

# INSPECTION REPORT

## **ST JAMES C of E HANNEY PRIMARY SCHOOL**

East Hanney

LEA area: Oxfordshire

Unique reference number: 123148

Headteacher: Mrs Shirley Long

Reporting inspector: Mr Fred Riches  
23235

Dates of inspection: 6-8 March 2000

Inspection number: 194380

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 -11
Gender of pupils:	Mixed

School address:	Causeway East Hanney Wantage Oxfordshire
Postcode:	OX12 0JN

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Appropriate authority:	Governing Body
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Name of chair of governors:	Rev A Hogg
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Date of previous inspection:	20 January 1997
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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Fred Riches	Registered inspector	Mathematics; science; art; design and technology; information technology; physical education.	How high are the standards? (The school's results and pupils' achievements)  How well are pupils taught?  How well is the school led and managed?.
Derek Bowers	Lay inspector	Equal opportunities	How high are the standards? (pupils' attitudes, values and personal development)  How well does the school work in partnership with parents?
Anna Sims	Team inspector	English; geography; history; music; religious education; under fives; special educational needs;	How good are the curricular and other opportunities offered to pupils?  How well does the school care for its pupils?

The inspection contractor was:

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

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

### **INFORMATION ABOUT THE SCHOOL**

This village primary school has 78 pupils on roll aged four to eleven years. There are no pupils from ethnic minority backgrounds. Pupils start school part time at the start of the term in which they are five and full time after their first half term. Their attainment on entry to the reception class is broadly average overall, but this masks a wide range and varies considerably from year to year. The school has 18 per cent of pupils on its register of special educational needs. This is also broadly average. Most of these pupils have learning difficulties and a few have emotional and behavioural needs. There is one pupil with a statement of special educational need.

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

This is a good school. Effective teaching and good leadership result in pupils learning successfully. Pupils attain above average standards in English, mathematics and science by the age of eleven. The school's income per pupil is above average, but the governors spend wisely. This is an effective school, which provides good value for money.

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

- Pupils achieve good standards in English throughout the school and in mathematics and science by age eleven;
- Pupils' behaviour, attitudes to work and personal development are very good;
- Teaching is good overall, with particular strengths in art and music at Key Stage 1;
- The positive ethos stems from good leadership by the headteacher, supported by all staff and governors working together for the good of the school;
- Good links between the school, parents and the community enrich the provision for pupils; parents help provide a very good range of extra-curricular activities.

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

- Standards in science at Key Stage 1 and lower Key Stage 2, particularly in relation to investigative enquiry and recording;
- Standards of presentation in pupils' books.
- Curriculum planning at both key stages, including the allocation of sufficient time for each subject, to ensure that pupils' learning builds on previous knowledge and skills;
- The use of assessment information for monitoring pupils' academic progress and setting targets for future achievement;
- School development planning: setting priorities and weighing the effect of action.

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

**The school's strengths clearly outweigh its weaknesses.**

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The headteacher, staff and governors have worked together successfully to turn the school round after a difficult period, during which the previous inspection, in January 1997, occurred. The current headteacher, appointed in September 1997, has created a welcoming atmosphere. Working together with governors and staff, she has ensured that the school roll has increased, reflecting growing confidence from the community. Standards, though varying from year to year, have risen faster overall than nationally in English, mathematics and science over the past three years. Described as satisfactory in the last report, they rose to well above average in 1999 national test results. The school has successfully addressed some of the key issues identified by the last inspection and is better than it was. Parental confidence has been restored. As a result of staff changes, it has not been possible to make sufficient improvement in some key issues. As a result, curriculum planning, assessment and development planning, though improved, require further attention, but the school is now in a good position to take these forward.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	C	D	A	A
Mathematics	C	D	A	A
Science	B	E	A	B

**Key**

Very high A\*

well above average A

above average B

Average C

Below average D

well below average E

Very low E\*

*In small schools, percentage swings are larger because each individual pupil has a large statistical effect. The proportion of gifted pupils and pupils with special educational needs in each year group inevitably causes some changes in grades.*

Results in national tests show standards well above the national average in 1999 and well above those of similar schools (those with approximately the same proportion of pupils eligible for free school meals) in English and mathematics. In science, they are above those of similar schools. Standards continue to be above average overall in the current year. The table confirms an overall rise in standards over the past few years. The school has set appropriately challenging targets for pupils to achieve in literacy and numeracy by the end of Key Stage 2 for the coming three years. It is set to meet the current year's targets. Standards at the end of Key Stage 1 were well above average in reading and above average in writing and mathematics in 1999. Standards were much the same as those of pupils in similar schools. They continue well above average in reading and above average in writing this year. Standards in mathematics are broadly average for seven-year-olds in a very small year group this year. Standards in science were below average last year and continue so this year. This is because there is insufficient focus on this subject. Standards in information technology are good throughout the school. In art and music they are high in Key Stage 1, but these are not developed sufficiently in Key Stage 2. Pupils make mainly satisfactory progress in all other subjects, but limited time allocations affect the breadth of coverage. For the most part, gifted pupils and those with special educational needs achieve as well as they should in English and mathematics, and in Years 5 and 6 in science, but not in other year groups.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, show interest in their studies and activities, and concentrate well.
Behaviour, in and out of classrooms	Very good. Pupils are polite and well mannered both in lessons and around the school corridors, cloakrooms and grounds.
Personal development and relationships	Very good. Pupils take responsibility and show a capacity to work independently from an early age. Older pupils show initiative and have a caring attitude towards the younger ones and their environment.

Attendance	Very good. Well above the national average.
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## TEACHING AND LEARNING

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

Teaching is satisfactory or better in all lessons. In 61 per cent it is good or better, including 11 per cent where it is very good. Teachers' class control and management is a strength throughout the school in all lessons. All teachers have good relationships with pupils, who know the behaviour and level of concentration expected of them. Teachers prepare lessons thoroughly, making good use of resources. They organise use an appropriate variety of teaching styles, deploying support staff and volunteers well. Teachers phrase questions carefully to involve pupils in expressing themselves and listening to each other. They encourage pupils through their comments during lessons. Teachers do not routinely share the aim of the lesson with pupils at the outset or sum up what has been achieved at the close. As a result, pupils complete the activities, but do not always recognise what they are learning through them.

The teaching of literacy is effective overall. Teachers commit a substantial proportion of time to this subject. Teaching is satisfactory in mathematics, in the second term of the numeracy strategy. Teachers focus well on developing pupils' ability to explain their mathematical thinking, but occasionally the pace of lessons is slow, because the purpose and expectations are not made clear to pupils. Teaching is particularly strong in subjects where members of staff possess specific expertise, as in art and music at Key Stage 1, and in information technology. Teachers plan specific tasks carefully, so that pupils with special educational needs make successful progress towards targets on their individual education plans. The school also extends older talented pupils particularly well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for children under five. The curriculum is relevant and interesting at Key Stages 1 and 2, including stimulating book and art weeks. The balance of subjects is unsatisfactory, however. Too much time is allocated to English and too little to other subjects, including science at Key Stage 1.
Provision for pupils with special educational needs	Good. This work is well managed by the headteacher; tasks are well matched to targets on pupils' individual education plans. The school involves parents well in reviewing progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. Moral and social development are particularly strong and contribute to a very positive and caring community ethos. Spiritual and cultural development are also good, with thoughtful discussion promoted in religious education lessons; visits and visitors enhance pupils' cultural experiences.
How well the school	Staff give very good support and guidance and monitor pupils' personal development effectively. Assessment systems for



cares for its pupils	monitoring pupils' academic progress are at an early stage of development.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has built a positive team spirit and raised morale. Amid a changing staffing situation, she has met targets set by the governors, won parental confidence and set a clear educational direction.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They are active in financial planning and the introduction of the literacy and numeracy strategies. They have helped steer the school through a difficult period and are developing monitoring skills.
The school's evaluation of its performance	Satisfactory overall. The school has focused on pressing priorities and evaluated its progress appropriately. Systems for monitoring standards and teaching are improving. Development planning and delegation of responsibilities still require attention.
The strategic use of resources	The school makes very good use of financial resources to deploy staff, develop facilities and renew resources. Governors apply the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

From 78 questionnaires sent out, the inspection team received 51 replies. The meeting held by the registered inspector before the inspection was attended by 18 parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Teaching is good and the school expects children to do their best.</li> <li>Children make good progress.</li> <li>Behaviour is good; the school is helping pupils become mature and responsible.</li> <li>Leadership is good.</li> <li>Staff are welcoming and approachable.</li> <li>Parents at the meeting were very positive about school/ community links.</li> </ul>	<ul style="list-style-type: none"> <li>26 per cent of parents replying to questionnaires do not feel fully informed about how their children are getting on</li> <li>14 per cent feel their children do not get the right amount of work to do at home.</li> <li>The same proportion tends to feel the school does not provide an interesting range of activities outside lessons.</li> </ul>

The inspection team endorses the positive views expressed by parents both through questionnaire replies and at the meeting. The inspection team is satisfied that the school gives careful consideration to the amount and kind of work sent home and that children are asked to do an appropriate amount. The team finds that the school provides a very good range of lunchtime and after-school activities. It provides more than many schools of its size. The team supports the views of parents who feel they would like more information about their children's progress. While pupils' annual reports are comprehensive and informative and teachers are readily available to talk with parents informally, the school's formal consultation arrangements do not offer parents sufficient opportunity to clarify how their children are getting on, after good initial arrangements to look at baseline assessments. Overall, parents' views are very positive. The school's links with parents and the community are a considerable strength. Staff and governors greatly appreciate the

work of the Parents' Association in fundraising to support the school's overall educational provision and the work of individual parents who support in school lessons and with clubs.

## **PART B: COMMENTARY**

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

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

1 Results of national tests often vary from year to year in small schools because of the natural fluctuations produced by small year groups. Such fluctuations are apparent in the results of Key Stage 2 tests at St James Hanney over the past few years. The fluctuations are also affected by considerable changes in numbers on roll, as numbers first dipped and then rose. Overall, tests show improvement in standards at the end of Key Stage 2 over recent years and above-average standards being maintained at the end of Key Stage 1.

2 Children show a wide range of attainment on entry to the school. Baseline tests indicate that overall their attainment is broadly average when they start school. They make good progress during their first term at school in language and literacy, personal and social, creative and physical development, meeting the desirable learning outcomes in these areas of learning before the age of five. Children make satisfactory progress in mathematics and in their knowledge and understanding of the world, and broadly meet the desirable learning outcomes in these areas of learning at age five. Children learn particularly successfully in creative activities and by participating in speaking and listening during class discussion. Several children are already beginning work on the earliest stages of the National Curriculum before they begin Year 1.

3 Results of national tests and assessments in 1999 show pupils' attainment in reading at age seven to be well above average and about the same as pupils in similar schools (based on the proportion of pupils eligible for free school meals). Pupils' attainment in writing and mathematics is above the national average, and again the same as pupils in similar schools. These above-average standards are reflected in the current work in reading, writing, speaking and listening seen during the inspection. Standards in mathematics are broadly average in the current Year 2, where work set for this small year group focuses appropriately on broadening pupils' understanding at the average level. Teacher assessments in 1999 show standards in science to be below the national average and those of similar schools. The relatively low standards in this subject are again apparent in the work seen. They result from the limited time allocated to work in this subject, which receives insufficient focus. Overall, when compared with previous inspection findings for Key Stage 1, the school has improved standards in reading and writing, maintained standards in mathematics, but allowed standards in science to slip.

4 Results of national tests at the end of Key Stage 2 in 1999 show standards well above the national average in English, mathematics and science. When compared with similar schools, standards are well above average in English and mathematics and above average in science. Results in each of these three core subjects show an uneven pattern, but good improvement overall over the past four years. Between 1996 and 1999, the school's performance has improved at a faster rate than nationally. Inspection findings show standards in all three subjects continuing to be above average overall in the current year, although there is a wider spread of attainment in the current Year 6 than in 1999. Pupils are making good progress in English and mathematics throughout Key Stage 2. They make good progress in science in Years 5 and 6. The science focus in Years 3 and 4 has been mainly on 'Earth and Space'. Pupils' books show little evidence of other aspects or of experimental or investigative work.

5 Pupils in all year groups achieve well in speaking and listening and in literacy, particularly

in reading. Pupils read with increasing understanding and expression as they move through the school. They all enjoy books appropriate for their ages and levels of attainment. They express themselves well in discussion and use a wide range of vocabulary in their stories and factual recording in many subjects. Handwriting is practised regularly, but is not a strength, and pupils' written presentation in their books at Key Stage 2 is often untidy. Standards in spelling are good. All pupils achieve satisfactory standards in numeracy at Key Stage 1 as a result of regular, well-focused lessons, but not all pupils are being fully extended in this subject. Building on a solid foundation, standards of numeracy are good at Key Stage 2, where pupils are challenged to use and explain their mental strategies when solving mathematical problems. Most pupils learn tables and addition and subtraction number facts well. Pupils throughout the school apply their literacy skills well in a number of subjects. In Years 5 and 6, pupils apply their numeracy skills well in science and technology, but there is less evidence of younger pupils applying numeracy skills outside mathematics lessons.

6 Throughout the school, pupils with special educational needs make mainly good progress towards the targets on their individual educational plans. They make particularly good progress in reading and writing as a result of additional literacy support. In literacy and numeracy lessons they receive good support from teachers and assistants, working well on appropriately planned tasks and making good progress. Lower attainers in the oldest class sometimes struggle with both mental arithmetic and the recording of mathematics. Although they receive sensitive and patient support, tasks set in numeracy are not always fully matched to their prior knowledge and understanding. Talented pupils make good progress overall throughout the school in English and at Key Stage 2 in mathematics and science. There are no significant differences in the attainment of boys and girls.

7 Art and music are strengths of the school in the early years, for children under five and at Key Stage 1. Pupils benefit greatly from their teacher's enthusiasm and knowledge in these areas of the curriculum. They learn a variety of art techniques and apply them well to create both individual works of art and large, striking collaborative collages. They know and sing tunefully a variety of nursery rhymes and songs, accompanying themselves with rhythmic beats on percussion instruments, linking the dynamics and the choice of instruments to the mood of the song.

8 Standards in information technology are good at the end of both key stages, with pupils achieving well as a result of improved resources, focused development of the subject over the past two years and a newly-appointed member of staff sharing expertise and technical support. Pupils' attainment meets the requirements of the local Agreed Syllabus for religious education at ages seven and eleven, as pupils make satisfactory progress. Standards seen in design and technology, geography, history and physical education are sound in all year groups and pupils make satisfactory progress overall in these subjects.

9 The school has set appropriately challenging targets for pupils' attainment in literacy and numeracy by the end of Key Stage 2 in 2000 and for the coming three years, but may need to review these in the light of the significant mobility factor. The school roll increased by a third during 1999, with additional pupils joining each year group. This alters the balance of pupils' levels of attainment in some of the small year groups. The school is set to meet the current year's targets.

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

10 Pupils' high standards of behaviour, attitudes and personal development have been maintained well since the previous inspection. Pupils have very good attitudes to their work in lessons and participate actively in assemblies. They are enthusiastic, very well motivated, concentrate extremely well, and listen attentively to staff and each other in discussions. They are keen to answer questions or give information and are polite and patient when waiting to be asked to speak. The youngest pupils settle quickly into school routines and benefit from the supportive class atmosphere encouraged by their teacher. There is now no evidence of the occasional inattentiveness of some of the older Key Stage 2 pupils, which was observed during the previous inspection.

11 Behaviour in lessons is very good and often excellent. Pupils are obedient, polite and respectful. They respond quickly to requests to stop work or to listen to instructions or information. The school is very orderly throughout the day. There is a very pleasant, friendly atmosphere at breaktimes and lunchtimes. There is no evidence of bullying and no pupils have been excluded from the school.

12 Relationships between pupils are very good. Boys and girls of different ages all work and play well together. They organise themselves well in teamwork, for example, in games lessons and after-school clubs. The relationships between staff and pupils are also very good and this contributes to the positive learning ethos. In lessons, during group work, pupils share their ideas and experiences effectively. For example, the more experienced pupils readily help others to use new software. Pupils take turns to use equipment and there is good sharing of other learning materials in all lessons.

13 Pupils take responsibility for their work and for preparing and clearing away in lessons. They can be trusted to get on with their work without constant monitoring. Many take on specific responsibilities for classroom organisation, for assemblies, the library, gardens and sale of milk at breaktimes. Many also take the initiative to help each other and members of staff throughout the school day. They show good maturity in their attitudes and awareness of others. An example of an initiative taken during the inspection resulted from a visit by a young pupil to the junior classroom to replace a magnifying glass. Without any prompting from the teacher one of the older pupils helped the younger child to find a replacement for the broken magnifying glass.

14 Attendance is very good and has improved considerably since the previous inspection. During the last three years it has been well above the national average and there have been no unauthorised absences. Parents are very supportive and mostly avoid term-time holidays. They promptly inform the school of any absences. There are very few records of lateness in the registers. Pupils arrive well before registration each morning.

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

15 The quality of teaching is good overall. This has a positive effect on pupils' learning, behaviour and attitudes throughout the school. Of 18 lessons observed, all were at least satisfactory. Half of the lessons were of good quality or better, including two in which teaching was very good. The quality of teaching has improved since the last inspection, when it was satisfactory overall, but included twelve per cent of unsatisfactory lessons.

16 Teaching of children under five and at Key Stage 1 is mainly good and includes almost a third of lessons which are very good. At Key Stage 2, there is an almost equal amount of good and satisfactory teaching. The teaching of English is good overall. The teaching of mathematics is satisfactory. Teaching in information technology is good throughout the school, as is teaching in music and art at Key Stage 1. Teaching in all other subjects is at

least satisfactory and often good at both key stages.

17 The teaching of children under five is good overall and includes several strong features. The teacher's high expectations of children's behaviour and approach to work produce a well-ordered working atmosphere. Skilful questioning helps children listen, explain and put their own points of view. The teacher assesses appropriately through observation and occasional note-taking during activities and uses this information to take pupils' learning forward.

18 In the most successful lessons at Key Stages 1 and 2, teachers engage pupils' interest, focused thinking and participation by sharing their own enthusiasm and knowledge of the subject. A particular strength in teaching throughout the school is the way teachers organise groups and match work, so that it is based on each group's current knowledge. This is particularly noticeable in literacy and numeracy lessons. It shows the good quality of teachers' day-to-day assessment of individual pupils. In one numeracy lesson in lower Key Stage 2, for example, the teacher provided a specific information technology program for one pupil, knowing that this would help teach and reinforce the concept of fractions in a way that would sustain the pupil's interest and concentration. In a science lesson with pupils in reception and Years 1 and 2, the teacher ensured that pupils of different ages were challenged to observe plants and record information about them in ways appropriate to their ages. While reception pupils made observational sketches of daffodils, Year 1 pupils drew and labelled a plant using information from a book and Year 2 pupils recorded the plants' need for sun, rain and soil and the way seeds are scattered by wind and birds. In this lesson, the teacher encouraged pupils to make very good use of resources, including hand lenses and small individual editions of a class book to sharpen their observations and understanding. All teachers make sure that they involve boys and girls equally in discussions and activities.

19 Relationships and control are very good in all classes. Teachers have a calm manner and give pupils confidence by listening to what they have to say and giving them encouragement. In a religious education lesson with Years 5 and 6, for example, the teacher led all pupils to contribute to a valuable discussion about rules, in relation to a lesson on Moses and the Ten Commandments. The teacher structured opportunity for discussion in pairs and groups, as well as among the whole class. This gave everyone the chance to provide reasons for their own choice of important rules for their lives. Teachers make satisfactory use of homework to consolidate learning or to give pupils opportunity to learn spellings, enjoy reading with their family, or develop number skills. Teachers mark work regularly, but do not always ensure that the marking helps pupils improve their future work. In particular, teachers at Key Stage 2 accept standards of presentation which are less than pupils' best, even after they have put comments pointing out the need for greater care.

20 Another occasional weakness in teaching is in the pace of lessons. Teachers do not always sharpen pupils' focus by sharing the main teaching and learning points or by setting time limits for various segments of the lesson. While pupils always settle to activities and work hard at tasks, they have no picture of the time available and do not always know what the learning focus is behind the activity. At the end of lessons, pupils know they have worked hard and remained on task, because teachers regularly congratulate them on their effort and concentration. However, teachers often miss the opportunity to reinforce pupils' knowledge of what they have learned by drawing the main teaching points from them at the end of lessons.

21 The teaching of literacy is good. Teachers implement the literacy strategy partially. All

teach a literacy hour every day, but teachers have adapted some elements as a result of professional judgement. For example, staff were concerned that they would give insufficient time to reading within the hour. Teachers in all classes therefore set aside an additional time for 'guided reading' in groups and the teacher commits additional time to hearing individual pupils read regularly during the reception year and at Key Stage 1. In lower Key Stage 2, pupils spend additional time developing their writing skills in different contexts. The various teaching strategies are clearly having a positive effect on pupils' reading and writing, but are limiting the time available for the rest of the curriculum. Teachers engage the whole class in thoughtful responses to well-phrased questions, which show very good subject knowledge, planning and preparation. During group work, teachers match tasks well to pupils' attainment and organise pupils well to work independently, while they focus closely on one group. Teachers put appropriate emphasis on the teaching of phonics. For the most part, they use plenary sessions well to underline teaching points and share pupils' achievements, something which occurs rarely in lessons in other subjects, including numeracy. Teachers' marking and assessment of pupils' work is not yet leading to improved target-setting skills. Teachers do not focus pupils' thoughts on what they need to do to improve. They do ensure that pupils make good use of their literacy skills within science, design and technology, geography, history and religious education lessons at both key stages. They also use information technology well to develop pupils' literacy skills.

22 The teaching of numeracy is satisfactory. Teachers plan lessons carefully to follow the structure of the numeracy strategy. This currently results in regular practice of basic skills at Key Stage 1, which gives pupils confidence, but there is less emphasis on extension tasks to challenge higher attainers. One of the main strengths at Key Stage 2 is the way teachers challenge pupils to explain their mental calculations. One pupil explained very clearly how he rounded two numbers down to the nearest ten before adding the tens and then the units to give the answer. In two lessons with older pupils, teachers made good use of a set of cards requiring every pupil to participate in rapid mental calculation in order to complete the set within the class record time. Teaching in Years 3 and 4 also challenges pupils to think logically, express themselves clearly and record accurately, but occasionally the demands are a little complicated. Teachers in Years 5 and 6 plan carefully to develop numeracy skills in different subjects, using tabulated information and precise measurement in science for example. Information technology is used well to support numeracy.

23 Teachers and assistants support pupils with special educational needs well. Staff ensure that these pupils have access to the full curriculum by planning tasks which are mainly appropriately matched and timetabling support within the classroom from assistants in literacy and numeracy lessons. Just occasionally, tasks in numeracy for older pupils are too difficult. Pupils make good progress because they are given sensitive and clear help, linked to their individual education targets. In sessions where groups of pupils work on a literacy support programme, they make very good progress because of the quality of planning and support given. Teachers throughout the school also offer appropriately challenging work for pupils who are particularly gifted or talented in English. Teaching does not fully extend these pupils in mathematics until Key Stage 2, and in science until upper Key Stage 2. This is not a result of the quality of teaching, which is at least satisfactory and includes a very good science lesson observed in Key Stage 1. Rather, it is the result of insufficient rigour in the school's annual and termly planning and assessment systems.

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

24 The school provides a good curriculum for children under five. It is well planned and

offers a broad range of experiences and activities covering the six recommended areas of learning. Where appropriate, higher attaining children work within the early stages of the National Curriculum. Teachers' planning, lessons seen, displays around the school and pupils' work samples show that the curriculum at Key Stages 1 and 2 is broad, interesting and, on occasion, inspiring. The overall time allocation to English is too large, however, and other subjects are squeezed. As a result, the curriculum, though stimulating, lacks balance and the school's outline policies and schemes of work are not ensuring a planned sequence of learning in all subjects. Although all National Curriculum requirements are met at Key Stages 1 and 2, too much responsibility is left with the individual teacher. The relevance and vitality of the curriculum has improved since the last inspection, with art and book weeks a very positive feature, but the balance is not as good.

25 The school has implemented both literacy and numeracy strategies and uses these as a basis for teachers' planning. Each teacher also allocates additional daily time for reading and, at Key Stage 2, teachers find further time to develop skills in extended writing. Numeracy lessons also last at least an hour. The curriculum for history, geography, art and design and technology is organised appropriately into half-termly units. This planning strategy is intended to promote more in-depth study by providing more concentrated blocks of time for each subject in turn. Both the timetable for the inspection week and the work in pupils' books and on display, however, reveal uneven time allocation and consequent imbalance among subjects. Overall, with the exception of art at Key Stage 1, these subjects are squeezed. Key Stage 1 and lower Key Stage 2 pupils' science books offer little evidence to show work covered in this subject. Again, the time allocated appears too little. Planning for religious education is based appropriately on the local Agreed Syllabus, and the school holds a daily act of collective worship. The overall time allocation for this subject also appears limited, however, and pupils' books confirm that insufficient time is allocated to recording pupils' thoughts and findings in this core subject.

26 Due to the many changes in staff, most existing subject policies and plans are still in draft format. The school has decided to adopt some of the recently published government guidelines and these will form an appropriate basis for future planning. Current planning includes individual, stimulating projects, such as the whole school's involvement in following up the visit of an author and illustrator. The series of termly curriculum maps, showing work planned in all subjects, are not yet complete, however, and the school has not yet taken a step back to monitor both the positive and negative effects of current systems. In particular, planning is supporting literacy, but in doing so it is limiting coverage in religious education and in science at Key Stage 1.

27 Much of the planned work in history, geography and science is organised into topics. Visits by the pupils, as part of this work, reinforce their learning and bring the curriculum alive. The older pupils make residential visits to Derbyshire one year and Yenworthy, the local education authority outdoor education centre, the next. They focus their studies on outdoor physical activities, geography, science and art. Pupils have visited Fishbourne, a Roman palace, and Brookes University to learn about *Kids on the Web*. They took part in a Citizens' Day, where all the emergency services were involved and pupils were encouraged to use their initiative. The younger pupils make occasional good use of the local environment. They have visited the church and spent a day on site during the building of the local supermarket.

28 The school emphasises the involvement of all pupils in all activities and this is reflected in its aims. As policies are updated, a statement on equality of opportunity is included. No pupil is excluded from any activity for any reason. All additional activities are open to both boys and girls. Provision for pupils with special needs is good. The governing body



realises the importance of extra adult help for these pupils, and has made this a priority in the budget planning. Pupils on the school's register of special educational need are given individual and small group support, using the recently published materials for literacy. Concerns are discussed informally and the register is updated on a termly basis. With the help of the special needs advisory teacher, the co-ordinator and class teacher regularly monitor and assess the progress of pupils, and their parents are informed and invited to contribute to the process. A special open meeting has been planned, which will enable parents to have relevant information on current practice. Challenging activities are planned for higher attaining Key Stage 2 pupils within lessons and in specific homework tasks.

29 The school offers a very good range of regular activities at lunchtime and after school for the older pupils. These include football and netball, recorder groups and choir. Parents assist by leading a gardening group and involve pupils in growing produce. A member of the community runs a stamp club and another works with pupils tending tubs and borders to ensure the school grounds remain attractive. Pupils will also be helping to develop a live willow arbour as part of the Millennium Garden initiative. Some governors are working with pupils on a project to make bird boxes for the churchyard.

30 The school has effective links with the playgroup, which will soon make use of the unused mobile classroom for their new base. Staff also organise opportunities for pupils to work with pupils of other schools for art workshops, science competitions, egg races and sports. Pupils demonstrate responsibility and commitment on these occasions and transfer to the secondary school with confidence.

31 Visitors to the school inspire pupils to write and draw on a range of subjects. A recent example was the visit of Helen Cowcher, an author and illustrator, who discussed her books with the children. Pupils' paintings of the rainforest decorate the library walls and their wall frieze of the Antarctic and small booklets about penguins enliven the hall. A parent who has a gift as a storyteller makes regular visits to the school. Other parents contribute to the curriculum by sharing stories with pupils or accompanying them to their swimming lessons.

32 There is good provision for pupils' personal and social development within a secure, supportive environment. The local education authority adviser has helped staff to draw up a policy, and further initiatives are identified in the school development plan. These include the purchase of more resources. Appropriate procedures are in place for sex education and education about drugs. The local police talk to the older pupils about the dangers of drug abuse and the school nurse leads a session with them on sex education. The school plans health education well within the science curriculum and includes a focus on healthy eating and keeping well.

33 The school continues to make effective provision for pupils' spiritual, moral, social and cultural development, as it did at the time of the previous inspection.

34 Pupils' spiritual development is supported well, within the ethos of the school, where an atmosphere of tolerance is engendered. A focus on a lighted candle during assembly encourages pupils to reflect on their experiences. In religious education, pupils are taught about different faiths and in one lesson on the Ten Commandments, pupils were encouraged to create their own rules for life.

35 Teachers have high expectations of good behaviour throughout the school and pupils are polite and caring in the classroom and the playground. This is reinforced by classroom rules, negotiated between the pupils, and an effective behaviour policy. Staff encourage

pupils to be honest to themselves as much as to others. They teach them about pride, respect and sensitivity towards others.

36 All staff provide plenty of opportunity for pupils to develop social skills. They plan collaborative pursuits, so that pupils enjoy working together, on the computer, in the library, and in the classroom. Teachers involve pupils in helping to give out books, tidying away equipment and finding owners for missing property. They offer older pupils the chance to take responsibility and show initiative in organising the music for assembly, in reading a prayer and in working the overhead projector, as they point out the words for the younger pupils.

37 Provision for pupils' cultural development is good. The school has arranged several visits to the theatre, and attendance at a musical concert by the Oxford Youth Orchestra. Staff bring literature and art to life through visits from authors, illustrators and storytellers. The school also has a wide selection of musical resources, representing pupils' own and other cultures. Pupils took an active part in a percussion concert using a range of instruments from other cultures. Several teachers from Zimbabwe visited the school and spent some time with the pupils. A former teacher, who now lives in Tanzania, sends news via electronic mail. The school encourages pupils to save money during Lent to support the street children in Capetown. There has been some emphasis on developing pupils' awareness of the multicultural nature of British society through the purchase of library books and the introduction of new material for music teaching which looks at worldwide musical cultures.

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

38 The school has maintained the good quality of provision for pupils' welfare since the last inspection. The ethos of the school promotes a feeling of shared responsibility and the school provides a secure and supportive environment. A comprehensive policy covers specific procedures for all aspects of health and safety. Very thorough inspections of the school premises, including the playground and electrical equipment, take place annually. Areas of concern are dealt with immediately. Detailed procedures are in place for child protection, although the policy needs updating. The school has effective systems for promoting good attendance.

39 There are informative policies on behaviour and personal development. Staff handle any incidents occurring in the classroom or playground effectively. Procedures are in place to address any form of bullying or harassment, but this has not been an issue, as staff have been successful in creating a caring attitude among the school community. All class teachers know their pupils well and relate positively to them. They offer good support and guidance, both informally and formally, as, for example, in the context of discussions in religious education lessons. As a result, pupils respect their teachers and trust them. Teachers consult pupils about changes that directly affect them. For example, pupils have drafted designs for the new playground surface. They are taught skills and then encouraged to work independently. They research in the library and are able to use CD-ROMs to access information. Teachers encourage pupils to make sensible, independent decisions in a variety of situations.

40 Assessment systems were unsatisfactory at the time of the previous inspection. The school has introduced a termly assessment week and an individual assessment record for each pupil. These procedures offer both a termly snapshot of one week's work for each pupil and a cumulative picture of each pupil's progress, developed through the teachers' jottings. These procedures do not enable teachers to track pupils' progress in the basic

skills of literacy and numeracy, however. The content of each termly assessment week is unrelated to the previous or following term's assessments. The assessment books therefore offer only a superficial overview of each pupil's progress. The school's assessment policy does not currently offer sufficient guidance to teachers on what to assess and how to make use of the information.

41 Teachers use the local authority's baseline assessment scheme on children's entry to school. They have worked hard to introduce pupil profiles and individual assessment books, but these only give an overview of work achieved and are not yet used to set individual targets for pupils. Spelling tests and reading interviews provide class teachers with a guide to individual progress. The headteacher records results in the statutory national tests and assessments in Year 2 and Year 6, and has begun to use the voluntary Qualifications and Curriculum Authority tests in Years 3, 4 and 5. Overall, there is a lack of measurable assessment of progress, however, and of effective individual tracking of pupils through the school.

42 Teachers know their pupils well and individual needs are identified early. Concerns about pupils with special educational needs are discussed informally and progress is monitored carefully. The school makes good use of adult helpers to support learning both individually and in small groups. It has also made the wise decision to use the local authority's advisory team. The special needs advisory teacher assists with more formal reviews and the setting of targets on a termly basis.

43 Further priorities identified by the school for development are to implement individual tracking and to set specific individual targets. This will involve more effective monitoring of progress using recently purchased assessment software.

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

44 The partnership with parents is very strong and has improved since the previous inspection. In particular, since the appointment of a permanent headteacher there has been a much higher level of confidence in the school. This is clear from the substantial growth in pupil numbers over the last three years. The School Association's activities offer further evidence of parental support. For example, in order to help the school to retain the level of classroom support during this period of growth, the Association provided an additional income of £3000 last year. Parents' views of the school are very positive and it is clear that parental involvement in the life and work of the school is having a positive impact on pupils' attitudes and achievements. The school's introduction of the home-school agreement has been well received.

45 Parents are overwhelmingly satisfied with the standards of the pupils' work, their progress and behaviour. They feel that the teaching is good, the school expects the children to work hard and the school is well managed. Parents are happy with the level of homework and positive about the home-school agreement. They respond very positively to the school's strong encouragement of parental involvement. They perceive the school as very welcoming and feel that teachers are quick to involve parents if there are any concerns. Many parents help with reading, woodwork, storytelling, swimming, cooking, sports, gardening club. Parents attend all school functions in good numbers. There is a very positive, welcoming atmosphere and the parents know that their support is much appreciated.

46 About a quarter of parents feel that they are not sufficiently well informed about how their children are getting on. This results, in part, from the problems some parents have in

attending school meetings. The annual pupil reports cover all subjects, are evaluative and give indications of areas for improvement, particularly in the core subjects. However, they do not include information on standards achieved. The school arranges valuable meetings with parents to discuss baseline assessments during children's first term. Staff are available to discuss parents' concerns and have regular informal conversations about pupils, but formal arrangements for teacher-parent consultations focusing on pupils' progress and future targets are underdeveloped.

47 The general information provided by the school for parents is good. There are regular letters and newsletters and good written guides for parents to help their children with reading and spelling. The well-established home-school diaries are used actively by parents and teachers. These have been re-introduced at Key Stage 2 recently. The brochure is an attractive, informative document covering key areas of school life. The school holds curriculum information sessions each term, which are much appreciated by parents. Recently these have included meetings to discuss the literacy and numeracy strategies. The governors' annual report to parents is friendly in tone but doesn't contain all currently required information.

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

48 The headteacher provides good leadership and is well supported by staff and the governing body. This represents a considerable improvement on the situation at the time of the previous inspection, when the school lacked a firm steer. In the two years since the headteacher's appointment, standards have risen and the school roll, which declined rapidly after the last inspection during a time of upheaval, has increased as parents have regained confidence in the school. The headteacher has given the school a clear educational direction. Together with staff, governors, and supportive parents, she has developed a positive ethos, in which all pupils strive to do their best and care for each other. The school offers equality of opportunity for all pupils.

49 The school has successfully addressed a number of key issues raised by the last inspection. It has a new set of more appropriate aims, which are fully reflected in the way the school functions. The staff have improved teaching quality by raising expectations, although weaknesses in presentation show that there is more to be done in this area. The headteacher has re-introduced appraisal of teachers and has made this a positive exercise. Staffing and governing body changes have prevented more positive progress on some items in the action plan. Governor training is leading to greater understanding of the monitoring role, but this remains underdeveloped. The school has not yet fully instituted a system of rigorous development planning.

50 Individual staff do not have subject management responsibilities. Because of continued staffing changes, the headteacher has preferred to develop a shared responsibility for curriculum subjects. This has necessarily focused over the past two years on the introduction of the literacy and numeracy strategies. The staff have pulled together to introduce these national initiatives and to introduce a system for assessing pupils on a termly basis. Teachers take responsibility for all subjects in the age group they teach. The headteacher has not delegated responsibility for monitoring provision or standards through the school in any individual subject. This responsibility therefore rests entirely with the headteacher. Current arrangements have led to curriculum imbalance and a lack of continuity in some subjects.

51 The introduction of assessment procedures enabling staff to track pupils' progress is also in the early stages. Only after the coming summer's annual statutory and voluntary

tests does the headteacher feel she will have enough information to begin tracking pupils' progress closely in order to set challenging targets for each pupil. Nevertheless, the teachers have already raised standards by focusing on English and mathematics and by ensuring that boys and girls of all levels of attainment receive appropriate challenges overall. This focus has resulted from the democratic leadership style of the headteacher. Staff have improved their teaching and day-to-day assessment skills through a series of meetings to follow up the literacy and numeracy training. They have begun to introduce new planning systems and to moderate each other's assessments. The headteacher has also begun to monitor teaching standards only during the current academic year and with the newly qualified member of staff. Because of the extremely tight budget, there has been little opportunity for staff, other than the newly qualified teacher, to observe each other's classes or to visit other schools. Subject co-ordination across the school remains underdeveloped, both in relation to planned schemes of work and the monitoring of standards.

52 The governing body has appropriate procedures in place to fulfil all of its statutory roles. Governors play a very active role and their support is much appreciated by the headteacher and staff. Following the previous inspection, in January 1997, governors drew up an action plan to address the key issues. The plan was soon overtaken by events, however. Once a permanent headteacher was appointed, the immediate priorities were to overcome a budget deficit, re-establish parental confidence, rebuild staff morale, create a welcoming atmosphere and raise standards. Amid a number of changes, governors gave very good support to enable the headteacher to address these issues successfully. Several governors now visit the school regularly and a few attend staff meetings to increase their knowledge of how the school works. A number of governors bring professional expertise from their own sphere of work, which they are happy to contribute for the benefit of the pupils. Systems for monitoring the effectiveness of the school are not yet fully developed, as governors are still gaining confidence in the use of statistical information and in relating development planning to measurable targets.

53 The school's development planning was highlighted for attention by the previous inspection. The headteacher worked together with governors initially to draw up a three-year plan and produced action plans initially for all areas, but, teaching three days a week, this proved unmanageable. The current three-year plan is satisfactory, but the school has not created procedures to pull together the necessary strands to turn it into a working document. The rolling programme lacks review procedures and does not relate planning to targeted improvements in standards. The headteacher and governors are addressing a local education authority review, a set of test statistics, an OFSTED action plan and a rolling development plan, rather than drawing these strands together. The workload becomes disjointed and unmanageable. The process currently lacks cohesion.

54 The school has sufficient suitably qualified teachers to cover the curriculum needs in the reception class and at both key stages. They are supported well by good classroom assistants. The good levels of staffing have been a priority and have helped to maintain the attractiveness of the school to parents. Staff are deployed effectively to help to ensure good learning opportunities for all pupils, including those with special educational needs. The headteacher manages this area well, ensuring effective liaison with parents and regular, shared reviews of individual education plans. There is good morale and all staff work successfully together as a team. Good arrangements for staff training over the past two years have included an appropriate focus on the implementation of the literacy and numeracy strategies.

55 The accommodation is good. Recent improvements include new office arrangements

and the creation of a very good library area. Pupils have helped to design a new planted garden area, which they use well. The buildings and grounds are maintained well and are clean and tidy. There is a good range of different displays of the children's work throughout the school.

56 Learning resources in all subjects are at least satisfactory. These resources are generally in good condition and are looked after well by the pupils. They are used very effectively in most lessons to enhance learning and to raise standards. There is a satisfactory range and supply of books in classrooms but insufficient enlarged texts to support the teaching of literacy. The school's financial planning enables funds to be used to support priorities in curriculum development. The relatively new library provides an excellent environment for investigations and group work. It is well stocked and the books well catalogued and accessible. Facilities for investigations are to be enhanced by the installation of an additional computer in the library. Staff and pupils use the recently commissioned Internet access equipment very actively and effectively. This is improving the pupils' research skills and giving them access to more substantial sources of information.

57 Financial planning has improved considerably since the previous inspection. Most of the staff and governors took up their appointments during the last three years. They have responded very well to the serious financial situation which resulted from the earlier falling pupil roll. The very energetic and positive strategies of the headteacher and governors have resulted in a balanced budget during the current financial year. Wise decisions to maintain teaching and support staffing levels prevented further erosion of pupil numbers. The subsequent rising roll has enabled the deficit to be cleared over a time scale that was acceptable to the local authority. The school is set to accrue a sound reserve to cushion it against any further fluctuations in pupil numbers and allow significant developments of the curriculum, premises and resources.

58 Staff and governors are beginning to apply the principles of best value more formally. They monitor service contracts closely to ensure that the school is getting value for money. The school has a very cost-effective contract with the local authority finance department. This provides the services of an experienced bursar, who visits the school each month to undertake the reconciliation of transactions and produce regular reports to the staff and governors on expenditure to date. The bursar gives valuable assistance in preparing the budget and on advising the school on a wide range of financial issues. Good financial controls are in place and the staff keep the manual and computer records in good order. The most recent audit took place prior to the current headteacher's appointment. The school is actively seeking an audit of the main accounts to ensure systems adopted are in order. The school fund accounts are audited satisfactorily each year. The general administration is also effective and there are good routines in place to help to ensure the smooth running of the school. The school accounts properly for its expenditure on staff development and on special educational needs.

59 Taking into account the relatively high income per pupil and the average standards on entry; setting these against the good teaching, standards of achievement and very good personal development of the pupils, the school is giving good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60 In order to build on the successful steps taken since the last inspection, continue to raise standards and further improve the quality of education provided, the headteacher, governors and staff should:

- (1) Improve standards in science at Key Stage 1 and lower Key Stage 2 by
  - tighter planning of regular, weekly science lessons;
  - focusing on the skills of scientific investigation and enquiry;
  - keeping pupils' recorded work in one science book or folder;(see paragraphs 3, 4, 23, 25, 26, 94, 96, 97, 99)
- (2) Raise standards of presentation, especially in Key Stage 2.  
(see paragraphs 5, 19, 49, 80, 99, 108)
- (3) Improve planning and allocate more time to science, religious education, art, design and technology, geography, and history by:
  - decreasing the time allocated to English
  - introducing a scheme of work for each subject which ensures appropriately broad coverage each year and builds on the previous years' teaching;(see paragraphs 3, 4, 23, 24, 25, 50, 96, 99, 106, 130)
- (4) Develop more effective systems for assessing, tracking and monitoring pupils' progress year by year through the school by:
  - making greater use of test and assessment information:
  - sharing information on pupils' progress more regularly with parents;
  - setting targets for individual pupils in English and mathematics, based on assessment findings;(see paragraphs 21, 23, 40, 41, 43, 46, 51, 93)
- (5) Develop an effective school improvement plan by
  - combining existing procedures into a cohesive whole:
  - defining clear roles for governors, headteacher and staff;
  - ensuring that actions are measured against their impact on standards;
  - instigating an effective process of monitoring, review and evaluation;(see paragraphs 49, 53)

61 In addition to the key issues, the school may wish to consider the following minor areas for development in its action plan:

Increase the challenge for higher attainers in mathematics at Key Stage 1; (3, 22, 23, 88, 89)

Raise the quality of teaching still further by routinely sharing the main teaching and learning points with pupils at the outset of lessons and reinforcing them at the close; (20, 92)

Introduce a greater range of 'Big Books' and enlarged texts for use in the literacy hour, especially in Key Stage 2; (56, 83)

Improve the presentation and include all required information in the annual governors' report; (47)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	50	39	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	78
Number of full-time pupils eligible for free school meals	5
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	16
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	2.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	10	6	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	88 (100)	88 (88)	88 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	15	14	15
Percentage of pupils at NC level 2 or above	School	94 (100)	88 (88)	94 (88)
	National	82 (80)	86 (79)	87 (85)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	2	7	9

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	89 (77)	100 (55)	100 (66)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	89 (77)	89 (66)	89 (77)
	National	68 (65)	69 (65)	75 (71)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	70
Any other minority ethnic group	0

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

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	22.6
Average class size	25.7

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

Total number of education support staff	4
Total aggregate hours worked per week	28

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
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	£
Total income	123663
Total expenditure	124048
Expenditure per pupil	2139
Balance brought forward from previous year	18173
Balance carried forward to next year	17788

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

### **Questionnaire return rate**

Number of questionnaires sent out	78
Number of questionnaires returned	51

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	2	2	0
My child is making good progress in school.	49	45	2	0	4
Behaviour in the school is good.	47	51	0	0	2
My child gets the right amount of work to do at home.	35	49	8	6	2
The teaching is good.	55	45	0	0	0
I am kept well informed about how my child is getting on.	14	59	22	4	2
I would feel comfortable about approaching the school with questions or a problem.	69	27	4	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	35	45	12	0	8
The school is well led and managed.	65	33	0	0	2
The school is helping my child become mature and responsible.	51	47	0	0	2
The school provides an interesting range of activities outside lessons.	37	41	14	0	8

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

62 Children are admitted to school each term during the year and attend the reception class part time from the start of the term in which they are five and full time after the first half term. There are good links with the pre-school playgroup, which is soon to share the school's premises and move into the mobile classroom.

63 Children show a wide range of attainment on entry to school. They are assessed within the first half term using the local authority's baseline assessment. Within this wide range, children's attainment is broadly average overall when they start school. They make good progress during their first term at school in language and literacy, personal and social, creative and physical development and meet the desirable learning outcomes in these areas of learning before the age of five. Several children are already beginning work on the earliest stages of the National Curriculum before they begin Year 1. Children make satisfactory progress in mathematics and in their knowledge and understanding of the world, and broadly meet the desirable learning outcomes in these areas of learning at age five.

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

64 Children's personal and social skills are developed very well during their time in this class. Pupils have good attitudes to learning, reinforced by their teacher's consistent praise and encouragement, which helps to develop their self-esteem and confidence. Because pupils of Years 1 and 2 are also part of their class, they have good support and these pupils are also very good role models. For example, at the beginning of the day, they worked on puzzles and the older pupils were on hand to help. They enjoy paired reading and working on the computer with the older pupils. During group work, children are encouraged to take turns and share fairly. They learn to distinguish between right and wrong. They use equipment carefully in their art activities, and they show appreciation of each other's work.

#### **Language and Literacy**

65 Children rapidly develop good speaking and listening skills in a supportive classroom environment. All literacy lessons this term take a fairy tale, either traditional or modern, as their starting point and children listen attentively while their teacher reads. They describe the illustrations and accurately answer questions about the text. A particular favourite was *Jack and the Beanstalk*, and they have drawn leaves to create their own *beanstalk*, growing on the classroom wall. They have contributed to a wall display on *The Enormous Turnip*, and their portraits, handprints and names welcome visitors to the class. A central display encourages them to share books by the recent visiting author, Helen Cowcher. Children are beginning to show confidence and fluency in their reading. They use picture and context clues when reading simple books and enjoy the humour in the texts. Their early attempts to copy their own sentences about *Jack* show well-formed letters and neat presentation of work. This is achieved by their regular handwriting practice. Interesting illustrations reflect their understanding of the story.

#### **Mathematics**

66 Children make satisfactory progress in mathematics. Their number experiences are

reinforced by the use of stories and rhymes. They count each other and get into pairs. They are learning to count to ten and to understand the meaning of one more and one less. They sort two-dimensional shapes. They match these and make sets of large and small shapes, comparing the size. They use shapes to make pictures and also make patterns with circles, squares and triangles.

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

67 Children learn about their immediate past by talking about their birthdays, the days of the week and months of the year. They have made a birthday chart and add their own names to it. They find out about their environment through drawing their own house. A very good display depicts the village of East Hanney and their house will be added when it is completed. Their work in science this term is based on plants, bulbs and seeds, and they have used an enlarged text to support their learning. They use hand lenses to compare the daffodils growing in their classroom. They observe them carefully and draw their own pictures. As well as daffodils, children are growing mustard and cress and beans. They look closely for any roots sprouting from the bean seeds, but unfortunately, these have not yet germinated. They work on cooking activities with the adult helper. During the inspection week, they made gingerbread men, which were thoroughly enjoyed by the inspectors.

### **Physical development**

68 Children have a range of activities in their planned programme of physical education. They go swimming on alternate weeks. They follow a taped programme of music and dance, which is linked this term to the story of *Jack and the Beanstalk*, and they use the apparatus in the hall. In the lesson seen, all pupils helped to get out the equipment safely and hop, jog or skip between each piece of apparatus. They climbed and balanced very well and worked without talking. They were eager to demonstrate what they had practised and concentrated well throughout. Children have very good pencil control and use crayons well, colouring animals and carefully cutting them out to create a collage showing a picture from their literacy text.

### **Creative development**

69 Children are given opportunities to develop cutting, sticking and painting skills. Really effective illustrations accompany their stories. They use sand, jigsaws, modelling materials and construction toys imaginatively. They have learned a variety of songs and use percussion instruments effectively to accompany them. When singing *Hickory, Dickory, Dock*, a group of children used wood blocks and triangles, accompanied by their teacher who played the guitar. They kept time and sang tunefully. They remembered the words of *Oranges and Lemons* well and followed the teacher's instructions to increase the volume towards the end.

70 At the time of the previous inspection there were no children under the age of five years, so no report was made. The teacher plans work very carefully as she is also teaching pupils at Key Stage 1. Sometimes the youngest children are withdrawn to work with support staff on appropriate activities, such as writing and cooking. They use the full range of resources normally found in a reception classroom. Children make good progress in many areas due to the good planning, secure subject knowledge and very good organisation of the class teacher. Her high expectations of their good behaviour, and an orderly environment also enable children to learn effectively.

## ENGLISH

71 Standards in reading were well above the national average in the 1999 national tests at the end of Key Stage 1. In writing, standards were above the national average. These results broadly matched those of similar schools. Teacher assessments showed that pupils' attainment was very high in speaking and listening. Standards have been well above average in English overall for the last four years.

72 At Key Stage 2, test results in 1999 showed standards of attainment in English were well above the national average. Standards over the last four years have risen faster than the national trend. When compared with similar schools, standards were well above the national average.

73 Standards are above average in the current year towards the end of both key stages. The slight difference in standards is a reflection of the varying nature of small year groups rather than any change in the quality of teaching. Pupils in all classes are making good progress in speaking and listening, reading and writing because of consistently good teaching. Overall, there has been considerable improvement since the last inspection, when standards were broadly sound. Attainment in speaking and listening, and spelling were then below national expectations and standards in handwriting at Key Stage 1 were unsatisfactory.

74 Pupils listen very well to their teachers and carry out instructions promptly. They listen attentively in literacy sessions and this enables them to respond accurately to questions about the texts they are reading. They discuss the stories they have read and describe their favourite books. The younger pupils heard the story of *Jack and the Beanstalk* and suggested a variety of different endings. The older pupils learned how to construct an argument in response to the topic: *Pupils should eat school lunch*. They were able to use a variety of connectives to contrast points in their arguments.

75 Many pupils are fluent readers and use punctuation well to enhance the meaning and the impact of the story line. Pupils are well supported by parents, teachers and other adult helpers. A home/school reading record allows dialogue between teachers and parents. Pupils in Key Stage 2 derive positive benefit from group reading activities which take place outside the literacy hour. Pupils in Years 5 and 6 were reading the story of *Harry Potter* fluently and the choice of book was well matched to their reading abilities. It was noted in the previous inspection that this was not the case.

76 A wide range of attractive books is located in the library and pupils are encouraged to use these on a weekly basis. Some pupils, in their role as librarians, are chosen to help organise tickets and the return of books. Older pupils locate reference books on a range of subjects, using clearly annotated instructions in the library. They also complete worksheets to reinforce their learning, using a booklet produced by the school, *Get to know your library*. This area has shown much improvement since the previous inspection when library skills were almost non-existent.

77 The importance of books in the school is reinforced through the annual Book Week, and visits of authors and illustrators. The most recent visitor, *Helen Cowcher*, inspired the pupils to draw and paint pictures of rainforests, which are displayed in the library, and to contribute to a wall frieze of life in the Antarctic. They also wrote their own little books about penguins. Interesting displays of Helen Cowcher's books are seen around the school.

78 Pupils write for a range of purposes. For example, they looked at character studies as part of a story on *Desert Disaster*. They write letters of thanks to a visitor. They review their favourite books, in particular, *Harry Potter*. They have written the beaver's story from the *Lion, the Witch and the Wardrobe*, from Mr Beaver's perspective and have also completed a selection of grammatical exercises on verbs, tenses, adverbs, speech marks, singular and plural. In one lesson, pupils wrote a story about the fog, complementing their work in geography. They focused on the setting and then on their feelings during the fog, and were reminded to remember punctuation rules in their story.

79 The older pupils kept a diary as part of their history studies. They were sailors, commissioned to find the city of gold, and they recorded events for twenty-six weeks, including lists of provisions for the journey. Younger pupils make their own individual storybooks, ruling and cutting the cover and pages and designing the title page. They talk fluently about authors and illustrators.

80 Handwriting is taught throughout the school and even the younger pupils are encouraged to join their letters in their practice books. Pupils make good use of the computer when they redraft their stories and there are examples of word-processed stories and poems displayed in classrooms. However, there is a very limited display of hand-written examples by the older pupils and presentation is poor in the work seen in pupils' books. Pupils' presentation is still a concern, as it was at the time of the last inspection.

81 Standards in spelling are good. Younger pupils are encouraged to use personal wordbooks to check their work. Spelling words are displayed in lists of alphabetical order and this supports pupils well in their learning. Older pupils have a range of spelling activities, which are carefully matched to their abilities. Higher attainers list the synonyms for 'agreement' and explain the meaning for the words they find. Other pupils learn word families. For example, three groups of pupils learned lists which began with *angel*, *belief*, and *obedience*. Pupils use the 'look, cover, write and check' technique of learning spelling successfully throughout the school. A few pupils do not check their work carefully, and misspell words in the weekly spelling test as a result.

82 Pupils with special educational needs have very good support from both teachers and learning support staff. Recently published materials provide a highly structured literacy scheme for these pupils. There is a planned weekly programme of two lessons in phonics, followed by a writing lesson and then a lesson supporting reading and writing. The support staff keep a diary to identify modules covered and progress made. Parents support their children with the homework, in game format, identified for each module. These strategies are having a positive impact on pupils' learning. Talented pupils receive recognition and encouragement. They benefit from teachers' high expectations and make good progress in all aspects of English.

83 All teachers have attended the training for the literacy hour. All teachers implement the full array of strategies, but not within the hour as prescribed. Teachers plan their work using the programmes identified in the strategy, but allocate considerable extra time to the teaching of reading and writing. They make positive use of these additional sessions, which are promoting good standards in English, but the amount of time allocated to the subject is greater than in most schools. Teaching was good or better in the majority of lessons seen and there was no unsatisfactory teaching. Teachers match tasks well to pupils' attainment and provide good challenges for higher attainers. They present effective introductions and very clear explanations, which enable pupils to understand the tasks. Through careful questioning during the plenary sessions, teachers assess pupils' understanding. In most lessons, teachers maintain a brisk pace and encourage all pupils to



complete their activities. Time during the lesson is tightly monitored, ensuring pupils do not sit for too long, have sufficient time for independent work, and have the opportunity to contribute to the plenary session. Teachers prepare resources very well for each lesson, although very few enlarged texts are used in Key Stage 2.

84 Within mainly good teaching, a few aspects are very occasionally less effective. In one lesson, for instance, the slow pace resulted in pupils not finishing their work. Although the majority of pupils were on task, a few wasted time talking.

85 Teachers have high expectations of good behaviour and have very good relationships with the pupils. They use praise and encouragement to good effect, and exercise very good control when many pupils wish to contribute to a discussion at the same time.

86 There is effective monitoring of progress during lessons, daily additional group reading activities, weekly spelling tests and reading interviews. A pupil profile is in place, but this does not yet fully track progress and is not used to set targets. Pupils have homework in English on a regular basis. They take home their reading books each night and they learn their weekly spellings. The older pupils have extra worksheets or a specific task. For example, during one lesson seen, they discussed the meaning of three proverbs they had identified at home the previous evening. The teachers' use of homework and parents' support from home together have a positive effect on pupils' progress.

87 The school has conducted its own self-evaluation of the first year of the literacy strategy. It has welcomed the clear objectives and the effect on continuity and progression and is pleased with pupils' progress. It has identified particular points for action, which include the development of the head teacher's role in observation and monitoring. Teachers plan many successful opportunities for pupils to apply their literacy skills in the context of other subjects. The school has not yet considered the impact of the generous time allocation for English on its coverage of other subjects, or whether the content of some of the additional sessions might now slot within the compass of a carefully planned hour.

## **MATHEMATICS**

88 Results of national tests at Key Stage 1 in 1999 show that pupils' attainment was above the national average, and broadly the same as pupils in similar schools. The attainment of pupils in the current Year 2, which is very small, is broadly average. The difference mainly reflects the nature of the two year groups. No pupils in the current Year 2 are working towards higher levels of attainment. Results at the end of Key Stage 2 in 1999 show standards well above the national average and well above those of similar schools. Inspection findings indicate that standards are above average in the current Year 6, with a wider spread of attainment among pupils than in the previous year. The school has maintained standards overall at Key Stage 1 since the previous inspection and improved standards at Key Stage 2 faster than the national trend.

89 All pupils achieve satisfactory standards in numeracy at Key Stage 1 as a result of regular, well-focused lessons. The teaching ensures thorough and broad coverage up to the nationally-expected standard and gives all pupils a good grounding in basic numeracy. It does not seek to extend higher attainers. Pupils' books show good coverage and understanding of time, and of two-dimensional and three-dimensional shapes and their properties. Pupils make regular use of a series of cards prepared by the teacher to develop their basic skills of addition, subtraction, multiplication and addition. They work with higher numbers as they gain greater understanding of the number system. In the lesson observed, pupils counted accurately in twos and fives and recognised odd and even

numbers. Year 2 pupils showed initial understanding of reflective symmetry. Pupils' exercise books show that they build a sound basis of understanding the four rules of number, but there is little to develop their knowledge of place value. Work in the published scheme book focuses on numbers to ten for all pupils.

90 Standards of numeracy are good throughout Key Stage 2, where pupils are challenged to use and explain their mental strategies when solving mathematical problems. Most pupils learn tables and addition and subtraction number facts well. Pupils in Years 3 and 4 show good understanding of fractions. Many understand equivalent fractions and apply good logic skills in responding to questions such as 'What fraction of these sheep do not have a blue stripe?' Pupils in Years 5 and 6 show a wide range of ability. Some show considerable mental agility with numbers. They know all their tables and use inverse operations to calculate and check answers to mental arithmetic questions. A few struggle with mental calculation and have insufficient knowledge of their tables and simple addition and subtraction facts. Most pupils are confident using their knowledge, for example, of  $8+4$  to provide a swift, accurate answer to  $78+34$ . Pupils explain how they round numbers up or down and separate the tens from the units to help them calculate the answers to addition and subtraction sums. Higher attainers are well challenged and show good understanding of mathematical problems. They read the problem, work out a mathematical solution and use their mathematical skills accurately to work out solutions. Work samples show higher attainers' good understanding of work with decimals and percentages. All pupils in Year 6 use division and multiplication recording methods accurately. Some successfully divide thousands by numbers between ten and 99. Pupils have a sound understanding of angles and have worked on three-dimensional shapes and nets. They use precise terminology, describing scalene, isosceles and equilateral triangles. They use the sieve of Eratosthenes to discover about prime numbers. In one impressive page of calculation, a pupil had begun with  $1998+8991$  and completed fifteen successive additions to discover a palindrome.

91 Pupils with special educational needs make mainly good progress in numeracy lessons as a result of well matched tasks and good support from teachers and assistants. Tasks set are sometimes too difficult, however, and pupils become confused despite the patient support given. Talented pupils make good progress at Key Stage 2 in mathematics because of the challenging work set. There are no significant differences in the attainment of boys and girls.

92 The quality of teaching is satisfactory and includes several good features, particularly in Key Stage 2. Teachers' planning shows sound subject knowledge and draws appropriately from the national numeracy strategy. The main strengths are in teachers' class control and relationships with pupils, which establish clear expectations of their concentration and effort. Teachers also prepare resources well and organise tasks which are well matched to the abilities of the different groups. A particular strength observed in lessons with the oldest pupils was teachers' readiness to question pupils in a way that required them to explain their mathematical thinking, even if they became confused. This process involved all pupils in following the logic of the person speaking. Pupils applied more focused effort when engaged in this activity, which clearly took their learning forward. Pupils show a good capacity for independent work throughout the school during their group activities, because tasks are mainly well matched and teachers expect a quiet working atmosphere. For the most part, teachers do not clarify time limits, however, and this sometimes results in their allowing too long a period for the initial discussion or for group work, leaving insufficient time for summing up the main points of the lesson at the close. Teaching is most effective for higher attainers at Key Stage 2, who enjoy mathematics and gain in understanding through the activities set. It is less effective for pupils of below average attainment, because teachers do not routinely clarify the main learning point of each lesson at the

outset and review what has been learned at the close. Without this focused clarification of step by step teaching and learning points, the pupils who find mathematics difficult are continuing to work hard at their activities, but are not making the necessary links with mathematical rules and patterns.

93 Overall, the school has made a sound start to using the numeracy strategy. Staff have worked hard to plan the series of numeracy lessons so that they benefit the full age range of pupils in each class. They also offer opportunities for pupils to apply their skills, in science for instance. Teachers are also beginning to introduce opportunities for pupils to use information technology to support their acquisition of numeracy skills. A governor has attended training alongside teaching staff and the implementation of the strategy is an appropriate priority on the school development plan. Current assessment and monitoring systems do not provide a clear picture, however. The school cannot yet track pupils' progress closely year by year. There is no co-ordinator with responsibility for the subject. Although the staff share an overview together, monitoring is not tight enough to ensure that all pupils are making the progress they should through Key Stages 1 and 2.

## **SCIENCE**

94 Results of teacher assessments in 1999 show pupils' attainment in science at Key Stage 1 to be below the national average and that of similar schools. The relatively low standards in this subject are again apparent in this year's work samples. They result from the limited time allocated to work in this subject, which receives insufficient focus. When compared with previous inspection findings for Key Stage 1, the school has allowed standards to slip.

95 Results of national tests at the end of Key Stage 2 in 1999 show standards well above the national average. Compared with similar schools, standards are above average. Results show improvement over the past four years, with the school's performance improving at a faster rate than nationally. Inspection findings show standards continuing above average in the current year. This represents an improvement in standards at Key Stage 2 since the last inspection.

96 Pupils of all levels of attainment, including those who are gifted and those with special educational needs are making good progress in Years 5 and 6 in science. Results at the end of Key Stage 1 show that progress has been unsatisfactory overall. Inspection findings indicate some very good learning in individual lessons, but inadequate time allocated to the subject, which results in the uncertain progress by pupils at this Key Stage. The lack of recorded work in any aspect other than the life of plants is another pointer to unsatisfactory curriculum arrangements for this subject at Key Stage 1. There are no significant differences in the attainment of boys and girls.

97 In the lesson observed in Key Stage 1, pupils made very good progress in their understanding of what plants need in order to grow. They used scientific terminology well and showed good observation of stems, leaves and roots. Pupils in Years 1 and 2 draw a plant and label the main parts. Year 2 pupils know that plants need the sun, rain and soil and that seeds are scattered by the wind and birds. They compare living things, using equipment such as hand lenses and recognise that plants grow and reproduce. While pupils made very good progress in this lesson, the amount of recorded work in science is very limited and only includes work on living things. There is little evidence of pupils regular involvement in scientific investigation and enquiry and no evidence of work on materials or forces. Work samples in lower Key Stage 2 also contain relatively few samples of recorded science. In Years 5 and 6 there is a good range of work and pupils do undertake regular

experimental enquiry. Pupils investigate light sources, explaining scientific terms such as refraction, translucent, opaque, and discovering what contributes to the brightness of candles. In a good link with design and technology, they make periscopes and they develop their literacy skills by describing carefully how they made these and what they needed to change. Pupils have studied sound and vibrations and how light affects the germination of a seed. In the lesson observed, pupils showed good understanding of safety and of the process of conducting a fair test. Many make regular use of precise measurement during their experiments and record their predictions and findings using tables. They use equipment very carefully and collaborate well in pairs and small groups. The teacher has clearly trained the class well in working together as scientists.

98 The quality of teaching is good overall. The lesson observed in Key Stage 1 was very good and in Key Stage 2 it was satisfactory. Work samples show more positive regular teaching in upper Key Stage 2, with a patchy experience for pupils in Key Stage 1 and lower Key Stage 2. Strengths in teaching lie in the use of precise scientific language and in careful organisation of groups and preparation of resources. In upper Key Stage 2, teachers provide good training in the processes of investigation and testing and in ways of recording predictions and findings. Teachers of the oldest pupils show high expectations and the consistent pattern of teaching results in pupils making good, and sometimes very good progress in their last two years at school.

99 The weakness in the subject lies not in the quality of teaching, but in the curriculum planning. It is the lack of regular lessons and appropriate coverage of each aspect of science which leads to the limited amount of recorded work and resultant low standards in Key Stage 1 and lower Key Stage 2. The school has not planned work in the subject appropriately and has not yet fully developed the use of the Qualifications and Curriculum Authority's scheme of work. Pupils' recorded work is not well presented until upper Key Stage 2. The lack of focus on this subject has allowed standards to slip, except in Years 5 and 6. The school's decision not to have a subject co-ordinator is one factor which has led to the current lack of monitoring overview.

## **ART and DESIGN AND TECHNOLOGY**

100 The school plans alternate units of work on art and design and technology. One art lesson, involving the support of a volunteer, took place in Key Stage 1 during the inspection, and the quality of teaching was good. Inspectors also looked at pupils' individual portfolios and displays in classrooms and shared areas of the school. Standards seen in art are good at Key Stage 1, where there is a major emphasis on this subject, but the early promise is not developed at Key Stage 2. Work at this key stage is satisfactory, but does not have the same excitement and vigour as the work by the younger pupils, who make very good progress. Standards in Key Stage 1 have improved since the last inspection. In Key Stage 2 they have remained the same. No teaching was observed in Key Stage 2, but outcomes suggest that it is satisfactory.

101 Pupils are making satisfactory progress in design and technology. Standards of finished work seen are satisfactory and pupils are making satisfactory progress in the designing and evaluation aspects of the subject. The overall picture is much the same as at the time of the last inspection. As no lessons were seen in this subject and there is little evidence of pupils' work on display or in books, it is not possible to make a judgement about the quality of teaching.

102 Staff have displayed good examples of a range of art techniques in illustrations of books by Helen Cowcher, following a visit to the school, by the author/illustrator. Older

pupils worked collaboratively on a large picture which they have painted with sticks to imitate the style of Jan Pienkowski. Pupils have focused on tone and line to create silhouettes without harsh blocks of colour. Other collaborative illustrations of books show Pat Hutchins' *Goodnight Owl*, using wax resist techniques and Helen Cowcher's own *Antarctica*, with a mixture of wash backgrounds and card collage penguin groups, which show real character. Individual samples of work by pupils in Key Stage 2, both on display and in portfolios, show little development of the skills and techniques used in the large collaborative works. They are disappointing, when seen against the skills being developed in Key Stage 1. This is partly because of staff changes affecting the continuity of planning, but also because the school has not yet organised a scheme of work for art, to ensure that pupils do build year on year on the skills, knowledge and understanding developed.

103 Work by pupils in the reception year and Key Stage 1 shows wide coverage of a range of skills, which are very well taught. Very effective rain forest paintings show these young pupils making very good use of stippling and other brush techniques, while mixing a number of shades of green and brown. Pupils have developed their paintings from sketches they made, imitating the process explained to them by their visiting illustrator. The teacher creates large montage collages, using individual pieces of pupils' art, the most vivid example being a cityscape, which uses numerous individual sketches and colourings of various buildings and roof shapes. This is an outcome of pupils' studies of buildings. Most collages and large collaborative pictures relate to stories the class is sharing during the literacy hour. Further bold examples of collaborative collage, painting and wax resist techniques include three pictures showing the sequence of the *Enormous Turnip* and an illustration from *Jack and the Beanstalk*. A class book on *Rosie's Walk* contains individual pupils' pictures of scenes from the story, using wax crayon cut-out pictures pasted onto a background painted scene. The individual animals and pieces of scenery contain very good textured effects for feathers and stones, for example.

104 During the inspection, a volunteer worked with a group of Year 1 pupils to create human figures from a ball of clay. The assistant drew on her own expertise to show pupils how to roll, pinch, pull and shape the body, limbs and head, dampening the clay sufficiently to keep it malleable. The pupils showed considerable dexterity as they focused on their work and each completed a recognisable figure, which they propped on a clay seat to create a circle of characters. Samples of previous work with clay, including thumb and coil pots were also displayed in the classroom. The teacher's and assistant's skills and enthusiasm for the subject are clearly apparent. The opportunities offered excite pupils' interest and the results show that they are developing very good artistic skills. Teaching and learning are of very good quality for pupils aged four to seven.

105 Samples of finished work in design and technology are not as exciting as those in art. Pupils of all ages are developing satisfactory fixing and joining skills and using simple equipment and pieces of waste material well. Examples of a robot and the millennium dome show a degree of fascination among pupils working in pairs to create their models. There is little evidence of the purpose behind the finished product or of a thoughtful design process, requiring reflection on the purpose and adaptation to the requirements. One positive exception to this is in Years 5 and 6, where pupils are involved in creating playground designs in order to improve the school's play facilities. The school has set up a useful link with the company who will complete the playground markings and the company has returned pupils' designs, pointing out the need for certain adaptations. For example, a number of designs require less painted surface, in order to avoid the playground becoming too slippery.

106 Overall, however, like art, the design and technology curriculum lacks a cohesive plan

to ensure that pupils use knowledge and skills learned in order to improve standards as they tackle a structured sequence of tasks. The planned introduction of the Quality and Curriculum Authority's schemes of work will assist in this process.

## **GEOGRAPHY and HISTORY**

107 The school plans the history and geography curriculum in half-termly units of study. No history lessons were timetabled during the inspection. Pupils' workbooks in Key Stage 2 show a limited range of topics covered in both subjects. There is insufficient evidence to make a judgement on standards or pupils' progress at Key Stage 1. Standards of work seen in Key Stage 2 are satisfactory, similar to those reported by the previous inspection. Standards of presentation in pupils' books are unsatisfactory, however, and the time allocated to these subjects is limited.

108 Other than a piece of writing about the gunpowder plot, there is no recorded evidence of history covered by pupils in Key Stage 1. The school does make use of recorded television programmes to lead into discussion and curriculum plans show slots for history projects, but the subject has a low profile at this key stage. The older pupils have studied the Tudors and kept a diary of events illustrating their voyage to the city of gold. They have made an interesting video-recording of an interview based on their journey. They have completed individual books and their knowledge of chronology is evident in the timeline showing important dates since 1492. Photographs record their display of work, *Medical advances made through the Tudor period*, and a *Biography of Henry V111*. The other topic studied was *Britain since the 1930s*. Some written work is recorded in a general topic book. The mixture of topics makes it difficult for pupils and teachers to trace progress and work covered in each subject. Work in the topic books is poorly presented in the main.

109 In geography, younger pupils are learning about the effects of weather on people and surroundings. Older pupils have just started their current geography topic on *The weather*. One lesson was observed. Pupils compared weather in Great Britain and in India in December. They used appropriate weather symbols and understood their meaning. The teacher set challenging activities for the higher attaining pupils, for example, to find the number of daylight hours, and work was well matched for those pupils with special educational needs. The teacher encouraged pupils to empathise with Ram, an Indian boy, and reflect on his lifestyle and how it differed to their own.

110 The quality of teaching and learning in the lesson observed was good. As a result, all pupils were interested and were eager to respond to the teacher's sensitive questioning. They listened carefully to the introduction and remembered the work studied the previous week. They completed an exercise from their textbook independently and there was a quiet working atmosphere throughout. All pupils were engrossed in this activity. The teacher showed high expectations of their behaviour. He asked appropriate questions to assess pupils' recall and understanding and gave clear explanations of the activity so that no time was wasted. The pace was brisk and all pupils completed the task. The work was well matched to the needs of the children and there were extension activities planned for higher attainers.

111 Overall, these subjects lack co-ordination. The curriculum maps allocate an appropriate number of half-termly slots to the subjects and a few pieces of work show pupils responding with enthusiasm to the teacher's imaginative presentation. Work samples do not yet reflect a planned coverage of skills and content in history and geography, however. The school is set to improve planning by adopting the Qualifications and Curriculum Authority's schemes of work.

## **INFORMATION TECHNOLOGY**

112 Pupils' attainment is above average at the end of both key stages. They make good progress in lessons. By the end of Key Stage 2 the pupils are achieving particularly high standards in communication and data handling. Throughout their time in the school they make good progress in developing their skills and increasing their confidence in undertaking tasks in all aspects of the subject. This represents a considerable improvement on the satisfactory standards reported by the last inspection.

113 Pupils are generally very confident in their use of equipment and software. They develop good mouse and keyboard skills in the reception year and these are extended well though both key stages. Pupils at Key Stages 1 and 2 make effective use of editing and text enhancement facilities to draft and re-draft stories and poems. There is appropriate and accurate use of a good range of tools to produce attractive illustrations for complete pictures and for records in science and other topic work. Pupils make regular use of CD-ROMs and information sources on the Internet to find specific information on a wide variety of topics including natural science, history, inventions, weather patterns and encyclopaedias. They use text, pictures and graphical illustrations from these sources to enhance report writing. Pupils in Key Stage 2 make good use of data-handling software to analyse information on hair colour, the extent of war-time bomb damage in different areas and the costs and consumption of milk in the school at breaktimes. All Key Stage 2 pupils regularly send and receive e-mail messages with little or no supervision.

114 The quality of teaching is good at both key stages. As a result of teachers' careful planning and good organisation, pupils are very well motivated and enthusiastic in their approach to tackling the tasks set. They respond well to the high expectations of the staff and the interesting work, which is often linked to topics in other subjects. They work at a good pace and are keen to finish their work within the time available. There is very good collaboration when pupils work in pairs. They share their experience and expertise and this helps to ensure effective learning. Pupils willingly share the use of the equipment fairly.

115 The staff plan well to link information technology with other subjects. There is good reinforcement of numeracy and literacy topics through well-chosen linked activities. The teachers have good subject knowledge in the topics taught. They prepare well and give pupils clear descriptions of the features of new software and the tasks to be undertaken. They make good use of questioning to involve pupils in providing information and demonstrating skills to others. Teachers have high expectations and they employ good monitoring of the practical work to ensure good pace and progress. These strong aspects of teaching help to ensure good learning throughout both key stages.

116 There is very good teamwork and effective sharing of knowledge and good practice. Although the planning helps to ensure coverage of all strands of the subject, it is now appropriate to agree a new scheme of work for the further development of the subject.

## **MUSIC**

117 Observations were limited during the inspection. One lesson with younger pupils was seen and three assemblies, during which singing and instrumental work were observed. There is a draft policy and limited planning in place. Standards at Key Stage 1 are good. A few pupils at Key Stage 2 play the recorder well. Singing in assemblies is satisfactory, but lacks enthusiasm. Overall, the school's provision is satisfactory and standards are much the same as at the time of the previous inspection.

118 The younger pupils make good progress in their understanding of musical ideas. They use a variety of percussion instruments, including wood blocks, triangles, drums, tambours, maracas and guiros and watch their teachers' hands as she instructs them when to play. They play both quietly and loudly to accompany their singing, keeping good time. Pupils remember the words of songs they have learnt, particularly *Oranges and Lemons* and *Yankee Doodle Dandy*. They listen very well to the teacher and to each other. They use their instruments in a controlled way and work well together in their 'section' of the percussion orchestra and as a class.

119 Teaching is good at Key Stage 1. No teaching was observed at Key Stage 2. In the Key Stage 1 lesson, the teacher played the guitar to accompany the pupils' singing. She also conducted them playing percussion instruments, showing when they should join in, and whether to play loudly or quietly. She ensured all pupils watched and could control their instruments. She showed strong subject knowledge and good organisational skills and this was reflected in the good progress made.

120 There are a variety of other musical activities. A choir leads the singing in assembly and there is a recorder group, which also accompanies the music. A peripatetic music teacher gives violin tuition to a small number of pupils each week.

121 The school has a wide range of music for pupils to listen to, some of which is played as pupils enter and leave the hall for assembly. Pieces are carefully chosen, but not adequately explained or introduced, and so pupils' understanding and appreciation of music is not extended. Resources for instrumental activities are well stored and clearly labelled. A planned purchase is a selection of large wooden percussion instruments, which will be located outside and can be used by pupils during their breaks.

122 Visits are used well to complement the teaching. The pupils have attended a concert by the Oxford Youth Orchestra and a concert where a range of musical instruments from other cultures was played. The pupils had the opportunity to participate actively and enjoyed playing the unusual instruments.

## **PHYSICAL EDUCATION**

123 Standards observed are good at Key Stage 1 in gymnastics and satisfactory in games skills at Key Stage 2. Overall, pupils make satisfactory progress in the subject, as a result of well timetabled, regular lessons across the full range of the physical education curriculum and good extra-curricular provision. Educational provision has improved since the last inspection, when some physical education teaching in Key Stage 2 was unsatisfactory. Teaching is now good overall at both key stages. Of the three lessons observed, two were good and one satisfactory. Pupils make good progress in Key Stage 1 and at least satisfactory progress in Key Stage 2. Again this shows a little improvement since the last inspection, when standards were satisfactory overall at both key stages.

124 Pupils in Key Stage 1 show good body control and balance as they climb on a range of apparatus and execute controlled rolls. They work purposefully and quietly, moving independently between the pieces of apparatus they have helped set up. The teacher has trained them very well to listen to instructions and to use their initiative when choosing where to perform the tasks set. The teacher's clear and high expectations result in positive effort by all pupils, with no time wasted queuing. The teacher highlights examples of good practice and pupils enjoy showing their skills as the teacher comments for others to learn from these demonstrations. Pupils watch and listen well, some offering thoughtful



evaluative comment themselves. Within the lesson observed, although pupils focused and continued to work at twisting, turning, balancing and rolling, they did not engage in sustained, energetic effort sufficiently to raise their pulse rate.

125 In games lessons observed in Key Stage 2, pupils again showed positive attitudes towards the subject. In one lesson they showed similar well-focused attention on the tasks set. In the other they enjoyed the activities, but did not focus so well on the teaching and learning points. Pupils listened in the classroom to a clear explanation of how to develop their dribbling skills. Following this clear instruction, the teacher monitored groups closely and highlighted examples by individual pupils to illustrate areas for improvement. Higher attainers, in particular benefited from the teacher's focus on skills and made good progress. In the other lesson, the teacher ensured that all pupils participated in a sequence of activities to develop netball passing skills, but did not monitor sufficiently closely. Those more able to manage the group situations did well, dodging and passing appropriately, but others forgot the nature of the shoulder pass they had learned, although they enjoyed the game.

126 Overall, when the teaching is sharply focused on skills and teachers share the purpose of the lesson with pupils, the pupils clearly make greater advances in skills. All pupils enjoy physical education, but those who are less skilled do not always receive sufficiently close monitoring and encouragement to focus and improve their skills.

127 Current arrangements for all four years of Key Stage 2 pupils to undertake games lessons together offer positive opportunities for teachers to use their own expertise to focus on particular skills. The decision to include the whole age range in each of the two groups is being reviewed. Teachers are rightly looking at the impact of this decision on standards achieved by pupils of all abilities in each year group. Where this is currently working better, the tasks set are carefully matched to challenge pupils of varying attainment.

## **RELIGIOUS EDUCATION**

128 Judgements are based on limited evidence. Only one lesson was observed, and there is limited recorded work by pupils. In addition to the lesson observed, discussions with pupils and staff show that the curriculum covered, looking at Christianity, Islam and Judaism, is interesting and involves pupils in learning *from* religions as well as *about* them. The quality of teaching and discussion in the lesson observed, with Years 5 and 6, was good. The limited number of recorded work samples shows that the school places insufficient emphasis on consolidating pupils' knowledge and understanding. Based on the lesson, discussions and limited amount of work seen, pupils' attainment meets the requirements of the local Agreed Syllabus at the end of both key stages.

129 The Agreed Syllabus is used throughout the school and there is an informative policy. The school's main aims are to encourage children to enjoy and reflect upon the variety of experiences in life, and to enable them to learn about Christianity and at least two other world religions. Younger pupils have written about Candlemas, Christmas presents, Herod and Epiphany. They visit the local church during their studies of special places to look at symbols and artefacts. They work on the story of Moses during their studies of special people. The older pupils are learning to recognise the links between Judaism and Christianity and the need for order and unity between people. Older pupils also have the opportunity to develop their literacy skills when writing the Christmas story from Mary's perspective and when describing Christmas traditions.

130 In the lesson observed, older pupils listened to a taped story of Moses and the Ten

Commandments. They discussed the need for rules in their own lives and the relevance of the Ten Commandments today. They were able to create their own list of rules and explain their choice to their partner. An interesting suggestion, '*Don't do drugs!*' led to an open discussion and pupils were able to put forward good arguments. The reason for the choice was because a younger child in the family had to take medication and pupils realised that there were occasions when drugs were important to save life. Effective teaching provided opportunities for pupils to empathise with each other and to respond sensitively to the discussion. Well prepared resources - a list of more modern rules such as, '*I must go to bed at 8.30pm*' - immediately focused pupils' attention on the task and enabled them to add their own rules.

131 A range of resources supports teaching about Christianity and Islam. Jewish artefacts displayed include labelled explanations of their use, but no pupils' writing or illustrations to reflect their understanding and research. Pupils' recorded work in religious education is not kept within a single book or folder, but mixed with other topics or in an English book. This makes it difficult for pupils, teachers and parents to trace the work pupils have done and to gauge their understanding.