

INSPECTION REPORT

DR RADCLIFFE'S C OF E PRIMARY SCHOOL

Steeple Aston, Bicester

LEA area: Oxfordshire

Unique reference number: 123210

Headteacher: Mrs P Heptonstall

Reporting inspector: Phil Mann
23219

Dates of inspection: 5th – 8th November 2001

Inspection number: 193613

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Fir Lane Steeple Aston Bicester Oxfordshire
Postcode:	OX25 4SF
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Tina Ferguson
Date of previous inspection:	17 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Phil Mann 23219	Registered inspector	Science Information and communication technology Physical education	Equal opportunities Standards - attainment and progress How well is the school led and managed?
Peter Dannheisser 1165	Lay inspector		Standards - attitudes, behaviour, personal development Attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
Diane Wilkinson 23048	Team inspector	Children under five Mathematics Art and design Design and technology Music	How well are pupils taught?
Katherine Spencer 30028	Team inspector	English Geography History	Special educational needs How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dr Radcliffe's C of E Primary School has 162 pupils on roll, aged 4 to 11, and the average class size is 22. The school is located in the Oxfordshire village of Steeple Aston and surrounded by attractive play areas and a playing field. The pupils come from the village and local area. The circumstances of most families are above average. At the time of the inspection, there were nine children under five in the reception class. The attainment of these children at the start of school is above average. Eighteen per cent of pupils are on the special educational needs register. Of these, there are 19 pupils at the early, school-based stages of assessment and provision and currently there are two pupils with a Statement of Special Educational Need. The proportion of pupils with special educational needs is in line with the national average. There are no pupils from ethnic minority groups and no pupils who speak English as an additional language.

The school's current aims and priorities are very appropriate for the circumstances of the school. The school has exceeded the targets it has set to raise attainment at the end of Key Stage 2.

HOW GOOD THE SCHOOL IS

This is an effective school that has continued to make good improvement. It provides a wide range of exciting learning opportunities within a very caring, Christian community. Very good teaching combined with the good leadership of the headteacher and management team is ensuring that standards rise continually. The school now provides a high standard of education for its pupils and is good value for money.

What the school does well

- By the time the pupils leave the school at 11 they achieve very high standards in many subjects.
- The provision for pupils' personal and social development is a strength resulting in very positive relationships and attitudes to school.
- Pupils achieve well and learn lots of exciting things because of the high quality teaching and the overall richness of the curriculum.
- Pupils with special educational needs are very well supported and are included in all school activities.
- There are excellent links between parents, the community and the school.

What could be improved

- The standards in geography for pupils by the time they are 11 years old.
- To make more effective use of teaching time to ensure a better balance of subjects taught.
- To make further use of the good information gathered through monitoring the work of the school.

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 made good improvement in the key issues identified in the previous inspection. Good leadership and strong teamwork have ensured that the school has addressed all of these successfully. Its capacity for further improvement is good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	A	A*	A	well above average A
Mathematics	C	A*	A	A	above average B
Science	A	A	A	B	average C
					below average D
					well below average E

Overall, pupils are achieving well and by the age of 11 are attaining well above average standards in English, mathematics and science. This is confirmed by the school's results at 11 in the 2001 national tests, which exceeded the school's own set targets. Based on these results in these tests, the performance of pupils is well above average in English, mathematics and science when compared with schools nationally and against those with similar prior attainment. Further analysis of these results indicates that the attainment of boys and girls is generally consistent at 11 years with no significant differences at 7 years. Standards are not as high for 7 year olds partly because of the local education authority's policy of staggered admission of children in the reception class. This is reflected by average standards attained in reading, writing and mathematics overall despite the very good progress made by the oldest pupils when they start school.

Overall, pupils achieve well in Key Stages 1 and 2 and learn lots of exciting things because of the high quality teaching and the overall richness of the curriculum. Learning is good across the school, but best for pupils in Years 5 and 6. It is good across the school in literacy and numeracy skills, science, art and design, information and communication technology and music. The basic skills of literacy and numeracy are taught well. This has resulted in the very high standards of writing at the end of Key Stage 2 overall. The school makes effective use of information and communication technology to support learning in other subjects. Standards of achievement in music are particularly high and across the school are well above those expected nationally, due to very good teaching. Pupils also achieve well in art and design across the school, but standards are below those expected in geography for pupils in Key Stage 2 because of insufficient development of knowledge, skills and understanding for older pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good, pupils have very good attitudes to both work and to the whole life of the school. They enjoy being at school and it shows.
Behaviour, in and out of classrooms	This is consistently very good, both at play and around the school. No bullying or oppressive behaviour was observed or reported.
Personal development and relationships	Pupils' personal development is very good. Relationships are very good throughout the school. Pupils like and respect the adults in the school. They enjoy the respect of their teachers, teaching assistants and other staff. They are aware of each other's needs and care for each other.
Attendance	Higher than average in England and punctuality is very good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

Teaching is very good throughout the school and this is helping pupils to make good progress and achieve well. All the teaching observed was at least satisfactory, a very high proportion was good and over half was very good. Teaching was excellent in seven lessons. Very good teaching was seen in English and mathematics in Years 3 to 6, and in information and communication technology and music throughout the school. The quality of teaching has improved significantly over the last four years and is very much better than when the school was last inspected. The result of this is that pupils now reach standards which are well above the national average by the time they leave the school.

The teaching for children in the reception class is very good. The teacher is a skilled practitioner, with a good knowledge of the needs of children in the early years. Teaching of the basic skills of literacy and numeracy is very good for pupils in Years 1 to 6. Teachers have high expectations of what pupils can achieve, particularly in Years 3 to 6. Pupils respond very well to the challenging work they are set. This is especially in English, mathematics and science and pupils reach standards well above those for their age. Teachers almost always plan work well, with good consideration given to the different ability levels of pupils. As a result, pupils of all abilities make good progress when compared with their prior attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a wide range of interesting and enjoyable activities. There are good links between subjects. The curriculum for literacy and numeracy is very good. The school uses computers effectively to help pupils learn. Teachers provide a very good range of extra-curricular activities and pupils enjoy joining in.
Provision for pupils with special educational needs	The school is very good at identifying and supporting pupils with special educational needs. Their work is well planned and they make good progress in English and mathematics. Learning support assistants provide good levels of help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school aims to make this the foundation of all it sets out to do, and it succeeds.
How well the school cares for its pupils	Procedures for monitoring and promoting attendance are very good, as are those for child protection and pupils' welfare. Pupils with special difficulties are supported and enabled to play a full part in the life of the school. The school is working hard to develop ways in which it assesses pupils' work to help them make progress.

The school has worked very hard to develop stronger links with parents and this has been very successful. There is now a very effective partnership and this is supporting pupils' achievements in many subjects.

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. In partnership with her deputy she has developed a good sense of teamwork amongst the staff. This has resulted in much improvement to the quality of learning opportunities available for all pupils in the school. Subject co-ordinators fulfil their roles well and provide good support for colleagues.
How well the governors fulfil their responsibilities	The governors provide very effective support for the work of the school. Statutory requirements are fulfilled well. They are very clear about the level of success so far and what needs further improvement.
The school's evaluation of its performance	Teaching and learning have been effectively monitored and, as a result, the quality of teaching is now more consistent across the school. However, there are still some inconsistencies in the way some subjects are taught. Assessment information is used effectively to monitor the progress of all pupils. Information and communication technology is being used well to monitor this progress and targets are set for the further improvement in standards.
The strategic use of resources	Planning for school improvement is good and based on wide consultation with the school community. Co-ordinators are clear about what needs to be done in their subjects. Specific grants are used effectively to further improve the opportunities available to the pupils.

The staff are talented and experienced in many subjects. They share a good range of expertise. The resources and accommodation are good, but the libraries are inadequate and underused.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixty-three parents returned the questionnaire and 17 attended the meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour in school is good. • School helps children become mature and responsible and has high expectations. • Teaching is good. • School is well led. 	<ul style="list-style-type: none"> • The information they receive about their children's progress. • The amount and type of homework. • The range of activities outside lessons.

Inspection evidence confirms those aspects the parents like – they are indeed the strengths of the school. Although it is always possible to improve, evidence shows the aspects for which some parents sought improvement are fulfilling more than satisfactory levels of provision.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, pupils are achieving well and by the age of 11 are attaining well above average standards in English, mathematics and science. This is confirmed by the school's results at 11 years in the 2001 national tests. Based on these results in these tests, the performance of pupils is well above average in English, mathematics and science when compared with schools nationally and against those with similar prior attainment. Further analysis of these results indicates that the attainment of boys and girls is generally consistent at 11 years with no significant differences at 7 years.
2. There has been a general trend of improvement for 11 year olds since the previous inspection with well above average results being consistently achieved. This pattern has not been repeated for 7 year olds in reading, writing and mathematics. For instance, no pupils achieved the higher level 3 in reading and writing in the 2001 tests. A contributory factor to this was the transfer of some higher attaining pupils into private education before these tests. The school has been very aware of this apparent underachievement and has analysed these results in some detail. For example, senior staff and governors have fully reviewed the 2001 writing results. As a result of this the school has implemented an effective programme of improvement. This programme includes a greater concentration in the teaching of phonics and handwriting, the employment of an extra support assistant for the youngest pupils in Year 1 and a greater focus on handwriting throughout the key stage. Inspection evidence confirms that standards are already rising as a result of this improvement.
3. Standards are also high at 11 years in several other subjects such as music and information and communication technology as a result of the rich and interesting curriculum made available for the pupils in this school. The very good provision for spiritual, moral, social and cultural development has a very positive impact on the pupils' attitudes to learning. Relationships around the school are very positive and, consequently, pupils feel valued and respond accordingly.
4. The table below shows attainment in English, mathematics and science judged by the inspection team and as achieved by last year's Year 2 and Year 6 in the tests, compared with all schools nationally and measured by what is known as points scores. These scores take into account the performance of all pupils in the year group.

	National Tests Year 2 2001	Inspection Judgements Year 2 2001	National tests Year 6 2001 [points scores]	Inspection judgements Year 6 2001
English	Reading Average Writing Below average	Reading Above average Writing Above average	Well above average	Well above average
Mathematics	Average	Above average	Well above average	Well above average
Science	By teacher assessment Average	Average	Well above average	Well above average

5. The following table shows standards in subjects other than English, mathematics and science.

	By the age of 7	By the age of 11
Information and communication technology	In line with that expected	Above that expected
Art and design	Above that expected	Above that expected
Design and technology	In line with that expected	In line with that expected
Geography	In line with that expected	Below that expected
History	In line with that expected	In line with that expected
Music	Well above that expected	Well above that expected
Physical education	In line with that expected	In line with that expected

6. Reception children make good progress, overall, as a result of the high levels of very good teaching and the very well organised activities, matched to the needs of children. This is particularly so in their oral language and reading skills, number work and their personal and social development. The progress made by those children who spend three terms in the reception class is very good, partly because there are only a very small number in the class for their first term and they receive very good support from the teacher and classroom assistant. However, the progress made by those children who do not start school until the summer term is not as good because of the very much shorter time they have spent in school before they enter Year 1. As most children join the class full-time in this term, this has an impact on the overall standards achieved by the majority of children by the end of the Foundation Stage. These remain, as on entry, above those expected for their age in spite of the good progress being made.
7. Overall, pupils achieve well in Key Stages 1 and 2 and learn lots of exciting things because of the high quality teaching and the overall richness of the curriculum. Learning is good across the school, but best for pupils in Years 5 and 6. It is good across the school in literacy and numeracy skills, science, art and design, information and communication technology and music. The implementation of the National Literacy and Numeracy Strategies has been effective and basic skills are taught well by teachers and support staff in all classes. This has resulted in the very high standards of writing at the end of Key Stage 2 overall. Impressive displays of pupils' work around the school confirm these high standards of work in literacy and exemplify the strong links made with information and communication technology. Teachers at the end of Key Stage 2 pay close attention to providing good quality oral feedback for individual pupils on their achievements and future targets for improvement. This feedback is very well received by pupils and, as a result, very many have developed very positive attitudes to learning.
8. Pupils of all abilities are making good progress in science as they move through the school. There is a good emphasis on investigative work and good progress is being made in the pupils' understanding of life and living processes in all classes. Teachers in Key Stage 2 especially are effectively developing the pupils' recording techniques and in turn this is ensuring good links are being made with the development of literacy and numeracy skills. Well organised practical sessions provide good opportunities for the pupils to co-operate with others and use their initiative to solve problems. A Year 1 lesson focused on the investigation of light and its relationship with darkness demonstrated this effectively. In this lesson all pupils displayed a keen interest in the activities and shared the equipment carefully with each other.
9. Standards of attainment in information and communication technology are above average at 11 years of age because of the high levels of subject expertise and overall competence of staff in using the computer suite and associated computers based in the classrooms. All staff display confidence with the new equipment and many use it very effectively to teach a range of new skills to whole class groups. As a result, pupils learn new skills rapidly and are able to produce work of high quality in several subjects.

10. Due to very good teaching, standards of achievement in music are particularly high. Across the school, they are well above those expected nationally. Very good provision for individual and group tuition is enabling the school to achieve high levels of performance in singing and the playing of instruments in the school orchestra. Standards are also above those expected in art and design and pupils are developing a good range of skills in a range of media as they progress throughout the school. Standards of work in geography are satisfactory in Key Stage 1, but below those expected for pupils in Key Stage 2. This is because there has been insufficient development of skills, knowledge and understanding in this key stage. Also, the school does not cover all the aspects of the subject in sufficient depth. Standards of work are satisfactory in all other areas of the curriculum.
11. Pupils with special educational needs make good progress in relation to their prior attainment in developing their skills in reading, writing and mathematics. The school has good systems in place to ensure the early identification of pupils with learning difficulties, and plans support for them accordingly. Their individual education plans are clear and concise and contain achievable targets for literacy, numeracy and behaviour. Class teachers plan work consistently, and support within class and in small withdrawal groups is equally as effective. The school is developing an appropriate system of identifying gifted and talented pupils. It challenges more able pupils appropriately in lessons.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to this school are very good and their behaviour in and around the school is also consistently very good. Their attendance and punctuality are higher than average. Of the 63 parents who answered the pre-inspection questionnaire, 98 per cent agreed that the behaviour at the school is good. The same percentage said that their children like school. All of the many pupils who spoke to inspectors said they like coming to school and feel very well looked after. The oldest pupils are very enthusiastic about their school. They love the new computer suite, the sport and the fun they have putting on performances and concerts. They feel that the school has improved since they have been there. Pupils reported that when they have had personal problems their teachers have been friendly, helpful and supportive. Pupils understand that if they experience any problems at school they should discuss them with an adult, and they are confident that they will be helped.
13. Pupils show very good attitudes towards their work. Throughout the school, pupils are keen to learn. They apply themselves with enthusiasm to their work and the majority work hard in lessons. They show high levels of concentration, enthusiasm and positive attitudes to their class work. They enjoy being careful and thorough. During the inspection, attitudes to work were never unsatisfactory and they were mostly good or very good. Eight year olds working in groups on the Romans were totally involved as they explored the subject using CD ROMs, books and games. Ten year olds also showed excellent attitudes in an exciting lesson on punctuation. The pupils wanted to succeed and, as they all felt included and all their contributions were valued, they gave of their best. Very good attitudes were seen during the inspection in every age group. The great majority of pupils are capable of collaborating in their endeavours, of staying on task and of contributing eagerly to lessons.
14. In classes, behaviour is mostly good and often very good. Behaviour was very good during the inspection at play times. Pupils use the playground well and adults obviously enjoy being with the pupils. Pupils show their considerable ability to co-operate in games. Pupils are friendly, considerate, open and helpful to visitors. They respect one another. Pupils with special educational needs are keen and get good support both from the staff and their fellow pupils. This helps to cement warm relationships and to provide good role

models, not only in class but also at playtime. Lunch times are pleasant occasions; pupils relate well together and the presence of an older pupil on each table helps the youngest and develops the oldest. Outside the class room pupils show their ability to accept responsibility for their own behaviour whilst thoroughly enjoying and benefiting from the experience. Behaviour during assemblies is exemplary and pupils participate with genuine sincerity. There is a marked absence of oppressive behaviour, including bullying, racism and sexism. There have been no recent exclusions.

15. Pupils are polite and courteous to each other and to their teachers and helpers. The school develops pupils' understanding of responsibility by providing them with a range of tasks in the school. As well as duties at lunch tables, the older pupils take responsibilities such as operating the projector, CD player and clearing the hall after assemblies. Prefects are chosen weekly from the oldest year group. There are monitors throughout the school. This gives all pupils a sense of participating in its organisation. The school is considering starting a school council further to develop the citizenship elements of pupils' experience. Pupils respond well when they get opportunities to direct their own research, although there is room for a greater amount of self-directed work.
16. Attendance is good and the figures are higher than average. Punctuality is very good. Registers are completed twice a day and they meet legal requirements. Pupils are polite and attentive during registrations and use the time for quiet activities or a little welcoming song. The school works very closely with the educational social worker, who responds to requests for support and visits the school regularly.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is very good throughout the school. This is helping pupils to make good progress and achieve well. All the teaching observed was at least satisfactory, a very high proportion was good and over half was very good. Teaching was excellent in seven lessons. There was very good teaching in English and mathematics in Years 3 to 6, and in information and communication technology and music throughout the school. The quality of teaching has improved significantly over the last four years and is very much better than when the school was last inspected. The result of this is that pupils now reach standards which are well above the national average by the time they leave the school.
18. The teaching for children in the reception class is very good. The teacher is a skilled practitioner, with a good knowledge of the needs of children in the early years. There is a very good focus on the teaching of basic skills. This is particularly so in literacy and numeracy and this helps children to make very good progress in their learning in these aspects. The teacher has created a very positive learning environment in which children are supported well. The activities provided are well planned and many cover several areas of learning. This gives very good support to the progress pupils make. For example, a very good activity for sorting materials also helped pupils to make very good gains in their speaking and listening skills and in their personal and social development because they learnt to take turns and work as members of a group. A very good range of teaching methods is used, such as very good explanations of new skills or concepts and the use of effective questioning to probe and extend pupils' understanding. Both the teacher and classroom assistant manage children's behaviour very well. They have high expectations that children will work hard and achieve well. Lessons are always very well paced and children are encouraged to persevere with their tasks, even when they find these difficult. The teacher and assistant take many opportunities to assess how well children are achieving and use the information effectively to help plan the next steps in learning. This means they give good attention to ensuring that children of different abilities are included well in all activities and supported to make progress. The good links established with parents help to make the home/school reading scheme a success. Parents give very good support in hearing their children read at home and this has a

positive impact on the good progress and above average standards in this aspect of language development.

19. Teaching is also very good in Years 1 to 6. The basic skills of literacy and numeracy are particularly taught very well. Teachers have high expectations of what pupils can achieve, particularly in Years 3 to 6. Pupils respond very well to the challenging work they are set, especially in English, mathematics and science, and reach standards well above most pupils of their age. Work is very nearly always well planned, with good consideration given to the different ability level of pupils. This helps to ensure that pupils with special educational needs are fully included in all classroom activities. Teachers use a good range of methods, particularly in Years 1 and 2. This includes the very good demonstration of new skills through using resources, for example, in mathematics, which help pupils to understand more easily. There are very good whole class discussion sessions, with teachers skilfully asking questions which draw out knowledge and understanding from pupils. This helps pupils to gain a good knowledge of what they are learning. In Years 3 to 6, these good methods are extended to using pupils themselves very well to demonstrate and explain their ideas, for example, in subjects such as science and physical education. The good number of classroom assistants give very good support to pupils' learning, particularly those who have special educational needs. A very good example of this took place in a Year 1 geography lesson where a very exciting and stimulating range of learning opportunities was monitored very well.
20. The assessment of the progress pupils make and the standards they achieve is good overall, although occasionally teachers do not use all the opportunities fully. This is partly because, in some lessons, not enough time was allowed at the end to check on what pupils had learnt. At its very best, seen in an exceptional mathematics lesson, the teacher encouraged the pupils to contribute to this process. This was particularly effective because he had shared the learning objective for the lesson at the start. As a result, the pupils were very well focused on what they needed to do. At the end of the lesson, pupils then found it easy to make judgements about the progress they had made.
21. Lessons are well paced with teachers encouraging pupils to work hard throughout. Just occasionally, pupils are not required to work as hard as they could in their group or individual activities. Homework, especially in English and mathematics, gives good support to learning and helps pupils to improve their skills in learning and using number bonds and in reading. It is used exceptionally well in Year 6 to help the more able pupils make good progress in using and applying their skills in a range of problem solving activities.
22. The teaching of pupils with special educational needs in classes and in small withdrawal groups is good. It is effective because the planned activities, such as games to practise phonic skills, motivate pupils and help them learn. It is also effective because teachers, learning support assistants and the co-ordinator work closely together. Teachers' plans clearly identify activities for lower attaining pupils and the work carried out in groups and individually relate directly to these. Targets set for individual pupils cover objectives in literacy, numeracy and personal behaviour. The school is getting better at making these steps small enough for pupils to achieve, but sufficiently challenging to move pupils forward.

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

23. The school provides very good opportunities for learning. The broad and rich curriculum, which the school offers, meets the requirements for the National Curriculum and religious education. The curriculum for children in the reception class is exciting, stimulating and planned according to their needs. Evidence from work and displays around the school shows the wide range of learning opportunities across the school.
24. The school has made significant progress in improving the quality of the curriculum since the previous inspection in 1997. The interim report of 1998 found that schemes of work were in place for all subjects. Since then the school has improved further its provision for all National Curriculum subjects and curriculum planning is good. Termly, weekly and daily plans specify what the school intends pupils to learn, with learning intentions outlined and clearly identified. Planning for literacy and numeracy is detailed and indicates thorough implementation and management of the National Numeracy and Literacy Strategies. Pupils have good opportunities to apply the skills they learn in mathematics and science and teachers develop pupils' independent skills well. The school uses computers very effectively to support subjects of the curriculum, literacy and history in particular. It has adapted schemes of work to incorporate the new guidance from the Qualifications and Curriculum Authority. This has had a positive effect on raising standards in all subjects except geography. Because of the way in which the school stages units of work in termly or half-termly blocks, the full effects of the newly planned geography curriculum have not yet had an impact on the skills of the oldest pupils. However, long-term plans suggest that the school has addressed this issue fully and planned for all aspects within subjects.
25. Whilst the school has made appropriate efforts to monitor the curriculum, there remains a slight imbalance in time allocation to particular subjects. In some classes literacy and numeracy lessons last in excess of an hour. In other classes, whilst there is a good link between history and geography and other curriculum areas, there is insufficient time allowed for the full development of these subjects in order to raise standards.
26. The way in which the school includes all pupils in its work is very good. Teachers ensure that their questions are appropriate for all abilities. Boys and girls work well together and a climate of acceptance of all pupils' contributions is clearly apparent in all classes. Some care is taken to ensure that if pupils have to miss lessons because of extra music tuition, then they have opportunities to catch up on work they have missed. However, some pupils miss the same lessons each week and this is not acceptable. Because of the county's policy for admitting children into the reception class during the term of their fifth birthday, not all children receive the same amount of schooling during the Foundation Stage. This means that progress is greater for children admitted during the autumn term because they spend more time in school. The school has taken appropriate measures to counteract this by placing additional classroom support in Year 1, which targets those pupils who have only been in school a short time.
27. The school makes very good provision for pupils with special educational needs. Clear targets for learning are set by class teachers and overseen by the special educational needs co-ordinator, together with their special needs advisory support teacher. The school works well with outside agencies, who strongly support and advise on the work of the school. Learning support assistants provide good support in class and in small withdrawal groups and have very good relationships with pupils. Work is directly linked to the targets set in teachers planning and pupils' individual education plans.
28. The school's links with other schools and the community feature strongly. Visits to places of interest and visitors to the school enhance the learning opportunities available to

pupils. Visitors to the school include local clergy, community police and musicians. A partnership with the local secondary school enables pupils to benefit from the use of their sporting facilities whilst musical productions and events bring together schools and organisations within the local community. Year 6 pupils take full advantage of the residential visit to carry out field study activities as well as outdoor pursuits. The school offers a wide range of extra-curricular activities which contribute to pupils' experiences. After school clubs include sporting and musical activities. The choir is a very strong feature of the school and peripatetic music teachers offer tuition in a number of stringed, woodwind and brass instruments. All pupils in Years 5 and 6 learn French on a weekly basis.

29. The school's arrangements for pupils' personal, social and health education are very good. ¹*'Circle time'*, a time when such issues are talked about, enables pupils to discuss how their actions, attitudes and beliefs affect the lives of others. The school uses these sessions effectively to allow pupils to make a positive contribution to the community they live in. A fully integrated programme of sex and drugs education is fully thought out throughout the school.
30. The provision for the spiritual development of pupils is very good. The school's very close relations with the church gives meaning and relevance to much of what pupils and staff do in school. Pupils have opportunities to pray and to quietly reflect during assemblies and at lunchtime. The lighting of candles helps pupils focus their thoughts. Celebrations of birthdays by the whole community serve to introduce pupils to each other. Parents comment that, much to their surprise, the pupils rapidly get to know even the youngest newcomers.
31. Pupils celebrate major Christian festivals in school and at the Church, and they contribute to charities. The well-developed personal and social education programme focuses pupils' attention on the importance, beyond the material, of caring and supportive relationships and of celebrating beauty and creativity for its own sake. This is reinforced across the curriculum, but especially in music and art. In a computer lesson, pupils gasped with excitement when the class teacher demonstrated how to use a package to create impressive graphics. The surroundings and the displays play a large part in underlining spirituality throughout the school. In a recent annual report by governors there was an illuminating article on spirituality showing that this is a school that places a high priority on this aspect of its work.
32. The school provides very well for pupils' moral and social development. Pupils develop their own codes of conduct. They are, therefore, very clear about the circumstances and consequences of breaking or following these codes. They well understand the system of rewards and sanctions. More importantly – they understand the intrinsic value of observing a moral code. The few pupils who have difficulty receive active support. Parents co-operate and they receive support and advice from staff and through a parenting group. The moral development of pupils takes place as much as possible in partnership with parents. The success of the provision shows in the very good behaviour and attitudes seen throughout the school. The school fosters pupils' social development in their daily life. In addition, there are numerous extra-curricular activities and visits. Parents, the caretaker and staff run clubs. The 'Early Bird Club' happens on four days a week for pupils who wish to come to school from 8.00 am. All pupils look forward to their school journey to Devon or elsewhere and to taking on monitors' and prefects' duties.

¹ During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

33. The provision of cultural development is very good. The contribution of music to the cultural life of the school is notable. This is evident in lessons, whole school singing in assemblies, orchestra, choir, brass, recorders and a wealth of instrumental tuition. The school has put on concerts and annual musical events – some in co-operation with the village. It takes part in events further afield. A large group of pupils participated in a major musical event at the Albert Hall in London during the inspection. A fine Asian wall hanging in the Hall and its display on Islam is evidence of the school's good multi-cultural approach, reinforced by a wide range of books, artefacts and photographs. The school is developing links with three schools in Spain, Italy and Romania through a European Union scheme.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school has very good procedures for the care of the pupils. The governing body and staff contribute to a caring school which successfully meets the personal needs of the pupils. The school identifies pupils with special educational needs early. It gives them very good support to help them make progress. They are fully included in the life of the school.
35. There is a very positive atmosphere and all the staff have a good knowledge of their pupils. Pupils say that all the staff are kind and supportive. The school has a good atmosphere, warm and caring. Pupils feel secure and know they can rely on their teachers. They have a strong sense of being valued and included in the school.
36. Child protection procedures are very good. Staff have received training and the school works closely with the relevant authorities and the educational social worker when there are any concerns. There is careful supervision at playtime and lunchtime. The midday meal supervisors know the pupils well. They are well aware of their responsibilities regarding health and safety and child protection. Three members of staff are trained in first aid and there are records of all significant incidents.
37. There have been regular checks on the safety of portable electrical appliances. There are regular inspections of fire extinguishers and physical education equipment. The school caretaker regularly inspects the buildings and grounds, as does a sub committee of the governing body, which reports any issues on health and safety to the full meeting. The school is addressing a number of minor issues that came to light during this inspection.
38. The school fosters pupils' personal, social and emotional development by a comprehensive and whole-school policy of circle time lessons. All staff have had training in this approach, which encourages pupils in each class to discuss and share their feelings about a wide range of issues in a supportive and permissive atmosphere. A recent session for 7 year olds began to develop awareness of the ways in which people express their feelings. It also enhanced pupils' self-esteem and regard for each other. The scheme often uses toys or puppets, which help pupils deal with sensitive matters. There are other opportunities for pupils to discuss feelings, attitudes and behaviour with each other. This work is being done in assemblies, and science lessons dealing with health and physical development. Teachers cover issues of health and safety, drugs, cleanliness and relationships. Pupils have other experiences that help them mature into responsible and caring individuals including religious education lessons. Visitors such as police, fire officers, dental, cycle proficiency and health experts help to inform and educate.
39. Class and school rules in classrooms remind pupils to be aware of the impact of their actions and ways in which they can change. The headteacher logs any serious behaviour incidents should they occur. An excellent system exists for supporting pupils

who feel that they are experiencing difficulties in their social relationships. The school asks them to make notes about incidents in a special book. It then shares the problem with staff and home. Sometimes it teams up a pupil with another pupil for support. Pupils, therefore, know that the school takes their feelings into account and that help is available should they believe they need it. A well understood scheme of rewards and sanctions helps pupils learn of the impact of their actions on others. As they grow older, pupils take on appropriate responsibilities.

40. Procedures for monitoring and improving attendance are good. The school monitors attendance well and works closely with the educational social officer when necessary. Registers conform to legal requirements. Pupils and their families are fully aware of the importance of punctuality and usually inform the school about the reasons for absences. A computer program allows the school to analyse attendance and punctuality and to identify any pupil having difficulty. The staff follow up pupils with unexplained absences on the same day.
41. The school has sound procedures for finding out what pupils know and can do. Standards in English, mathematics and science at the end of Year 6 have shown an upward trend over the past three years. These facts indicate that the school monitors pupils' progress sufficiently well and that it uses the assessments made to improve pupils' performances in national tests. The upward trend in standards is also due, in part, to the greater focus teachers have placed on evaluating pupils' work and setting new targets further to improve pupils' performances.
42. The school uses the local education authority's baseline tests to assess children's attainment in different areas, such as language, personal and social development, within seven weeks of them entering school. The results of these tests support the accuracy of the informal assessments carried out by the reception staff during this period. The school quickly identifies pupils with special educational needs. This means they receive a considerable amount of support from an early age. The co-ordinator and class teachers carefully monitor the progress made by these pupils. They set and review relevant targets frequently. This has a positive impact on the achievements of these pupils. The early identification and the good level of support they receive means that these pupils make good progress.
43. The school uses compulsory and voluntary National Curriculum tests to obtain information about pupils' academic achievements. It makes good use of information from these tests to pinpoint weaknesses and focus planning effectively. For example, a detailed analysis of pupils' writing in the Key Stage 1 tests has appropriately identified important areas for development. Levels of attainment are rising as a result of a more focused curriculum. The school analyses samples of pupils' writing in detail throughout the school. It identifies targets for development for each pupil. Older pupils are particularly aware of what they have to do to raise their own levels of attainment through effective oral and written feedback.
44. Teachers use the beginning and end of lessons with effect to find out what pupils have learned through the use of searching questions. They keep records for mathematics and writing to show what National Curriculum level each pupil has achieved. The school has yet to decide on a common format to record pupils' attainment in other aspects of English and National Curriculum subjects. The school uses a good system for tracking pupils' progress. It enables teachers to have an overall view of both individual pupils' performance as well as monitoring the performance of a whole class or year group. It sets individual targets for pupils for English, mathematics and personal development. It reviews these on a regular basis. It shares them with pupils and parents. However, they are not currently accessible on a daily basis, for example, in pupils' workbooks, where

pupils can refer to them quickly and easily. Without this access, pupils do not always get reminders about their target and what they need to do to achieve it.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Information from the parents' questionnaires and the comments made at the parents' meeting held before the inspection were predominantly supportive. Parents think well of the school. A small minority would like to have improved information about their children's progress and a wider range of extra-curricular provision.
46. Most parents report that the school works closely with them and keeps them well informed. Almost all parents answering the pre-inspection questionnaire feel comfortable about approaching the school with problems. All parents spoken with during the inspection said that they feel that staff are very willing to listen to their concerns. Eighty-seven per cent agree that the school provides an interesting range of activities outside lessons. These include visits, visitors and residential experiences. Parents actively organise and run the breakfast club for their children, a thriving French club and a 'walking bus', and they support other extra-curricular activities.
47. Communication with parents is very good. The school makes efforts to involve parents. New parents receive an informative 'starter kit'. At the end of the year, parents discuss reports on their children's academic progress. These reports are detailed, evaluative and include targets for the future. Parents are asked to add their own comments on a reply slip.
48. The effectiveness of the school's links with parents is excellent. Parents support their children's efforts by attending special events such as annual performances. Attendance at meetings with teachers to discuss children's progress is very good. The introduction of a school-wide personal and social education scheme is closely linked to a parenting group run by an outside adviser. This helps to ensure close co-operation and a common approach by both parents and staff to issues connected with pupils' personal development.
49. Parents and staff give good support to the strong Friends' Association. It runs a wide range of activities and raises useful funds for the school and for charities. The Friends and the ICT Steering Group recently enabled the school to complete the computer suite and equip it well. Parents make an enormous contribution to all that the school sets out to do. They have very good representation on the governing body and within the very active village community. The school welcomes parents, grandparents and siblings at the start of the day. This helps to cement close relationships and positive attitudes. It also welcomes children from the village pre-school to weekly assemblies, helping form early relations with them and their families. Parents come into school to help readers, they raise funds, they support performances and many travelled to London to join the audience for the recent schools' concert in the Albert Hall. They attend church services with the school and attend meetings on the curriculum. Annual governors' meetings with invited guest speakers are well attended. The annual report from the governors is informative and well presented. The school has asked parents to complete their own questionnaire, published the results and acted on the findings. For example, it recently updated the homework policy as a result of parents' opinions. It now sends good termly letters on the forthcoming curriculum in each class to all parents. Parent representatives from each class meet regularly.
50. Parents support their children by ensuring their high level of attendance and punctuality. Parents are given opportunities to help their children's learning at home with homework, for example, hearing children read at home. This has a positive impact in pupils' confidence in reading. For example, teachers encourage parents of 10 year olds to

record comments when their children get reading homework. Parents are fully involved in the regular reviews of the individual education plans for those pupils with special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. This is now an effective school as a result of good quality leadership and strong management by the headteacher and key staff. This good leadership has ensured clear educational direction for the work of the school. School improvement and raising standards have been priorities for management. As a result, the school has made good progress on all the key issues identified in the previous inspection and those aspects commented on by Her Majesty's Inspectorate following their visit in 1998. The development of a strong team of teachers and support staff has been a key leadership objective. This has resulted in high standards of achievement by pupils in many subjects. The leadership of the headteacher and senior staff helps provide a good example for others to follow. The quality of leadership is a reflection of the published aims and values of the school. The management team have high expectations of what staff and pupils achieve and they delegate responsibilities clearly to staff. Planning for further school improvement is good and the headteacher and senior staff are very aware of what needs to be done and in what order. The capacity for further improvement is good.
52. Overall, the governors are very good at supporting and monitoring the work of the school. They have very good access to the skills and expertise of outside specialists. They use these to the school's advantage. Many governors make frequent contact with the school and support it in any way they can. The governing body ensures that it fulfils its statutory duties well and governors help shape the strategic direction of the school. The relationship between the headteacher and the governors is very good and with competent senior staff, they all make an effective team. Governors have a very good understanding of the strengths and weaknesses of the school. They share this effectively with parents in an excellent annual report. They are fully involved in setting targets for school development and improvement, and monitor the progress of these well. The governing body has responded very well to the previous inspection and has addressed all the key issues successfully.
53. Staff and governors monitor and evaluate the school's performance very well. For example, they use data well to analyse areas of concern such as pupils' writing at Key Stage 1. They evaluated in some depth the statistics for the Key Stage 1 2001 national tests in writing. The school has used the data gained effectively to improve provision for pupils. The headteacher and senior staff monitor and evaluate the development of teaching very regularly. However, they only partially use the analysis of the good quality information gathered to influence good practice. As a result, provision is not yet consistent in some subjects and year groups across the school; for instance, in the sharing of learning intentions with pupils at the beginning of some lessons. Teaching of some components of literacy lessons is also not always as effective as it could be.
54. The school makes very effective use of resources, grants and other funding. The school's financial planning helps to support educational priorities. The efficiency and effectiveness of the financial administration systems are very good. The school has addressed all of the issues raised in the most recent auditor's report. School management is well informed of the school finances by the efficient school bursarial secretary. Specific grants are used effectively for their designated purpose to improve the quality of learning and the school provides extra resources for the support of pupils with special educational needs. The school monitors the effectiveness of its spending well and keeps governors fully informed about current expenditure. The finance committee ensures the outcome of expenditure is matched with the school's current objectives. Very many staff are aware of and familiar with new information and

communication technology. The school makes good use of new technology to support administration and pupils' learning.

55. This school has established the principles of best value very well. The governors and senior staff make useful comparisons of its costs with those of other schools. Staff are appropriately involved in identifying specific needs for their subjects. Competitive tendering is well established and parents have been consulted about future school improvements.
56. The management of special educational needs is very good and the co-ordinator provides effective leadership. Teachers, learning support assistants, the co-ordinator, the special needs advisory support teacher and outside agencies and advisers meet regularly to discuss progress. The nominated governor takes an interested role in the school's provision for special educational needs. Learning support assistants have a significant impact on pupils' progress. They work closely with class teachers and provide very effective written and oral feedback about the progress of the pupils they have been working with. The quality of information provided for parents of pupils with special educational needs is very good and informative.
57. The school has sufficient, suitably qualified teachers and support staff that match the demands of the curriculum fully and effectively at all stages of pupils' school career. This is an experienced staff. Many of the teachers have been at the school for several years and have high levels of knowledge in the range of subjects taught. Unusually, there are three members of staff who have musical skills and one teacher is specially qualified to teach French. Appraisal and performance management procedures are very good, and teachers have clear performance targets. Teachers and support staff work well together. The priorities for development are matched effectively to the needs of staff and pupils. The procedures for supporting any newly qualified teachers who may join the staff are good, and procedures for appraising the performance of teachers are in hand. The school has successfully addressed the issue of meeting staff's professional development needs with comprehensive systems for identifying individual and whole-school needs. Support staff are fully integrated into the classroom and are well trained. The administrative staff and caretaker contribute well to the smooth running of the school.
58. The accommodation is very good. It is bright and cheery, and attractive displays add a great deal to the pleasant and stimulating environment. It is well suited to the teaching of the full curriculum apart from some aspects relating to the physical development of the children in the reception class. The lack of sufficient outdoor space dedicated to children in the Foundation Stage means that they cannot use some of the larger equipment.
59. The classrooms are of sufficient size for the numbers of pupils currently on roll. In addition, there are good spaces for science and design technology and very good computer and music rooms. The library space is good and well situated near the main entrance. However, this space is more often used as a waiting area and somewhere for unwell pupils to rest than as a library. The hall is large enough comfortably to seat all pupils. There are plans to develop an unused hard playground area and environmental area, which includes a pond. The very good outdoor play area includes a large grassed field and well marked hard play surfaces which can provide two tennis courts in the summer that are used by the community. In addition, the school makes good use of the local area and has plans to develop the use of the neighbouring woodlands for an orienteering course. The buildings and grounds are very well cared for by the site staff. It is accessible to wheelchair users.
60. Resources for learning are good. They are well organised and readily available. For music, there is a good range of tapes, CD ROMs and musical instruments. For mathematics, geography and for special needs, equipment and material is plentiful and

up to date. Tools and materials for art and design technology are all in place and there is a good range. For English there are sufficient classroom resources and an adequate, though underused, library. There is a good range of artefacts for each area of history studied. Good inventories allow all teachers to know where each resource is stored.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To develop further the effectiveness of the school and continue to raise standards, the governors, headteacher and staff should:

- improve standards of attainment in geography at 11 by ensuring that:
 - all aspects of the subject are taught to sufficient depth in Key Stage 2;
 - there is sufficient time allocated;(paragraphs 24, 114-15 and 118)
- make greater use of available teaching time to ensure a more effective balance to the subjects being taught by:
 - the headteacher and senior staff monitoring the overall time allocated for the teaching of each subject;(paragraphs 25, 85, 115 and 123)
- make further use of good information gathered through monitoring the work of the school by:
 - senior staff and governors analysing this information more effectively to identify areas for improvement;
 - using this to promote greater consistency in teaching and learning in all classes and subjects.(paragraph 53)

In addition to the issues above, the following less important areas for improvement should be considered for inclusion in the action plan:

- improve the quality of pupils' handwriting across the school; (paragraph 85)
- make better use of the library to develop pupils' research and library skills. (paragraphs 15, 59, and 79)

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	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	7	16	15	6	0	0	0
Percentage	16	36	34	14	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	156
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	28

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	7
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	12
	Girls	12	12	12
	Total	24	22	24
Percentage of pupils at NC level 2 or above	School	86 (83)	79 (88)	86 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	14
	Girls	12	12	14
	Total	23	24	28
Percentage of pupils at NC level 2 or above	School	82 (88)	86 (83)	100 (96)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	11	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	10	9	11
	Total	22	21	23
Percentage of pupils at NC level 4 or above	School	96 (92)	91 (96)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	12
	Girls	10	10	10
	Total	22	21	22
Percentage of pupils at NC level 4 or above	School	96 (92)	91 (96)	96 (100)
	National	72 (70)	74 (72)	82 (79)

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	149
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	23.6
Average class size	22.3

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	157

FTE means full-time equivalent.

Financial information

Financial year	2000-01
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	£
Total income	412,813
Total expenditure	426,896
Expenditure per pupil	2,454
Balance brought forward from previous year	53,313
Balance carried forward to next year	39,230

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 38.9%

Number of questionnaires sent out	162
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	46	2	0	0
My child is making good progress in school.	40	54	4	2	0
Behaviour in the school is good.	49	49	2	0	0
My child gets the right amount of work to do at home.	35	51	11	0	2
The teaching is good.	44	52	2	0	2
I am kept well informed about how my child is getting on.	37	43	18	0	2
I would feel comfortable about approaching the school with questions or a problem.	71	22	3	0	3
The school expects my child to work hard and achieve his or her best.	52	44	2	0	2
The school works closely with parents.	46	48	4	0	0
The school is well led and managed.	63	33	3	0	0
The school is helping my child become mature and responsible.	52	46	0	0	2
The school provides an interesting range of activities outside lessons.	60	27	9	2	2

Not all the totals equal 100 because not all parents felt able to answer all the questions.

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

62. Children are admitted to the reception class in the term in which they become five. Most attend part-time for one term before becoming full-time, although summer-born children begin to attend full-time in their first term. At the time of the inspection there were nine part time children in the reception class.
63. Most children have had some pre-school experience. There are particularly good links with the local village pre-school, which many children attend. These effective links help to support children well at the beginning of their schooling. So does the good induction programme where children visit the school on a number of occasions before they start. The school builds up good relationships with new parents and these continue effectively through the home/school reading records. There is a wide range in the prior attainment of children. Overall, this is generally above average, particularly in their communication and language skills and also in their personal and social development.
64. The high levels of very good teaching and the very well organised activities, matched to the needs of children, mean that reception children make good progress overall. This is particularly so in their oral language and reading skills, number work and their personal and social development. The progress made by those children who spend three terms in the reception class is very good. This is partly because there are only a very small number in the class for their first term and they receive very good support from the teacher and classroom assistant. However, the progress made by those children who do not start school until the summer term is less good because of the very much shorter time they have spent in school before they enter Year 1. This also has an impact on the standards achieved by the majority of children by the end of the Foundation Stage. These remain, as on entry, above those expected for their age in spite of the good progress being made. The school is aware that it needs to accelerate the progress of the summer entrants and employs an extra classroom assistant to specifically support their learning in Year 1. It is not possible to make comparisons with standards in the reception class at the time of the last inspection, as the report did not cover this separately.
65. The curriculum is good and based very effectively on national guidance. It is rich and interesting and the very well planned activities help to motivate children well. A particularly strong feature is the way many of the different areas of learning are covered in one activity. For example, pupils make good progress in learning about people who help them and in their oral language skills when they act out a visit to a hospital. There is a good balance between the planned focused activities where children work with an adult and the child chosen activities where they learn through structured play. The classroom is effectively organised into different learning areas such as the role-play and art and craft corners, as well as areas outside for sand and water. There are also good opportunities for exploring the outdoor environment and for physical development through using apparatus in the hall and the adventure playground.
66. Teaching is very good, particularly for personal, social and emotional development, early language and communication skills, numeracy, and knowledge and understanding of the world. The teacher has a good understanding of children's needs and how they learn. This helps to ensure that activities are well matched to children's abilities, including those with special educational needs and the more able. The basic skills are taught very well. This helps children to develop very good attitudes to their learning, to behave very well, work hard and make good progress. In the lessons seen during the inspection, children made very good progress, particularly in the activities where they were working directly under the supervision of an adult. Teacher and classroom assistant effectively involve

the children in their learning. They provide many opportunities for children to talk. They use very well focused questioning to help children gain knowledge and understanding as well as to make very good progress in their speaking and listening skills. The organisation and management of children are very good. The supportive environment helps them to settle well and develop confidence. All these good strategies ensure that children make good progress in their personal development so that they quickly learn school routines and rules. The classroom is bright and inviting and the resources displayed very effectively help children learn. The teaching of music is exceptional and means that, in this aspect of their creative development, children reach standards well above those of most children of their age. The very good quality teaching and learning experiences provide a good platform on which children can build and make further progress when they enter Year 1. This makes a positive contribution to the standards achieved as pupils move through the school.

67. The assessment procedures are comprehensive and very good. They help to build up an accurate picture of the stage at which children are working and the progress they make. They are effective in helping to ensure that future planning builds on and extends children's skills, knowledge and understanding.

Personal, social and emotional development

68. When children enter the school, their attainment in this aspect is above that of most children of their age. A small number of children find it difficult to wait for their turn when taking part in class activities. Both the teaching and curriculum in this area of learning are very good and the majority of children will exceed the Early Learning Goals by the time they enter Year 1. Children are encouraged to work with a partner, or in a small group, and most do so well. They develop concentration and perseverance, partly because the activities provided are stimulating and interesting. Children behave very well and develop very positive attitudes to their work. This supports their listening skills very well and helps them to make good progress in gaining new skills and knowledge. Children become confident, quickly learn the routines and take responsibility for different tasks around the classroom, for example in pretending to lay the table for a party. Children are beginning to understand the importance of rules and good behaviour and the consequences of their actions. This helps them to form positive relationships with adults and each other.

Communication, language and literacy

69. The children's communication, language and literacy skills are above average overall on entry to the reception class. This is particularly so in their oral language skills and knowledge of letters and the sounds they make. The teaching and curriculum are very effective in helping children to make good progress in their learning, particularly in speaking and listening, and reading skills. Very good discussion sessions help develop oral skills well and, as a result, children expand their vocabulary and express their point of view well. Children thoroughly enjoy role-play activities, particularly when they act out adult roles such as a doctor or nurse. In this aspect most children reach the Early Learning Goals before they enter Year 1. Very good teaching of the sounds used to build up new words helps children to make good progress in reading. Nearly all children accurately sound out the initial and final sounds of simple common words and the most able children read the whole word. Children enjoy listening to stories, respond very well to the pictures and can retell the story, describing the characters and plot. The majority of children are likely to reach the Early Learning Goals for reading by the time they enter Year 1 and around a third are likely to exceed them. Good attention is given to developing children's skills in holding a pencil to begin writing and most control their pencils well. They make sound progress in this aspect and, by the time they enter Year 1, most form their letters clearly, although not always of a uniform size. In this aspect, most children reach the expected standard by the time they leave the reception class.

Mathematical development

70. When children enter the reception class, the attainment in mathematics of the majority is around that expected for their age, although it is better than this in their awareness and knowledge of numbers. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are good, and particularly good for number work. A range of mainly practical activities helps children to make very good progress in accurately counting quantities, ordering numbers and saying what is one more or less than a certain number. This is because the teacher uses very good questioning to challenge and extend children's thinking. They also make good gains in their understanding and use of mathematical language. Many opportunities are taken to encourage children to count different objects and to compare amounts. In their number work most children exceed the Early Learning Goals by the end of the Foundation Stage. During the inspection the majority of children could order and count numbers to at least 10, with the more able counting to 20. However, a small minority cannot yet count beyond 5. Children's prior knowledge in the other aspects of mathematics is not so good, but good teaching and learning opportunities help them to make good progress in recognising common shapes like squares and triangles. Children are also developing early measurement skills, for example by comparing lengths as long, longer and longest. Those currently in the reception class record their work pictorially, although most learn to write numbers to 10 accurately before they enter Year 1. In these aspects, most reach the expected standards.

Knowledge and understanding of the world

71. The provision and teaching for children to develop knowledge and understanding of the world around them are very good. Standards on entry are slightly above those expected for their age. The teacher provides a very good range of both guided and independent activities, which promote learning well, and so children make good and often very good progress. For example, during the inspection, children were taken to the top of the slope behind their classroom and encouraged to think about how different the view was from a higher point. Another very good quality activity helped children to sort objects as 'delicate' - a word they suggested - and 'not delicate'. They made these into two sets and one more able child decided that an object made of glass and metal would be put into both sets. A very good range of visits and visitors helps children to make good progress in learning about the world around them, such as the work of the local vet, the different styles of buildings in their village and how things have changed in their own life time. By the time they enter Year 1, most children have gained good observation skills, and this forms an effective base for their learning in science. Early information and communication technology skills are promoted very well. Very nearly all children operate the mouse well to control the computer programs they use to help their learning, for example, in number and sound work. The good quality construction equipment is effectively used to help children build models of different sizes. By the end of the Foundation Stage, most are likely to achieve the Early Learning Goals in this area, with around a third exceeding them.

Physical development

72. It was not possible to observe many activities from this aspect of children's learning. However, taking the planned activities into account and pupils' skills in using large and small equipment it is evident that the provision is at least satisfactory. When they join the reception class most children's attainment is at the level expected for their age. Children are taught to work with and control small equipment such as pencils or scissors at the level expected. They have good access to climbing equipment and resources such as balls and hoops. Planning shows the provision in this aspect to be particularly good. Their skills in working with construction equipment and their cutting, sticking and joining skills in model making are at the level expected for their age. Most children have good control when using the mouse to operate the computer. Overall, the majority of children reach the Early Learning Goals by the time they leave the reception class.

Creative development

73. When they enter the school, the attainment of children in this aspect is around that expected for their age. Teaching is good and excellent in music, and children have good activities to encourage their creativity. Most children are likely to achieve the expected outcomes by the time they enter Year 1 and in their musical ability they already exceed them. Music is taught by the specialist teacher and is of a very high quality. As a result, children play percussion instruments very well with a very good sense of tempo and rhythm. They can respond to a rhythmic pattern, know how different sounds are made and can reproduce them. They recognise changes in pitch and sing enthusiastically, keeping in tune. Children are taught a good range of artistic skills, particularly in painting and collage work and this helps them to create effective pictures and patterns, although their basic artistic skills are around those expected for their age. For example, they produced effective firework pictures by sprinkling powder paint on to wet paper.

ENGLISH

74. The good standards in reading and writing by Year 2 observed during the inspection show a steady improvement in the quality of work from previous year's results in the National tests for 7 year olds. These standards, together with the high standards achieved by pupils by the time they are 11 are due to the following factors:
- consistently good teaching (one third of lessons were judged to be very good or excellent);
 - the thorough implementation of the National Literacy Strategy;
 - careful monitoring of pupils progress to ensure they make good progress;
 - detailed analysis of pupils' writing which identifies and sets challenging targets for pupils to improve.
75. The interim inspection report in 1998 noted that standards were above average in both key stages. No pupils attained Level 3 in Key Stage 1 in 2001. The school has immediately addressed this issue and has focused carefully and successfully on increasing the quality of writing in Key Stage 1. At Key Stage 2 the percentage of pupils achieving Level 5 has risen from 38 per cent in 2000 to 67 per cent in 2001, indicating standards well above average.
76. Pupils' listening skills are very good across the whole school. Pupils listen carefully to their teachers and to adults in lessons and discussions. They also listen attentively to each other. Their ability to concentrate well means that in lesson introductions they know exactly what they have to do when work starts. The planned progression of speaking and listening activities enables all pupils to make good progress. The beginning and end of lessons provide good focal points for discussion. Pupils express themselves confidently when sharing their work with the class. In drama and debate, they take turns to speak and develop confidence to speak and initiate role-play expressively. In a good drama lesson in Year 4 the teacher encouraged the development of speaking skills through detailed evaluations of others' role-play activities. The school works hard to promote pupils use of extended vocabulary. In a very good geography lesson in Year 1, pupils were simulating the role of a travel agent to plan a trip to the Arctic for *Monty Bear*. Two pupils used the school office telephone to make a 'real' call to a travel agent to book the tickets for the trip.
77. Reading standards are good by the age of 7 years. At Key Stage 1 reading is taught well, including a thorough approach to phonics. Average and above average attainers read fluently and confidently and develop an enjoyment of different stories and poems. They learn a variety of ways to help them tackle unfamiliar words in their reading. They have begun to recognise different authors and make simple predictions about the outcome of a book. Lower attaining pupils, including those with special educational needs, make good

progress in learning to read. They look carefully at pictures in their reading books to see if they can get any clues about how the story is developing, but have a less secure knowledge of blending letters together.

78. By the time pupils are 11 they have successfully maintained their good progress in reading. Standards in reading are well above average and pupils of average and above average ability are accomplished readers. They express preferences between authors and books and make comparisons with other books they have read. Pupils read for a variety of purposes and in a range of different settings. For example, teachers might ask them to read a passage from a book during the literacy hour. They might be required to read non-fiction books linked to their history work. Reading diaries provide a useful dialogue between home and school and inform parents about pupils' progress in reading. Pupils with special educational needs receive good support in their reading. They get a range of books and activities that helps to build on their developing skills. For example, pupils in Year 5 work on developing their reading skills through activities adapted to their individual needs. The classroom assistant supported one pupil very well by preparing cards to help her read longer more complex words. By separating the sounds into single syllables this pupil used her knowledge of phonics to read words with three or more syllables.
79. Pupils in Years 1 and 2 show a developing awareness of the purpose of non-fiction books and in Year 2 begin to use the contents page to locate particular information. The main library is ideally located, but is rarely used by groups of pupils to find books on particular subjects. However, teachers usually bring information books into the classrooms for pupils to use them as reference points. Pupils' abilities to locate books using the library classification index are under developed. Pupils use information and communication technology well to aid their research. Pupils in Year 3 expertly interrogate CD-ROMs to help them gather evidence about life in past times. In Year 5, pupils use the computer to find out about life in Tudor times. By the time they are in Year 6, pupils have developed advanced skills well, such as skimming and scanning texts to retrieve information quickly.
80. The increased emphasis that the school is placing on writing is having a positive impact on standards. Extended writing is planned for in detail and takes account of the skills learned in literacy lessons. Pupils' writing shows good development in the use of punctuation and spelling becomes more accurate. In Year 2 they develop a good understanding of story openings and set the scene to introduce characters. *'Once upon a time there was a sad clown. He lived in the wood in a cottage. One day the sad clown was in the wood chopping wood for the fire'*. Pupils develop good sentence writing and learn how to write in a variety of styles for a variety of purposes. Literacy is used well to support other areas of the curriculum such as writing up science experiments and writing historical accounts.
81. The previous inspection in 1997 found that pupils' skills at editing and drafting their work were under-developed. This is no longer the case. Pupils begin to check and evaluate their work as soon as they enter Year 1. Pupils in this class use an effective technique of ticking the box when they have completed a sentence with a full stop. Pupils in Year 2 have an editing checklist that they use to ensure they have inserted punctuation and interesting words. By the time they are in Year 6, pupils' skills of editing and redrafting their work are well developed. In Year 5, one pupil's first attempt at story writing was, *'When they got there, there was a problem'*. After checking her work she made improvements and wrote, *'When they got there, there was a dramatic problem, they had missed the audition! It was the last audition and they had missed it'*. Pupils in Year 6 are proficient in checking much of their drafted work on the computer. They use computer-generated tools to select better words and check spellings.

82. By the time they get to Years 5 and 6, pupils' writing has developed into high quality work. They use their wider vocabulary and ideas they have learned in lessons to produce more complex sentences that create suspense and excitement. *'The leaves were now shivering in the trees like a lime jelly. The sound got closer...and closer. Suddenly, out of the foliage came...Richard, and with him a string of critical words. 'Really, sneaking off like that, call yourself a best friend? I can't abide it when people sneak off.'* Alan groaned, *this was typical of Richard, always nattering on about something or other.'* They create atmosphere in their writing by taking on the style and voice of the character. For example, pupils in Year 5 were studying Elizabethan theatres in history. In attempting to capture a sense of time one pupil skilfully wrote, *'ah I know his name - it be Shakespeare it be.'* *'Twas great a big round table like a coliseum'.*
83. Pupils respond very well in English lessons and their behaviour is very good. Their level of concentration is very good and they carry out independent tasks with enthusiasm. They are proud to share their work at the end of lessons.
84. Teaching is very good overall. On occasions it is outstanding. Teachers' planning is effective in helping pupils to take their learning forward. Teachers have a secure knowledge of the literacy hour and the quality of teaching has a positive impact on pupils' learning. A strong feature of teaching is questions teachers ask at the beginning of lessons to find out how much pupils have learned in previous lessons. Teachers are skilful in asking questions that involve all pupils in the class. They set clear learning intentions and, in the most productive of lessons, these are referred to regularly. Teachers use resources well, particularly small white boards and computers, and they deploy teaching assistants very efficiently.
85. On one or two occasions where teaching was not as effective, the organisation of time in the first part of the lesson was not efficiently used. On these occasions pupils were expected to sit and listen for too long and became distracted. The weakest part of the literacy lesson is the plenary session. It is often rushed and does not allow the teacher and pupils sufficient time to reflect on what pupils have learned. There are variations in the quality of teachers' marking. In the best examples, teachers indicate to pupils what is good about their work and what they can do to improve it. For example, in Year 2 the teacher wrote, *'I like the way you used the word suddenly. Don't forget to make sure your writing makes sense. Please read your writing to a friend to make sure it makes sense'.* Target setting by the teacher is becoming more appropriate and pupils have a clear idea of what they need to do to improve their work further. The teaching of handwriting is not consistently applied throughout the school and does not promote high standards of presentation. In many classes, teachers do not model a cursive script themselves and marking reveals that they do not encourage this in pupils' work.
86. Pupils with special educational needs make good progress and get very good support in class and in small withdrawal groups. Work in lessons is appropriately matched to their needs and links well to the activities that the other pupils are doing. Individual and small group work reinforces pupils' knowledge of phonics and supports the targets that have been identified for them on their individual education plans.
87. The school has worked hard to revise its curriculum for English and the increase in standards is now evidence of this. The subject is regularly monitored and the co-ordinator provides appropriate management. Teachers make detailed assessments of pupils' writing and use this information well to plan future lessons.

MATHEMATICS

88. The prior attainment of pupils on entry into Year 1 is around national expectations, although it is above this in number work. Good improvement has been made in both the teaching and curriculum over the past four years. The National Numeracy Strategy has been introduced well and the quality of teaching is now good in Years 1 and 2 and very good in Years 3 to 6. As the result of the good improvement in the school's provision, the majority of pupils, including those with special educational needs and the more able, make good progress as they move through the school. Pupils currently in Year 2 are achieving standards which are above the national average overall, and well above average standards in their number work. Current Year 6 pupils achieve standards which are well above the national average.
89. From 1998 to 2001, there was a downward trend in the standards achieved by pupils in the national tests at the end of Year 2 and in 2001 standards were only around average. This situation has now been reversed, with standards rising again. There had been a similar picture until last year in the national tests for Year 6 pupils. However, in both the 2000 and 2001 results pupils had reached standards which were well above the national average, and this remains the case. In both Years 2 and 6, the performance of boys and girls has been comparable.
90. By the end of Year 2, pupils reach well above average standards in their number work. Very nearly all can order numbers up to 100 and know which numbers are odd or even. Both the average and more able pupils have a very good understanding of the place value of tens and units. This knowledge helps them to work confidently with addition and subtraction sums. Pupils also have a good understanding of how these operations are related. Most pupils are beginning to learn their tables and number bonds, which helps them to work more quickly. Pupils with special educational needs still use resources to help them count accurately, and a few write their numbers back to front. The majority of pupils are gaining a good understanding of standard measure such as length and time; for example, most pupils can measure accurately in centimetres. Pupils have a good knowledge of two-dimensional shapes and know how many sides and corners they have. Most pupils are able to apply their knowledge to solve simple mathematical problems and the more able do so very well. For instance, in a very good lesson seen, these pupils were confidently using their subtraction skills in money problems. Most pupils are making good progress in all these aspects and achieve well for their abilities.
91. The high quality teaching in Years 3 to 6 means pupils build on and extend their skills well. By Year 6, most pupils have a very good understanding of number, being able to compare accurately different fractions, decimals and percentages. Their knowledge of number bonds such as tables is very good. Most pupils have a very good understanding of negative numbers and confidently work with co-ordinates in four quadrants. This represents exceptionally good understanding for pupils of their age. By Year 6, the majority have gained a good understanding of standard measures. The high expectations that teachers have of how they will record their work means this is very nearly always accurate. Pupils' knowledge of both two and three-dimensional shapes, symmetry and angles is also of a well above average standard. Teachers promote very well an understanding of what they are learning and for what purpose. As a result, pupils become very skilled at applying their knowledge in a range of problem solving activities. The new computer suite is helping to raise standards further and Year 5 pupils have already made good gains in their understanding of spreadsheets. Pupils of all abilities are supported very well. This results in pupils with special educational needs making good progress to achieve better than what might be expected for their abilities. Teachers set exceptionally good challenges for the more able pupils. These pupils engage confidently in good discussions with their teacher about how they will approach their work.

92. Teachers have very good relationships with pupils. This, together with pupils' enthusiasm for school, creates very positive attitudes towards work in mathematics, particularly in Years 3 to 6. It helps to motivate pupils, ensuring that they behave well, listen very attentively to their teachers and work hard on their individual or group tasks. When trying to solve a problem, pupils often work very well co-operatively, sharing ideas and testing different solutions. The good support given to pupils with special educational needs helps them to remain focused and to make the same good progress as other pupils.
93. Teaching is never less than good throughout the school and a high proportion is very good. There is very good teaching throughout the school. The quality is consistently very good in Years 3 to 6. The teaching in Year 6 is outstanding and makes a very significant contribution to the high standards achieved by the time pupils leave the school. All teachers have very good expertise in mathematics and so they teach the basic numeracy skills, for example, in number bonds and calculations very well. In addition, teachers have very high expectations of what pupils can achieve and the vast majority of pupils respond to this very well. The methods teachers use to help pupils learn and consolidate new concepts are also very good. For example, the teaching of place value for pupils in Years 1 and 2, using 'exploding number' cards is exceptionally good at helping pupils to understand this difficult concept. Teachers are very good at explaining what they want different ability groups to do. An effective example of this came up in a Year 3 lesson on shape. The demonstration and explanation of how to work with co-ordinates in four quadrants seen in a Year 6 lessons was outstanding and led to pupils making very good progress in the lesson. Pupils are always well organised and managed and when teaching is inspirational this is of a very high standard. Classroom assistants support pupils' work very well, particularly for those with special educational needs. A brisk pace is kept in most lessons and when teaching is very good or better, very little time is wasted, so pupils work very hard throughout the whole lesson. All teachers are good at assessing the progress pupils make in each lesson. The older pupils are included in this process very well which helps them to clearly understand how well they are doing. Homework gives good support to learning, especially in Year 6 where it makes a very significant contribution to progress.
94. The pupils follow a curriculum based effectively on the National Numeracy Strategy. Teachers ensure that most pupils are usually fully involved in the introductory whole class session. On a few occasions, individual pupils with special educational needs work with learning support assistants. The reason for this is because their ability is well below that of most pupils in the class and this arrangement meets their specific needs very well. Assessment procedures are very good. They are extensive and used consistently. They give very good detail about each pupil's attainment and the progress they are making. Teachers use the information gained very well to set specific targets and identify areas for improvement. This enables the school to target effectively those pupils who with help can move on to the next National Curriculum level. This is one of the reasons why a greater proportion of pupils than is seen nationally reach the higher levels in the tests. Mathematics makes a good contribution to pupils' personal development. In particular, pupils often have opportunities to co-operate and work in pairs or groups. Leadership of the subject is very good and all staff work closely together to meet the school's goals.

SCIENCE

95. Pupils' attainment at 11 years is well above average and at 7 years it is in line with that expected. All pupils, including those with special educational needs, are making good progress in their understanding of scientific concepts and skills of investigation. In the 2001 national tests at Key Stage 2 all pupils attained the expected Level 4 and these results, based on these pupils' prior attainment, are well above the national average. A well above average number of these pupils attained the higher Level 5.
96. Teachers' assessment results confirm that broadly average results are being achieved at the end of Key Stage 1, with average numbers attaining the higher Level 3. This represents an improvement on the findings of the previous inspection for pupils at the end of Key Stage 2 and a small decline in standards for those at the end of Key Stage 1. There has been a steady trend of improvement for Key Stage 2 pupils over the last three years, now reflected in the very high standards being achieved.
97. Pupils' written work shows good coverage of all aspects of science across both key stages. A strong feature is the investigative approach in both and this was demonstrated in the lessons observed during the inspection. For example, in Key Stage 1, pupils in Year 2 investigated how humans can protect themselves from germs by washing hands and following basic rules of hygiene. In a good lesson on materials and their properties, Year 1 pupils investigated the need for light to ensure that objects can be seen. The teacher provided a good range of practical activities to aid investigation and all pupils worked with enthusiasm. Good questioning by the teacher and support assistant challenged pupils' perceptions of what they could see in a darkened box. An effective review of these activities confirmed that pupils achieved the planned learning intentions successfully.
98. At the end of Key Stage 2, pupils test a variety of surfaces to find out which provides greatest grip to a pair of shoes. These investigations were well planned by the pupils and utilised Newton meters to measure the forces involved. This good practice was further supported by a good lesson on the angle of incidence and its relationship with light reflecting from a mirror. In this lesson the teacher used technical vocabulary with confidence. Concepts were further illustrated with practical demonstrations to ensure that all pupils understood the relationship between reflected light and mirrors. Pupils write up experiments using a proper format. Most pupils successfully predict what they think will result from their experiment and produce appropriate evidence to support this. Pupils make good progress across both key stages. This investigative approach strongly promotes their good knowledge and understanding of science.
99. Pupils enjoy studying science and their attitudes and behaviour are good. They are keen to discover facts about living things and the world about them. All pupils listen attentively to the teacher in lessons and readily join in discussion, appreciating each other's contribution. Pupils of all ages collaborate well in paired or group work, taking turns and sharing equipment and materials sensibly. Presentation of written work is good and most pupils take pride in the recording of their investigations. Pupils with special educational need participate fully in lessons and get good support, particularly in practical activities.
100. Teaching is good overall across the school. Teachers' subject knowledge is secure and planning is based upon nationally published material, which they translate effectively into medium and short-term plans. Lesson plans are good, showing clear objectives and appropriate activities. Teachers often share learning intentions with pupils at the beginning and end of lessons. They use appropriate assessment procedures to track pupils' attainment and progress, and also as a tool to help them in their planning. Marking of pupils' work is generally satisfactory and supplemented with good ongoing feedback to individual pupils. Work was aimed effectively at pupils' different levels of

attainment in the lessons observed. Teachers plan imaginative and stimulating lessons, which are strongly geared to helping pupils learn by experiment and research.

101. The curriculum is well planned with a strong emphasis on investigative work. Teaching and learning have been effectively monitored in the past. The recently appointed co-ordinator has a clear vision for further developments including a greater use of the local environment to support learning in the classrooms.

ART AND DESIGN

102. Art was not being taught during the inspection so evidence is taken from the scrutiny of work, including that in pupils' sketchbooks and also on display. The school has made particularly good improvement in both the provision and standards in art and design over the last four years. The rich and stimulating curriculum now helps pupils, including those with special educational needs, to make good progress as they move through the school and in both Years 2 and 6 the majority of pupils reach standards which are above the national expectation.
103. Year 1 pupils do very effective paintings of a coastal landscape incorporating block printing to represent a lighthouse, while Year 2 draw and paint beach scenes in the style of a Noel Coward painting. There is good evidence that pupils are helped to develop their skills in a range of techniques, particularly in two-dimensional work. For example, they gain a good understanding of pattern in their work on mosaics, and how to achieve a colourwash for the background to their painting. This was particularly well done in the pictures they drew to show the camouflage of forest animals. Throughout the school, pupils are also given good opportunities to use a computer program to produce pictures and patterns and to use a CD ROM to research the work of different artists.
104. Pupils build on and extend their skills well as they move through Years 3 to 6. They increase their skills in a range of both two and three-dimensional work. Careful work resulted in wool weaving of a high standard for pupils in Year 3. Pupils also use their sketch books well in developing their skills, as was seen in the sketches of plants drawn by Year 4 pupils. Pupils show they have the skills to work well with detail as was seen in the still life drawings Year 6 pupils did of shoes and household equipment and also to paint on a larger scale such as the painting Year 5 pupils did of the Mad Hatter's Tea Party. The quality of artwork is substantially enhanced by teachers' expectations that pupils will pay good attention to the quality of the techniques they use. As a result, much of the work produced by Years 5 and 6 pupils is better than that of most pupils of their age. This was seen in the clay tiles they designed and made of buildings in their own locality, their Tudor style portraits of Henry VIII's wives as part of their history project and the pastel drawings of birds of prey.
105. As no lessons were observed, it is not possible to make a judgement about the behaviour of pupils, nor of some of the aspects of teaching and learning. However, the quality of work produced shows that pupils take great care with this and this suggests that their attitudes are very good. Teaching and learning are good overall. Pupils reach good standards because teachers have good subject knowledge and teach different skills effectively, having high expectations of what pupils will achieve.
106. Currently, the curriculum is based on three different schemes of work. Effective monitoring by the co-ordinator means that it provides well for pupils to build on and extend their skills and knowledge as well as covering all aspects of the programmes of study. Learning opportunities are enriched well by the use of the school grounds for art, using natural materials. Visits, for example to The National Gallery, and visitors to the school also enrich pupils' experiences well. The school will soon benefit from the visit of an artist in residence who will focus on printing. The local community also helps to

contribute very well to the learning experiences, for example, in helping with the Millennium Banner Project. All these experiences also give very good support to pupils' cultural development. This is also effectively supported by the good focus on the work of famous artists, representing a good range of styles and eras such as Cézanne and Kadinsky. This also helps to widen the range of pupils' skills. Teachers encourage them to produce some work in the style of these artists. There are very effective links with the local secondary school to which most pupils transfer. This benefits the school in many ways including advice on curriculum planning and the use of a kiln to fire clay work.

107. Much of the good development over the past four years has been the result of the very effective leadership in the subject. The knowledgeable and enthusiastic subject co-ordinator is providing good help and support to colleagues. This includes very effective development and monitoring of the curriculum, increased provision of resources and the promotion of quality learning experiences such as visits by different artists and involvement in competitions and displays. Resources, including an effective range of reproductions of the work of famous artists, are good. Teachers use them effectively to enhance learning, and make good use of the school grounds and local area.

DESIGN AND TECHNOLOGY

108. Only a small number of lessons took place during the inspection. Judgements are also based on the scrutiny of work, including photographic evidence. Throughout the school, the majority of pupils, including those with special educational needs, make satisfactory progress overall to achieve appropriately for their abilities. Standards at the end of Year 2 are in line with national expectations. In Years 3 to 6, standards have improved over the last four years and by Year 6 are now also in line with expectations. The products made during a special design and technology week exceeded these standards.
109. Years 1 and 2 pupils discuss the designs they plan with their teachers, mainly recording these pictorially. Year 1 pupils made lighthouses from junk materials and used construction equipment to build models incorporating firm structures, and moving vehicles using axles. In the design and technology week, Year 2 pupils designed a meal and prepared it before presenting it well.
110. As they move through Years 3 to 6, pupils begin to make more formal designs for their products. For example, as part of a food technology project, Year 3 pupils investigated different types of bread, surveyed the class to identify which was the favourite sandwich filling and planned how they were going to make it. Year 4 pupils designed a money holder. They investigated different styles and the materials used and practised the different joining techniques, such as sewing, that they might need in order to make one. Year 5 pupils investigated firm structures and then built giant flowers. They carefully considered the requirements to make a toy with moving parts before designing these, such as a skateboard and a Christmas tree with a revolving star. Year 6 pupils designed and made sweets suitable to represent a Roald Dahl story, for example chocolate mice for 'The Witches'. They then designed a container for these, using accurate measurements for the pattern from which they would make it. Pupils use numeracy skills to ensure accuracy in many aspects of their design work. Teachers encourage them to evaluate their products and to make suggestions for how they could have been improved.
111. In the lessons observed, the majority of pupils, including those with special educational needs, had good attitudes to their work. They were keen, well behaved and co-operated on their tasks very well. They worked carefully on their designs and models.
112. The quality of teaching and learning is satisfactory across the school. Teachers cover the full range of the design process. They make sure that pupils are aware of the importance of the materials they choose and the joins they will use in making their product. They

encourage pupils to draw their designs carefully, making accurate measurements and annotating them correctly. Teachers give good encouragement to ensure that pupils pay good attention to the finished quality of their product. At all stages of the making process, teachers encourage pupils to evaluate and improve on their original design.

113. The curriculum follows current national guidance, which gives good advice on ensuring that pupils build on and extend their skills and knowledge. There is a suitable range and quantity of tools and materials. The subject co-ordinator is giving sound support to colleagues. Last year the school held a design and technology week to help raise the profile of the subject and this had a good impact on the standards of work produced at this time.

GEOGRAPHY

114. Only one lesson was on the timetable during the inspection. Judgements are based, additionally, on a scrutiny of pupils' work from the current and previous academic year, planning documents and discussions with pupils. Standards of attainment in geography by the time pupils are seven are as expected nationally. By the time pupils reach Year 6 they have not maintained this level of progress and standards are below the national expectation.
115. There are many reasons for the difference in attainment between the two key stages. The interim report found that the school had made satisfactory progress in implementing schemes of work for all subjects. Geography had previously been an area of the curriculum that had not been as well developed as other areas. Therefore, some of the oldest pupils who are still at the school have not fully developed their skills. There are gaps in their knowledge and understanding of aspects of the geography curriculum. The school has now addressed these issues and planned for a broad curriculum. The new scheme of work is in its second year of implementation and it will take time for the progression of skills to filter through to the oldest pupils. The way in which the curriculum is organised in blocking units of work for a greater, in-depth study is good. However, in some classes, insufficient time is given to geography to raise standards of attainment.
116. Pupils in Key Stage 1 make sound progress. In Year 1 they develop an understanding of the differences between hot and cold places. These pupils were involved in role-play activities at a travel agent to plan a trip to the Arctic for *Monty Bear*. Their knowledge of places helped them to decide suitable clothing and transport arrangements. In Year 2 pupils further develop their understanding of places and compare the similarities and differences between their village and a seaside town in Scotland. They use photographs to identify features and decide how the place has changed over time.
117. Pupils in Key Stage 2 look at how buildings are used and begin to describe the ways in which people can affect the environment. They develop their geographical vocabulary about places when studying Banbury. One pupil in Year 4 wrote, '*It is built on a hill which leads to a valley*'. In Year 5 they produce detailed hand-drawn maps of their routes to school. They use computers well to draw plans for a new school environment. Pupils carry out independent research about different countries and this builds on their knowledge of places around the world. They use data handling effectively to compare rainfall and temperatures in different places.
118. By the end of Key Stage 2, overall standards are lower than expected and the pupils' understanding of the environment is not as well developed. . They have difficulty in stating changes that have occurred in the local environment and how these affect lives. They have a limited understanding of how economically developing countries, such as India, differ from their own. The amount of recorded work in geography is very limited

because of the lack of time given to the subject. The school makes good use of visits, including a residential visit for Year 6 pupils, to enhance the curriculum.

119. Insufficient lessons were observed to make a judgement about teaching. In the one lesson observed, teaching was very good. Pupils displayed positive and enthusiastic attitudes and behaviour. The scheme of work has begun to have a positive impact at the lower end of the school. Teachers' termly plans show sufficient depth of coverage of all aspects of the geography curriculum. Planning is well organised and consistent across the school. Teachers make adequate use of the satisfactory range of resources. The co-ordinator provides enthusiastic leadership for the subject and is currently developing a monitoring role.

HISTORY

120. Standards in history are as expected nationally for pupils at the end of Year 2 and Year 6. All pupils, including those with special educational needs, make sound progress. Pupils study local history and learn about the past from a range of sources. They have an opportunity to develop their sense of chronology and learn about key events in selected periods of history.
121. At Key Stage 1, pupils study the lives of famous people such as King Alfred the Great, Grace Darling, Guy Fawkes and Florence Nightingale. They learn why people took holidays to seaside towns in the past and make comparisons between holidays then and today. When looking at photographs of past times one pupil commented that, *'those people used wooden chairs, we use plastic chairs'*. They recognise the differences between clothing; *'they had carriages to change in because they didn't want people to see their legs'*. Another pupil was discussing how people travelled to the seaside. *'We don't use horse and carts now because cars are invented'. 'Cars were invented in the 19th Century'*.
122. Pupils in Year 3 develop a good understanding of the past by examining a range of historical sources. They use books, CD-ROMs and artefacts to draw conclusions about how people used to live. History comes to life for pupils in Year 5 when they enact the seating arrangements of the Elizabethan theatre. They learn about the different experiences of different groups of people during Tudor times and write expressively from their different viewpoints. Pupils in Year 5 make very good progress in developing their knowledge and understanding of historical events and their effects on society. They give detailed explanations about Henry VIII and his role in developing the Church of England.
123. The quality of teaching and learning in the lessons observed is very good. However, the examination of pupils' past work shows that the standard of their work is satisfactory. The challenge and range of experiences that pupils receive does not promote standards beyond average. This is due to the amount of time allowed for the subject in some classes. In these cases, pupils have insufficient time to record much of the work they have studied. The lessons observed were well planned with clear learning objectives which the teachers shared with the pupils. Teachers asked pupils to reflect how well they made progress in achieving these. There was good emphasis on using historical sources to gather information about life in the past. The use of questioning was very effective in informing pupils and extending and sharing knowledge and skills. The result of the good quality teaching means that all pupils enjoy their history work and talk enthusiastically about the things they have learned.
124. The leadership and management of the subject are good. The co-ordinator takes an active role in monitoring and evaluating the provision by observing lessons and supporting colleagues in their planning. The good range of resources, including visits to places of interest, is used well to support the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. Pupils' standards of attainment are average at the end of Key Stage 1 and well above average at the end of Key Stage 2. This represents good improvement since the previous inspection, when attainment was found to be unsatisfactory at the end of Key Stage 2. Improvement in information and communication technology was a key issue. The most recent visit by Her Majesty's Inspectorate commented positively on the improvements in staff training and curricular provision. The school has further supported these improvements by the installation of a computer suite, further staff training and appointment of teachers with very good subject expertise. These improvements now reflect in high standards of pupils' work and a curriculum that is comprehensive and relevant with staff well trained to teach it.
126. The school makes a good start in learning and skill development in the reception class and in Year 1. These children show appropriate control of the mouse and use and understand simple toolbar functions on the programs that they have experience of using. Pupils in Year 2, in a good link with their artwork, flood and fill design components in simple graphics programs to create colourful pictures of the seaside. Colourful displays in their classroom indicate that word processing is providing good links with literacy work. For instance, pupils are able to type prose such as '*It is autumn and the leaves are falling*'. Teachers make good use of computers to support pupils with special educational needs in their learning of numeracy skills, as seen in a numeracy lesson for Year 2 pupils. In this session a colourful and interactive program was used to develop the confidence of two pupils of lower ability in their adding of numbers up to 20.
127. At Key Stage 2, most Year 6 pupils use a word-processor confidently to create emotive poems in literacy lessons. They produce colourful pictures and merge these with text such as '*The rain is like the gentle dripping of the tap as it slides down a gutter slide*' to create high quality displays of their work. Most use the Internet confidently to locate relevant information and pictures for their projects. A well-planned curriculum has ensured that these pupils are able to send emails and communicate with others across the Internet. Opportunities for control technology are effectively planned for later in the year. Pupils have gained good experience in spreadsheet work with the construction of a timetable and the interrogation of simple data. The development of a computer suite and the good levels of staff training have ensured that these levels of attainment are effectively supported by work undertaken by pupils lower down in the school. For example, Year 5 pupils are able to use a desktop publishing program to create a winter safety poster. In an excellent lesson these pupils quickly learnt how to manipulate text on screen to produce a dramatic poster. Higher attaining pupils were able to embellish this successfully with a 'clip art' picture following the specific teaching of these higher order skills by the teacher using the shared demonstration facility on the network. This good progress is mirrored in the lower junior classes with the effective use of a musical composition program by Year 3 pupils to control and change a range of computer generated sounds. Year 4 pupils are also able to confidently use a graphics package to produce repeating patterns and pictures in the style of Seurat.
128. A good range of work around the school shows poems, reviews, narratives and reporting using a variety of word-processing techniques. Pupils with special educational needs join in lessons fully and make similar progress to their peers.
129. Throughout the school, pupils enjoy working in the computer suite. They willingly co-operate at the machines and appreciate each other's work. Teachers often choose pairs of pupils where they know that one can help the other. The high standard of skills already developed at both key stages means that tasks are challenging and absorbing for the

pupils. Pupils are anxious to learn, develop their skills and make further progress. Their attitudes and behaviour are very good.

130. Teaching across the school is very good. It is best in Key Stage 2 with some excellent teaching observed in the computer suite. In most lessons, teachers give pupils good direction and the opportunity to use their skills at the computer. A good programme of in-service training for teaching and support staff has enabled teachers to develop good skills and knowledge. The school development plan indicates that this will continue. Teachers' planning, based on nationally produced material, is satisfactory in the medium and short-term.
131. A strong feature is that the development of pupils' information and communication technology skills is closely linked with their work in other subjects, for example English, art, science and history. The school's planned purchase of sensory equipment will enable more effective teaching of the full curriculum. Assessment and recording of pupils' attainment and progress are satisfactory and portfolios of pupils' work provide a good record of achievement across the school. The subject is very well led by the deputy headteacher and good monitoring of teaching and learning has ensured consistent levels of improvement across the school. The school's strong focus on provision for and development of information and communication technology is relatively recent, but it is beginning to show results in the high levels of pupils' attainment and good progress in many other subjects.

MODERN FOREIGN LANGUAGES

132. The school provides tuition in French for all pupils in Years 5 and 6. Parents are also involved in providing an after school club and this further supports the overall quality of provision. In the one lesson seen for pupils in the Year 5 during the inspection, the quality of teaching was very good and the class teacher demonstrated considerable competence. The lesson moved along with good pace and all pupils were actively encouraged to take part. As a result, many were able to demonstrate a good use of basic vocabulary associated with the parts of the human body.

MUSIC

133. Music continues to be a major strength of the school, as it has been over the past few years. This is largely because of the very good arrangements the school has made for each class to be taught by a specialist teacher, ensuring that teaching and learning are very good. In addition, the school offers a rich, interesting and stimulating curriculum, which is enhanced very well by the opportunities offered to all pupils to perform regularly to their parents and also wider audiences. For example, during the inspection, a group of Years 5 and 6 pupils performed in a concert at the Royal Albert Hall. There are also many very good opportunities for pupils to learn an instrument, either in lessons from visiting teachers or in the recorder groups; these are provided as extra-curricular activities.
134. The very good quality provision means that, from the time they enter the school, pupils make very good progress in increasing their skills, knowledge and understanding. By the end of Years 2 and 6, pupils reach standards which are well above national expectations. The quality of singing is very good. Year 2 pupils sing tunefully, with a very good sense of rhythm. All pupils in this year group are very confident when playing a range of percussion instruments such as drums, bells and cymbals. They respond very well to the conducting of their teacher. They have a good knowledge of different instruments and the more able pupils talk confidently about the differences between a violin and cello. Many of the class performances are tape recorded and replayed to help pupils evaluate and improve their performance, and they show a good level of perception when doing

this. Pupils get good encouragement to compose their own music and record it using pictorial notation.

135. Pupils' skills are built on very effectively as they move through the school. For example, Year 4 pupils have a very good understanding of the structure of music, in particular of pitch and tempo. They have a well above average knowledge of the instruments of the orchestra, and the families such as brass and woodwind. They have an exceptionally good knowledge of the quality of music, for example, when they compare the sounds made by a flute and recorder. Year 6 pupils' knowledge of pitch and dynamics reaches standards above those expected for their age and their knowledge of tempo and rhythm is very high. For example, they easily compose different rhythms for a given tempo. By the end of Year 6, pupils can compose music for a quartet of instruments using the standard notation. In this aspect they reach very high standards for their age. In singing they perform very well, using dynamics and phrasing to convey mood. The singing of pupils from Years 3 to 6 who are in the choir is of an exceptionally good quality, including their ability to harmonise in two parts.
136. The very good teaching motivates pupils well. As a result, their attitudes and behaviour in lessons are very good. Pupils co-operate well and enjoy performing together. They concentrate and work hard, singing and playing with great enjoyment.
137. Teaching and learning are very good. The specialist teacher has very good expertise and lessons are always very well constructed, with high expectations that pupils will achieve well. The activities are interesting and, together with the very good pace set, help to ensure that pupils work hard. From the time pupils begin school, there is a very good emphasis on focused listening, which helps them to gain a very good knowledge of how music is organised and produced. The teachers prepare resources well and use them particularly well. Consequently, throughout the lesson all pupils participate actively and gain a very good understanding of what they are learning. Particularly good thought has been given to using the skills of the most able pupils and this means they are included very well. In each lesson the teacher encourages pupils who are learning to play an instrument to demonstrate how to play it and they accompany the class performances. This not only enhances the self-esteem and achievement of these pupils, but also ensures that the whole class receives good accompaniment for their performances. Good on-going assessment takes place throughout lessons, with pupils carefully prompted to make good suggestions for how they can improve.
138. The curriculum is good and provides well for pupils to build on and extend their skills and knowledge. Particularly good thought has been given to linking with the class topic, such as The Tudors. This arrangement also gives very good support to cultural development. For example, during the inspection, Year 5 pupils were performing Tudor music as part of their topic work. Multi-cultural development is also supported very well, as Year 2 pupils study Chinese music, Year 4 learn about Indian music and instruments, and Year 6 study African drumming. There is a very good programme of visits and visitors to the school, which helps support learning very well. For example, pupils recently took part in an Asian arts day, which included music, and attended a concert by the County Youth Orchestra. Pupils have good opportunities to learn a musical instrument and to play in the school orchestra. The school is fortunate in having a number of well qualified staff who support the specialist teacher exceptionally well, particularly in providing extra-curricular activities. Over 50 pupils are members of the school choir. Current planning also includes using computers to help in composition.
139. The subject is well managed by the part time specialist teacher. She has a very good awareness of current developments. She ensures that the school continually enhances and develops the curriculum and maintains the high standards. Resources are good and

the school uses them very well to promote learning. It benefits from a specialised music room and this also gives good support to learning.

PHYSICAL EDUCATION

140. Standards are in line at the end of both key stages with those normally expected nationally. Pupils' attainment in swimming is satisfactory and most achieve the standard expected nationally at the end of Year 6. These findings are similar to those of the previous inspection.
141. During the inspection it was possible only to observe teaching in Key Stage 2 and no lessons were observed at Key Stage 1. Judgements are based on the observation of these lessons and discussions with pupils and staff. A broad range of activities is planned and, as a result, pupils across the school are making satisfactory progress in a variety of physical skills. They learn gymnastic and dance skills appropriately. In Year 4, for instance, they are taught the correct way to warm and stretch their muscles before physical activity and dance. These pupils then went on successfully to interpret a range of music in the theme of 'Firework Night' with appropriate dance phrases and sequences of movement. Many Year 5 pupils are able to perform a simple sequence of synchronised jumps and turns in a small group. Most of these pupils have developed good attitudes to physical activity and they work enthusiastically to perform their sequence with others.
142. Games for Years 3 and 4 pupils is taught in gender groups for the autumn term because of teacher's subject expertise and limited resources. The inspection focused on the observation of a football lesson for Years 3 and 4 girls. The quality of teaching was good, attitudes to learning were positive and, as a result, these pupils made good progress in football skill development. The behaviour of the Years 3 and 4 girls during their football skills lesson was very good. It was observed that the behaviour of the boys in the netball skills session being taught at the same time was not as positive and consequently progress by these pupils was more limited. The school recognises the need to review the teaching of these pupils in mixed year gender groups
143. The quality of teaching is satisfactory overall with some good teaching seen. Planning is detailed and clearly linked to schemes of work. Teachers dress appropriately for physical education. They provide satisfactory opportunities for warm up, but cooling down is not a strong feature at the end of lessons. Teachers are aware of pupils' abilities and monitor their progress accordingly. They make satisfactory use of pupils to demonstrate skills learnt. They provide good opportunities for pupils to appraise the work of others in gymnastics and dance.
144. The subject co-ordinator has recently taken up the post and is keen to develop further the subject within the school. There has been little monitoring of teaching and learning, but staff have received training in a range of skills and sports. The quality and range of resources are good. There is good provision for competitive sport and the school has achieved considerable success in local competitions. The school provides a satisfactory range of extra-curricular activities and makes good use of the local authority's outdoor education centre for a residential adventurous education course for Year 6 pupils.