

# INSPECTION REPORT

## **ROSE HILL FIRST SCHOOL**

Oxford

LEA area: Oxfordshire

Unique reference number: 123049

Headteacher: Jill Meyer

Reporting inspector: Jeff Hart  
4339

Dates of inspection: 5 – 9 June 2000

Inspection number: 194224

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	3 to 9
Gender of pupils:	Mixed
School address:	Rose Hill First School The Oval Rose Hill Oxford
Postcode:	OX4 4SF
Telephone number:	01865 777937
Fax number:	01865 777937
Appropriate authority:	The Governing Body
Name of chair of governors:	Bryan Keen
Date of previous inspection:	10 March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Jeff Hart, Registered inspector	Equal opportunities Special educational needs English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Angela Smith, Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Jill Martindale, Team member	Under fives Mathematics	How good are the curricular and other opportunities offered to pupils?
John Adams, Team member	Science Information and communication technology Design and technology	
Barry Allsop, Team member	English Geography History	Language Resource Base
Jo Watkins, Team member	Art Music Physical education Religious education	

The inspection contractor was:

Dorset School Inspection Services  
School Effectiveness Service  
Dorset County Council  
County Hall  
Dorchester  
Dorset  
DT1 1XJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6 - 10</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11 - 14</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14 - 16</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16 - 18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18 - 20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20 - 21</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21 - 23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25 - 28</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29 - 45</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Rose Hill First School caters for pupils aged between 4 and 9. It is larger than average and currently has 270 pupils on roll. Twenty-four pupils attend the nursery on a part-time basis. A further 25 pupils, from all over Oxfordshire, attend a Language Resource Base on the school site. Almost all the pupils come from the local housing estate. The proportion eligible for a free meal is 35 per cent which is well above the national average of 20 per cent. The number of pupils on the school's register of special educational needs, currently 39 per cent, is well above the national average of 20 per cent. The percentage of pupils who speak English as an additional language is high at 17 per cent. The attainment of the pupils on entry to the school is very low.

Since the last inspection in 1997, there have been considerable changes in the staff. A new headteacher was appointed in January 2000 and 10 of the 17 teachers have been appointed since the last inspection.

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

Rose Hill First School is an improving school which meets its aims well. Standards are average in mathematics but below average in English and science. Good quality teaching is beginning to raise standards, particularly for the under-fives and at Key Stage 1. Overall leadership and management are good. The headteacher, staff and governors work as a very effective team. Relationships are good and staff morale is high. The school provides satisfactory value for money.

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

- The quality of teaching and learning is good, especially for the under-fives and at Key Stage 1.
- Standards in mathematics have improved sharply.
- The National Literacy and Numeracy Strategies have been effectively implemented.
- The newly-appointed headteacher is effectively moving the school forward.
- Relationships with the whole community are good.
- The provision for cultural development is very good.
- Staff morale is high and there is very successful teamwork in the school.
- The pupils bring positive attitudes and overall have good standards of behaviour.
- The school is monitoring and evaluating its performance well and taking effective action.

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

- Standards in science and information and communication technology are not as high as they could be.
- The quality of marking of the pupils' work is weak.
- The time provided for the curriculum is below the nationally recommended level and there is insufficient time provided for science, design technology and information and communication technology (ICT).
- The role of the Learning Resource Base is unclear in terms of integration with the main 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 improved significantly since it was last inspected in March 1997. Although standards remain low in several subjects, there is some improvement in National Curriculum test results since the last inspection. Standards in mathematics and religious education have clearly improved. Standards in English and science remain low. Monitoring and evaluation has improved and a clear management structure has been put in place. The governing body has increased its effectiveness and led the school into a much more secure financial position. The quality of teaching has improved considerably with the proportion of good teaching now tripled since the last inspection. More significantly, the proportion of unsatisfactory teaching has reduced from 25 per cent in 1997 to 4 per cent. Integration with the Language Resource Base remains weak and there are several subject schemes of work not yet still in place. The school is extremely capable of implementing further improvements.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	E*	E*	E*	E
Writing	E*	E*	E	E
Mathematics	E*	E*	E	D

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

\* - lowest 5% nationally

Attainment on entry is very low. The table above reflects consistently poor results over the past three years. In 1999, results improved to a limited degree. However, the National Curriculum assessment results in reading were in the lowest 5 per cent nationally. These poor results are largely due to the extremely low level of attainment on entry and the very high proportion of pupils with special educational needs. Standards in writing remain below average. In mathematics, however, inspection findings are that standards are now average. The school launched the National Numeracy Strategy earlier than most of the country and the in-service training which teachers received in relation to this has had a positive impact on standards. This year's provisional National Curriculum test results at the end of Key Stage 1 demonstrate strong improvement in mathematics with significantly more pupils attaining above average levels. There is also some improvement in this year's results in writing and reading. Teacher assessment in science shows standards to be below average. Analysis of the Year 4 optional standard assessment tests demonstrates good progress for the current Years 3 and 4 from when they undertook their Year 2 assessment tests. The school is in line to meet its targets for English and mathematics this year. By the time they leave the school, the pupils' attainment in mathematics is average and their achievements, including their progress over time, is good. Standards in reading and writing are still below average though the pupils have made sound progress over time. Standards in science and ICT, however, are not high enough.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are enthusiastic in the vast majority of lessons and this has a positive impact on their progress.
Behaviour, in and out of classrooms	Behaviour is good, both in and out of the lessons. The teachers work hard to maintain high standards of discipline.
Personal development and relationships	Personal development is good. The pupils respond positively to the opportunities to take initiative and responsibility. Relationships are good.
Attendance	Attendance is satisfactory.

The pupils' attitudes and behaviour are good and the school works hard to encourage the pupils to try their best. The number of exclusions has dropped significantly this year. The pupils are courteous toward staff, each other and visitors. They co-operate well with each other and are frequently supportive of each other's efforts.

### TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 6 - 7 years	aged 7- 9 years
Lessons seen overall	Good	Good	Satisfactory

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

The quality of teaching overall is good. The teaching is satisfactory or better in 96 per cent of lessons, good or better in 72 per cent and very good or excellent in 20 per cent. The quality of teaching has improved significantly since the last inspection when in 25 per cent of lessons the teaching was less than satisfactory.

The teaching is best at Key Stage 1. The quality of teaching in literacy is good. The substantive training through the Hamilton Trust, LEA and Education Action Zone has resulted in strong teacher confidence and improved subject knowledge in the teaching of literacy. The teaching of numeracy is also good and the school is fortunate in having a Leading Mathematics Teacher, appointed by the LEA, as a model of good practice. Where teaching is very good, planning is detailed and provides good opportunities for all levels of ability. Teachers focus their time appropriately on individuals or groups for parts of the lesson. Objectives for the lessons are frequently explained to the pupils. There are few weaknesses in teaching but literacy is ineffectively applied across the curriculum; behavioural difficulties in one Key Stage 2 classroom at times restrict the opportunities for learning.

### OTHER ASPECTS OF THE SCHOOL



<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good for the children under five and satisfactory at Key Stage 1. Unsatisfactory at Key Stage 2, due to insufficient time for the curriculum overall and limited coverage of aspects of science and information and communication technology.
Provision for pupils with special educational needs	Good overall. Clear improvement since the last inspection and pupils now have clear targets to meet. Learning Support Assistants provide effective support.
Provision for pupils with English as an additional language	The provision for these pupils is good. The specialist teacher clearly improves the opportunities and performance of these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' cultural development is very good. The provision for spiritual, moral and social development is good.
How well the school cares for its pupils	The school takes good steps to ensure the pupils' welfare, health and safety. The monitoring of academic performance is satisfactory overall but the quality of marking of the pupils' work is weak and does not generally help the pupils improve their future efforts.

Curriculum links between the nursery and reception class are much improved since the last inspection. Insufficient time is spent on aspects of language and literacy and mathematics for the under-fives. Extra-curricular provision is good. The curricular provision is enhanced through the school's involvement in the Education Action Zone. The school is good at helping the pupils appreciate the richness and diversity of different cultural traditions. Strong efforts are being made to improve attendance rates further. The school is beginning to use attainment data successfully to set targets for individuals and groups of pupils. The school enjoys good links and partnerships with parents.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The recently-appointed headteacher has provided the school with a clear educational direction, focusing on the raising of standards and the quality of teaching and learning. Subject leadership is good in literacy and numeracy.
How well the governors fulfil their responsibilities	The governors effectively fulfil their responsibilities. The governing body has particularly improved financial planning and control.

The school's evaluation of its performance	Good. Planning for lessons is carefully monitored and teaching has been evaluated well. Significant improvements since the last inspection.
--	---

The strategic use of resources	Good. The school's spending decisions relate closely to its priorities. Good use is made of support staff and specific grants.

The headteacher has instigated a number of successful initiatives which are effectively moving the school forward. Morale is high as staff feel valued and have clear responsibilities. The staff fully recognise the need to improve levels of attainment. The governors monitor the school's work through a range of effective strategies. Appraisal is successfully taking place and staff are aware of their personal priorities. The teachers' expertise matches the curriculum well, although there is a lack of expertise in science. School development planning is generally good. The school appropriately applies the principles of best value in its management of resources.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school expecting their children to work hard.</li> <li>• The school helping their children to become mature and responsible.</li> <li>• The teaching is good.</li> <li>• Their children enjoy coming to school.</li> <li>• The school improving recently.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• Information on how their children are getting on.</li> </ul>

The inspection team endorses the positive views of parents. In relation to parental concerns, the inspection team feels that there is a good range of activities outside lessons for the pupils to undertake. Information on how children are getting on at school is adequate - the reports provide all the necessary information. However, the school is currently planning to improve the format of the reports.

## **PART B: COMMENTARY**

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

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

1. Children enter the school with levels of attainment that are well below those expected nationally of the age group. In baseline tests, the children attain only half the average score of that attained by children across the county. Results are particularly low in literacy and numeracy.

2. The National Curriculum test results in writing and mathematics were well below average and results in reading were very low. The percentage of pupils attaining higher levels was also very low. When comparing attainment at seven in comparison with schools in similar contexts based on average National Curriculum points, the pupils' performance in reading and writing was well below average and mathematics was below average. There was little difference in the performance of boys and girls. Although these results were low, there has been an improvement since the last inspection in 1997. The percentage of pupils reaching the national average of level 2 in reading has increased from 41 per cent to 63 per cent; in writing, from 45 per cent to 59 per cent; in mathematics, from 26 per cent to 80 per cent. The initial results for 2000 indicate further improvement in all three areas. The school is evidently achieving better results in mathematics, due largely to the considerable in-service training undertaken by all staff through the Hamilton Mathematics Project and National Numeracy Strategy. Inspection findings show standards in mathematics now to be satisfactory and clear evidence that the recent Key Stage 1 assessments will demonstrate further improvement with significantly more pupils attaining above average levels. Overall, the low attainment in the National Curriculum tests is closely related to the well below average attainment on intake. Also, a very high proportion of the pupils have special educational needs - 39 per cent of the school roll is on the register for SEN, double the national average. The school is setting targets to improve standards and has begun to monitor the pupils' progress. The National Strategies for Literacy and Numeracy are being well implemented and there is clear evidence that standards compared with other schools will improve.

3. Standards of attainment for the under-fives are well below expectations by the age of five. In language and literacy, insufficient time is spent in hearing, saying and recognising sounds but a recently introduced 'Code Breakers' scheme is partly addressing this weakness. In mathematics, standards are well below expectations and there are insufficient oral mental activities to promote quick recall or order of numbers for the older children in the last term of their reception year. Some children are able to add two numbers using practical materials and a few are able to add two numbers in their heads, understanding one more or one less. The children achieve higher standards in other areas of the curriculum. Their personal and social development is generally good and they can organise themselves and concentrate well. The children are in line with national expectations in their knowledge and understanding of the world and show an infectious curiosity and wonder about living things. Their physical and creative development is also good. The children show good awareness of space and are developing increasing control, balance and co-ordination in their movement.

4. Standards in English across the school are generally below average. The pupils enter Key Stage 1 with a very low base of skill in recognising the letters of the alphabet but recent implementation of the National Literacy Strategy is helping to raise standards. There is established additional literacy support in Years 3 and 4 and a daily phonics

programme in Year 1. These well-planned activities are starting to take effect and the pupils are now making sound gains in language skills. Despite the undoubted commitment and hard work of the staff, however, standards remain low. Recent optional standard assessment tests in Year 4 demonstrate marginally higher standards in reading than in writing and also adequate progress between the Year 2 assessment results in 1998 and this year's Year 4 tests. In fact, 80 per cent of the Year 4 pupils had progressed at least one National Curriculum level in Years 3 and 4 - matching the nationally expected rate of progress. By Year 4, the pupils have more advanced reading skills and at times use dictionaries and non-fiction books for research. The use of reading and writing is underdeveloped in other subjects, such as history and geography.

5. In mathematics standards are average. Although National Curriculum tests in previous years for Key Stage 1 are well below the national average, this year's assessment tests show strong improvement with the school on line to achieve its target of a 10 per cent increase in average attainment. By the time the pupils leave the school, standards are average: optional standard assessment tests in Year 4 show a majority of pupils in line to meet national expectations by the end of Key Stage 2, with a significant 18 per cent of Year 4 already reaching level 4, the average level for the end of the Key Stage two years later. Analysis of Key Stage 1 results in 1998 and the current Year 4 test results indicate that most pupils have advanced at least one National Curriculum level and a third of the pupils have moved forward two levels. These improving standards and the good progress in mathematics since the last inspection are due to in-service training and the leadership of the co-ordinator, who is an Advanced Skills Teacher and a Leading Mathematics Teacher. At Key Stage 1, the majority of the pupils can work securely with numbers to 100 and often beyond. At Key Stage 2, the pupils can understand the place of hundreds, tens and units and work with three digit numbers.

6. Standards in science are below average. In the 1999 national assessments at Key Stage 1, 66 per cent gained level 2 compared with 87 per cent nationally. This does represent an improvement over the past three years from 47 per cent in 1997 but standards have risen nationally over this period. Standards continue to be well below those achieved in similar schools. By Year 4, standards continue to be below average. Standards are higher in one Year 4 class than the other class, where changes in staffing have led to some behavioural difficulties. At Key Stage 1, most pupils can use equipment and make observations, yet not all are able to discuss whether what happened in their experiments was as they expected. At Key Stage 2, some pupils have a limited understanding of fair testing and, for the majority of the pupils, the ability to record is often very low and experimental skills are very poor.

7. Standards in other subjects vary. They are below national expectations in design and technology (DT), largely because the pupils have a very narrow range of experience in this subject. Too little emphasis is placed on developing design skills during lessons. Standards are also below national expectations in information and communications technology (ICT). Again, inconsistent provision limits the progress of the pupils. There is insufficient opportunity for the pupils to make progress in handling and communicating information and in control and modelling. Standards in history and geography meet national expectations. Pupils have a sound understanding of life in the past and they are developing a good understanding of the relationships between places and human activities. Standards in art, music and physical education (PE) are also in line with national expectations. Many good examples of artwork can be seen in classrooms and around the school. Standards in religious education (RE) meet the expectations of the Locally Agreed Syllabus and are now higher than at the last inspection.

8. The pupils with special educational needs overall make reasonable progress and are well supported. They have clear targets to meet in their individual education plans and learning support assistants provide focused help. Good progress is evident for some of these pupils where specific learning programmes are implemented, such as the additional literacy support in Years 3 and 4. The 'catch-up' programme in numeracy for pupils in Year 3 also results in good progress. The pupils with English as an additional language also progress at least adequately and many make good progress. They are extremely well supported by a specialist EAL teacher who helps develop their speaking and listening skills particularly well. The school has begun to identify their more able pupils and the higher attaining pupils are well challenged in literacy and numeracy lessons.

9. The school has set realistic whole school targets in English and mathematics. The 60 per cent target for Year 2 pupils reaching the expected National Curriculum level in mathematics will be clearly met this year, based on provisional analysis of the current results. Results in English are also likely to meet the 55 per cent target. The proportion of pupils attaining higher levels is likely to be good in mathematics but disappointing in writing. Overall, standards in mathematics are now satisfactory but standards in reading, writing, science, DT and ICT are improving but are not yet high enough.

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

10. The pupils' attitudes to learning are good and have a positive impact on their progress. Most pupils listen carefully to teachers and where teaching is good they behave well and respond confidently. This makes a positive contribution to the standards achieved by many pupils. Many pupils work enthusiastically and co-operate well with each other and other adults in the classroom and the majority of pupils demonstrate good levels of concentration and motivation for the work they are doing.

11. The school is an orderly and well-mannered community and the behaviour of the majority of the pupils is good both in and out of lessons. This contributes well to the overall standards achieved by pupils and enables them to make good progress. The number of permanent and fixed-term exclusions has dropped significantly this year and the rates now compare favourably with those of similar schools. The reasons for exclusions have been appropriate and, along with the strategies now in place for promoting good behaviour, suitably address the difficulties of the minority of disruptive pupils in the school.

12. The pupils respond positively to the opportunities to take initiative and responsibility. The teachers foster the development of the pupils' personal and social skills, which grow considerably as they progress through the school, by inviting pupils to consider and reflect on the impact of their behaviour and actions. All pupils have the opportunity to act as the 'Child of the Day', helping the teacher for a day with the daily routines of the class. Many pupils participate in the weekly family assemblies and are active in fund-raising activities for charity. Participation in the extra-curricular activities such as line dancing or the choir makes a good contribution to the personal development of those involved.

13. Relationships are good. The pupils are courteous towards staff, each other and visitors. They show respect for one another's views, beliefs and culture and are caring towards each other. Most are keen to work collaboratively together both in the classroom and in other aspects of school life. They co-operate well with one another and are frequently supportive of each other's efforts. Many pupils are encouraged and willing to befriend others who are lonely or in trouble.

14. Attendance rates are well below the national average for similar schools and the

rate of unauthorised absence is much higher than the national average for similar schools. At the last inspection these were reported to be generally satisfactory. As a result of a recent new initiative to reduce unauthorised absence, a significant improvement was recorded during the half-term preceding the inspection. At the time of inspection, attendance had improved significantly to a level in line with the national average.

15. Registers are closed in reasonable time and follow-up procedures are well defined and effective. Lessons start on time and formal registration is quickly and efficiently carried out at the beginning of morning and afternoon sessions. Most pupils are punctual to school and there are reliable procedures in use for maintaining and improving the levels of attendance and punctuality. Recording and subsequent storage of information is in accordance with legal requirements.

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

16. Overall the quality of teaching is good. It is consistently good in the nursery and at Key Stage 1 and satisfactory in reception and at Key Stage 2. In the lessons observed, teaching was at least satisfactory in 96 per cent of lessons and good, or better, in 72 per cent. Teaching was very good, or excellent, in one lesson in five - a significantly high proportion of lessons. The quality of teaching has improved greatly since the last inspection when 25 per cent of lessons were less than satisfactory.

17. The quality of teaching for the under-fives has several strengths. Clear understanding of the development of young children, appropriate pace, thorough planning based on clear assessments combine with creativity and very good management of behaviour to provide high quality learning experiences. Especially good are the links made across the curriculum to help children make sense of their learning. However, insufficient opportunities are taken to develop the teaching of phonics and mental mathematics across the age range or for more sustained time in line with expectations for the reception year in the literacy and numeracy strategies. Teaching in the reception class for children over five is overall satisfactory. Planning is adequate but at times what the children are to learn is not sufficiently clear. The pupils are managed well and teachers focus their time successfully on specific groups. Some good teaching is evident in reception. A physical education lesson demonstrated good control, with clear instruction-giving and good support to individual pupils. This meant that the pupils were able to develop confidence and competence in their physical abilities and work at a good pace with high levels of concentration. However, the teaching is not always this strong. In a literacy lesson, for example, the pupils were unable to acquire new knowledge on rhyming words because of the difficulty of the examples used by the teacher.

18. At Key Stage 1, teaching is good. There is very good knowledge of the pupils' needs which ensures that work is well matched to their abilities. The teachers plan effectively in year teams and the key stage co-ordinator ensures there is appropriate coverage across the key stage. In literacy and numeracy, particularly, time is used efficiently by the teachers to work with the whole class and then focus time on a specific group. In a numeracy lesson, for example, the teacher employed a range of active and engaging strategies to help the pupils to remain on task. She had briefed the learning assistants well to support their groups and used open-ended questioning effectively to encourage collaborative work in pairs, sharing strategies for partitioning three digit numbers. A Leading Mathematics Teacher is working at Key Stage 1 and she successfully increases the subject expertise of other teachers across the school with a positive impact on improving standards in mathematics.

19. At Key Stage 2, teaching is overall satisfactory. It is good or better in 62 per cent of the lessons but a very small number of lessons are less than satisfactory. Strong features at this key stage are the planning of lessons, the use of homework to reinforce and extend learning and the use of support staff to challenge individuals and groups of pupils. A Year 4 literacy lesson demonstrated several strengths: very detailed planning enabled six adults to be used productively in supporting the pupils; an exciting choice of text stimulated the pupils' interest; the teacher focused her time well on the lower attainers, who acquired a better understanding of phonics due to her intervention. Where the teaching is less than satisfactory, this is largely due to behavioural difficulties in a class that has had a large number of different teachers over recent times. The school is working hard to provide sufficient support to this particular class and it is clear that standards of discipline are improving.

20. The quality of teaching in literacy is good, though there are some weaknesses in the teaching of literacy to the under-fives (see paragraph 3 above). It is stronger at Key Stage 1 than at Key Stage 2. It is satisfactory in the reception class where the children are aged five. There has been substantive training through the Hamilton Trust, LEA and Education Action Zone which has resulted in strong confidence and improved subject knowledge in the teaching of literacy. A Year 2 literacy lesson demonstrated the strength of this teaching: the pupils' interest immediately captured by an attractive big book; an infectious pace which sped the pupils through a wide range of activities; use of 'hot seating' to deepen the character analysis. The planning for literacy and numeracy throughout the school is tightly monitored - this helps ensure the quality of the teaching. A weakness in literacy is the lack of application of writing across the curriculum.

21. The quality of teaching in numeracy is also good. Strengths include a brisk pace to the learning, strong links with previous lessons and effective teacher questioning. One excellent numeracy lesson highlighted these strengths: the teacher updated her planning based on an evaluation of the previous day's numeracy hour; she presented the objectives to the pupils and displayed key technical vocabulary; very high expectations resulted in the pupils thinking quickly for themselves; judicious use of praise led to great pride by the pupils in their work. In the reception class (children aged 5 but not yet in Year 1) the children are not given sufficient practice in mental arithmetic.

22. Across subjects, teaching is generally stronger at Key Stage 1 and reception than at Key Stage 2. It is good at Key Stage 1 and reception and sound at Key Stage 2 in English, mathematics, science, art, music and PE. It is satisfactory across the school in history and geography. It is good across the school in RE. Teaching is unsatisfactory in ICT as there are insufficient opportunities for the pupils to reach appropriate standards in this subject. In DT, teaching is sound at Key Stage 1 and reception but unsatisfactory at Key Stage 2 due to limited opportunities for the pupils to deliver appropriate designing and making skills.

23. Across the school, there are several strong features in teaching which have a positive impact on learning. Planning overall is detailed and provides good opportunities for all the levels of ability. Teachers are very aware of focusing their time appropriately on individuals or groups for parts of the lesson. Objectives for the lessons are frequently shared and explained to the pupils. Subject expertise is extremely strong in literacy and numeracy. Classroom management skills are generally good, particularly in managing behaviour appropriately. The large number of learning support assistants and volunteers is effectively used to help specific pupils. A good range of teaching methods is employed, particularly in the nursery and at Key Stage 1. Homework is effectively used to help build reading, writing and number skills and is positively promoted at each Monday's assembly

when homework completion is celebrated. There are few weaknesses in teaching but literacy is ineffectively applied across the curriculum and the behavioural difficulties in one Key Stage 2 classroom restrict the opportunities for learning. Teachers' marking does not sufficiently help improve future efforts made by the pupils. Information and communication technology is failing to impact on the quality of teaching and learning.

24. Overall, the quality of teaching for pupils with special educational needs is good. Planning clearly includes these pupils and activities match their abilities closely. Learning support assistants effectively address the targets in individual education plans and work successfully in classrooms with groups as well as individuals. Teachers dedicate substantive time and energy to address the needs of these pupils and good use of questioning frequently helps assess the levels of understanding and knowledge. The pupils with English as an additional language are also well supported in classrooms. The teacher with responsibility for EAL often raises the challenge for these pupils through the introduction of additional resources and sensitive questioning.

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

25. Overall, the quality and range of learning opportunities for the children under five is good. At Key Stage 1 it is satisfactory and has improved significantly since the previous inspection. The curriculum has an appropriate emphasis on English and mathematics, effectively adopting the National Strategies for Literacy and Numeracy. It is broadly based in most subjects. However, the curriculum time allowed is below the recommended length for Key Stage 1. This impacts on standards for science, ICT and DT. It hinders the pupils' ability to make good progress and improve their attainment. At Key Stage 2, the curriculum is overall unsatisfactory. The time allocated for the curriculum is well below the recommended level. There are aspects of science, design and technology and information and communication technology which cannot be covered in the time available. As the standards in these three subjects are below average, this restriction on time is particularly worrying.

26. Planning and organisation of the six areas of learning leading to the Desirable Learning Outcomes for children under five is good. Joint planning between nursery and the reception class ensures a seamless transition, which is an improvement since the last inspection. The curriculum provided has an appropriate balance of teacher direction and child-initiated work focusing on exploration, talk and play. However, sustained time is not adequately given to the reception year requirements of the national literacy and numeracy strategies, which slows progress.

27. At Key Stages 1 and 2, there is good medium and short-term planning, particularly in mathematics. Policies and schemes of work are being updated in line with guidance from the Qualifications and Curriculum Authority. The school is aware that the overview curriculum map is out of date and will not provide the coherence it once gave. This is a gap as at Key Stage 2 the lack of time impacts particularly on science and design technology where the different aspects cannot be adequately covered. Otherwise, statutory requirements for the National Curriculum and sex education are met. The curriculum for religious education is based on the Locally Agreed Syllabus and meets requirements. There is good provision for personal, social and health education. This includes attention to drug abuse. To promote this aspect of health education there is good liaison with the school nurse who attends a specially-planned assembly on safety and needles.

28. The quality of the curriculum is enhanced by the specialist skills of staff. For



example, one teacher is the county's Leading Mathematics Teacher; the teacher for pupils with English as an additional language has specialist expertise and the leaders of extra-curricular activities are experts in their fields. The school makes good provision for extra-curricular activities, which enhances the curriculum and this includes sporting events, rugby, rounders and line dancing. Musical activities include a choir and recorder groups.

29. The school makes good use of educational visits for all year groups to widen their horizons and experiences. This year the pupils have visited Blenheim Palace, Cogges Museum or the Roman villa to bring the curriculum alive.

30. Being part of an Education Action Zone has impacted positively on the curriculum in terms of resources and staffing. For example, an extra teacher is provided for the nursery; additional teaching and support staff carry out the effective 'Catch-Up' programme for numeracy in Year 3; further support staff are funded. These additions help make the curriculum more accessible for pupils of all abilities. The Hamilton Project has a major and positive influence on the mathematics and English curriculum and funds additional resources.

31. A Joint Partnership Project based on the senses has enriched and enlivened the curriculum in music, drama and science for pupils and teachers alike. This project took place during the week of the inspection and clearly enabled cross-curricular work to be undertaken in a dynamic and exciting way. The school has effective links with the local community through the church, community centre, family centre, playgroup and PEEP (Peers Early Education Partnership).

32. The provision for pupils with special educational needs is good. These pupils are well supported by the co-ordinator who has been allocated limited release time to monitor special needs (SEN) across the school. The co-ordinator has encouraged staff appropriately to improve the quality of Individual Education Plans (IEPs) and these now have very clear and manageable targets. Pupils with statements receive their additional support appropriately. The pupils with English as an additional language (EAL) are also well supported. The specialist teacher for EAL plans carefully with classroom teachers and ensures that the pupils access the full curriculum at all times. She also enriches the curriculum for these pupils through providing additional resources which often add a culturally diverse element. There is equality of opportunity for all pupils across the school in terms of the curriculum.

33. The school has continued to improve provision for the pupils' spiritual, moral, social and cultural development since the last inspection which overall is now good. Values and beliefs are clear and are taught consistently and effectively throughout the school.

34. The provision for pupils' spiritual development is good. It is fostered mainly through assemblies and the programme for religious education. Assemblies create an atmosphere that encourages spiritual awareness and an act of worship takes place every day. There is a planned programme of assemblies which meet requirements and in which pupils and visitors make occasional contributions. Themes frequently focus on special times and special places, prayers and praying, celebrating stories from different religions and peace. Assemblies are used to celebrate achievement and develop pupils' self-esteem. Whole school celebrations on Fridays centre upon awarding 'hands' to recognise individual pupils' worth. There is a positive and reflective atmosphere generated at these times.

35. As they study Christianity and other world faiths, the pupils are encouraged to reflect upon the beliefs of others and think about the effects of religion on the lives of

followers. They are also encouraged to consider issues such as friendship, the feelings of others and working as a team. 'Circle time' has also provided additional opportunities for pupils to talk about their own personal concerns and share these with others.

36. The provision for the pupils' moral development is good. The school is an orderly community where pupils are encouraged to care for and respond positively to each other. The school emphasises positive actions and reward systems, praise in assemblies and care for others. Moral values apply to all aspects of school life. All adults set a good example of the positive behaviour that they expect from the pupils, actively promoting the values of honesty, fairness and justice. The pupils are taught to distinguish right from wrong and personal experiences are used well to stimulate discussions on moral issues. The school's ethos encourages pupils to care for equipment, resources and the school environment. The friendliness of the staff, the open door policy of the school and good links with the community help to create a sense of belonging for the majority of the pupils.

37. The provision for the pupils' social development is good. With the exception of a very small number of pupils, relationships are based on mutual respect and the behaviour policy is supported by everyone in the school. This has assisted the pupils in understanding the need for good relationships. They are encouraged to take responsibility for their actions and work together amicably. There are many opportunities for pupils to work together in pairs and groups in lessons to develop these skills further. Visits to the local church in religious education and a nearby village in history provide further ways in which pupils can develop their social skills. The staff lead sports and musical activities after school and many pupils participate in these extra-curricular opportunities. Music festivals and seasonal events make a significant contribution to the pupils' social development.

38. The provision for pupils' cultural development is very good. There is very good provision to help pupils appreciate aspects of their own culture through such activities as sports, musical experiences, visits to places of cultural interest and visitors to the school. The school promotes cultural awareness and understanding by comparing other cultures using artefacts and resources. The pupils have good opportunities to learn about their local area and about parts of the world in history and geography. They are taught to appreciate the uniqueness of different cultures in geography, through studies of Kenya and Pakistan. In religious education, the pupils develop awareness of other religious traditions when learning about world faiths. In art, they explore different cultures effectively through the study of famous artists. Displays, notices and records of special celebrations show the school's commitment to helping pupils appreciate the richness and diversity of different cultural traditions.

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

39. There are many aspects of support for pupils' welfare that make a positive contribution to improving the educational standards. The school has a strong ethos marked by the provision of a clean and ordered environment in which pupils can learn effectively and in which parents are made welcome. At the last inspection it was reported that the school provides a caring, welcoming and generally supportive environment for the pupils. This continues to remain true as the teachers know their pupils well and are supportive of both their academic and pastoral needs. There is a health and safety policy and this is currently under review by the governors. The school complies with child protection procedures although there is a weakness in that no member of staff has yet received formal training. The arrangements and records for dealing with first aid, child sickness, accidents and emergencies are good and understood by pupils. Several members of staff hold first aid qualifications. Fire drills are undertaken and accurate records kept, although

more frequent fire drills are needed. Good use is made of support staff and this contributes positively to the well being and progress of all pupils. Staff are skilful at meeting the needs of pupils with learning or other difficulties.

40. The school has procedures that are well developed for monitoring and promoting discipline and good behaviour. These now encourage high expectations and since the last inspection there has been a greater emphasis on positive behaviour management. Through commonly understood and shared ethos and practice, all staff actively promote a consistent approach to behaviour throughout all aspects of the school life. This is reinforced in lessons and assemblies and by the example of all the adults who work in the school. There is very little bullying and harassment as through a policy of immediately involving pupils, teachers and parents, the school effectively avoids any serious incidents. The newly-introduced practice of 'Time Out' for pupils experiencing behaviour difficulties is working successfully. This involves encouraging the pupils to calm down, reflect on their behaviour and talk problems through with an adult other than their own teacher.

41. The monitoring of pupils' personal development is satisfactory, although at present there is no overall whole school policy. At present, each class teacher is responsible for the monitoring of their pupils' overall attainment and progress in personal development during each school year. The school is now well placed to implement plans to set targets and to encourage all pupils, regardless of ability, to improve and expand their personal development and to monitor this consistently and systematically throughout the pupils' school life. School reports are used to comment on personal development but do not all set specific targets for future development.

42. Overall, the procedures for monitoring and promoting attendance are good. They are consistent and work well. Registers are completed and stored in accordance with statutory regulations. Unauthorised absences are followed up by the headteacher and an educational social worker [ESW] continues to be helpful in reminding some parents of their legal duties and the educational consequences that follow pupils with records of poor attendance. During the inspection, lessons observed started on time and there was evidence of procedures to account consistently and accurately for all pupils arriving late. However, procedures to record the attendance of those leaving or joining the school during the school day, after registration, need strengthening. The implementation during the last few weeks of a new initiative, 'Call Divert', aimed at reducing the high incidence of unauthorised absence has promoted greatly improved attendance so that at the time of inspection attendance and punctuality were better than at the last inspection.

43. The school has satisfactory provision, overall, for the monitoring of the pupils' academic performance. This is an improvement since the last inspection. Teachers know their pupils well and some useful assessment is done on a short-term, day-to-day basis during lessons. The pupils' work is usually marked and comments are supportive. However, comments do not consistently offer advice on how pupils might improve their work. Also, some comments are inappropriate and reflect low expectations by teachers. Although the school has a marking policy, it is not being implemented consistently. This is a clear weakness.

44. The school undertakes all statutory assessments for its pupils. Good procedures have been developed in English and mathematics to measure the progress that the pupils make as they move through the school. In these subjects, records of attainment provide assessment information to enable teachers to plan. Co-ordinators of subjects keep detailed plans of developments in subject portfolios and these also include, in most cases,

examples of the pupils' annotated work. This information is helpful to teachers to assess achievements and plan the next steps in pupils' learning.

45. Since the last inspection the school has improved its processes of utilising this assessment data in order to determine what pupils know and can do and what they need to learn in order to achieve projected targets by the time they leave the school. The systems in place are at an early stage of development and include target-setting in all classes, particularly in literacy and numeracy. As the systems have been recently introduced they have yet to be proven in terms of raising standards or the quality of teaching and learning.

46. Individual Education Plans for relevant pupils have detailed targets and they are reviewed on a regular basis. The targets are specific and often measurable and are used effectively by teachers and learning support assistants. The training undertaken recently on improving the quality of IEPs has led to clear benefits. The pupils with English as an additional language are also carefully assessed by the specialist EAL teacher and appropriate targets put in place.

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

47. Overall the school enjoys good links and partnerships with parents. These make a positive contribution to pupils' learning as they enrich the curriculum by making a valuable contribution to both the pupils' attainment and personal development. This judgement broadly reflects the findings of the last inspection. Parents view the school positively. The questionnaire returns and comments at the parents' meeting prior to the inspection revealed few concerns. Parents are pleased with the improvements the school is making and the relationships fostered by the new headteacher.

48. The quality of information provided to parents is good overall, although there are some weaknesses. Newsletters to parents are frequent, of a good standard and inform parents about events and issues whilst also celebrating the school's successes. The parents of new pupils are well informed through the useful prospectus and through meetings and personal interviews. However, the information contained in the prospectus does not totally comply with statutory requirements. The governors' annual report to parents provides another valuable source of information for parents, although the report lacks some detail and omits essential information. For example, it does not include the progress made on the previous school action plan or the arrangements for the admission of disabled pupils and facilities for their access.

49. The headteacher has an 'open-door' policy to enable most parents to feel able to contact the school easily with any concerns. Parents' meetings are well attended and provide useful opportunities for parents to discuss their children's progress and attainment. The school works hard to ensure that parents of pupils with a statement of special educational need receive appropriate information through regular reviews and they are invited to attend meetings to discuss these. Parents are happy with the annual reports which give details of their child's attainment and progress although the school plans to extend this information to help parents understand more clearly what is needed to improve their children's learning.

50. The parents' involvement in their children's learning is satisfactory. Although some parents feel that the school does not work closely with parents, others report that they now feel that they are more involved in school life and the attendance of many parents at a recent mathematics evening provides evidence of this. Although staff organise the parent teacher association (PTA) and arrange fund-raising functions for parents and the wider

community, a number of parents are very willing to help. Most parents are very supportive and attendance is good for example, when the PTA runs an annual summer fete. Many parents attend school concerts, sports days, joint partnership projects and open evenings in school with enthusiasm and enjoyment, for example, the annual Festival of Voices. There are reading and behaviour logs in use as links between school and parents for many pupils. These are effective vehicles for communication.

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

51. The overall leadership and management of the school is good. The recently appointed headteacher has instigated a number of successful initiatives which are effectively moving the school forward. She has particularly improved relationships between all members of the school community and thereby lifted the morale of staff. There is now clear educational direction for the school, focused on raising standards and improving the quality of teaching and learning. The headteacher has also established a clear management structure and made a good start on analysing data and setting targets. She has quickly developed a positive and shared commitment to improvement with a strong capacity to succeed.

52. The headteacher and key staff promote high standards well and fully realise the need to urgently improve levels of attainment. This is happening successfully in numeracy, for example, where the leadership is particularly strong and there are good strategies in place to disseminate best practice across the school. The promotion of effective teaching is now at the heart of the school's development with a large number of in-service initiatives enabling this to happen. The excellent work of the Leading Mathematics Teacher is a good example of this. Much effective monitoring is taking place so that co-ordinators, particularly for literacy and numeracy, are aware of strengths and weaknesses.

53. The governors effectively fulfil their responsibilities. The committee structure works successfully and the governing body clearly understands the school's strengths and weaknesses. The governors monitor the school's work through a range of effective strategies. Regular presentations by co-ordinators inform the governing body of progress in such areas as ICT, assessment and SEN. The governors responsible for areas such as literacy and SEN have regularly met with the relevant co-ordinator and tracked progress. There is close involvement by governors in the creation of the school development plan and financial planning and control. Governors are rigorous in their appointment of staff and their commitment to getting this important task right is impressive. For example, a new deputy head has recently been appointed with teaching experience clearly suited to the needs of the school. The governing body is clearly more effective now than at the time of the last inspection and, over this period, has steered the school from a deficit financial position into surplus through carefully planned actions.

54. The school is good at monitoring and evaluating its performance and taking effective action. There is a successful system in place whereby the key stage co-ordinators monitor overall planning, with the literacy and numeracy co-ordinators carefully scrutinising weekly plans for these two important areas. The headteacher has recently observed all teachers in literacy and numeracy and clearly follows through any concerns. For example, the school has carefully monitored and taken action to support one class with particularly challenging behaviour. Each teacher has a curriculum action plan for the year with clear targets included. The school is also strong in continuing to support a substantive appraisal system for each teacher. Overall, in terms of monitoring and

evaluation, the school has made impressive improvements since the last inspection when this was reported as a significant weakness.

55. School development planning is generally good. The school development plan is comprehensive and usefully includes recent achievements. The priorities enshrined in the plan are all appropriate but there are too many of them for the school to realistically address. The structure of the plan is over-complex but the school is working hard and successfully to monitor the completion of stated targets. The new headteacher has tried hard to link attainment data to priorities and actions with some success but this all needs to be part of the overall school development plan, rather than a separate plan. The strong commitment to improve National Curriculum test results is the appropriate underlying theme of the school's long-term planning. Target setting is also successfully taking place beyond the school development plan. At classroom level, the pupils are encouraged to set targets and see the improvements they need to make.

56. The school's spending decisions relate closely to its priorities. The principles of best value - comparison, challenge, consultation, competition - are effectively applied. For example, the governors have recently re-organised caretaking, cleaning and the bursar's work to match more closely the school's needs and obtain better value for money. The outcomes of these changes are clearly beneficial. Governors, since the last inspection, have had to challenge and discuss spending far more assertively due to severe financial constraints. The experience has usefully resulted in far more stringent procedures for financial control, as reflected in the very recent positive auditor's report. There is an appropriate match of teachers to the curriculum, apart from a shortage of expertise in science.

57. The school's aims and values are reflected well in its work. The thirteen aims listed in the school development plan are all largely realised through the curriculum, extra-curricular activities and ethos of the school. The good support for pupils with special educational needs and English as an additional language reflects the inclusive nature of the school's aims. The co-ordinator for SEN has improved the management of this area substantially. A clear weakness at the last inspection, the school has recently secured limited release time for the co-ordinator to monitor SEN across the school. The co-ordinator has also improved significantly the process involved in generating individual education plans (IEPs) and statements. The quality of IEPs is now high, with clear and manageable targets for the pupils to attain. The co-ordinator also manages a large team of learning support assistants who feel valued and provide effective support to a large number of pupils. The teacher co-ordinating English as an additional language is also effective in improving the opportunities and performance of these pupils.

58. The school has good accommodation. The buildings and the grounds are spacious and are well used to support the children's learning. Since the last inspection the school has created very good outdoor facilities for the nursery, which are well used to extend the range of the children's learning. Also a second computer room has been recently created. However, it has yet impact on standards. Accommodation for all subjects is adequate and it is good for science and design and technology. The school has plans to improve the poor accommodation for the library and to provide direct access from the reception classroom to the new outdoor facilities for early years pupils.

59. Resources for learning are generally adequate. They are particularly good for the under fives and very good resources have contributed to higher standards in mathematics. Resources for English and ICT are good, although more software is needed to make good use of computers in all subjects. Materials and equipment for DT are currently inadequate,

and there are insufficient books for research in the library. There are also insufficient materials for science. The percentage of the school's income spent on resources for subject areas has been low in recent years but has been increased significantly this year.

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

### **1. Improve standards in science at Key Stage 2 by:**

- appointing a co-ordinator to give priority to this subject;
- increasing the time allocated to science, particularly at Key Stage 2.

(Paragraphs 6, 90, 91, 92)

### **2. Improve standards in information and communication technology further by:**

- teaching the full National Curriculum programme of study;
- using ICT in other subject areas to support learning;
- increasing the teachers' competence and confidence in teaching ICT.

(Paragraphs 7, 78, 87, 113 – 117)

### **3. Improve the quality of the marking of the pupils' work by:**

- ensuring that the school's marking policy is fully implemented;
- ensuring that teachers' comments help improve the pupils' future work.

(Paragraphs 23, 43, 77, 88, 92)

### **4. Review the balance of the curriculum and increase taught time by:**

- providing more time for science, design and technology and ICT;
- increasing the time provided for the curriculum to meet the national recommendation on taught time.

(Paragraphs 25, 92, 103)

### **5. Clarify the role of the Language Resource Base by:**

- delegating responsibilities more clearly for the various functions of the base;
- determining the level of integration to best meet the needs of the pupils.

(Paragraph 142)

The school may also want to consider as an additional issue:

### **Improve standards in reading and writing further by:**

- increasing the use of reading skills to find information in all subjects;
- setting clear, regular targets for the pupils to improve their reading;
- improving the presentation and organisation of writing in all subject areas;
- increasing the time devoted to extended writing.

(Paragraphs 2, 4, 20, 70, 74, 79, 107, 109, 111, 112)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	19	52	24	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	12	272
Number of full-time pupils eligible for free school meals		95

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs		25
Number of pupils on the school's special educational needs register	6	100

English as an additional language	No of pupils
Number of pupils with English as an additional language	40

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	35

### Attendance

#### Authorised absence

	%
School data	7.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.3
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	28	31	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	21
	Girls	17	15	26
	Total	37	35	47
Percentage of pupils at NC level 2 or above	School	63 (48)	59 (40)	80 (70)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	23	20
	Girls	17	25	19
	Total	37	48	39
Percentage of pupils at NC level 2 or above	School	63 (48)	81 (71)	66 (52)
	National	82 (80)	86 (85)	87 (86)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	1
Indian	4
Pakistani	19
Bangladeshi	7
Chinese	
White	183
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	31	
Other minority ethnic groups	2	

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 – Y4**

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	22
Average class size	23

### **Education support staff: YR – Y4**

Total number of education support staff	14
Total aggregate hours worked per week	268

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

Total number of qualified teachers (FTE)	1.2
Number of pupils per qualified teacher	10

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	3.8
--------------------------------	-----

*FTE means full-time equivalent.*

## **Financial information**

Financial year	98/99
----------------	-------

	£
Total income	531029
Total expenditure	542471
Expenditure per pupil	1917
Balance brought forward from previous year	62124
Balance carried forward to next year	50682

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

### **Questionnaire return rate**

Number of questionnaires sent out	284
Number of questionnaires returned	38

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	3	0	0
My child is making good progress in school.	45	53	3	0	0
Behaviour in the school is good.	32	55	11	0	3
My child gets the right amount of work to do at home.	29	61	3	5	3
The teaching is good.	61	37	3	0	0
I am kept well informed about how my child is getting on.	47	37	11	5	0
I would feel comfortable about approaching the school with questions or a problem.	47	39	11	0	3
The school expects my child to work hard and achieve his or her best.	58	39	0	0	3
The school works closely with parents.	29	53	16	0	3
The school is well led and managed.	39	45	11	0	5
The school is helping my child become mature and responsible.	50	47	3	0	0
The school provides an interesting range of activities outside lessons.	21	50	13	3	13

## **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**

60. Children enter the nursery aged four years where they are part-time until the term before their fifth birthday, when they become full time. They transfer to the reception or Year 1 the term after their fifth birthday. A reception class of children already aged 5 has been recently established outside the nursery area. Joint planning between nursery and reception ensures a seamless transition, which is a clear improvement since the previous inspection. Very good links are made between the six areas of learning for children under five, which reflect the needs of the children. Planning effectively meets the statutory Desirable Learning Outcomes for five year olds. The school's nursery profile shows that children enter the nursery with very low attainment. By the time the accredited baseline scheme is carried out, the term after the children are five, attainment is very low when compared with county average. The children attain only half the average score that attained by children across the county.

61. Effective liaison with the local pre-school and home visits to meet parents/carers and children ensures a happy start in the nursery. There is a designated governor for early years who actively liaises with parents, school and governors.

#### **Personal and Social Development**

62. The children behave well and respond positively to the high expectations of staff in a warm, caring atmosphere. They develop good concentration, take responsibility for their behaviour and consider how their actions affect their friends. The children are enthusiastic learners, increasingly confident to share their ideas and learning with friends or other adults. They understand the importance of taking turns. For example, during circle time they wait patiently for their turn to share, "what makes me happy?" Children actively select their own resources such as in the workshop area where accessibly stored and labelled resources are chosen to make models. They initiate their own learning in the rich, inviting and excellently resourced areas inside and out of doors, for example, deciding and organising themselves when they are ready for a snack. This is a particular strength of the school, which makes a major contribution to all children's learning but especially to the confidence of pupils with English as an additional language. The under-fives team check and encourage children to experience the full range of activities offered but there is currently no system to monitor choices.

#### **Language and literacy**

63. Overall standards in language and literacy are well below expectations by the age of five but satisfactory progress is made. All children listen attentively to stories and are enthusiastic about books, understanding how to care for them and knowing about titles and authors. The environment is rich in books and print-supporting learning. The range of attainment is evident. The higher attaining children are able to write simple phrases clearly and independently. They know a small number of words by sight and use initial sounds and pictures to make sense of text. Some children can retell a favourite story, such as "Dear Zoo", with obvious enjoyment by looking at the pictures and showing a clear understanding of the humour in the story. Children's love of books is a strength in the nursery. Most children can write their name legibly while others are copying or tracing. Mark making is a clear focus in many of the structured play activities, for example, taking an order in the garden café. Children are able to hear and match rhyming words when

making a class book of ideas modelled in the lesson. Nevertheless, insufficient time has been given to hearing, saying and recognising sounds - the recently introduced "Code Breakers" scheme is partly addressing this. There are many opportunities for speaking and listening throughout the day, such as in the garden centre or whilst setting out and using the obstacle course out of doors, where all children make up their own stories and take part in role-play with confidence. Children are interested in new words and enjoy using them in context, for example answering the register in Swahili, or relaying with excitement that a butterfly has emerged from its cocoon. Almost a third of children have English as an additional language. Most join the school with no spoken English, nor understanding of English. The staff, ably supported by the specialist EAL teacher, makes very good provision to support and motivate learning for these children.

## **Mathematics**

64. The children make satisfactory progress in mathematics yet standards are well below expectations by the age of five. The children know a wide range of mathematical rhymes and songs, using them to order numbers, or at registration time to order and identify days of the week. They can count the number of objects to ten and match the written numeral or match the spots on a ladybird or domino. Some children are able to add two numbers using practical materials, a few are able to add two numbers in their heads, understanding one more or one less. However, there are insufficient oral mental activities to promote quick recall or order of numbers for the older children in the last term of their reception year. Children can order objects by length or height, sort according to colour or shape and use unifix cubes to measure the height of beans. Most children can name two-dimensional shapes, counting their sides and corners. Some children are able to identify everyday three-dimensional shapes and name them, remembering them later in an exciting activity where cylinders of ice are placed on a large tray with model polar bears, penguins and seals. Mathematical learning further develops through carefully structured play, such as in a minibeast number-matching activity; through systematic routines, for example, replacing equipment like bricks or sun hats in the right place by matching one to one. Excellent resources, inviting and well presented in the indoor and outdoor environment make a major contribution to the children's mathematical learning.

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

65. Effective provision is made for developing the children's knowledge and understanding of the world and they make good progress. Children enter the school with variable experiences. These are built on well, so that by the time they are five they are in line with national expectations. The children show an infectious curiosity and wonder about the emerging butterflies, daily changing tadpoles and growing beans and cress. All children are careful and thoughtful in their respect for living things. Particularly good is the way all children are confident to select and use equipment to make junk models, seed packets or flowers for the garden centre, using folding, cutting and joining skills effectively. The excellent outdoor environment and variety of resources has been developed well since the last inspection and is used purposefully. Some children are able to explain why the windsocks and bubbles are blowing in a certain direction and what may happen if there is no wind. The 'Peep' project contributes to children's knowledge of the past, as they guess the use of artefacts such as a box iron and compare it to their own. Books, rhymes and fascinating resources, such as grandma's glasses were effectively used and contributed well to the children's knowledge and understanding of the past. Children are using tape recorders and the computer with varying degrees of skill and competence. The children are able to talk with enthusiasm about their visit to Blenheim Palace and other special days and events, for example when a baby brother was bathed. In a baking activity, children are

able to weigh and mix ingredients, knowing the specific tools required and that heat will change the cake mixture.

### **Physical development**

66. The provision for physical development is very good. Children make good progress and attain expected standards. They show good awareness of space by weaving, spinning, jumping and skipping in and out of spaces in the hall. They develop increasing control, balance and co-ordination with a variety of wheeled toys, the obstacle course and large timber climbing frame. They are adventurous, imaginative and confident. The children use sand and playdough to mould shapes and use tools such as paintbrushes, felt pens, scissors and glue spatulas with increasing control. They work with increasing dexterity with a range of construction kits and large blocks. They refine their fine motor skills by pouring their own drink at snack time, tracing letters and numbers in coloured sand, spooning cake mixture into cases and finger rhymes. Ongoing assessments take note of achievements, such as a child managing to tie shoelaces for the first time.

### **Creative development**

67. The children are given abundant opportunities to develop their creativity. In dance, they respond with energy and imagination using body shapes to interpret the music. This links well with music where they are able to use hands, feet and simple instruments to build basic rhythms, understanding faster, slower and louder, softer; follow a pattern of symbols and respond to the "conductor". The children are an appreciative audience and delight in each other's success. They select and use a range of media, such as paint to make lively paintings of their choice or experience a technique like bubble painting to create an appropriate background for a display. Particularly effective is the role-play and associated language stimulated in the garden centre and café; the outdoor sandpit and the dressing-up area. Attainment is in line with expectations and good progress is made.

### **Teaching**

68. The quality of teaching for the under-fives has several strengths. Clear understanding of the development of young children, appropriate pace, thorough planning based on clear assessments combine with creativity and very good management of behaviour to provide high quality learning experiences. Especially good are the links made across the curriculum to help children make sense of their learning. However, insufficient opportunities are taken to develop the teaching of phonics and mental mathematics across the age range or for more sustained time in line with expectations for the reception year in the literacy and numeracy strategies.

69. The support staff and specialist teacher for children with English as an additional language make a significant contribution to children's learning. The outstanding indoor and outdoor environment and the range and quality of resources, many made by the early years co-ordinator herself, make a clear impact on children's learning. The curriculum for children under five is led very well, with all adults planning and working as a cohesive and consistent team.

## **ENGLISH**

70. The results in the National Curriculum Tests in 1999 show standards well below the

national average for writing and very low for reading at the end of Key Stage 1. Compared to similar schools, the pupils' performance in reading and writing tests was well below average. There has been little change in this trend of below average scores since the last inspection until last year when there was marked improvement, particularly in writing. Teachers are working to good effect to implement the National Literacy Strategy. They have established additional literacy support for pupils in Years 3 and 4 and a daily additional phonics programme in Year 1. Extra support is well focused on the needs of pupils with special educational needs and English as an additional language. These well-planned initiatives are starting to take effect and the pupils are making sound gains in language skills. Despite the undoubted commitment and hard work of the staff, standards remain low. The pupils enter into reception and Key Stage 1 with a very low base of skill in recognising the letters of the alphabet by both shape and sound or writing simple words in upper and lower case letters. This, associated with the well above average number of pupils with special educational needs, and the late entry to school, makes the starting point for National Curriculum English very low.

71. Pupils' attainment in reading and writing is well below average on entry. The quality of teaching and carefully planned activities in the daily literacy hour and the pupils' positive attitudes to learning new skills all support sound progress. The pupils with special educational needs and those for whom English is an additional language make sound gains in their reading and writing skills due to the good support they are given. This is an improvement since the last inspection where the learning support assistants were seen to have too many pupils to help in any one class. The amount of support available has also increased since the last inspection.

72. Most of the pupils develop sound speaking and listening skills. This is an improvement since the last inspection, where many pupils exhibited poor speaking and listening habits. The whole class teaching, crisp question and answer sessions and the focused group teaching adopted through the National Literacy Strategy effectively develop these skills. Nevertheless, a significant minority of pupils at Key Stage 2 still find difficulty in expressing themselves using complex sentences or in listening attentively to the teacher or other pupils. This is particularly evident in Year 4 where the classes contain high proportions of pupils with special educational needs.

73. In the majority of lessons, the pupils develop appropriate skills. For example, in a Year 2 lesson, the pupils were asked to compare characters from two books written by the same author. The teacher rapidly reviewed their previous knowledge of "Jezebel" and "Oscar" by good questioning. Two pupils were then asked to adopt the role of the two children from the texts and the rest of the class questioned them. The pupils had been successfully taught the convention of using "what, when, where, why, and who" as openings to their questions. They spoke confidently and all listened carefully to both question and answer.

74. The standards in reading are below expectations by the time the pupils leave the school and at the end of Key Stage 1. However, a majority of pupils make sound gains in the skills of reading starting from a very low base. In reception, the pupils demonstrated difficulty in recognising rhyming sounds. At Key Stage 1, the teachers have recently introduced a daily programme of phonics which is beginning to take effect on pupils' reading skills. All pupils are heard individually as well as reading together during the literacy hour. By Year 2, a majority of pupils read with reasonable fluency, enjoy reading and can talk about the characters and describe preferences in their reading and name favourite authors. The higher attaining readers can predict the events in a book and talk in an informed way about aspects of the book they like. They can name fiction and non-fiction



books. By Year 4, the pupils have more advanced reading skills and at times use dictionaries and non-fiction books for research. The use of reading skills to find information is however, underdeveloped in such subjects as history and geography. Despite this sound progress by the majority, there is a significant minority who are still hesitant readers for their age at both key stages. These pupils are given good support by the learning support assistants and also through the additional literacy strategy. Despite this, these less able readers still need to perfect their strategies for working out unknown words, by breaking words up into syllables or by trying to guess by reading ahead or going back to the beginning of the sentence. The use of guided reading in the literacy hour is limited and pupils are not always receiving daily teaching of reading. There are very few pupils who have developed higher order reading skills by the time they leave the school.

75. The teachers' assessment of reading is good; pupils' reading progress is monitored carefully and effectively recorded. The recent, precise tracking of pupils' sight vocabulary and spelling attainment and subsequent focus on weaknesses has resulted in a dramatic 20 per cent improvement in spelling tests. All parents are informed about the pupils' targets in English each half term. All pupils have access to good reading materials and sets of books within classes. The subject co-ordinator is aware that the number and range of suitable non-fiction books within the school library is unsatisfactory.

76. By the time the pupils leave the school and by the end of Key Stage 1, standards in writing are below those of pupils of a similar age. By Year 4, although the best writers present their work neatly, spell and punctuate accurately, these are a minority. The range of writing is adequate, with pupils writing poetry, instructions, brief descriptive pieces but limited longer drafted and re-drafted items. Few are successful in varying their style to suit a variety of audiences and purposes and in choosing words for imaginative effect. The majority writes more simply, with an increasing, but still below average level of accuracy in spelling and sentence structure. Too many pupils by the end of Year 4 do not join their letters or make their written work look attractive unless they edit their work and produce a final draft for a wall display. There is a substantial minority of pupils who continue to produce work, which is untidy, badly spelled, incorrectly punctuated and containing grammatical inaccuracies.

77. By the end of Key Stage 1, a majority writes in sentences and can spell simple words accurately. The handwriting here is also generally untidy and work poorly presented. However, a few pupils do write well and all are given a range of opportunities to write in a variety of forms. A Year 1 class was asked to write poems about cats and produced interesting work with good vocabulary. They produced imaginative sentences such as "Cats can scratch but they can't say sorry." Writing skills are not, however, sufficiently consolidated in other subjects. The staff do not always stress sufficiently the conventions of handwriting and punctuation in such subjects as science, history and geography. The quality of the marking of the pupils' work is weak.

78. The quality of teaching overall is good, although there is a small proportion of unsatisfactory teaching in reception. Where the teaching is good, for example in a Year 1 class, the infectious enthusiasm of the teacher, dramatic reading of the class book, very good questioning about what was to happen "In the Attic", captured pupils' attention. This, together with very good class routines established for group and individual work, maximised the effective teaching time. In such lessons, the pupils squirmed with excitement as the story unfolded, displaying great enthusiasm and talking excitedly about what was in the attic. They concentrate carefully on their writing tasks and contribute keenly to the plenary sessions. Where the teaching was unsatisfactory, the teacher displayed weak subject knowledge of blending phonemes, had poor management of group work and talked for far

too great a proportion of the lesson. Throughout the school, the teachers make too little use of ICT to support work in English. There is little evidence of pupils word processing their work. Overall, the pupils respond well in lessons. They work with motivation and behave well.

79. The school has a good policy and the scheme of work follows the National Literacy Strategy. The curriculum is generally broad and balanced although more time is required for writing. The assessment systems are very thorough and support the target-setting process. The co-ordinator is effective, knowledgeable and undertakes thorough monitoring of planning, teaching and pupils' work. The handwriting policy is, however, dated and the scheme not rigorously applied. The subject is generally well resourced and has received extensive supplies of sets of books to support class reading. The number and range of non-fiction books to support work across the curriculum is less generous.

## **MATHEMATICS**

80. Across the school, standards in mathematics are average. The results of the national tests for Key Stage 1 for 1999 are well below the national averages but improving on the previous two years' performance. These results are below average when compared with similar schools. The Key Stage 1 assessments recently taken in May 2000 show further improvement with significantly more pupils attaining the high, average and above average levels. This is supported by inspection evidence and achieves the school's target to improve average attainment by 10 per cent this year.

81. By the time the pupils leave the school, standards are average. The optional standardised assessment tasks for Year 4 show a majority of pupils in line to meet national expectations at the end of Key Stage 2, with a significant 18 per cent already achieving the national expectation for the end of Key Stage 2. Analysis from Key Stage 1 tests in 1998 to Year 4 tests this year broadly indicates that most pupils have advanced at least one National Curriculum level and a third of pupils have moved forward two levels. The pupils' achievement is good and their progress over time is also good.

82. These standards and the good improvement since the last inspection are due to an early start to the National Numeracy Strategy with focused class interactive teaching; the support and active involvement of the Hamilton Maths Project, and whole staff commitment, led by the co-ordinator who is an Advanced Skills Teacher and Leading Maths Teacher. The school has a good capacity to improve standards further in mathematics.

83. At Key Stage 1, the majority of the pupils are able to use repeating patterns to double numbers, know addition and subtraction facts to 20 and securely work with numbers to 100 and often beyond. The pupils in the reception class are building towards this standard of work. They are developing a range of successful mental strategies, for example using a 100 square to add and subtract 10 and then extend that to even larger numbers by recognising patterns. They are confident to try, learn from mistakes and share how they worked out an answer. The pupils can give accurate descriptions of shapes using mathematical language and are able to measure accurately using a computer programme.

84. At Key Stage 2, the pupils are able to recognise patterns in odd and even numbers to 100; they can halve and double two digit numbers; can understand the place of hundreds, tens and units and work with three digit numbers. They give information in a clear and organised way although the presentation of work is weak. The pupils try different approaches to solve problems, using right angles in compass directions with increasing

skill.

85. Overall, the pupils make satisfactory progress in both key stages. Pupils with special educational needs are ably supported by careful planning for their needs, well-briefed support staff and the inclusion of mathematical targets in individual education plans. The Catch-Up programme for pupils in Year 3 supported by the Hamilton Project has been effective in hastening pupils' progress. The pupils with English as an additional language are similarly well supported but in addition have the opportunity to work with a specialist teacher. The satisfactory progress of all pupils is a direct result of the quality of teaching, planning and the time given to numeracy.

86. The pupils work hard and most behave well in lessons. In all classes at Key Stage 1 and most at Key Stage 2 there is enthusiasm, confidence and excitement for mathematics. The pupils listen to instructions, sustain concentration and are keen to participate. Particularly effective is the collaborative work in pairs where pupils share and discuss their learning, supporting each other. However, the presentation of the pupils' work is untidy, lacks attention to detail and consistent procedures such as writing the date or using a ruler.

87. The quality of teaching is good overall, with one lesson in six being very good. In nearly all lessons, lively teaching motivates the pupils and engages their attention successfully. A good pace of work is established following the thorough weekly and daily planning. Good links are made with previous lessons and expectations are made clear. The teachers use questions effectively to encourage the pupils thinking and challenge all abilities. Where teaching is good or better the teachers clearly focus their time efficiently with groups or individuals, give clear explanations and offer supportive strategies, often using mathematics in the classroom environment. Where teaching is less good, the pupils are not clear about what they are going to learn in that session and occasionally, time runs out and the lesson is not brought satisfactorily to a close. Similarly, the daily mathematics ICT programme can interrupt the flow of the numeracy hour and time taken for this programme restricts other ICT opportunities in mathematics. Insufficient opportunities are taken to develop further the pupils' understanding and knowledge of mathematics in investigative and problem-solving situations. In some Key Stage 1 classes, there is an over-reliance or inappropriate use of some worksheets, which inhibits pupils selecting and recording numbers and symbols for the task. Homework is used well to engage pupils' interest, establish home-school links and is encouraged well by the focus and target for homework during assembly on Mondays.

88. Assessment and recording is good overall. The teachers evaluate each week's planning and plan accordingly for all abilities. They engage in effective discussions with pupils about their learning. However, this is not combined with supportive marking which is a weakness. Recently, the pupils' progress has begun to be tracked and broad annual targets set. Individual pupils have recently been given half-termly targets for improvement, which are shared with parents. These are clear and manageable but it is too soon to judge their impact on learning.

89. The co-ordinator leads and manages the subject with outstanding skills. She is well supported by the National Numeracy Strategy and the Hamilton Project, which has provided funding for numeracy resources and staffing. Very good monitoring of lessons and subsequent feedback in writing have made a significant impact on teaching and learning. There has been no monitoring of the effectiveness of the National Numeracy Strategy in the nursery where many children are in the reception year. Resources for mathematics are very good and thoughtfully planned to meet needs.

## SCIENCE

90. By the end of Key Stage 1, standards are below average. In the 1999 national assessments, 66% gained the expected level compared with 87 per cent nationally. This represents an improvement over the past three years from 47 per cent gaining this level in 1997. However standards have risen in all schools over the same period and in 1999 standards continue to be well below those achieved in similar schools, as was the case at the time of the last inspection. Standards in the lessons observed were below average rather than well below average as there was an emphasis on oral work and less emphasis on writing, which often hinders the pupils' progress. By the time the pupils leave the school in Year 4, standards are below average in all aspects of the subject. Standards are currently higher in one Year 4 class than the other, where poor behaviour and concentration by a small number of pupils results in standards which are well below average. Given that attainment on entry is well below average, the pupils' achievement at Key Stage 1 is sound. At Key Stage 2, sound achievement is evident in three of the four classes.

91. At Key Stage 1 pupils in the reception class are able to identify a range of mini-beast they may see in their gardens and to recognise and name some features of the snails they observed. In Year 1, the pupils studying the life-cycle of a butterfly could observe and describe the main features of a caterpillar, yet many needed considerable help to describe its life-cycle. Some pupils in Year 2 can predict what will happen if they make changes to an electric circuit and achieve standards which are slightly above average. Most pupils can use equipment and make observations, yet not all are able to discuss whether what happened in their experiments was as they expected. Some pupils in Year 3 can make very simple predictions such as which items are likely to fall through various sieves. However the pupils' ability to carry out experiments independently and to record their findings are below average. In Year 4 the pupils are beginning to explain why things happen and to recognise constants and variables in experiments. However, in one class, the pupils have a limited understanding of fair testing. Standards throughout the school are below average in all main aspects of science. The pupils' ability to record is often very low and experimental skills are generally poor.

92. Teaching is good overall at Key Stage 1. There are, however, significant weaknesses in the teaching at Key Stage 2, especially in one of the classes in Year 4. Good aspects of teaching include allowing the pupils' independence to explore ideas and to modify their experiments, having high expectations and continuously building on previous learning throughout a topic. For example, in one good lesson, pupils in Year 2 were shown ways of finding out if various papers were waterproof, yet were able to develop their own procedures which they modified through experience. The teacher was enthusiastic and explored issues well with individual pupils. At the end of the lesson the class began to consider if their tests had been fair, building well on learning from previous lessons. Where teaching is less successful, experimental work is controlled and the pupils have limited opportunities to learn by finding out. In Years 3 and 4, the teacher's expectations are at times too low and insufficient time for science limits opportunities to develop and extend learning. The pupils undertake little written work but teachers' comments do not help improve future efforts.

93. The pupils enjoy their science. They generally sustain concentration, particularly when involved in practical work and collaborate successfully on tasks. However, their ability to work independently is underdeveloped particularly at Key Stage 2. With the exception of a small number of pupils in Year 4, behaviour is generally good.

94. The management of science is unsatisfactory as the science co-ordinator has been on long-term sick leave and insufficient priority has been given to the subject in school planning. The headteacher has monitored teaching in science, but there is currently no monitoring of the pupils' work or standardisation of assessments. Also, little use is made of assessment data to set targets for improvement. Accommodation for science is good, but consumable resources are insufficient.

## **ART**

95. By the time the pupils leave the school, standards are similar to those found in the last inspection, with most pupils meeting national expectations. The pupils make satisfactory progress in their knowledge of the work of famous artists, in their skills of drawing and painting, and in learning different techniques using a range of media.

96. Pupils at Key Stage 1 make good progress in developing their basic drawing, colouring, cutting, sticking and printing skills. There are some good examples of quality work in classrooms and on display including large-scale pictures in the style of Paul Klee, Joan Miró and Claude Monet. These examples illustrate how pupils have learnt the skill of mixing paint effectively to make different colours. They also show how pupils have experimented with printing techniques, using sponges and rollers to create different visual effects.

97. As pupils move through the school, some increased accuracy and technical skill is evident in the examples of work on display. Key Stage 2 pupils are able to work with materials, tools and techniques both practically and with imagination to produce an interesting mosaic inspired by Paul Klee and a frieze based on the work of Henri Rousseau. Older pupils are able to use greater detail in their sketches and are beginning to develop perspective in their still-life drawings.

98. The overall quality of teaching is satisfactory. In the lessons that were seen, the teachers' knowledge and understanding of printing techniques directly impacted on the quality of tiles produced by the pupils. In one particular instance, the teacher's role in talking with the pupils about their work and giving practical assistance, helped raise standards and ensured the lesson proceeded at a good pace. Pupils enjoy their art lessons and are enthusiastic in their approach to art activities. They listen well to instructions, sustain concentration and work collaboratively. Resources and equipment are shared amongst pupils who demonstrate good routines in their care for these.

99. The art co-ordinator is relatively new to post and is aware of the need to clearly identify, through whole school planning, the development of the pupils' knowledge and skills across the school. This was an area of weakness highlighted in the previous inspection and has not yet been appropriately addressed. Assessment procedures are largely informal and currently do not provide an adequate basis for future planning. Resources are adequate and accessible to teachers and pupils. Artwork is attractively displayed throughout the school and reflects a range of art experiences, effectively promoting pupils' efforts and achievements.

## **DESIGN AND TECHNOLOGY**

100. Only one design and technology lesson was seen during the inspection. Consequently additional evidence is taken from the scrutiny of pupils' work, discussions with teachers and pupils and from plans and records.

101. At the end of Key Stage 1, the quality of the pupils' making is in line with national expectations. However, the standard of their designing is below expectations. By the time they leave the school, the standard of both designing and making is below national expectations and the progress made by pupils of all abilities is unsatisfactory. Standards have declined since the last inspection when the pupils' making was in line with national expectations at Key Stage 2. Standards of designing remain below expectations.

102. The pupils in reception achieve national expectations when designing and making musical instruments. They select appropriate tools and material and construct their ideas with care and good attention to detail. In Year 2, the pupils use their knowledge of electrical circuits well to make lighthouses. They also make simple wheeled vehicles and masks linked to their English topic. While they discuss their ideas, their ability to use pictures to develop and communicate their ideas is poor, which limits their ability to design. Progress at Key Stage 2 is unsatisfactory as pupils have a very narrow range of experience. In particular, they have little opportunity to work with construction materials or to use mechanisms to make things work. They also have limited opportunities to design products in textiles and much of their work is in paper or card. Pupils in Year 4 bake cakes, yet it makes little contribution to developing their capability in design and technology. The pupils' ability to generate ideas and to use labelled sketches to show the detail of their design is poor as little emphasis is placed on developing design skills during lessons.

103. Teaching is sound overall at Key Stage 1 but is unsatisfactory at Key Stage 2. Where teaching is best, lessons are well planned, with clear expectations that build on previous experience. Teachers and learning support assistants have high expectations and good demonstrations of new skills and well-targeted support ensures good progress during the lesson. However, at Key Stage 2, teaching is unsatisfactory as teachers provide insufficient opportunities for the pupils to develop appropriate designing and making skills. This results from limited time given to the subject, poor planning and the poor range and quality of tools, materials and learning resources available. The pupils enjoy their work and show good levels of concentration. However they have poorly developed creative, planning, evaluative and constructional skills by the time they leave the school.

104. The curriculum lacks the overview necessary to ensure progress in all essential aspects of the subject, particularly in Years 3 and 4. Also teachers' planning often fails to develop the pupils' design skills or set sufficiently rigorous expectations. The co-ordinator currently has little opportunity to monitor progress or to raise standards in the classroom.

## **GEOGRAPHY**

105. By the time the pupils leave the school, standards are similar to those expected for pupils of their age. The achievement of pupils, including those with special educational needs, is satisfactory across the range of skills, themes and places studied. The pupils develop a good understanding of the relationships between places and human activities. Recent fieldwork in a village has supported the development of geographical skills by looking at land use and mapping the distribution of shops. Pupils are also beginning to understand processes of change in their local environment. The school grounds are used effectively to encourage pupils to observe features of their own environment and how they

affect their lives. Pupils gain a good understanding of life in the Swat valley in Pakistan and successfully compare that environment with their own.

106. By the end of Key Stage 1 pupils attain expected standards. They competently describe the differences between Malindi in Kenya and Oxford by using photographs and newspaper articles. They understand the features of the tropical rainforests and can show where they are found. They make good use of the computer room to research about Kenya and Africa in general using the CD-ROM. The Year 1 classes keep regular weather records and can follow a route on a map as they walk to the local church. The pupils across the school are interested in this subject area. They work well together and share ideas openly.

107. The quality of teaching at both key stages is always satisfactory with some examples of very good teaching. The strengths in teaching include: the detailed planning and preparation, the good management and organisation of pupils, the clear recall and reinforcement of earlier learning, the use of searching questions to prompt and guide further enquiry and the good support provided by learning support assistants and other adults. In one very good lesson in Year 2, a wide range of teaching strategies were employed: whole class discussion, group work and presentations by pupils. Good resources were gathered including photographs and newspapers from East Africa. All of this brought the distant location alive. The groups reported back about their observations, making a good contribution to speaking and listening. On occasions, however, all pupils carry out exactly the same activity. This means that higher attaining pupils are not challenged at a level at which they were capable. Opportunities for the use and development of literacy are often neglected, but the subject makes useful contributions to pupils' progress in ICT. Field trips and the study of distant places effectively support the pupils' social, cultural and personal development.

108. The subject is effectively managed by a newly appointed co-ordinator. The quality of planning is regularly overseen to check curriculum coverage. A useful portfolio of pupils' work is being developed. The quality and standards in geography have been maintained, but not significantly improved since the previous inspection report. There has however been considerable improvement in the quality of teaching at Key Stage 2.

## **HISTORY**

109. Overall, standards are in line with national expectations by the time the pupils leave the school. Pupils have a sound understanding of life in the past, for example in Ancient Rome and Greece. Knowledge is soundly developed, through such activities as pupils studying and drawing Doric, Corinthian and Ionic columns used in ancient Greece or writing letters warning of invasion by the Romans. Although no teaching of history was observed during the inspection, the pupils' work and teachers' planning demonstrates that the curriculum is adequately covered. However, the pupils' factual knowledge is better developed than their ability to interpret, select, organise and record evidence independently. The development of the skills of enquiry and interpretation through the key stages is, at times, impeded by copying and illustrating. There is an overuse of commercially-produced worksheets to support some topics and this inhibits the pupils' own use of their literacy skills. Overall, however, the quality of teaching is sound.

110. By the end of Key Stage 1, the pupils have developed a secure understanding of chronology by sequencing events, pictures and manufactured articles in past to present order. They study history within broad topics such as toys old and new and show an increasing ability to derive historical information from the evidence of artefacts such as Victorian household equipment. Pupils across the school bring positive attitudes to their

work. They are interested in the past and bring enthusiasm to their learning.

111. The study of historical topics is planned in clear detail at both key stages, and learning is effectively promoted by a soundly-structured programme and adequately-researched units of study. Links with English are strong in classes where reading and writing skills are consciously supported through the study of history. Overall, though, literacy skills are not sufficiently promoted through the subject.

112. The newly appointed co-ordinator is developing a useful subject portfolio and effectively monitors planning. She is building a helpful collection of pupils' work. Resources and the quality of teaching have improved since the last inspection. Victorian artefacts have been gathered and provide useful resources to mount attractive and stimulating displays in classrooms. The co-ordinator is aware of the need to promote literacy skills through the subject and to make greater use of ICT programme to support the development of historical study skills, word processing and keyboard skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

113. Standards in information and communications technology (ICT) are below national expectations, both at the end of Key Stage 1 and by the time the pupils leave the school. Standards are unsatisfactory overall in handling and communicating information and in control and modelling. There are instances where pupils meet expectations in particular aspects of the subject, yet inconsistent provision throughout the school limits the progress of pupils of all abilities.

114. Standards in handling and communicating information meet expectations in Year 1 when pupils enter information on various forms of transport and display their findings as simple graphs. Also, some pupils in Year 3 compose and record music on the computer. There are very few instances where pupils use computers to draft and present text or produce pictures and computers are rarely used to develop or present the pupils' work. Some pupils in Year 3 achieved national expectations by providing a series of instructions to control a screen image while a few exceeded expectations by writing a simple programme. Some progress has been made since the last inspection, particularly in the provision of additional computers. However, this has had little impact on standards to date and insufficient progress has been made in ICT since the last inspection.

115. Good use is made of ICT to support learning in mathematics. The pupils make good progress in mathematics while using an individual learning programme on the computer, which they use for ten minutes each day. Pupils in Year 2 use a CD-ROM to research information on Africa, yet insufficient use is generally made of ICT to support learning in other subjects.

116. Only a very small number of lessons in ICT were seen during the inspection. In these lessons, the teaching was always sound and often good. The best lessons were well organised. They had good pace, high expectations and built effectively on previous experience. For example, pupils in Year 3 used their previous experience of a programmable vehicle to move an object around a course on the computer screen. Pupils were then challenged to use their new knowledge to write a programme which would draw a large letter of the alphabet on the screen. However, evidence from teachers' planning and the scrutiny of pupils' work indicate weaknesses in the teaching over time across the school. This is largely because the teachers provide insufficient opportunities for the pupils to use ICT. This often reduces progress, for example when a Year 4 group working on a similar task made far less progress as they had no prior experience to draw on. The pupils



enjoy computer work and collaborate well when working together on tasks.

117. The school has an appropriate scheme of work for ICT, yet many teachers lack the confidence and skills to teach it to their class. The school has only recently put appropriate plans in place to improve standards in ICT. The headteacher is currently overseeing this subject area and plans are in place for major in-service training next year. Resources have recently been improved by the provision of a second computer room with modern equipment and appropriate assessment and recording strategies are in place but have yet to be fully used. Improving standards and increasing the use of ICT to support learning in other subjects remain a major priority for the school.

## **MUSIC**

118. By the time the pupils leave the school, overall standards are in line with national expectations and progress is satisfactory. These standards are similar to those evident in the last inspection.

119. Pupils at Key Stage 1 are able to recognise how musical sounds are used to create effects and they are able to respond appropriately whilst listening to recorded music. They are learning to understand that music contains patterns and they join in appropriately when required to do so. The pupils can keep in time with the beat of the music and respond effectively with soft or loud sounds as the activity demands. They sing tunefully and are encouraged to demonstrate actions with songs to gain a better understanding of the rising and falling patterns in music.

120. The majority of older pupils are able to recognise and clap more complicated rhythms and demonstrate an understanding of pitch and musical dynamics. They are developing an appreciation of breathing techniques to help in the production of quality singing. They are able to co-ordinate movements and keep time with the music.

121. Overall, the quality of the teaching in the school is satisfactory. In the lessons seen, the teachers used effective demonstrations to encourage their pupils to understand the concept of pitch. During the week of the inspection some of the older pupils in the school were participating in a Joint Partnership Project involving music and drama activities. In these lessons, the quality of teaching was very good, characterised by the staff having a secure knowledge of the subject and appropriately demanding expectations of the pupils. The very good management of the pupils, together with effective coaching techniques, had a direct impact on the pupils' quality of experience in developing singing and accompanying rhythms. The teaching here, successfully challenged the pupils' understanding of rhythm and what quality singing sounds like. Pupils enjoy their music lessons and respond with enthusiasm. They appear keen to develop their skills and listen well to instructions.

122. Other musical activities such as choir, recorders and whole school singing add to the pupils' learning. Throughout the year, pupils have many opportunities to demonstrate their emerging musical abilities by performing in extra-curricular activities, seasonal presentations and the Festival of Voices concert.

123. The music co-ordinator is relatively new to post and planned developments in the subject have yet to take effect. Monitoring procedures in the subject, including evaluating and improving performance, are key areas for development in the quest to further raise pupils' attainment in music.

## **PHYSICAL EDUCATION**

124. Standards in physical education have been maintained since the previous inspection and are in line with national expectations.

125. Overall, pupils including those with special educational needs and those with English as an additional language, make satisfactory progress. From the nursery class onwards, they learn the importance of warming up before exercise and relaxing muscles afterwards and how to move apparatus safely.

126. By the end of Key Stage 1, most pupils are able to show reasonable co-ordination and control when using different body parts and when building simple sequences with appropriate linking moves. Older pupils show they have developed satisfactory skills in the control and handling of equipment and have increased their abilities in team games involving throwing and catching. They can interpret instructions and understand some of the rules applied to the fielding and striking in a game of rounders. Pupils have opportunities to learn from demonstrations and they are encouraged to practise and refine actions. They successfully develop their evaluative skills by comparing their own actions with models of good practice by their teachers and others in the class. This aspect of pupils' learning has been developed since the previous inspection. Pupils develop good social and personal skills through physical education activities. This was particularly well demonstrated in the lessons where the use of a parachute encouraged pupils to work together as a team towards a common goal.

127. The quality of teaching has improved since the last inspection and overall is satisfactory. Strengths in teaching include the role models set by teachers, through their enthusiastic approach and appropriate expectations to ensure safe and sensible behaviour. In the majority of lessons there are clear objectives that include effects of exercise on the body. Effective coaching from the teacher in lessons help individual pupils improve their techniques and has a positive effect in improving performance. The pupils bring very positive attitudes to their lessons. They behave sensibly and take responsibility well.

128. The physical education co-ordinator is well aware of the strengths and weaknesses in the subject, in particular the need for an updated scheme of work. She is preparing herself for the school's focus for improvement in physical education that is planned for the next academic year. Monitoring procedures in the subject, including evaluating and improving performance are key areas for development with the intentions of raising standards of attainment.

129. Extra-curricular activities this term include line dancing and rounders which enhance the provision of the physical education curriculum.

## **RELIGIOUS EDUCATION (RE)**

130. By the time the pupils leave the school, standards of attainment meet the expectations of the Locally Agreed Syllabus and pupils make satisfactory progress in all three strands of the curriculum. Since the previous inspection, when weaknesses were identified, the school has made improvements in the breadth of the curriculum, raising standards at Key Stage 1 and improving the quality of teaching. These have all had a positive impact on pupils' attainment.

131. The school integrates the teaching of RE into its daily life. Themes selected for collective worship promote the pupils' understanding of Christianity and other major faiths to recognise how people's beliefs affect their actions. The pupils' understanding of personal

relationships is developed as part of religious education through such themes as caring for others, special people and life-changing experiences. This is reinforced in personal and social education lessons, enhancing the caring ethos of the whole school. Nonetheless there is a distinct programme of RE, which is planned and taught as part of the pupils' curriculum entitlement.

132. Pupils in Key Stage 1 learn about the importance of being a friend and about the significance of the stories Jesus told. They talk about their own feelings and they learn to share by having a drink and a biscuit together. Good opportunities for pupils to have first-hand experience in being involved around a table creates the sense of being present at a special celebration. In their discussions, they talk about how they should help children in the playground who seem to be without friends by playing with them, by giving them a smile and offering to be friends with them. They learn to behave in appropriate ways and they are aware of right and wrong. They explore their own spirituality by reflecting on the meaning of prayer when learning the actions to accompany 'The Lord's Prayer'. They write their own prayers and share these with others in assemblies.

133. Pupils at Key Stage 2 develop their study of Christianity and learn about other religions such as Islam, Buddhism and Hinduism. They are able to discuss the story of Buddha trying to find enlightenment, developing skills in empathy and being respectful and sensitive in their considerations of others' views. They have a good understanding of the emphasis believers place on special places for worship and are beginning to appreciate the place of artefacts within religious practice. The pupils are able to consider the effect that some people have on others' lives when considering such people as Gandhi, Martin Luther King and St Francis within the context of 'Peace'. They are able to reflect on what peace means to them and consider places of special peaceful significance.

134. Overall, the quality of teaching good. It is evident from lesson observations, from talking with pupils and looking at pupils' work that teaching throughout the school succeeds in bringing pupils to a broad understanding of people's religious practices and beliefs. In lessons, teachers have a supportive relationship with their pupils and show respect for their viewpoints. One particular good example was in a lesson based on the theme of friendship, where pupils effectively discussed their ideas in a well-structured and thoughtful way. The effective use of questioning techniques enabled pupils to demonstrate an awareness of what friendship means and the difficulties that may be experienced through peer pressure. In their lessons the majority of pupils are well behaved, they listen well and develop ideas by learning from others. They show an interest in their work and increase their understanding of religious stories and their meanings.

135. The curriculum is based appropriately on the Locally Agreed Syllabus, which is currently under review. The breadth, balance and relevance of the curriculum are satisfactory. Assessments of pupils' work are currently based on the programmes of study but are not recorded in a consistent way. There are plans to adopt the assessment procedures in the new syllabus. Curriculum leadership is good. The experienced co-ordinators have raised the profile of religious education and by giving good support to colleagues have improved standards reported at the last inspection. Provision is enhanced by assemblies, visits to places of religious interest, visitors to the school and the resources which include many artefacts. Religious education makes a good contribution to the spiritual, moral, social and cultural development of pupils in the school.

## **THE LANGUAGE RESOURCE BASE**

136. The base provides places for 24 pupils with expressive and receptive language

difficulties. It is part of Oxfordshire's services for children. The teacher-in-charge is directly responsible to the head of the service. The base is located in three classrooms, offices and therapy rooms, within the main building of Rose Hill First School. The pupils attend for a period of between two to four years.

137. Overall, the pupils attain appropriate levels in relation to their prior attainment by the time they leave the base. They make good gains in their communication skills, particularly when the learning objectives for session are very precise. For example, a speech therapist focused on the concepts of "before and after" with one boy. She presented the words and asked questions using 'before' and 'after' in a variety of readily understood sentences. The pupil responded at first hesitantly and then with growing confidence as he made good gains in his understanding and use of the terms. All the pupils make appropriate gains in their knowledge and understanding of the subjects in the National Curriculum. They approach their learning in a generally positive vein. They enjoy lessons and remain focused on tasks, often encouraged by the intensive support from the teacher or learning support assistant. They take care of their belongings and school resources but at times responsibility is taken from them by the adults such as when setting out PE apparatus. The pupils overall are keen to improve and the older pupils are aware of their targets for improvement.

138. The quality of teaching is never less than satisfactory and is good in 59 per cent of the lessons. This is a considerable improvement since the last inspection where 15 per cent of the lessons were unsatisfactory. The characteristics of the current good teaching include the good use of praise to build confidence and give a sense of security and the skilled management of some challenging behaviour. The good relationships with the pupils and the good knowledge of their strengths and weaknesses help to improve their communication skills.

139. In one of the good lessons, after using the computer room to consolidate some simple maths concepts, the class returned to the base to engage in lively counting games going from five back to zero. The involvement of the teacher and assistant in the actions successfully captured the pupils' attention and brought enjoyment for all. The very calm and controlled individual and group work which followed helped the pupils to focus on tasks, listen carefully to instructions and to make good gains in understanding number. They played a variety of stimulating games, for example, with toy frogs leaping from counting stone to counting stone which effectively consolidated their understanding.

140. One weaknesses in the teaching is the lack of clear learning objectives in the planning. The short-term plans, on occasions, are a list of activities and do not show precise targets for each pupil. This lack of carefully focused planning means that, at times, pupils of widely differing ages and needs engage in the same activity. As a result, sometimes individual pupils are insufficiently challenged.

141. The support of the speech therapists is good. Despite, in some instances, only just getting to know the pupils, they rapidly establish a rapport and give highly skilled and sensitive one-to-one teaching. They make careful diagnoses of difficulties and effectively tailor their support to each child's needs.

142. The pupils receive a broad and balanced curriculum enriched with a range of activities, which extend their communicative and social development. One lunchtime for example, the pupils planned and took part in a picnic designed to support both social and academic development. The clearly stated aim of the base and the support service as a whole is to enable the pupils to integrate as quickly as possible into their local school, the base being located within a school is ideal for this purpose. Opportunities are taken for the

pupils to join in with whole school assemblies, play with other pupils in the school at break and lunchtimes and on occasions join lessons. Overall, however, integration, identified as a weakness in the last inspection report, remains underdeveloped. One pupil is currently working, during literacy and numeracy sessions, with pupils of the same age. The management of the integration, as observed, was unsatisfactory, with the pupil taking little active part in the teaching and learning in the class or relating to the other pupils. Overall, the pupils do not have enough planned opportunities to engage with the teaching, learning or social activity of the host school. The base is also failing to benefit from many of the strengths and initiatives in the first school, such as access to the Leading Mathematics Teacher's work.

143. The management of the base is sound. The effective administration and management of the support programmes ensures that comprehensive Individual Education Plans are relevant, implemented and regularly reviewed. The contact with parents, located over a wide geographical area, is good. The use of a home-school diary enables parents and the staff of the base to remain in effective contact. The base is adequately funded and resourced and makes cost-effective use of the school's resources and facilities, for example the library and computer room. The funding arrangements for the base in relation to the host school were, at the time of the last inspection unclear. This has been clarified in outline but is still not fully agreed and ratified. The relationships between the head of the school and the base are good and they meet regularly to discuss matters of joint concern.