of play opportunities for pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

***Improve the effectiveness of subject co-ordinators** (paragraphs 39,44,46,70,76,80,83,87,91 and 95) **by:**

- planning a long term programme of classroom release for co-ordinators to monitor teaching and take appropriate action to ensure consistent standards;
- developing their to role to include the systematic monitoring of the pupils' skills, knowledge and understanding;
- ensuring they have a clear action plan for the future development of their subjects.

***Improve the range of activities provided for pupils by the school outside lessons.** (paragraphs 14,28,41,99,104 and 107)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

*The management of the behaviour of a few pupils in all classes in Key Stage 2 (paragraphs 12,20,38,59,63,69,74,75,79,85,90 and 93).

*Homework provision (paragraphs 24,41,42,69 and 75).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	16	17	3	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)	24	192
Number of full-time pupils eligible for free school meals	0	9

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	1	20

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	14
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	20	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	20
	Girls	17	19	19
	Total	36	37	39
Percentage of pupils at NC level 2 or above	School	88 (86)	90(75)	95 (93)
	National	82(77)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	15
	Girls	18	18	13
	Total	37	38	28
Percentage of pupils at NC level 2 or above	School	90(86(86)	68(100)
	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	11	9	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	8	8	9
	Total	18	17	19
Percentage of pupils at NC level 4 or above	School	90(79)	85(79)	95(83)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	8	8	8
	Total	17	17	17
Percentage of pupils at NC level 4 or above	School	85(70)	85(78)	85(83)
	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	187
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)	8
Number of pupils per qualified teacher	23.6
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	76

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24 : 1

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	12
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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	1998/99
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	£
Total income	365,804
Total expenditure	372,372
Expenditure per pupil	1,835
Balance brought forward from previous year	15,208
Balance carried forward to next year	8,640

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	213
Number of questionnaires returned	106

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	27	4	1	0
My child is making good progress in school.	45	42	10	2	0
Behaviour in the school is good.	38	54	5	2	1
My child gets the right amount of work to do at home.	32	37	20	8	1
The teaching is good.	43	46	7	1	0
I am kept well informed about how my child is getting on.	31	44	21	3	1
I would feel comfortable about approaching the school with questions or a problem.	60	18	13	6	1
The school expects my child to work hard and achieve his or her best.	50	36	8	4	1
The school works closely with parents.	38	37	18	4	1
The school is well led and managed.	51	37	9	2	0
The school is helping my child become mature and responsible.	51	40	4	2	1
The school provides an interesting range of activities outside lessons.	31	23	18	24	0

Other issues raised by parents

A few parents raised concerns about the size of two mixed-age classes in Key Stage 2. There was no overall impression of this having an impact on standards although it did have a detrimental effect when the accommodation was cramped.

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

49. The standards achieved by all children under five are above those expected for their age. This broadly reflects the findings of the last inspection. The provision they receive in the nursery and reception class is of high quality. This is due to very good teaching, based on a secure knowledge of the learning goals expected for these children and a curriculum that is taught within a supportive, caring and stimulating environment.
50. On entry into the nursery most children's attainments are above those expected for their age. Assessments made prior to entry into compulsory education confirm that all children maintain these above average standards in all areas of learning and many achieve well above the level expected for their age. Children work and play together in harmony, learn to take turns and share, take responsibility for tidying-up and demonstrate good self-control. They demonstrate good levels of independence and self-confidence and, although interested and excited to learn, are aware of the views and feelings of other children.
51. Children recognise and write their names, listen attentively to stories such as 'Goldilocks and the Three Bears' and dress-up and act out the characters in the bears' house. They make and taste porridge discussing their favourite toppings, create pictorial graphs, write letters and send parcels to Goldilocks. They read the story themselves, using picture cues and familiar words that they recognise on-sight. They develop early reading and writing skills through a variety of activities. Higher attaining children are reading simple picture books, sequencing a story using pictures and writing a sentence to describe what they see.
52. Most children display good and often very good levels of skill in mathematics through planned activities and play. They count and order numbers to at least twenty, recognise written numbers, match and sort by size, shape and colour and identify attributes of a set. Higher attaining children add and record numbers from one to ten with accuracy and confidence and recognise and name shapes such as a hexagon.
53. In knowledge and understanding of the world, children understand the conditions for growing seeds and plants and are aware of seasonal changes. They mix and blend ingredients to make porridge for the bears, build a boat from constructional bricks to sail away. They know that corks will float in water and that dry sand will pour and wet sand will not. Children use a range of materials and equipment to make spaceships, paint pictures of their families and their own houses and thread wool to decorate daddy, mummy or baby bear bookmarks
54. Good skills are evident in physical development as children explore different ways of climbing, crawling and negotiating the outside climbing apparatus. They confidently peddle bicycles along a track to deliver buckets of water as firemen to a fire, sing rhymes as they roll backwards and forwards on a rocker and show a growing awareness of space when playing with balls. All children enjoy music, use a range of percussion instruments with enthusiasm and sing a variety of rhymes and songs to link in with topics.
55. The quality of teaching is very good. This reflects an improvement on the previous

inspection. Children make good progress in learning new techniques and skills in all areas of the curriculum. Their participation in class activities results in the growth of a sense of self-esteem and worth and has a positive impact on learning. Planning is good. It ensures that the work meets the needs of all the children and provides challenging learning in a stimulating environment. There is a good balance between teacher led activities and independent learning. The children's development is supported by assessment that is used effectively to plan the next stage of learning. The curriculum covers all the recommended areas of learning. It is well organised and monitored and has improved since the last inspection. The staff are highly committed and provide a rich variety of learning opportunities for the children in their care.

ENGLISH

56. Attainment is above average at the end of both key stages. Pupils of all abilities progress well and standards of literacy are good.
57. In the 1999 Key Stage 1 national tests the pupils' average points score for reading was higher than is found nationally. This reflects an above average number of pupils who exceeded the expected standard. The 1999 Key Stage 1 results for writing are similar although slightly better when compared nationally.
58. In Key Stage 1 there is a marked emphasis on the development of phonic skills. Pupils in Key Stage 1 learn the pattern of particular sounds and use them well in both writing and reading. The reading record book is used regularly as an effective link between home and school and adapted appropriately for different ages. Standards in reading are good throughout the school. Most pupils in Year 6 read fluently and have a good knowledge of authors such as Nina Bawden, Robert Westall and Roald Dahl. They can confidently discuss the plot and characters in a story and justify their preferences.
59. Most pupils are confident speakers who respond enthusiastically to questioning in the introductory parts of the Literacy Hours, often answering searching questions with perceptive answers. However, standards of listening are not as good, particularly in Key Stage 2. In most of the classes in Key Stage 2 a significant minority do not sustain their attention when introductions are prolonged. A few pupils in all classes in Key Stage 2 are slow to settle when they are working in groups. Thus standards are sound overall in speaking and listening at the end of both key stages.
60. Standards in spelling and handwriting are good. Pupils choose their own words to learn which helps them to avoid repeating previous mis-spellings. Although the greater pace of writing makes demands on the older pupils' handwriting, presentation remains good overall. Standards of writing are good at the end of both key stages.
61. There is a greater emphasis on writing than is found in many schools and pupils of all ages have opportunities to write at length. Two-thirds of the pupils in Year 2 write in correct sentences. They can write descriptions about 'The Journey of Milk' and give clear instructions. The writing throughout the school reflects an emphasis on imagination. After listening to a story, two-thirds of the pupils in Year 3 and 4 could create their own stories about how animals took on their specific characteristics. The oldest pupils make effective use of a wide vocabulary to create lively description and well-developed plots.
62. Most pupils work well independently and in groups. The oldest pupils relish the

opportunity to work in pairs. Most pupils can sustain their concentration and produce a significant amount of work. However, a significant minority of pupils misbehave and respond insufficiently to teachers' warnings.

63. The teaching is good in the school and occasionally very good in both key stages. There is a very effective focus on teaching the key skills of literacy in all classes which helps pupils to learn at an appropriate rate. In all lessons the pupils understand what tasks are expected of them and the teachers give them clear instructions. In group work the tasks are particularly well matched to different abilities to extend previous knowledge and challenge the pupils further. Plenary sessions are generally well managed, although occasionally they are too brief and insufficient emphasis is given to the skills learnt in the lesson. The least effective element of the teaching is the management of the behaviour of a few pupils in most classes in Key Stage 2, where the teachers' expectations are too low.
64. The co-ordinator has managed the subject very effectively. The school has good long-term and weekly plans in line with the National Literacy Strategy. She has been able to monitor and support the teaching, which has contributed towards the consistently good standard. There are full and effective procedures for assessment and recording to aid the pupils' learning. The school has sustained above average standards and improved test results.
65. These findings reflect an improvement since the last report. English is now a significant strength of the school.

MATHEMATICS

66. National tests in 1999 show that standards in mathematics of pupils at Key Stage 1 are above the national average and at Key Stage 2 are well above. This is a considerable improvement since the last inspection when standards were considered to be average.
67. Test scores at Key Stage 1 show that 95 per cent of pupils reached the expected level 2 and that of these 20 per cent achieved the higher level 3. These results match those of similar schools. Similarly the overall attainment of pupils in Year 2 this year is above average. They are developing a good sense of place value and most can add and subtract accurately to 20; and some can carry out simple addition and subtraction to 100. The highest attaining pupils are learning how to divide and multiply and can understand the concept of simple fractions.
68. 40 per cent of pupils in Key Stage 2 last year reached level 4 and 45 per cent reached level 5. These results are well above the national average and the average in similar schools. This year's pupils are achieving these above average standards. Pupils in Year 6 add and subtract effectively using decimals and most can understand the relationship between decimals, fractions and percentages. They can design graphs, making sensible choices about scale, and use them to record and interpret data.
69. The school adopted the National Numeracy Strategy in September and this has resulted in some changes in the organisation of the curriculum and important changes in teaching methods. Building on successful experience, the school is adapting its previous commercially produced maths scheme, a sensible interim arrangement that ensures full coverage of the curriculum using familiar materials and resources. The Numeracy Strategy emphasises lively mental arithmetic sessions combined with skilful whole class direct teaching. Teaching is generally at least

sound but it is variable, being occasionally very good, good and unsatisfactory. In the most successful lesson, five year old pupils were keenly interested throughout the lead-in mental arithmetic session where, amongst other activities, they were required to find missing numbers on a clothes line. This was followed up by group work with challenging but enjoyable games on early number bonds. Finally the teacher drew the class together to discuss what they had learnt and what was to come next. Pupils enjoyed this lesson, behaved very well, worked hard and made very good progress. In contrast, difficulties arose in other lessons when all pupils were not fully involved either in the opening mental arithmetic or not sufficiently challenged and stimulated by the content of the main lesson. At these times, pupils became inattentive, and sometimes distracted each other. Consequently learning was limited and pupils made slow progress. Teaching in Key Stage 2 is organised in ability sets across four years. This works well with the highest ability set and pupils achieve high standards. It is not so successful when less able older pupils are mixed with higher achieving younger pupils. Greater care is needed to ensure that these pupils of different ages and abilities feel able to respond freely and with enthusiasm during the oral question and answer sessions. There is no regular homework timetable to help pupils master the basic skills of numeracy or to extend higher attaining pupils and to introduce the routine of regular home study. Mathematics makes a valuable contribution to learning across the curriculum particularly with regard to language development during the question and answer sessions. Social education is promoted by a blend of individual learning and group co-operation in all lessons.

70. The school's adopted scheme provides a recording and assessment procedure, which along with yearly and national testing enables the school to monitor pupils' progress and to make adjustments to the curriculum and teaching. The subject co-ordinator plays a key role in curriculum planning. However there are no arrangements for the co-ordinator to be released from class regularly to monitor and advise teachers or to see how pupils are progressing in class although the school intends to do so. This is particularly necessary during the first two years of the Numeracy Strategy.
71. There are sufficient teachers and support assistants but further training is necessary to ensure the successful implementation of the National Numeracy Strategy.

SCIENCE

72. Pupils' attainment in the 1999 end of Key Stage 2 national tests was very high compared with the national average and with similar schools. Over the past three years, standards have been consistently high and have been rising. Inspection findings indicate that attainment by the end of Key Stage 2 is above average. This is an improvement on the findings of the previous inspection. The pupils are able to carry out practical investigations into a number of scientific concepts, such as the wearing qualities of various natural and man-made fibres and the insulation properties of different materials. They are developing their ability to research information from books and CD ROM. However, they make insufficient use of their mathematical or information technology skills to record their findings graphically, for example in the form of line graphs or pie charts.
73. Teachers' assessments are that pupils' attainment by the end of Key Stage 1 in 1999 was well below average compared with similar schools. Inspection findings indicate that attainment by the end of Key Stage 1 is average compared with all schools. Most of the pupils can name a variety of small creatures and describe their habitats. They can name the main external parts of the human body and of flowering plants. They use their mathematical skills to make accurate measurements of their heads,

necks and ankles. Most pupils understand that light comes from both natural and man-made sources.

74. Whilst the majority of pupils in both key stages have positive attitudes to learning, there is a significant minority in Key Stage 2 who behave inappropriately. These pupils are inattentive, have limited powers of concentration and are frequently restless. Most pupils work well together during practical investigations. Presentation of work is variable, though much is of good quality.
75. The quality of teaching in Key Stage 1 is good; in Key Stage 2, it is satisfactory. The scientific content of most lessons is accurate and the pupils are encouraged to use correct scientific vocabulary. There is a sound balance between giving information and letting the pupils find things out for themselves. This was apparent in a Year 5 lesson on the human skeleton and in a Reception class lesson on soap. Questioning is often used well to develop pupils' understanding. For example, in a Year 3 and 4 lesson on rocks, the teacher asked "When would you want to build something out of granite?" and this made the pupils think and had a good impact on their learning about the relative hardness of different rocks. In the lessons observed, the quality of learning was good in Key Stage 1. Here, the pupils are developing their observational skills and their use of appropriate words, such as 'smooth', 'air' and 'liquid'. Learning in the lessons observed in Key Stage 2 was satisfactory, though the quality of learning over time has obviously been good. There is little evidence of regular homework being used to enhance learning. In some lessons, class control is not sufficiently firm and tasks are sometimes insufficiently challenging for more able pupils. This has a negative effect on the rate of learning. In both key stages, pupils with special educational needs receive good support and are making good progress.
76. The co-ordinator gains an overview of standards throughout the school through monitoring planning, samples of pupils' work and teaching, though there is no systematic long term programme for this nor an action plan to guide future developments. Overall, there are good resources to support learning, though there are insufficient information technology resources. There is a wide range of science reference books in the school library and the school benefits from having a wildlife area and pond to enhance learning. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. The pupils are encouraged to work co-operatively during practical investigations and to show care and respect for the environment and for living things.

ART

77. Standards in art are satisfactory, as found in the previous inspection. Pupils in Year 2 are able to make sensible choices of material, use tools carefully and are able to appreciate and discuss artefacts and images and the work of their classmates. At the end of Key Stage 2 they have extended this knowledge and can now be more innovative and demonstrate an increasing control of a wide variety of materials and equipment.
78. This progression in learning is illustrated by lessons seen in Year 2 and Year 5. In Year 2 a story of a peacock was used as a stimulus to make a class friendship picture. Pupils enjoyed the story and then carefully studied pictures of peacocks, a tapestry peacock and handled real peacock feathers and showed a clear appreciation of their beauty. Closely guided by their teacher they then made their own feathers that included their own friendship writing on the "eye". In Year 5 pupils are making a quilt. They have examined several examples and have researched the variety of designs from various cultures before designing their own piece of the class

quilt. Following this they work with a classroom assistant on cutting and stitching their contribution.

79. Overall the quality of teaching is satisfactory and occasionally good. Learning suffered sometimes in lessons in Key Stage 2 when a few pupils became unacceptably noisy and distracted other pupils.
80. The subject co-ordinator has prepared an outline scheme of work and is able to advise her colleagues' planning. Whilst art is used across the curriculum there is no long term plan, or prepared resources, to support colleagues and show how art can be used to illuminate subjects such as history, religious education and music. Although art makes a valuable contribution to pupils' spiritual development, opportunities are lost to extend their cultural knowledge and pupils know less about the work of famous artists than is usually seen in other schools.

DESIGN AND TECHNOLOGY

81. During the inspection, no lessons were observed. Limited evidence was available in pupils' work; however sufficient evidence was available in teachers' medium and long term planning and through discussions with pupils to enable judgements to be made.
82. Standards of attainment in both key stages are satisfactory for all pupils including those with special educational needs. In Key Stage 1 pupils can make models and artefacts using a range of construction kits and simple art materials. They can handle materials with growing confidence and use a variety of cartons, boxes and containers to produce meaningful models. For example, they make hand held face puppets for use in literacy lessons and three-dimensional clocks with moving hands to support work in numeracy. Pupils select materials and use a range of joining and cutting skills. In Key Stage 2, pupils work from satisfactory design plans to construct Tudor houses, using a slightly wider range of materials. They consider the type of structures to use, ways to strengthen the walls and types of hinges for doors and roof. Older pupils on a visit to 'Pizza Express' make and select a topping for a pizza and design and make a suitable package to carry their product home. This project enabled pupils to recognise that planning is important and that things are made for a purpose. To develop this work further, pupils made individual Christmas cakes, which they proudly presented to their parents. Planned work, such as sections for a patchwork quilt and three-dimensional shoebox models link effectively to other subjects, providing a clear focus for the tasks.
83. In discussion, pupils demonstrated positive attitudes to the subject and were enthusiastic and interested in the work they had completed. They are however, given few opportunities to develop their skills in designing, making and evaluating. Pupils explain that opportunities for planning in school are limited and when given projects to do at home they go straight into making. They work within a narrow range of materials such as card, paper and textiles and are given little opportunity to experience modelling in resistant materials such as wood. Pupils can handle basic equipment such as scissors and glue well but they lack confidence and experience of working with hand tools. Whilst the present curriculum is taught during one term throughout the school year and includes all aspects of design and technology, making is given too much prominence. Designing and evaluating are not sufficiently developed, producing inconsistent attainment across the design and technology curriculum.

GEOGRAPHY

84. Standards in geography are satisfactory. This is an improvement on the findings of the previous inspection. Some of the best work is included in attractive diaries which Year 6 pupils have produced about their recent residential visit to Yenworthy, Somerset. Many pupils have used their literacy skills well to write clear accounts of scenery, land use and wildlife in the Lyn Valley area. They can interpret an Ordnance Survey map of Exmoor and they can use four figure grid references to locate features. The pupils have accessed the Internet to find information about Exmoor National Park. They know the names of other National Parks in England and Wales and some of the reasons for their development. Pupils have used electronic mail successfully to communicate with Swedish pen friends in Vara.
85. It was possible to observe only one lesson, in Key Stage 2. Here, most pupils listened attentively and showed interest in the topic. A minority behaved poorly, interrupting the teacher by talking and paying little attention. As a result, they were unsure what to do and their learning suffered. All the pupils enjoyed the outdoor mapping activity, though over excitement resulted in many of them running, rather than walking, and in one pupil falling headlong on to the ground.
86. Teaching in the one lesson observed was good. Questions at the start of the lesson, such as "What is the difference between a picture and a map?" focussed the pupils' attention on the aim of the lesson and had a good impact on learning. The teacher made good use of the school grounds to develop mapping skills. The quality of learning in both key stages is good. Older pupils are developing their mapping skills well and this is enhanced by orienteering during their residential West Country visit. They are developing the use of correct geographical vocabulary, such as 'key', 'leisure' and 'transport'. Younger pupils are developing their ability to make careful observations of daily weather. The school has a useful computer facility to access information about the current weather. In both key stages, pupils with special educational needs are making good progress, with well-focussed support.
87. Sound planning ensures that an appropriate range of geography topics is covered. However, there is no monitoring of teaching. There are satisfactory procedures for assessing and recording pupils' attainment and progress. There are sufficient resources to support learning, with a reasonable range of reference books in the school library. In addition to the Yenworthy residential visit, the teachers enhance learning by organising fieldwork in Chipping Norton, Banbury, Bristol, Portsmouth and Stratford upon Avon. Sound use is also made of the locality. The school's Swedish link is a useful addition to the curriculum and is a further contribution to enhancing the pupils' social and cultural development. There are plans to develop a similar link with a school in Bulgaria.

HISTORY

88. There was insufficient evidence to form a judgement on the standards of pupils' attainment or the progress they make. There was similarly little evidence available in the last inspection when there was a statutory requirement, which no longer applies, to teach all the Programmes of Study. Only one lesson was observed during the inspection and previous work was not available for pupils in the final two years.
89. In Year 2 pupils are aware of historical events such as The Great Fire of London and can recall well-known characters such as Guy Fawkes. Pupils in Year 6 can talk about history they have studied in previous years and place historical periods in

correct chronological order. lesson observed for a mixed aged class of Year 3 and Year 4 pupils. There was a lively introduction to a good quality video depicting the events that led from the Treaty of Versailles in 1919 to The Second World War, and the theme of evacuees. Pupils were stimulated to empathise with children of the same age.

90. The pupils' listened carefully to the video and were interested in its content. They responded enthusiastically to questioning but as the discussion became prolonged, a significant minority of pupils became restless.
91. The school uses the Oxfordshire agreed record keeping system and has based its scheme of work on the Qualification and Curriculum Authority units of work. There is a sound collection of artefacts and resources to support the subject. There has been no monitoring of the standard of pupils' work or the quality of teaching to ensure further improvement.

INFORMATION TECHNOLOGY

92. Standards of attainment in both key stages are average when compared nationally. Since the opening of an excellent new computer suite pupils receive regular weekly lessons in information technology and their skills have improved in all aspects of the curriculum. This is an improvement since the last inspection.
93. By the end of Key Stage 1, pupils have sufficient confidence to explore the use of keys on the keyboard to enhance their presentation of writing and poems and explore information held on CD-ROM. For example, they find information and label body parts for science and choose stories such as 'Green Eggs and Ham' to read, following a literacy lesson based on the development of rhyming words.
94. In Key Stage 2, pupils build on the skills they have gained and make good use of e mail to write to pen friends in Sweden and to research topics such as the 'Mary Rose' for history. Pupils demonstrate very good skills in communicating information. They edit their work, cut and paste, vary the display, combine text with graphics and use effective display features to draw attention to the audience. Pupils discuss enthusiastically the project 'Expresso' which enabled them to link with a commercial firm via a satellite system. Pupils in Year 6 use logo to control a screen turtle to draw a satisfactory range of shapes using their knowledge of mathematical angles. Although pupils have a little knowledge of data handling and data base programmes they are unfamiliar with modelling and the use of spreadsheets. This element of information technology is planned for the summer term and is designed to ease the management of the provision and help the school support achievement across the key stage.
95. The quality of teaching and learning is satisfactory throughout the school, maintaining the standards of the previous inspection. The development of a computer suite and additional money from the National Grid for Learning have enabled all staff to receive training. This has increased their confidence to teach all aspects of the recommended curriculum and provided further opportunities to teach groups of pupils. Pupils make good strides in learning when the work with information technology is well integrated with other subjects and skills are practised on the computer in the classroom. Planning for work in the computer suite is generally good and pupils show interest and enthusiasm. They respond well to direct teaching in how to use various programmes and develop specific skills. There is however, insufficient planning for the use of information technology in the classroom to reinforce language, mathematical and scientific development. In these instances,

pupils' learning in information technology depends on the enthusiasm and expertise of individual teachers. When teachers expertise in information technology is at a low level, pupil's lose confidence in using skills they have previously learned. When teachers use the scheme of work well there is good development of pupils' skills and they have given suitable opportunities to practise and develop new ideas. The school has progressed towards the targets it has set itself in a detailed action plan for the subject.

MUSIC

96. Opportunities to inspect music were limited to one lesson in Key Stage 2 and the singing and recorder playing during two assemblies. The previous inspection reported that standards were broadly in line with national expectations but pupils did not have enough experience of composing. In the lesson observed this time pupils composed music, using a variety of instruments in response to the character and mood of pictures. They worked well together and were able to write their compositions using symbols and then perform them sensitively. They enjoyed this lesson and co-operated very well sharing the instruments and listening to, and considering, each other's suggestions.
97. Singing during two assemblies was below the standard usually seen in primary schools. Pupils appeared unsure of the words and their singing lacked enthusiasm; many older pupils did not sing at all. In contrast the playing of the recorder group that accompanied the singing was very good. Overall standards of attainment are satisfactory.
98. Teaching in this lesson was satisfactory, making good use of the full range of high quality instruments and the school's music room. A valuable opportunity to develop the pupils' musical appreciation was missed by not including the works of famous composers showing how they responded to similar scenes. This shortcoming was demonstrated in discussion with Year 6 pupils who had little knowledge of the works of famous composers and had not experienced regular critical musical appreciation during their lessons. This omission limits the subject's impact on pupils' spiritual and cultural development.
99. The previous report commented on how few pupils learn to play musical instruments in school time. This continues to be true. There are good opportunities to learn the recorder but the school makes no further provision other than providing accommodation for a private company to teach woodwind and brass to a few paying pupils, and for a private teacher to give paid tuition to a choir. Neither of these activities is linked to the school curriculum or monitored by the school. There is no after school music provision and no school choir.

PHYSICAL EDUCATION

100. Standards are satisfactory in physical education, in line with the findings of the last report. All pupils can swim at least 25 metres by the end of Key Stage 2. They confidently evaluate each other's performance and improve what they are doing. Pupils in Year 4 can throw and catch passes effectively. No pupils in Year 6 can climb the ropes in gymnastics successfully and they find it difficult to maintain controlled positions.
101. The teaching is satisfactory in Key Stage 1 but unsatisfactory overall in Key Stage 2 although the teaching in a third of lessons in Key Stage 2 is very good. There is also some good teaching by the co-ordinator in Key Stage 1. The major cause for the

difference in the quality of teaching in Key Stage 2 is the level of subject knowledge and the ability to use resources and accommodation appropriately. Thus one lesson was unsatisfactory when a large class were developing skills of catching and throwing in the hall. There was insufficient room to perform the group activities successfully.

102. A key feature of the very good teaching in lower Key Stage 2 is when pupils are given clear guidance followed by plenty of opportunities to evaluate each other's performance. This helps to raise standards of pupils' attainment as pupils understand clearly what they need to do to improve their movements in gymnastics. Pupils' were also stimulated by specific tasks to perform on different apparatus.
103. Pupils participate enthusiastically in all activities but their behaviour in all activities ranges from very good, good and satisfactory to unsatisfactory in almost equal proportion. The behaviour deteriorates when activities are insufficiently challenging and introductions are too prolonged. Pupils behave very well in those lessons where the teacher has defined objectives and clear expectations of behaviour.
104. The subject has a clear policy and aims. The co-ordinator sets a very good example but has not so far had the opportunity to monitor, support and influence other teachers. The school has sound resources and accommodation. The curriculum is balanced with all classes having two sessions a week and classes in Key Stage 2 swimming for at least a term each year in Banbury. Pupils take part in orienteering and have a school athletics club in the summer. The school no longer provides the opportunities for out of school competitive sports such as netball, football and cricket, which were described in the last report.

RELIGIOUS EDUCATION

105. By the end of each key stage, pupils' attainment is satisfactory. The previous inspection found that there was insufficient evidence to make a judgement. In Year 6 pupils know about some of the signs and symbols of Christianity and some other major world religions. They understand the concept of pilgrimage and the significance of journeys in many Bible stories. They have good knowledge of the life and work of famous personalities, such as Mother Theresa, Pope John Paul and Martin Luther King. Year 6 pupils have used their literacy skills well to write effective accounts of a day in the life of a Muslim child during Ramadan. A major strength of pupils' learning in Year 2 is their knowledge of Bible stories, such as the Creation, Noah's Ark and the parables of Jesus. They know about some of the festivals of other faiths, such as Hanukkah, Holi, Divali and Eid.
106. Lessons were observed only in Key Stage 1. Here, pupils behave well in lessons and show interest in their work. They listen attentively and they settle down to work quickly and quietly. The quality of teaching in this key stage is generally good. The teachers have a good understanding of the local Agreed Syllabus. In a Year 2 lesson, the teacher made an effective link between the Hindu story of Indra and the Peacock and what makes a true friend. This had a good impact on the pupils' learning. In a Year 1 lesson on Puja, the teacher made good use of incense and Hindu artefacts; this really stimulated the pupils' interest and enhanced their learning. When talking to reception pupils about friendship, the teacher enhanced learning by personalising examples. An analysis of pupils' work in Key Stage 2 indicates that learning over time has been good here, too. In both key stages, pupils with special educational needs are making good progress.
107. The co-ordinator has not had the opportunity to develop her role. There is no

monitoring of teaching, which might lead to improving standards. No action plan has been drawn up for the subject's development. There are no formal procedures for assessing and recording pupils' attainment and progress. Learning resources are adequate and there is a reasonable range of Bible storybooks in the school library. Every pupil gets the opportunity to visit St Peter's Church. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, in that it enhances their learning of and respect for people of differing faiths and cultures.