

INSPECTION REPORT

DRY SANDFORD PRIMARY SCHOOL

Dry Sandford, Abingdon

LEA area: Oxfordshire

Unique reference number: 123063

Headteacher: Mrs Jenny de la Coze

Reporting inspector: Mrs E W D Gill
17766

Dates of inspection: 22 – 24 April 2002

Inspection number: 195582

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr W Taylor
Date of previous inspection:	May 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17766	Eira Gill	Registered inspector	Mathematics, design and technology, geography, history, special educational needs, equal opportunities	How high are standards? Pupils' attitudes, values and personal development. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19338	Graham Ellis	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
12367	Tony Green	Team inspector	Science, information and communication technology, physical education, religious education	How good are the curricular and other opportunities offered to pupils?
21148	Heather Moorhead	Team inspector	English, Foundation Stage, art and design, music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school educates boys and girls aged between four and 11 years. There are 131 pupils on roll altogether and this is smaller than other schools of this type. The school has 31 pupils on its register of special educational needs, which is broadly the same as the national average. One pupil has a Statement of Special Educational Need and this is below the national average. The school has 34 more boys than girls and this is a significant imbalance of pupils. In the reception class and in Years 2, 3, 4 and 6 there are twice as many boys as girls. There are no pupils from ethnic minorities and no pupil speaks English as an additional language. These figures are low compared to most schools. Around three per cent of pupils are entitled to free school meals and this is lower than the national average. During the last school year 27 per cent of the total school population left or joined the school other than at the usual time of first admission. This is a very high percentage for a school of this size and is mainly due to the number of pupils with army backgrounds. The school has had problems recruiting a teacher to fill a long-term temporary vacancy. There have been a few significant changes to the characteristics of the school since the last inspection. Rising numbers have resulted in an extra class for the reception children to be established thus allowing them to be taught a more appropriate curriculum. The number of children from army families has risen to 20 per cent of the school roll and the number of pupils on the special educational needs register has increased from ten to 31. The children's attainment on entry is judged to be average with a wide band of ability. However, attainment on entry varies considerably year-on-year.

HOW GOOD THE SCHOOL IS

Dry Sandford Primary provides a sound quality of education and gives satisfactory value for money. Standards of attainment in English and science have been maintained since the national tests in 2001 and inspection findings show that the pupils are attaining above average standards in mathematics by the end of Year 6. The significant problems of recruiting supply and temporary teachers have affected the quality of teaching in the school and, as a result, teaching is variable. However, the quality of teaching in two out of the five classes is at least good and sometimes very good or excellent. The leadership and management of the school by the headteacher, deputy headteacher and the governing body are satisfactory overall, but with several strengths.

What the school does well

- Standards of attainment in mathematics are now above average by the end of Year 6 and the achievement of pupils, including those with special educational needs, is good in mathematics.
- Provision for pupils with special educational needs is very good and they make good progress.
- Provision for the pupils' spiritual, moral and social education is good and this contributes to their good behaviour and relationships.
- Good learning opportunities are provided for the pupils and the extra-curricular activities are very good.
- Parents receive very good quality of information about their children's progress, which helps them to make a good contribution to their children's learning.
- The school's partnership with parents is good and this has a significant effect on the pupils' attitudes to school, which are good.

What could be improved

- Standards of attainment in English and science, to match the good work taking place in mathematics.
- The level of teaching in the school, to match the good, very good and sometimes excellent teaching observed in some lessons.
- The inconsistent monitoring of teaching in lessons and the time the headteacher has to manage the monitoring.
- The lack of robust procedures for tracking the progress of the pupils from their entry into school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection in May 1997 and most pupils continue to achieve satisfactorily in relation to their prior attainment. The school has addressed most of the weaknesses identified in the last inspection report and there is a determination to improve further. There have been good improvements in some areas, such as substantial improvements to the accommodation including the provision of a classroom for the reception age children. There is now very good provision for the pupils with special educational needs, and a good team of support assistants has been well developed and effectively deployed. Recently, the school's determination to improve further has been shown by their response to the lower mathematics standards in 2001; standards are now above average in Year 6. The school is on line to meet targets in English and exceed them in mathematics. However, the lack of consistent monitoring and the use of assessment to inform planning remain key issues in this inspection, and teaching seen on the inspection was not as strong overall as in 1997. The possibilities for improvement of teaching and its monitoring have been significantly restricted by difficulties in recruiting teachers.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A	C	D
Mathematics	D	A	D	E
Science	C	A	C	D

Key

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

The school's trend in the core subjects of English, mathematics and science is below the national trend. However, although results declined in 2001, comparisons year-on-year are unreliable because the average number in each year group is so small. The school's results in 2001 show satisfactory achievement in English and science from four years ago when the pupils were seven years old, but unsatisfactory achievement in mathematics. However, inspection findings are that standards are above average in mathematics, including numeracy, and average in English, including literacy, and science for the present group of Year 6 pupils. Pupils' achievement is now good in mathematics and satisfactory in English, science and all other subjects taking into consideration their average ability on entry. The targets set by the school for English and mathematics were challenging and the school is likely to meet the target set for English, but will probably exceed that set for mathematics. By the time the present group of reception children reach statutory age, most children will meet the national expectations for all areas of learning. In Year 2, current standards are average in all subjects and pupils' achievement is satisfactory. Last year, Year 2 attained well below average standards in reading, writing and mathematics in national tests, but they were a much lower-attaining group when they entered the school. Pupils with special educational needs make good progress and reach good standards relative to their previous levels of attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; most pupils enjoy school and are very responsive in lessons. They listen attentively and work hard. In a very few lessons in Years 2, 3 and 4, several pupils have difficulty concentrating on their work and waste time.

Behaviour, in and out of classrooms	Good; the majority of pupils behave very well and this supports the positive learning environment observed in most classes. In the class for Years 3 and 4, a few pupils call out inappropriately and this has an impact on the pace of lessons that slow down and this affects the learning of pupils.
Personal development and relationships	Good; pupils enjoy working together from an early age and older pupils undertake tasks to help the school run smoothly. Relationships between pupils and with adults are good. The teachers know the pupils very well.
Attendance	Current attendance is now satisfactory and is around the national average. However, attendance in the last full school year was unsatisfactory. There is no slippage of time during the day and lessons start promptly.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is satisfactory in English, mathematics, literacy and numeracy. Good, very good and sometimes excellent teaching was observed mainly in the classes for Years 1, 5 and 6 pupils and, in those classes, teaching was never less than good. The strengths in teaching are mainly limited to those year groups and include very good management of the pupils and a good pace to lessons when pupils are highly motivated to work quickly and make considerable efforts to improve their own knowledge. Skilled questioning and good organisation of lessons result in pupils concentrating well and making good improvement in their learning. Weaknesses in teaching are a slow pace in lessons, insecure management and control of the pupils and a style of questioning that fails to inspire the pupils to respond and listen well. Generally, assessment information is not used appropriately in the curriculum planning and this means that sometimes, higher attaining pupils are not set challenging enough work. However, the good teaching of mathematics in the class for Years 5 and 6 challenges the higher attaining pupils – as a result, their numeracy skills are better than might be expected. Overall, the school meets the needs of all its pupils, including those children in the reception year and those with special educational needs, successfully.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum is enriched with very good extra-curricular activities and a residential visit for the older pupils as well as two arts events in the summer term.
Provision for pupils with special educational needs	Very good; the number and qualifications of the support assistants are very well matched to the pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for spiritual, moral and social development while provision for pupils' cultural development is satisfactory overall, but with several strengths. This is having a significant impact on the ethos of the school and good behaviour of the pupils.
How well the school cares for its pupils	Satisfactory; the school cares for the pupils well and child protection procedures are secure. There are sound procedures for assessing pupils' progress, but the use of assessment to inform planning is inconsistent.

The school's good partnership with parents is a strength that significantly promotes the pupils' good attitudes and behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory; the headteacher teaches very well, is a good role model and thus provides a very good example. She is ably supported by the deputy headteacher. Her heavy timetable of teaching and support is preventing her from regular monitoring in the classroom and this restricts a rigorous analysis of how to improve standards of attainment and the quality of teaching.
How well the governors fulfil their responsibilities	Satisfactory; governors give good support to the school, but strategic development is not so strong. This aspect is being developed and all governors are working with the headteacher in their efforts to improve.
The school's evaluation of its performance	Satisfactory; the continuing recruitment problems have had a knock-on effect on the time available to the headteacher and deputy headteacher to monitor the quality of teaching.
The strategic use of resources	Sound; funding has been used wisely. Decisions made by the headteacher to increase the hours for the assistants has had a positive impact on the progress made by the pupils with special educational needs and the older, higher attaining pupils in mathematics.

Although there are procedures in place to track the progress of pupils from their entry into school, the systems are not thorough enough to ensure that the school has a secure grasp of how individual pupils and groups of pupils are maintaining progress or otherwise.

Staffing is satisfactory overall and the number and skills of the support staff are good. Accommodation is good and learning resources are satisfactory overall. The school applies the principles of best value appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are making good progress in school and the teaching is good. • They feel very comfortable approaching the school with a problem. • The school expects their children to work hard. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The information they receive about how their children are getting on. • They would like to see the school working more closely with them. • They would like to see a greater range of activities outside lessons.

The inspection team agrees with the parents regarding most positive comments although it cannot agree that all the teaching is good in the school. The team disagrees with parents about the information they receive. Overall, the quality of information provided to parents is very good. The team believes that the school does work closely with the parents and it also believes that the range of extra-curricular activities is very good when the number of staff in this small school is taken into consideration.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with average levels of attainment in all areas of learning. From this starting point, the children's achievement is sound overall and they broaden and consolidate their knowledge. At the end of the reception year, most children are likely to attain the Early Learning Goals in all areas of learning. The children are confident and several take part in discussions. They learn new vocabulary quickly and their speech was fluent and expressive at the time of the inspection. Most children enjoy listening to stories and they particularly love exploring all the activities both inside and outside the classroom. However, several children find it difficult to sit still and listen attentively; some cannot concentrate for appropriate periods of time and lack confidence. This is a result of the limited range of management skills in evidence and the lack of ability to plan activities that will inspire the children.
2. The results of the national tests at the end of Year 2 in 2001 showed that pupils attained well below average standards in reading, writing and mathematics in comparison with other schools nationally. This was an overall decline in standards from the previous three years when results hovered around or below average. However, year-on-year comparisons are difficult, not only because of the small number of pupils in each year group, but also due to the variance in the ability of different year groups on entry to the school. This particular year group showed below average attainment overall on entry to the school with very few higher attaining children.
3. The findings of the inspection are that, at the end of Year 2, the pupils reach average standards in all subjects and achievement is satisfactory. This is in line with the findings of the last inspection. The achievement of pupils with special educational needs is good in most subjects due to the very effective support they are given by the assistants. This is an improvement since the last inspection when pupils' progress was judged to be satisfactory.
4. In the end of Year 6 national tests in 2001, standards have been variable since 1997. In 2001, results showed that standards were average in English and science while, in mathematics, they were below average. However, the data showing the prior attainment of the pupils shows that their achievement is satisfactory in English and science, but unsatisfactory in mathematics. Inspection findings for the present group of Year 6 pupils are that standards are above average in mathematics including numeracy, and average in English, including literacy, science and all other subjects. The achievement of pupils is good in mathematics and satisfactory in all other subjects. In English and science the achievement of the higher attainers could be better if they were given more challenge in lessons. For example, pupils need more opportunities to carry out first-hand investigations in science. In writing, additional time slots are needed in the timetable to ensure that the higher attaining pupils in English can draft and redraft their work. The achievement of pupils with special educational needs is good in most subjects due to the very effective support they are given by the assistants. This is an improvement since the last inspection when pupils' progress was judged to be satisfactory.
5. Pupils with special educational needs make good progress towards the targets identified for them in their individual education plans. Although attainment is often below that expected for pupils of a similar age, most achieve the targets set for their work. The achievement of pupils with special educational needs is celebrated through the reward system in their own classes and during assemblies. Liaison between the special educational needs co-ordinator and the class teachers is good and, sometimes, very good and this ensures that the objectives of lessons are clearly understood. The higher attaining pupils in Years 3 to 6 are given extra support in mathematics from very well qualified assistants and this consistent teaching is having a very positive effect on the achievement in mathematics of pupils in Year 6.

Pupils' attitudes, values and personal development

6. The school has maintained good standards in this aspect since the last report. Pupils are keen to attend the school and play a full part in its life. They have good attitudes to their work overall. Most pupils listen well to their teachers, concentrate and are keen to answer questions. Generally, pupils are highly motivated, enthusiastic learners and are keen to succeed particularly in those lessons where the teachers inspire the pupils by their choice of resources or methods of teaching. For example, in an excellent religious education lesson for the younger pupils, the teacher's very good methods resulted in the pupils being totally engaged by the contents of the 'special box' containing her personal memories. When the teacher described her feelings of happiness and sadness when she remembered her grandmother, there was a 'pin-drop' silence. In a very few lessons, in the Years 2, 3 and 4 classes, a few pupils were slow to begin their work and needed reminding to make a start. In these classes, few pupils respond to questions with enthusiasm.
7. The behaviour of the pupils, in class and around the school, is good overall and, sometimes, very good or excellent. Most pupils behave very well and, where behaviour is good in lessons, there is a calm atmosphere and they are happy to get on with their tasks. They are polite and considerate. In the very few lessons in classes where unsatisfactory behaviour was observed, a minority of pupils called out inappropriately and, despite the teacher attempting to restore order, the noise level during the lesson was too high and affected the learning of the pupils. The behaviour of pupils at lunch-time is usually very good. Pupils of all ages play individually or in groups with the many resources available, inventing their own games or becoming involved in a variety of activities, such as practising their basketball skills. Lunch-time is a pleasant occasion where pupils enjoy their meals and talk happily in friendship groups. There have been no exclusions and the good behaviour policy gives clear guidance with very clear rewards and sanctions for pupils who misbehave. The pupils and their parents are well aware of what will happen if they do not follow the school rules.
8. Relationships, between pupils and between pupils and adults, are good. The pupils work together well in pairs and groups. They are happy to share the resources, to help each other with any problems and collaborate well when working in science with experiments, for example. In a Year 2 science lesson, the pupils worked well in pairs discussing how cress will grow if the plants are watered with salt or tap water. In practically all the lessons observed, the relationships between the pupils and adults were very good. The teachers and support assistants are sensitive to the pupils' needs and ensure that they are praised appropriately for hard work and success.
9. The pupils with special educational needs have good attitudes to their learning. Most are willing to practise aspects of their learning that have been identified as part of their individual educational plans. Pupils listen well in whole-class teaching at the beginning of literacy and numeracy lessons and this forms the basis for much of their individual activities during the rest of the lesson. Their attitudes, when withdrawn for small group work, are very good. They concentrate well and respond to the support assistants to the best of their abilities. In several cases, improvements in academic standards have helped to improve pupils' self-esteem and led to all round improvement in behaviour as well.
10. The personal development of the pupils is good. The pupils in Year 6 control the overhead projector and are responsible for organising the recorded music in assemblies. They support younger pupils at lunch-time through the 'buddy' scheme. In addition, groups of pupils take their responsibilities very seriously when looking after the school pond and wild area. The older pupils also organise their own after-school club where they make their own decisions about what activities will take place. The pupils also organise refreshments for the club members. The role of a school council is a priority of the school development plan and there is good evidence that staff trust the pupils to carry out particular jobs within the classroom and around the school.
11. In the previous inspection report, attendance was above the national average. This is no longer the case as attendance figures significantly declined in the last full academic year. However,

this was primarily caused by the poor attendance of a very few pupils who have since left the school. Current attendance is around the national average and is, therefore, satisfactory. Unauthorised absence is below the national average reflecting the efforts the school makes in obtaining explanations from parents. Pupils are keen to come to school and the great majority arrive on time. Registers are completed promptly and effectively in accordance with regulations and there are no significant problems of lateness. There is no slippage of time during the school day and all lessons start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. The quality of teaching and learning is satisfactory overall across the school. Four out of ten lessons were judged to be satisfactory; just over one third of lessons were good, one in eight lessons was very good and two lessons were excellent. One lesson was judged to be unsatisfactory and one poor. This is a decline from the last inspection when there were no unsatisfactory lessons. However, the school has had significant problems recruiting suitable teachers to fill a long-term absence and, despite temporary teachers receiving good support from the local authority consultants and the headteacher, their overall teaching skills are weak. There were some variations between year groups with more good, very good and sometimes excellent teaching observed in the classes for Years 1, 5 and 6. The teaching observed in these classes was never less than good.
13. The quality of teaching and learning for the children in the reception year is satisfactory. Although the adults who work in the reception class are good at developing relationships, there is sometimes a lack of understanding of how to get the best out of the children in terms of their concentration and behaviour. Planning meets the needs of the Early Learning Goals, but there is not enough focused time each day for the teacher and the nursery nurse to work with specific groups of children who may be working on their own without any adult support or intervention. This limits the opportunities to develop and extend the children's language and thinking skills and was particularly noticeable in the outdoor learning environment.
14. The teaching and learning of pupils with special educational needs is good. Liaison between teachers and assistants is very good; very good systems have been set up and all staff know exactly when assistants will be available and what they will be doing with the pupils. The assistants keep good records of how well the pupils are achieving or not achieving the targets in their individual education plans and these are shared with the teachers each day. The pupils are well managed by the assistants, they work hard and have a good understanding of their own learning.
15. The higher attaining pupils in Years 3 to 6 and those very few pupils who are deemed to be gifted are supported very effectively in mathematics almost every day by highly qualified assistants. This regular, consistent teaching guided by the teachers' planning is having an impact on raising standards, particularly in Year 6, where pupils' standards of attainment in mathematics are above average.
16. The quality of teaching and learning in Years 1 and 2 is satisfactory overall. Teaching was judged to be good in geography, while in all other subjects including English, mathematics, literacy and numeracy, teaching was satisfactory. In design and technology and ICT too few lessons were observed to allow a secure judgement to be made. In Years 3 to 6, the quality of teaching and learning was satisfactory in all subjects. A judgement could not be made on the quality of teaching and learning in design and technology, ICT and music where an insufficient number of lessons were observed. Good, very good and sometimes excellent teaching was observed mainly in the classes for Years 1, 5 and 6 and, in those classes, teaching was never less than good.
17. The strengths of the teaching are limited mainly to Year 1 and the class for Years 5 and 6. In these classes, very good management of the pupils results in pupils concentrating well, no time being wasted and their knowledge and skills in the subject increases significantly. Teachers' high expectations and good questioning skills result in lively question and answer sessions

where all pupils are involved and eager to participate. The pupils lose no time responding to the challenges set, they work hard and their learning moves forward. Interesting, imaginative tasks are set mainly by the teachers in Years 1, 5 and 6 and the pupils really enjoy their work, become totally involved and are very proud of their work. It is very evident that they know that they are making good progress.

18. Weaknesses in teaching are mainly because of a limited style of questioning in some of the opening sessions of lessons that results in a lack of pace and a decrease in the pupils' initial enthusiasm. The pupils lose interest and can become restless. There are significant problems with the management of pupils in the very few unsatisfactory and poor lessons when pupils call out inappropriately and become very noisy. The pupils' gains in knowledge and understanding in these lessons are unsatisfactory. Occasionally, teachers have limited expectations of what to expect from the pupils and do not give them enough support and encouragement during the lessons to ensure that good learning takes place. This impacts on the pupils' learning as they become bored with the tasks that are either undemanding or too challenging. In some classes and a few subjects, the higher attaining pupils are not always challenged sufficiently because the teachers do not use the information from assessment at the end of a unit of work to set more challenging tasks.
19. The teachers' use of ICT in their delivery of the curriculum is variable across the school. A few teachers make very good use of programs that support class activities and the pupils in those classes use the computers with confidence. All pupils are often set the same task in lessons and this does not consider their prior attainment or the skills that some pupils bring from home. A knowledgeable support assistant keeps pupils motivated and they make good progress especially when she gives them one-to-one support.
20. The teaching of literacy is never less than satisfactory throughout the school. Most teachers manage the literacy hour with confidence and show that they have secure knowledge. They teach the basic skills appropriately and pupils feel confident and show knowledge. Opportunities for improving the speaking and listening skills of the pupils are included in all lessons as well as in circle time when pupils can sit in a circle and celebrate their small triumphs or show their concern about issues affecting their happiness. The additional literacy skills programme that is being delivered to those pupils who may attain average standards in the national tests is consistent, regular and helping to raise standards of attainment. This programme of teaching is being delivered well by assistants who are enthusiastic, knowledgeable and have developed good relationships with these pupils. There is now more focus on the teaching of writing throughout the school and more time has been allocated to it during the week in all classes. However, this initiative has not had time to impact on improvement in standards in English. Pupils are given appropriate opportunities to practise their literacy skills in history and geography.
21. The teaching of numeracy is satisfactory overall. One half of the lessons observed were judged to be good or very good. The teaching observed was never less than satisfactory although, in one lesson, the teacher was supported well by a local authority consultant. The three-part lesson is established effectively. Most lessons begin with a mental warm-up session and all the pupils are involved. Following the opening session the pupils work in groups and the tasks are organised appropriately to their talents. The higher attaining pupils are challenged well in Years 3 to 6 and they are attaining above average standards, can visualise numbers in their heads and have good estimating skills by the end of Year 6. The pupils use their numeracy skills appropriately in other subjects. For example, in science, pupils communicate information through tables and block graphs, in design and technology they practise their measuring skills and, in geography, pupils have learned how to find certain locations on maps using grid references. In history, the very young pupils in Year 1 are learning chronology well.

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

22. The curriculum provision in Years 1 and 2 and Years 3 to 6 is good and has a positive impact on the learning by pupils across a range of subject areas. The curriculum is broad, balanced and relevant to the pupils and meets the statutory requirements for National Curriculum subjects, religious education and collective worship. Good use is made of subject enrichment themes, the local environment, visits and visitors to the school. All pupils from Years 1 to 6 have swimming lessons. The formal allocation of time for the curriculum is above the national recommendation in Years 1 and 2 and meets recommendations in Years 3 to 6. In addition, all pupils in Years 3 to 6 come into the school ten minutes before the actual school starting time and have specific tasks on which to work. The extra time allocated to the teaching of mathematics has helped to contribute to the above average standards in Year 6 observed during the inspection week. All other subjects are generally in line with national averages.
23. The curriculum for the children in the Foundation Stage is satisfactory and takes account of the Early Learning Goals for children of that age. All areas of learning are covered appropriately and tasks provided for children give them opportunities to achieve the expected Early Learning Goals by the end of the reception year.
24. Satisfactory emphasis is placed on the teaching of the basic skills of literacy and numeracy. Sound use is made of the National Literacy Strategy, which is raising standards in writing by Year 2. However, additional slots on the timetable for extended writing would help to raise standards in Years 3 to 6. Sound use is made of the National Numeracy Strategy, which is beginning to raise standards in mathematics throughout the school. However, in the class for Years 5 and 6, the strategy is being implemented very effectively and standards of attainment are above average.
25. Policies and schemes of work are in place for all subjects to inform the detailed termly planning of the curriculum. This is an improvement since the previous inspection when schemes were not in place for all subjects. The scheme for religious education is in accordance with the Locally Agreed Syllabus. The use of ICT to support learning in some subject areas of the curriculum, and in classes where teachers are less confident about using ICT, is underdeveloped. The new computer suite should help to address these issues. The use of homework to support the curriculum is inconsistently applied between classes, as there is no homework policy in place.
26. Provision for pupils with special educational needs is very good. This is an improvement from the previous inspection that judged provision to be good. The improvement is due to a much more focused deployment of support assistants based on their professional skills and an increase in their hours. The school has an action plan for the development of this aspect of the curriculum and this is well supported by the active and experienced link governor who has been tracking the success of the action plan by monitoring the work of the assistants very thoroughly. The school has made very good progress towards implementing the new Code of Practice and the assistants are becoming familiar with the new terminology. The well-established system of support includes assistants working alongside pupils in class lessons or withdrawing them to an appropriate base where pupils can be taught using very specific work programmes, such as the additional literacy units of work. The targets in the pupils' individual education plans are realistic and measurable and are regularly reviewed. Good procedures are in place for the pupil with a Statement of Special Educational Need.
27. The provision for pupils' personal, social, health and moral education is good. It has been maintained well since the previous inspection. The well-planned curriculum is taught in accordance with the requirements of the governing body and uses a nationally approved scheme and local authority guidance. Sex education and attention to the use of drugs are taught formally in Year 6 and through other subjects. The school nurse gives good support to health education lessons. Concepts of citizenship are promoted well through pupils' responsibilities around the school. For example, Year 6 pupils control the overhead projector and the recorded

music in assemblies, support younger pupils at lunch-time through the 'buddy' scheme and look after the school pond and wild area. A police officer has talked to pupils about personal safety.

28. As well as the school nurse, visitors to the school also enrich the opportunities provided for the pupils. For example, the local vicar regularly leads a school assembly and also supports teachers in the teaching of religious education and design and technology. A local artist, sculptress, local poet and musicians have also worked in the school. A mobile classroom visits to teach the pupils from the Foundation Stage and Years 1 and 2 about the need to look after the environment and to recycle waste. Good links have been established with Oxford United Football Club.
29. The aims of the school show a commitment to equality of opportunity in education for all pupils. Good attention is given to the needs of pupils with special educational needs and to those pupils deemed to be gifted in mathematics in Year 6. The provision for equality of access and opportunity is good and is supported by a school policy. The curriculum is accessible to all pupils regardless of their ability, gender, ethnicity or social circumstances. Pupils of all abilities are able to make a good contribution to most lessons as they are supported and helped by the support assistants. The very good range of extra-curricular activities enable pupils who are potentially talented to extend their skills in music, art and games.
30. A high percentage of parents who responded to the inspection questionnaire were not satisfied with the range of activities provided by the school outside lessons. The inspection team disagrees with this view. The provision for extra-curricular activities is very good and enriches the curriculum well. This is an improvement since the previous inspection report, when extra-curricular activities were judged to be good. Staff give freely of their time to provide a very good range of clubs, which are beneficial to all the pupils who take part. Sports activities include football, netball, judo and swimming. Other activities include art, recorders, country dancing, French, computers and a Year 6 club when the oldest pupils can relax and organise their own activities suited to their interests.
31. Good use is made of a range of visits to support subjects and give first-hand experience. For example, the Year 6 pupils visit the Isle of Wight for a residential weekend. Year 5 pupils visit Coventry as part of a history focus. The pupils in Years 3 to 5 visit two other schools to watch drama productions on the themes of caring for the environment and drugs education. Years 1 and 2 pupils visit Blenheim Palace and the Little Wittenham Reserve. Good use is also made of the immediate environment. For example, Foundation Stage children visit a chip shop, farm and the post office.
32. The school's good links with the community at the time of the previous inspection report have been maintained. There are good links with the local church. The vicar visits the school regularly to take assemblies and also assists in lessons. Pupils frequently visit the church and are part of the carol service. The school makes good use of local amenities; for example, the post office, shops and a farm. There are also good links with the local police and fire services. The annual arts day and the Coral Arts project involve local poets, artists and musicians working alongside pupils with a related theme to curriculum issues; for example, the butterfly house at Blenheim Palace was linked to 'life issues'. Local residents visit the school to talk to pupils and some of them also assist in lessons. There are good links with Oxford United Football Club and one of their youth training teams runs a weekly school football club.
33. The school enjoys good relationships with other institutions, especially those developed with the partner schools in two cluster groups. The small schools cluster group involves five, local small schools and provides a support network with regular meetings. The Abingdon Partnership includes over 30 local primary schools and three partner secondary schools. The membership of this larger group of schools includes opportunities for joint training for staff and for pupils to take part in drama, musical and science activities at the secondary schools. There are good transfer arrangements to the secondary schools and good links with local pre-schools. Since the increase in numbers of pupils from army families began following the last inspection, the school has developed good links with the local army base including effective liaison with the family

welfare officer. The school hosts students from Oxford Brookes University and Abingdon Further Education College and this is beneficial both for the colleges and the school.

34. The provision for pupils' spiritual, moral, social and cultural development is good and has been maintained since the last inspection. The school provides good spiritual development for pupils through religious education and collective worship at assemblies and throughout the school day. In whole-school assemblies there are opportunities for pupils to reflect upon their inner thoughts and matters that go beyond their everyday lives. Pupils are still and a lighted candle helps to create a quiet atmosphere and focus their attention. There are close links with the local church and the clergy support the school in a variety of ways to help pupils to understand the Christian faith. Pupils have opportunities to think about feelings during the 'circle time' sessions. The children in reception enjoy the beauty of nature in the quiet garden they have helped to create. A sense of awe and wonder was immediately apparent when the Year 1 pupils were introduced to a book with a Chinese theme. Pupils throughout the school consider with respect the paintings by famous artists and when Year 1 pupils realised that the wheeled vehicles they had designed and made really did work, they were thrilled. Displays of work demonstrate how pupils develop their knowledge and understanding of major world faiths.
35. Pupils' moral development is good and is well promoted through the school's strong and effective behaviour policy. In addition to school rules, pupils have opportunities to discuss and publish in the classroom, their own class rules. Thus, pupils are helped to distinguish right from wrong. When teachers manage pupils' behaviour well, they reinforce the school's high expectations and encourage pupils to think about the consequences of their actions. Pupils develop a sense of moral responsibility when they participate in fund-raising for various charities and causes, such as funding at least one pig for a village in India through a church charity. The pupils have also collected money to buy a computer for the pupils in the linked school in Moldova. In geography, the older pupils have explored what happens to the people of a Third World country when a dam is built for hydroelectricity. They have learned how building a dam on a large river alters the lives of people sometimes to the detriment of the environment.
36. The provision for social development is good. The school makes strong efforts to help build relationships between pupils, and between staff and pupils and this has had a positive impact on the pupils. In the reception class the children sometimes find it difficult to take turns. With the good support and teaching they receive in Year 1 and, as they progress through the school, pupils become increasingly ready to share resources and to listen to the viewpoints of others. Social confidence is enhanced through listening to the vicar who takes assemblies regularly, visiting speakers and visits to places of interest, such as Little Wittenham Nature Reserve, the Ashmolean Museum and the London Millennium Dome. All pupils in their last year at school enjoy their residential visit to the Isle of Wight and the Year 6 club when they organise their activities. Pupils are involved and enjoy working together in a range of extra-curricular activities and clubs. Older pupils help to organise music and seating in assembly, and have other responsibilities around the school such as helping to look after the youngest children during playtimes.
37. Provision for cultural development is satisfactory overall with several strengths. The pupils' awareness of European culture is considerably enhanced by the school's links with a school in Moldova. The pupils have been very surprised at the lack of certain foods, clothes and items that, in the United Kingdom, pupils take for granted. Pupils are aware of their own cultural traditions through celebrating Christian festivals such as Christmas and Easter, participating in country dancing and recalling patron saints' days and their significance. Pupils are developing an understanding of the beliefs and cultures of other people in the United Kingdom and the world through their work in religious education, but also in history and geography. In art, pupils are developing their knowledge of European art and sculpture. Pupils have access to some multicultural instruments in music lessons as well as opportunities to listen to music from other countries and cultures. There is a marked improvement in the planned approach to multicultural awareness, with many books available in the library and on display. Nevertheless, the school still needs to prepare pupils more for celebrating the wealth of diverse traditions, cultures and beliefs in the United Kingdom.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school provides a caring environment with satisfactory welfare procedures. All staff show appropriate concern for the needs of the pupils and generally provide good role-models to encourage their development. The staff have good knowledge of pupils, giving them good support and guidance. The school places a high priority on guidance and support as vital elements in pupils' learning. There are good procedures for monitoring the pupils' personal development and monitoring and promoting good behaviour. The procedures for monitoring and improving attendance are satisfactory. There is good, comprehensive pastoral care provided by all staff who know individual pupils well. The good personal support and guidance provided by the headteacher, class teachers and support staff is effectively matched to the needs of particular pupils and this is acknowledged and valued by parents. Arrangements for the supervision of pupils at playtimes and lunch-times are good.
39. The care and support of pupils with special educational needs is good. Teachers and learning support assistants know the pupils they work with well. All pupils with special educational needs have full access to the school's activities. Their contributions in most classes are valued and their achievements recognised. This is particularly true for those pupils who have Statements of Special Educational Need. Pupils' needs are quickly identified when they enter the school and appropriate arrangements are made for the regular review of their progress. Pupils' records are well maintained and provide a clear picture of progress. Effective use is made of agencies outside the school to provide help and support for individual pupils and their specific needs.
40. Overall, the current arrangements for child protection are satisfactory. The school does not have a separate child protection policy of its own, although it does conform to the local authority policies and procedures. There is a designated staff co-ordinator who is well experienced and has received the appropriate training. Although the staff are aware of procedures, provision would be more effective and systematic if there was a local policy with which they could all be thoroughly briefed.
41. The school has an effective policy for health and safety with defined and understood internal responsibilities. There is regular monitoring of health and safety requirements and frequent inspections including the involvement of members of the governing body. One member of staff is fully trained in first aid and there are good arrangements for the care and support of pupils who are taken ill at school. There are appropriately maintained accident records. The health and safety issues raised in the previous inspection report have been effectively addressed. However, there were a few minor health and safety issues that were noted on inspection and brought to the attention of the school.
42. The school has a comprehensive, positive behaviour policy. Procedures for monitoring and promoting discipline and good behaviour are good. Instances of bullying are isolated and there are good procedures for dealing with them. The staff are good role models, set high expectations of behaviour and provide positive direction. The policy and procedures are generally implemented consistently with some minor inconsistent applications. However, the good behaviour and positive motivation of the majority of pupils indicates overall success.
43. There is satisfactory monitoring of attendance and effective liaison with the education welfare service. However, there is a need for more frequent and systematic whole-school analysis of attendance.
44. The procedures for assessing pupils' attainment and progress in English and mathematics are satisfactory. In all other subjects the procedures are generally satisfactory, but are inconsistently applied between classes. This is similar to the judgements of the previous report. Pupils' understanding at the end of a topic or theme is assessed in English, mathematics and science. However, daily assessment, against the specific learning objectives of a lesson, is not systematically used by all teachers and does not always regularly inform planning and match of

work to the different ability groups within a class. Procedures vary between classes and year groups. The school has introduced assessment record sheets for each subject, which have been published by the local education authority. This is providing a sound basis for developing its recording and assessment opportunities. A portfolio of samples of pupils' work is in place for mathematics, English and ICT, which helps teachers to judge the attainment a pupil is achieving. However, the portfolio does not put the samples of work into context. For example, the portfolio does not indicate whether the work is produced unaided or with adult support.

45. The headteacher is acting as a 'caretaker' co-ordinator for assessment, but with her many other duties has not been able to monitor and support its development regularly in order to ensure that pupils' performance over time is consistently monitored to track their rate of progress. A termly assessment book for English and mathematics is beginning to build up a picture of pupils' progress and attainment over time, but few teachers use the information to set targets that are shared with the pupils or referred to in lessons. The book has yet to be developed to include other subject areas. The school is using data provided by the local education authority to analyse national, local and school results in English, mathematics and science and is beginning to look at differences between the rate of progress between boys and girls, but this aspect is still in its infancy. The marking of pupils' work is not consistent throughout the school and does not always evaluate the strengths and areas to develop in pupils' work or set individual targets for the future.
46. There is good monitoring of pupils' personal development by teaching and non-teaching staff throughout the year. Members of staff regularly discuss pupils' particular requirements with a sensitive awareness of their individual needs. The gains and advances made to their maturity and personal development prepare them well for their next stage of education. Pupils are provided with opportunities to exercise responsibility. Various, regular routine duties are undertaken in each class while older pupils undertake additional duties. For example, assisting with assemblies, tidying the library, care of the pond and litter collection. Older pupils also help and support younger pupils at playtimes and lunch-times. Pupils are involved in supporting various charities and there is an ongoing link with a school in Moldova.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school's overall links with parents are good. Parents provide good general and financial support to the school. They have generally good views with what it provides and achieves. The school places great value on its partnership with parents and has good relationships with them. Overall, the quality of information provided to parents is very good. There is good involvement of parents in the school and their contribution to their children's learning is also good.
48. A number of parents who responded to the parents' questionnaire believe that the school does not work closely with parents. The inspection findings disagree with this opinion. The school communicates frequently with parents and, overall, the quality of information is very good. Both the governing body's annual report to parents and the prospectus are helpful and readable. However, the prospectus does not advise parents of their right to withdraw their children from religious education or acts of collective worship. Nor does the prospectus contain financial information, attendance or the results of the end of Years 2 and 6 national tests. There are regular general newsletters that are well presented and suitably pitched at parents' needs. The introduction of the school website gives parents up-to-date information about after-school clubs, for example, and includes the latest newsletter from the headteacher.
49. A significant minority of parents responding to the parents' questionnaire indicated that they felt that they were not well informed about their children's progress. The team does not agree with this view. The annual reports to parents are generally good and, frequently, very good. The reports provide clear descriptions of work covered in all subjects and, although not directly related to National Curriculum Levels (except for the results of the end of year tests in Years 2 and 6), they provide good information on what pupils know, understand and can do. They contain useful targets for future development. Additionally, parents' information about their children is broadened by their discussions with staff throughout the year.

50. There are two opportunities for formal consultation during the year including one following the issuing of pupils' annual reports. Parents support these consultations very well. The school has also arranged meetings for parents on curriculum issues; for example, literacy and numeracy, and the meeting to inform parents about the National Numeracy Strategy was well attended. Every class also provides regular curriculum information for parents about their children's forthcoming work.
51. Parents are kept well informed about the content of the curriculum. For example, regular newsletters are set home that detail curriculum activities, an evening has been held for parents to become familiar with the National Numeracy Strategy and Year 6 parents are given the opportunity to view the material and videos prior to the teaching of the sex education programme.
52. Parents of pupils with special educational needs are appropriately involved in the annual review of their child's progress identifying their needs. Regular termly consultations are offered to all parents and they are encouraged to become involved in giving support to their child. The special educational needs co-ordinator knows the parents well and she nurtures a culture of co-operation between the parents and the school. Parents are always consulted before outside agencies are involved in any assessment of a pupil's needs and they are included in discussions about what strategies will be used at school or at home to help their child to make progress.
53. Overall, the contribution of parents to their children's learning is good. There are systematic arrangements for home reading with 'reading link' books that provide parents with involvement in their children's education. Parents who attended the meeting before the inspection informed the inspectors that they were pleased with the link books and especially with their continuation into Years 3 to 6. Some parents feel that there is inconsistency in homework between classes and would also welcome clearer guidance from the school. The school is aware of this and has made it a priority in the development of the school.
54. The parents' perceptions of the school are good and they are appreciative of the educational direction and support for pupils. They feel that the school is accessible, they are welcomed and that the staff are approachable. There is an active parent teacher association, which provides good financial support to the school. Parents give good general support to school activities and a number of them assist directly in classes with activities; for example, helping in the library and cooking in the younger classes.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The headteacher, deputy headteacher and the governing body provide the school with sound leadership and management. They have responded effectively to the findings of the last inspection report and have addressed most of the areas of weakness identified within it. The headteacher is a very good teacher and role model for her colleagues. She is also very energetic and aware of what needs to be achieved to move the school forward. The deputy headteacher ably assists the headteacher. Most members of the governing body have been appointed since the last inspection five years ago and are at an early stage of understanding their role in shaping the direction of the school. However, a recent training course has given the governors a better understanding of the improvements they need to make. The majority of parents believe the school is well led and managed.
56. The school has very explicit aims and values that are reflected in the good ethos that is very evident throughout the school. There is a perceived commitment to teamwork and good relationships as well as equality of opportunity for all staff and pupils. There is an evident team spirit among all staff and the capacity to improve standards is good. The headteacher has high expectations of the pupils and has worked hard to ensure that all pupils are educated within a supportive, caring, Christian ethos. She has created a good environment for inclusion and the spiritual, moral and social development of the pupils and this results in pupils being well

behaved and very enthusiastic about their school. Pupils are taught to respect each other and, through sound, cultural provision, are aware of the need to maintain racial harmony.

57. The school has made sound improvement since the last inspection and has addressed most of the weaknesses identified by that inspection successfully, such as:
- a. schemes of work for all subjects are now in place;
 - b. the role of the deputy headteacher is now very well established;
 - c. medium-term planning is securely in place;
 - d. the health and safety issues have all been addressed.
58. Further improvements, other than those identified in the last inspection, have been the effective development of the special educational needs co-ordinator's role, the increase in the hours of the support assistants and the provision of a well-resourced classroom for the Foundation Stage children. The headteacher, with the good support of governors, has been particularly active in achieving improvements to the building and this has had a positive impact on the learning environment. These improvements include the establishment of a designated classroom for the children of reception age together with a very well equipped outdoor learning environment. In addition, the ICT suite is due to be in use in September next. However, the issues of improving the monitoring of the quality of teaching and using assessment to inform planning have not been addressed sufficiently and are still key issues in this inspection.
59. The headteacher has found the tasks of leadership and management in the school, plus her several other responsibilities, demanding due to the very significant problems the school has experienced in managing a long-term illness. It has been very difficult to recruit supply teachers who are prepared to commit themselves to a class to cover the absence. However, the headteacher, with the support of the governors and local authority, has worked hard to recruit a suitable teacher. They have been successful in appointing a temporary teacher for this term and the local authority consultants are supporting the school well. The headteacher has felt obliged to monitor and teach in this class for one day a week as well as the two days she teaches her own class. She is also supporting the temporary class teacher for part of another day. A further bureaucratic demand for the headteacher is the management of the budget. The school 'buys in' the services of a bursar who visits the school once a month only. The headteacher is also the special educational needs co-ordinator, the assessment manager and is responsible for English and science.
60. The delegation strategies of the headteacher are satisfactory overall. The management team meets regularly and the co-ordinators, who carry more than one responsibility, have regularly sampled pupils' books and also analysed their colleagues' planning of the curriculum. There is no time allocated to the co-ordinators to monitor the progress of the pupils in the subjects for which they are responsible. Very little monitoring of the quality of teaching has taken place recently by the headteacher and, as a result, there has been little opportunity to improve aspects of teaching and standards of attainment. Nevertheless, the link governor for special educational needs has carried out a very thorough monitoring of the support assistants and their work. She has trailed each assistant and given formal feedback to the headteacher and governing body. In this small school, there are many informal opportunities for visiting classrooms, viewing displays and chatting to colleagues about problems they may be having delivering aspects of the subjects of the curriculum.
61. The governors support the school appropriately. The members of the governing body, several recently appointed, are beginning to develop their role further. A recent training course that all governors attended has resulted in a general surge of enthusiasm to improve their own knowledge of governance and to give more support to the strategic planning needed to improve the school further. The minutes of the governing body meetings give insufficient evidence that the governors engage in strategic development planning. There is little reference to discussion of the school improvement plan or of the notes of actions that need to follow. There are no committees in place. Instead, the governing body has set up working parties, including finance, for aspects of the school normally run by committees. There are no terms of reference for the

working parties and no minutes are taken of the meetings and, as a result, the reporting back to the main governing body lacks substance.

62. The governors have supported in many ways. For example, the interviewing panel set up and chaired by governors has proved to be very effective and essential to the smooth running of the school; the Vice-Chair has written the action plan for the governing body in the school development plan; several governors have supported the headteacher to improve the school accommodation and all governors are very supportive of school events. The retired Chair of Governors is responsible for the library in every sense. She visits the school in the holidays, culls old books and gives advice of which areas of the library need adding to as well as organising all the cataloguing of books required. Governors have ensured that the school meets most statutory requirements with the exception of a few omissions from the school brochure and the governors' annual report to parents.
63. The governing body and headteacher have been effective in setting up performance management procedures. The policy is well established and understood by all staff and has established good links between the priorities indicated in the school development plan, school budget and the teachers' professional development. Each teacher has a target for improvement linked to the priorities in the development plan. However, this efficient approach has yet to have an impact on improving achievement to more than satisfactory except in mathematics by the end of Year 6. This is because very little monitoring of the quality of teaching and the progress of pupils in lessons has recently taken place.
64. The headteacher has a realistic perception of the strengths of the school and of the aspects that need improving. For example, in 2001, the end of year English and mathematics national tests were analysed to identify the type of questions that pupils found difficult. This analysis was followed by professional development meetings for the teachers when they assessed the pupils' level of attainment in aspects of mathematics and writing. As a result, the teachers were expected to include strategies in their planning for moving pupils' skills forward in mathematics and writing. However, this promising start to tracking the progress of individual pupils following such an initiative was not followed up sufficiently by the senior management team. Nevertheless, the higher attaining pupils have improved their attainment in mathematics in the class of the co-ordinator for mathematics.
65. Although there is a formal tracking document in place for each group of pupils and their success or otherwise in end of year tests recorded, the tracking process generally is underdeveloped. Baseline assessment for each group of pupils entering the school has not always been moderated in the past and, when pupils are given further annual tests, the progress of individual pupils is not sufficiently analysed to identify whether specific groups of pupils have made progress. The high mobility factor that may possibly affect the expected standards of attainment in end of year tests is not monitored sufficiently to judge, for example, whether pupils leaving or joining a particular year group are pushing up standards or causing standards to decline. This information is known by teachers informally, but not recorded.
66. There are good systems in place to ensure that the school makes best use of its financial resources, including the specific grants and additional funding that it has acquired. Careful financial planning has been put into place to raise standards through increasing the hours of the support assistants and to meet the costings of the priorities identified in the school development plan. Current school administration is satisfactory, but job descriptions are in need of a review to ensure that job skills can be effectively evaluated and the headteacher's present overload of administration can be reduced. The school makes good use of the standards fund and these pockets of finance are having a positive impact on; for example, the efficient teaching of additional literacy skills.
67. The governing body has no committee for financial administration and relies on a working party. No minutes are taken at these meetings and judgements on efficiency have been made on the quality of the documentation presented by the school and the professional knowledge of the headteacher when discussing; for example, the ten per cent carry forward in the budget. This

larger than normal carry forward is due to unexpected savings; for example, the additional significant funding for an additional ten Foundation Stage children being admitted to the school as well as the savings incurred by the headteacher teaching in a class for an extra day a week. However, the governors have not yet considered how to use this underspend to reduce the headteacher's workload.

68. The school is making appropriate use of new technologies. The school has established an effective, attractive website that gives parents a wealth of information and the ICT suite will be in use by September. The staff and pupils use electronic mail and there are efficient office systems linked to computerised programs.
69. The special educational needs co-ordinator provides very good leadership and management of provision. The co-ordinator is very well supported by the link governor for special educational needs who has worked as a support assistant in another school for several years. Together, they make a very efficient team. Despite her heavy workload, the co-ordinator has regular, planned meetings with the support assistants who value these occasions and report that their professional development has moved forward as a result. The co-ordinator has redeployed the assistants so that their particular skills are fully utilised for teaching not only the pupils with special educational needs, but also for the higher attaining pupils in mathematics in Years 3 to 6. This use of resources and intelligent deployment is already having an impact on the achievement of the pupils who receive the support. The administration and documentation for this aspect of the school is carried out very efficiently. The co-ordinator has produced an excellent induction pack for the assistants and this explains many aspects of the provision of special educational needs.
70. Principles of best value are applied appropriately, particularly when purchasing large items or when improvements to the building are being considered. The governors tender for different quotes and discuss the merits or otherwise of the contractors who work on the premises. As a result of their discussion, the school now employs a local handyman whose costs are not as high. The school has consulted the parents sending out a questionnaire asking for their comments on aspects of the school.
71. The induction of new teachers and potential for training of new teachers is good. The local authority consultants have given very good support to the school during this long period of recruitment problems and are working alongside the temporary teacher regularly. The school has produced a handbook for staff and this is a very helpful document.
72. The match of teachers to the demands of the curriculum is satisfactory. Four teachers are highly qualified in the subjects for which they are responsible and this is efficient use of staff. The match of support staff to the needs of the pupils in the school is very good. A few assistants are very highly qualified and are having an impact on the achievement of the higher attaining pupils in Years 3 to 6 in mathematics. All assistants are very eager to improve their performance and to work as an effective team to support the pupils and the teachers.
73. The adequacy of the accommodation in the school is good. The outdoor environment is very spacious with an excellent adventure playground for the older pupils and a very good outdoor learning environment for the children in the Foundation Stage. The large grassed areas merge into the rural landscape. The outdoor environment, including the pond, is used extensively by the school to enhance the science curriculum. Most of the classrooms are large with designated areas for the computers and artwork. All learning spaces are used efficiently by the staff during the day. The ICT suite has now been refurbished and will be ready for use by September. This will be an effective addition to enhancing the curriculum. The swimming pool is kept in good repair, but is in use only in the summer months for specific groups of pupils. Learning resources are satisfactory overall and are good in religious education and physical education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to raise standards, the headteacher, staff and governors should:

- (1) improve standards in English and science by:**
 - including more opportunities for pupils to carry out independent investigational research in science;
 - increasing the timetabled slots for teaching extended writing.

(See paragraphs 4, 24, 95, 96, 99, 116, 117 and 122)

- (2) increase the amount of good or better teaching by:**
 - using assessment information when lessons are being planned so that the planned tasks and activities are better matched to the needs of pupils, in particular the higher attaining pupils;
 - improving the quality of the opening sessions of lessons in order to enthuse the pupils, maintain their interest and ensure appropriate behaviour;
 - improving the quality of planning in the Foundation Stage to ensure that there are opportunities for the adults to intervene and challenge the children in their work, and that there are structured play activities in order to extend their thinking.

(See paragraphs 1, 13, 18-21, 44-46, 59, 77, 79, 80, 81, 83, 85, 88, 90, 97, 99, 104, 107, 117, 122, 124, 129, 134, 137, 139, 140, 142, 147, 149, 154, 159 and 163)

- (3) improve monitoring of teaching and learning by:**
 - producing and putting into practice a more structured programme of monitoring, targeting aspects of teaching that the school is trying to improve;
 - reconsidering the heavy teaching timetable of the headteacher that is cutting down the time available to monitor teaching and thus improve standards.

(See paragraphs 58, 60, 63, 67, 100, 112, 122, 123, 129, 134, 143, 149, 154, 159 and 164)

- (4) improve procedures for tracking the progress of pupils from their entry into school by:
 - setting up a robust system of formal assessment so that challenging targets can be set and followed up for individual pupils and year groups.

(See paragraphs 64, 65, 100 and 112)

The following minor issue should also be considered by the governing body for inclusion in the action plan:

- ensure that the few statutory details indicated are included in the school brochure and the governors' annual report to parents. (See paragraph 62)

** indicates that these priorities are addressed in the school improvement plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	5	14	16	1	1	0
Percentage	5	13	36	41	3	3	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points. Rounding of decimal points leads to a total percentage of more than 100.

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)	131
Number of full-time pupils known to be eligible for free school meals	4

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	31

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	16
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	7.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	5	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	13	14
Percentage of pupils at NC level 2 or above	School	87 (88)	87 (88)	93 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	14	13
Percentage of pupils at NC level 2 or above	School	87 (94)	93 (82)	87 (94)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	7	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	8	11
Percentage of pupils at NC level 4 or above	School	83 (91)	67 (73)	92 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	8	9	10
Percentage of pupils at NC level 4 or above	School	67 (82)	75 (75)	83 (91)
	National	72 (70)	74 (72)	82 (79)

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

If the numbers of boys or girls are below 10, the numbers of pupils who attained Level 2 or Level 4 are not printed in the above tables.

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	108
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)	5.4
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	156.5

Financial information

Financial year	2001/2002
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	£
Total income	299,117
Total expenditure	328,322
Expenditure per pupil	2,506
Balance brought forward from previous year	61,543
Balance carried forward to following year	32,338

Recruitment of teachers

Number of teachers who left the school during the last two years	4.6
Number of teachers appointed to the school during the last two years	4.2

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	131
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	7	0	0
My child is making good progress in school.	45	45	6	2	2
Behaviour in the school is good.	18	67	5	10	0
My child gets the right amount of work to do at home.	24	59	14	3	0
The teaching is good.	46	42	3	5	4
I am kept well informed about how my child is getting on.	29	49	14	7	1
I would feel comfortable about approaching the school with questions or a problem.	63	34	3	0	0
The school expects my child to work hard and achieve his or her best.	42	50	5	0	3
The school works closely with parents.	33	45	17	3	2
The school is well led and managed.	48	33	10	3	6
The school is helping my child become mature and responsible.	40	57	3	0	0
The school provides an interesting range of activities outside lessons.	27	30	28	2	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75. Children enter the reception class at the beginning of the year in which they will be five. Those children who become five in the autumn term attend full-time while those with birthdays later in the year attend part-time to begin with. All the children have begun their full-time education at the beginning of the Spring Term. There are meetings and visits for children and parents before the children start school, which help them to make a confident start to their school life. A number of children come to school from outside the immediate school locality and all children have had a variety of pre-school experiences. Attainment on entry to school varies from year to year and the baseline assessment for this group of children indicates that their attainment was in line with that expected for their age when they entered the school, although there was a wide band of ability.
76. Children make satisfactory progress and broaden and consolidate their knowledge in all areas of learning. By the end of the reception year, most of the children will attain the national expectations in all six of the Early Learning Goals. This appears to be a decline from the findings of the last inspection, but year-on-year comparisons are difficult owing to the small number of pupils entering the school each year. Planning is satisfactory overall although some improvements could be made to link all the areas of learning as several of the activities planned do not build upon what the children can already do or indicate appropriate teaching opportunities for both the indoor and outdoor environment.

Personal, social and emotional development

77. All the children, including those with special educational needs, achieve satisfactorily in their personal, social and emotional development. The quality of teaching is satisfactory and the staff create a caring and supportive environment that helps young children to settle quickly and feel part of the school. Children adapt to school routines well and, by the end of the reception year, most children show confidence and relate appropriately to adults and each other. Most children are responsive, interested in what they are doing and concentrate and persevere in their learning activities. The teacher and nursery nurse encourage children to participate in activities when they are required to sit and listen to others and a few do this attentively. However, several children find listening to the teacher and other children difficult. In addition, a few children are attention seeking and have little understanding of the impact of their behaviour upon others. As a result, this limits their rate of learning. Although the adults have appropriate management and control skills, nevertheless, their strategies to improve behaviour and listening are limited. There are few opportunities for children to focus on activities to develop their own interests, independence and enthusiasm for learning or to extend their thinking through looking at a wide range of books, displays and resources. Several children can share their feelings and ideas, although this is hard for many children who lack confidence and find concentration difficult. They attend acts of collective worship with the rest of the school and this helps the children to become more mature and feel that they are members of the school. The reception class children use the secure area outside the classroom several times during the day including playtimes and lunch-times, but as their confidence grows the children also have access to the main school play area and this increases their opportunities to develop social skills with older friends or siblings.

Communication, language and literacy

78. Teaching is satisfactory and the children's achievement is satisfactory in this area of learning, including those children with special educational needs. The children develop their literacy skills at their own appropriate rate. They learn to listen to each other and take turns in communicating their ideas. A few children are confident in discussions and when sharing ideas and experiences. They learn new vocabulary quickly and their speech is fluent and expressive. A few children read simple texts, using the pictures and letter sounds to help their understanding.

Others recognise their names and a number of familiar words. Several children enjoy hearing stories and listen well for a reasonable time. They joined in with the teacher when reading from a 'big book' and a few were aware of rhyme and repeating words and phrases. A few children are able to form letters independently and use their knowledge of letter sounds to attempt to write words and short, simple sentences. For example, under the direction of an adult they wrote words on labels to stick on their drawing of an island. Other children string letters together and are not yet ready to read back to an adult.

79. Opportunities are provided for children to develop early speaking and listening skills through a variety of activities including the adapted literacy hour. Children are happy to share books with adults and enjoy talking about the pictures and stories whilst some recognise familiar words. Many children become restless and inattentive during some of the literacy sessions. This is often because of the organisation of the activities when the children are aware that an adult is not available to support and praise their initial efforts. For a few children, the activities lack sufficient challenge to develop motivation and concentration. The opportunities for role play are good when an adult interacts to extend children's ideas and vocabulary. There are a variety of resources that the children mostly use with care. The small range of resources available for the children and the low level of adult intervention in some activities limit opportunities to develop and extend vocabulary and language skills. This was particularly noticeable in the outdoor environment.

Mathematical development

80. The quality of teaching in this area of learning is satisfactory although lessons sometimes lack the pace and firmness required to support the children's attention, understanding and concentration. Achievement of all the children, including those with special educational needs, is satisfactory. The children's mathematical skills develop well and many are likely to meet expectations by the end of the reception year. They count confidently up to ten and a few are able to match the number to each counted object. The teacher includes opportunities to reinforce numbers through counting, number songs and rhymes. The children learn to recognise activities that occur regularly at certain times each day and match pictures with the correct time. Children begin to use everyday words to describe the position of objects and people. They learn to give and follow directions using a picture grid in the classroom and outside taking steps to the right and left on the playground grid.
81. The teacher provides appropriate activities to develop mathematical knowledge. These activities do not always build sufficiently on children's prior learning to support them to use mathematical language naturally in play situations. There are few planned opportunities for the teacher and the nursery assistant to intervene incidentally to develop the children's mathematical vocabulary and extend their thinking.

Knowledge and understanding of the world

82. On entry to the school, children's knowledge and understanding of the world is as expected for children of their age. Children learn about families and how things change over time. They become aware of the past and present by listening to stories. They look at a new baby that a parent brings into school and talk about what a baby needs and their own growth since babyhood. Children learn about different animals and creatures and where they live. They use a 'magic umbrella' to illustrate their journey to different countries to learn about a variety of animals, and draw the life cycle of a frog. When learning about the senses, they wrote a class 'Smelly Poem'. As part of the healthy eating topic they cut up vegetables and made soup, noticing how the vegetables changed when cooked. Children begin to know about the cultures and traditions of other people when listening to Indian music and making their own clay diva lamps at the time of the Hindu festival, Divali. Children used the computer with some confidence, controlling the 'mouse' to move the cursor around the screen and to click and drag an icon to make a picture. During the inspection, the children were read the story of Noah and enjoyed hearing how the animals were taken on board. A few of the children showed that they

are beginning to understand the consequences of not behaving well when, during a question and answer session, the teacher drew out from one or two children why God had sent a flood.

83. Teaching is satisfactory in this area of learning and, by the end of the reception year, children's achievement is sound, including that of pupils with special educational needs. There are a variety of activities for children to use and explore that are linked to a particular aspect of this area of learning. However, these activities do not extend to independent play situations when knowledge and language skills could be further developed and extended. For example, there is limited use of role play to further develop understanding of animals and their habitats; planning does not include enough time to consider the care that creatures and plants need and to observe closely the changes that take place. The teacher or nursery nurse direct most of the activities and there are few opportunities for children to experiment further without an adult or for them to discuss together and build upon ideas and suggestions of others.

Physical development

84. The children's achievement, including those with special educational needs, in this area of learning is satisfactory overall. The children show confidence in their ability to take care of themselves when dressing and washing their hands. They are developing an understanding that some foods will keep them healthy. Most of the children handle pencils, crayons, paintbrushes, scissors and glue safely and with control. They joined together pieces of jigsaws and attached a string to make 'Incy Wincy Spider' climb up the spout. The children have access from their classroom to a safe, purpose-built environment.
85. During the inspection, children were observed co-operating with each other and building an adventure trail up and over several pieces of equipment in the outdoor environment. They thoroughly enjoyed playing with their trail for a long time and took turns very fairly without supervision. In their play, children showed an awareness of space and their own needs, but their awareness of the needs of others is often not so well established, especially in the sand pit when they found it difficult to share the tools and lacked care when using the sand. A few children worked well in pairs, made good use of bats and balls, maintained good eye contact with the ball in an attempt to hit the ball and returned it to their partner fairly accurately. There is a lack of structured planning for the outdoor area with no obvious links made with the other areas of learning and this limits the opportunities the children have for effective learning. A few children sometimes appear purposeless. Questions or suggestions are not used to develop the children's ideas or ways in which they could improve their work. For example, when children attempted to find ways to make the wet sand stick to objects, the support they were given lacked imagination.
86. Teaching is satisfactory overall in this area of learning. However, in the lesson observed in the hall, teaching and learning was good. This was because of the teacher's good organisation and the positive manner in which she motivated the children and captured their attention and interest. The teacher told them the story, 'Going on a Bear Hunt'. She encouraged them to follow her movements as she recounted the adventure. Time was used very well to explore a variety of movements in which they were all actively involved and thoroughly enjoyed.

Creative development

87. Teaching is satisfactory in this area of learning and the achievement of all the children, including those with special educational needs, is satisfactory. Creative play is developed by the use of artefacts and 'small world play' to enhance the children's imagination. They are particularly enthusiastic when chanting rhymes and singing number songs. The children enjoy their artwork and represent what they see and feel in a range of media. They made careful observational drawings of flowers using crayons and pastels and used paint and straws effectively to create bubble circles. The children looked carefully at the paintings by Monet to give them ideas of what the garden might look like and how they could paint and draw the garden for themselves. After visiting the garden centre to select shrubs for their scent the children helped to plant the quiet garden.

88. A wide range of appropriate materials and activities is provided for the children. Although adults interact with children during activities there is limited planned direction or structure to systematically develop skills to enhance the quality of play and imagination. For example, after the story of Noah, opportunities were missed to involve the whole class in a role play of how Noah and his family built the ark. The children who were involved loved the activity and the teacher encouraged them well to join in with the necessary actions for building a boat. A few children gave individual running commentaries about what they were doing and their vocabulary about building boats and the tools needed was developed well by the teacher.

ENGLISH

89. Inspection findings are that standards of attainment in English are average in Year 2 and this is a similar judgement to that of the previous inspection. Over the last three years results in the national tests have fluctuated. However, this variation is not unusual in a school with a small cohort and the grades need to be treated with caution. The results of the national tests in reading and writing in 2001 were well below average. Year-on-year comparisons are difficult, not only because of the small number of pupils in each group, but there is also variance in the ability of different year groups on entry to the school. Likely explanations for the difference between inspection judgements and last year's test are because of the difference in the overall ability of the year group. In addition, the pupils in the present Year 2 group were the first children to be admitted into a class just for reception children and were admitted on a full-time basis very quickly. This will have had a positive impact. The achievement of pupils with special educational needs is good while, for the remainder, achievement is satisfactory. In the national tests in 2001 girls attained higher standards in reading than boys although this was not found to be the case during the inspection. There was no discernible difference in attainment.
90. Inspection findings are that standards of attainment in English are average at the end of Year 6 and this is the same as the judgements made in the last inspection. Over the last three years results in the national tests have been above the national trend although there are fluctuations each year, which is not unusual in a school with small cohorts. In the national tests in 2001 pupils' attainment at the average Level 4 was above the national average, while attainment at the higher Level 5 was average. Overall, results were average. The whole-school focus upon the development of writing has improved the pupils' writing skills although the focus has not yet had sufficient impact to improve the percentage of pupils attaining the higher Level 5 at the end of Year 6. The achievement of pupils with special educational needs is good while, for the remainder, achievement is satisfactory. In the national tests in 2001 boys attained higher standards in English than girls although this was not found to be the case during the inspection.
91. In speaking and listening, the findings of this inspection show that pupils achieve average standards by the end of Year 2. The findings of this inspection vary from those of the previous inspection, where standards were found to be above average, but the indications are that standards will be above average again in 2003. When teachers offer encouragement and use open-ended questions that require pupils to consider their replies carefully, more pupils use a wider range of interesting words to support their discussion. Pupils in Year 1 have good listening skills. They are attentive to their teachers and increasingly to each other. They respond confidently to questions and are able to give clear explanations and make informed suggestions. For example, when listening to a story about 'The Jolly Witch', many pupils were eager to explain what is meant by the witch 'using her legs', and when looking at the book, 'Whatever Next', most pupils described accurately what was taking place in the illustrations and how the bear was feeling and what his mother thought of his adventure. In Year 2, pupils talk in a range of situations and begin to use technical vocabulary in different subjects. For example, in art, explaining the difference between landscape and portrait and why artists use a particular format for their paintings. Several pupils find it difficult to explain what they mean confidently and a few find it hard to concentrate and listen to the teacher and others. They start to fidget and move around when sitting on the carpet. Consequently, this interrupts the flow of the lesson and hampers their learning.

92. By the end of Year 6, standards in speaking and listening are average, which is similar to the findings at the time of the previous inspection. Pupils can talk in a wide range of contexts. They often know how to adapt their speech to formal and informal situations and can use grammatically correct English. In Years 3 and 4 pupils are hesitant to offer ideas and opinions about the wearing of school uniform. Higher attaining pupils in Years 5 and 6 can vary expression and engage the listeners' interest effectively. In one good lesson, the teacher helped pupils to incorporate their reading about an environmental improvement to frame arguments for and against the proposed bypass. The teacher challenged their opinions and this resulted in good learning about how to debate. Almost all pupils listen well in assemblies, where opportunities are also taken to develop speaking skills.
93. Standards in reading by the end of Year 2 are average. Pupils develop positive attitudes towards reading. They read to an adult every week and take books home regularly. A home-school record exists in which both teacher and parent write comments. They have regular, timetabled silent reading sessions. Pupils in Year 2 can read simple texts with developing fluency and accuracy. They know their basic phonic sounds, but are not confident to build and blend them into the new words they meet in their reading books. A few pupils find it hard to imagine what may happen next despite the simplicity of the story. In Year 2 the teacher, working with a small group, used repeated and varied questions to consolidate the pupils' understanding of how to use the contents and index pages in a non-fiction text. Year 1 pupils are familiar with authors and understand the term 'blurb'. The teacher demonstrated, through asking questions that link the picture to the text, how illustrations help the pupils to read successfully. When sharing the text, the teachers read with good expression and identify and discuss punctuation.
94. Standards in reading by the end of Year 6 are average. Year 6 pupils have positive attitudes towards reading and gain in confidence as they increasingly use their reading skills to support learning across the curriculum. For example, most can use the contents and index pages in geography textbooks to research how people in India are encouraged to improve their lives. The pupils increase their vocabulary by using dictionaries to locate the meaning of powerful and emotive words within the text they are reading; for example, eco-warrior. Most pupils enjoyed completing book reviews and their comments with regard to characters, setting and plot revealed a developing understanding of how the storyline in fiction books is constructed and maintained.
95. Standards in writing by the end of Year 2 are average. Year 1 pupils attempt their own versions of traditional stories; for example, the 'Gingerbread Man' and 'Rumpelstiltskin'. They write about the character of 'Little Red Hen' and make speech bubbles to represent the words of 'Farmer Duck'. Pupils use familiar weather rhymes, 'Rain Rain Go Away' as models for their own poems. Pupils in Year 2 show understanding of story structure and poems. They use story frames to help with sequencing. They show use of basic punctuation, full stops and capital letters. They write for a good range of purposes including instructions. For example, in history, factual accounts of Guy Fawkes and the Wright Brothers; word-processed writing about minibeasts under descriptive headings and imaginative ideas developed about 'Ma Liang and the Magic Brush'. Overall, there has been improvement in writing as it has been a whole-school focus, but there are few pupils working at the higher Level 3 in narrative writing. The organisation of the literacy hour does not give enough time for pupils to extend, correct and improve writing. Handwriting shows good letter formation and steady development of joined up writing.
96. By the end of Year 6 standards in writing are average. Pupils write for a variety of audiences and a range of purposes. They demonstrate their understanding of authors' work in their book reviews. A few pupils present effective arguments for and against various issues; 'School Uniform', 'Couch Potatoes' and 'A Proposed New Bypass'. They write letters, stories and different forms of poetry. A few pupils develop lively writing, with sustained and interesting ideas effectively organised although many do not select and use words adventurously and for good effect. Displays of narrative writing contained numerous descriptive phrases that built up tension and developed suspense; for example, in Years 5 and 6, 'As they walked into the dark cold graveyard they could hear noises of owls hooting and footsteps crunching on the scattered twigs and branches on the ground'. Pupils in Years 5 and 6 used historical information effectively to

write a Victorian diary. However, there was limited evidence of pupils learning the skills of editing and redrafting their work. Pupils used computers to present writing in a variety of styles. Email has been used to write to pupils in Moldova where the school has established links. Most pupils have developed a fluent, cursive handwriting style although their skills in extended writing are limited due to a lack of opportunity in the planning.

97. The quality of teaching and learning in English is satisfactory overall in Years 1 and 2. This is similar to the findings of the last inspection. The teaching and learning observed in Year 1 during the inspection was never less than good and sometimes very good. In Year 1, the teachers have very good rapport with their pupils and are able to motivate them to meet their high expectations of completing tasks quickly. Excellent class management skills led to good and sometimes very good behaviour resulting in high concentration levels and effective learning in both lessons observed. The pupils, in one lesson, managed to finish their task of sequencing pictures from a story quickly and matched the correct captions to the sentences. Their learning was better than expected for pupils of this age. In Year 2, the style of the teacher's questioning and strategies for managing the behaviour of the pupils was not always skilled enough to encourage all pupils to fully concentrate and answer questions. As a result, the teacher was not able to fully develop understanding and extend their learning in the question and answer session at the beginning of the lesson. However, when he was with a small group, the teacher's good questioning skills helped a group of pupils to understand how to use a non-fiction book by encouraging reflection about the subject and what exactly they were researching. As a result, the pupils were able to use the contents and index of the books correctly and wrote the facts they found out about Vincent Van Gogh. Other pupils completed worksheets to reinforce their understanding of the phoneme 'ea' and, by the end of the lesson, had completed their task of selecting the correct word to fit the sentence.
98. The quality of teaching and learning is satisfactory in Years 3 to 6 and this is similar to the previous inspection when teaching was satisfactory overall. However, many pupils in Years 3 and 4 lack concentration and enthusiasm and offer little response to questioning. The impact of the strategies used by the teacher to manage their behaviour had limited effect in the lessons observed and this resulted in less time within lessons to fully develop understanding and extend learning of aspects of English. When pupils were motivated and attentive, they used connective words effectively to link two arguments. The quality of teaching and learning in Years 5 and 6 was never less than good. Good methods of teaching, such as giving well deserved praise, had a very positive impact upon learning and achievement. Without exception, every pupil made good efforts to succeed in the lesson observed. Good questioning skills were used to develop understanding and extend learning. Pupils had a good awareness of the different aspects of an argument and the effects of a specific action as they discussed together, in role play character groups, the impact of a proposed bypass. The teacher showed enthusiasm and good subject knowledge and this had a positive affect on pupil confidence and interest. The lesson was lively, well planned and organised. The teacher's style of teaching included a high proportion of active involvement in the pupils' work as he moved around the classroom quickly interacting with the pupils in a lively manner and this encouraged all pupils to work hard and complete their tasks quickly.
99. The implementation of the National Literacy Strategy has been successful. The teaching of reading in the literacy hour is at least satisfactory and often good with opportunities for pupils to read aloud and independently. Many pupils are developing basic skills quickly and successfully. Good use is made of whole-class reading opportunities by sharing large books. There are examples of the teaching of literacy in other subjects as a tool to gain information; for example, in art when pupils record facts they have learned about artists. There is evidence of pupils writing in descriptive and narrative forms in history when they write their own diary extracts of life and working conditions in Victorian times although opportunities for extended writing are missed. Pupils use and apply their knowledge of non-fiction texts to locate geographical information about particular environments in different parts of the world. Good use is made of email to share information and further extend links with pupils in Moldova. However, not all teachers provide opportunities for a sufficient challenge for the higher attaining pupils. Pupils with special educational needs are very well supported in the classroom by learning assistants,

and they make good progress. Plenary sessions are sometimes well used for reflection, to reinforce learning objectives and develop speaking and listening skills. Arrangements for literacy homework are satisfactory, but inconsistent across the school. However, parents reported at the meeting before the inspection that the home-school link books for reading are very effective for giving them information about their children's progress.

100. The subject leader gives satisfactory leadership, but has limited opportunities to fully monitor the subject. Assessment is not consistently used to ensure that work is well matched to different ability groups. Some analysis is made of the data from the national tests, but this is not yet used effectively to predict and track pupils' attainment throughout the school. Pupils do not have individual targets and this limits them in taking responsibility for their own learning. However, reports to parents do give specific information about how pupils can improve. Regular time allocations for silent reading are made available, but opportunities for extended writing are not regularly available and time is not included to edit and redraft writing. This is having an effect on the progress of the higher attaining pupils, which could be better. The subject is supported by ICT with many pupils demonstrating appropriate word-processing skills and ability to send email. The subject contributes positively to pupils' spiritual, moral, social and cultural development. Accommodation for the subject is good. There is a central library area that is well used by the pupils and easily accessible library areas in the classrooms.

MATHEMATICS

101. Inspection evidence shows that standards of attainment in mathematics are average in Year 2 and this is similar to the findings of the last inspection. The results of the national tests in mathematics in 2001 were well below the national average. Year-on-year comparisons are difficult owing to the small number of pupils taking the tests each year as well as the variance in ability of the different year groups on entry to the school. However, as in English, explanations for the differences between inspection judgements and the results of the national tests are because of the difference in the general overall ability of the year group, as well as the improvement in the change of provision in the reception class for the present Year 2 group when they were admitted to the school. The achievement of pupils with special educational needs is good while, for the remainder, achievement is satisfactory.
102. In the national tests in 2001 girls attained higher standards in mathematics than boys although no difference between boys and girls was in evidence during the inspection.
103. Inspection evidence shows that standards of attainment are above the national average in Year 6 and this is an improvement from the findings of the last inspection when standards were judged to be average. The results of the national tests in mathematics in 2001 were below average and the findings of this inspection show a significant improvement. However, as the school's year groups are small, there is considerable variation from year to year and the grades can give a distorted picture when compared to larger schools. The present Year 6 group of 14 pupils has several higher attaining pupils including a very few who are considered by the school to be gifted in mathematics. However, explanations for the differences between inspection judgements and the results of the national tests are possibly because the co-ordinator of mathematics teaches this year group and has focused keenly on improving standards in particular aspects of mathematics. In addition, one of the support assistants, a highly qualified mathematician, works with the higher attaining pupils on a regular basis. The co-ordinator has organised twice weekly booster classes for several pupils during the whole of last term. Achievement for all pupils by the end of Year 6 is good.
104. The implementation of the National Numeracy Strategy is satisfactory overall. The teaching observed was never less than satisfactory across the school and there was good and some very good teaching in Years 1 to 6. This is a similar picture to the last inspection. In the lessons observed where teaching was judged to be good or very good, pupils are beginning to visualise numbers and shapes in their heads while most of the older pupils in Year 6 have a very secure sense of the size of a number and can calculate accurately drawing on a wide range of strategies. However, in a very small number of lessons, opportunities were missed at the

beginning to enhance the pupils' skills in mental mathematics using quickfire questioning. Teachers provide appropriate opportunities for numeracy skills to be used and consolidated usefully in other areas of the curriculum. For example, in science, pupils use their numeracy skills to communicate information through tables and block graphs; in design and technology, the pupils practise their measuring skills when cutting wood or sewing fabrics to make their products and in geography, pupils have learned to use grid references to find locations on maps. Year 6 pupils have drawn graphs showing temperatures and rainfall in different countries of the world while in history, pupils throughout the school are developing their skills in chronology well by drawing timelines and learning how to move backwards through the years.

105. The attitudes and behaviour of pupils in mathematics lessons are good overall and have been maintained since the previous report. Pupils are enthusiastic, particularly in the good and very good lessons when interesting and challenging tasks have been set. When the questioning skills of the teachers are good, pupils are eager to answer questions and explain how they calculated the correct answer. Most pupils work well in groups and collaborate with each other. Boys and girls work well together and make similar progress.
106. The quality of teaching and learning in the lessons observed in Years 1 and 2 was satisfactory overall. However, good and very good lessons were observed in Year 1. The scrutiny of work showed that pupils can recognise simple fractions of shapes, add and subtract using small amounts of money, add a two-digit number to a single number and recognise o'clocks. Most pupils can construct graphs of how many letters there are in the names of their friends in the class and can answer simple interrogative questions, such as, 'What is the most popular letter?'. The higher attaining pupils can use good mental strategies such as being able to partition numbers to add them quickly; for example, breaking down $142+52$ into hundreds, tens and units. All pupils can draw simple two-dimensional shapes and are developing the skills of measuring height, weight and length.
107. In the lesson observed in Year 2, the quality of teaching and learning was satisfactory. Opportunities were missed at the beginning of the lesson to sharpen up the pupils' skills in mental mathematics and the emphasis was on shape throughout the lesson. The pace of the lesson was slow to begin with and the methods used initially did not inspire the pupils to respond in a lively manner. Nevertheless, the good resources and activities organised in the middle and last part of the lesson, and good questioning from the teacher, resulted in pupils showing that their learning of the properties of three-dimensional shapes had moved forward. One pupil, for example, explained that his pyramid shape was different from a two-dimensional shape because it looked like a tent. Several pupils were able to explain why a sphere had no corners or edges and, with the help of the teacher, they could sort the shapes well using the characteristics of their properties.
108. In Year 1, the quality of teaching and learning is good. The teacher's good methods in the opening session resulted in pupils holding number cards and arranging themselves in the right order. The teacher engaged the pupils as she asked them to close their eyes while she removed or added a number just to test their understanding. They enjoyed this session and their learning moved forward so that they were able to get on with the task the teacher set very quickly. Pupils responded well working in pairs happily, sometimes helping each other, and by the end of the lesson, they could explain how the hundred square helped them to count and check their answers if they were counting in fives or tens. There were very good links with ICT in this lesson with three computers available for the pupils to practise the same skills as the paper and pencil exercises. The teacher's use of her voice, use of time and excellent methods of teaching ensured that all pupils paid attention and most of them learned how to estimate and why estimation is important. All pupils enjoyed this lesson and knew that they had made considerable progress. One pupil shouted out, 'I love my work', and others were proud to share their work with visitors. Although the special educational needs pupils were well supported by the class teacher and the assistant, a few were confused by the concept of estimation.
109. The quality of teaching and learning in Years 3 to 6 is satisfactory overall. However, very good teaching was observed in the class for Years 5 and 6 pupils. The teacher has high expectations,

the pace of lessons is very good and pupils know they are expected to concentrate and work hard at their tasks. In his opening session, the teacher placed an emphasis on the strategies the pupils needed to solve the problems he gave them. For example, the pupils were expected to estimate a point on an undivided line showing; for example, 38, 600 to 39,000. Very good teaching methods of modelling how to solve one problem ensured that the pupils tackled their own problems sensibly and with enthusiasm. Estimation skills are very good. Pupils showed good intellectual efforts and produced a very good amount of work. Most pupils in the group moved forward in their learning and the pupils with special educational needs made good progress as they were well supported with a modified task to suit their own needs. The higher attaining pupils were given challenging tasks and expected to work quickly and quietly to solve similar, but more difficult, problems and were given very good support by the very well qualified assistant.

110. The work scrutiny for this group of pupils showed good coverage of the curriculum with most pupils able to divide and multiply decimals by ten and 100; their knowledge and skills of measuring angles is good and they can easily calculate the missing angle of a triangle. They can also use simple formulae and know how to use brackets. Most pupils can tackle difficult problems sensibly and logically; for example, how many times do we breathe in a lifetime? Higher attaining pupils calculate the angles around the intersection of two straight lines and the angles in hexagons and pentagons.
111. In the Years 3 and 4 class, the quality of teaching and learning was satisfactory. The class teacher was supported well by a mathematics consultant from the local authority both with the planning of the lesson and part of the teaching. Although the consultant had targeted different pupils effectively to answer questions in the opening session, the class teacher's questioning skills were not so successful and resulted in pupils sitting in a passive manner. Very few pupils attempted to answer the questions and this lack of participation was not followed up by the teacher. The planning for this lesson was satisfactory, but showed no difference between the work expected for the Year 4 pupils and those in Year 3. However, a well qualified assistant supported the higher attaining Year 4 pupils during the activities session and they made notably good progress with their estimation skills. For example, by the end of the session, when asked how they would estimate how many books there are in the school, one pupil said that he would count how many books there were in one shelf and then multiply by the number of shelves.
112. The co-ordinator, who is responsible for three other subjects, has very good knowledge and understanding of the subject. After the dip in last year's national test results in Year 6, he analysed the test papers to identify the pupils' weaknesses. His generally well thought out action plan shows that there was to be an intended focus on specific aspects of mathematics by all teachers throughout the year. However, no indication was given of how the success or otherwise of the focus on the weaknesses was to be monitored except by the results of the following end of year tests. In addition, the co-ordinator has been given no time to monitor the subject in classrooms so has no knowledge of what strategies or methods his colleagues have put into place apart from those indicated on their planning documents. The effect of this lack of monitoring is that the agreed focus on aspects of mathematics is only in evidence in the co-ordinator's class. Good support is being given by the local authority to support mathematics teaching in the school where it is weak in the class of the temporary teacher. This is improving the quality of teaching in mathematics. Assessment is satisfactory. There are appropriate links with ICT throughout the school and particularly good links are made in Year 1 where the computers are used in every mathematics lesson. Links are made with literacy particularly in speaking and listening and, in most lessons, teachers expect the pupils to learn and use specific mathematical vocabulary.

SCIENCE

113. During the inspection week the majority of lessons observed were in Years 1 and 2. It was only possible to observe one lesson in Years 3 to 6. Therefore, judgements at the end of Year 6 are based on the one lesson observed, the scrutiny of pupils' work, scrutiny of planning and assessment files and discussion with teachers and pupils.
114. The results of the 2001 National Curriculum teachers' assessments for seven-year-olds show that pupils' attainment at Level 2 and above was below average, and at Level 3 and above was well below average. However, this was a year group with a higher than average number of lower attaining pupils in a small cohort, so the results should be treated with caution. The attainment of 11-year-olds in the national tests in 2001 was close to the national average at Level 4 or above and close to the national average at Level 5 or above.
115. Inspection evidence shows that by the end of Years 2 and 6, attainment is in line with national averages. The achievement of pupils with special educational needs observed is good while, for the remainder, achievement is satisfactory. Pupils are developing satisfactory scientific knowledge, understanding and skills in relevant practical contexts. This is similar to the judgements of the previous inspection report. No discernible difference was evident in the standards of boys and girls.
116. From the lessons observed, the analysis of pupils' work and teachers' planning and assessment files, all aspects of science, life processes and living things, materials and their properties and physical processes, are soundly covered. However, in the majority of lessons observed, there was a relative weakness in the use of scientific enquiry and investigative skills. Pupils record their work well in writing and with drawings. They use their numeracy skills to communicate information through tables and block graphs, but there is little evidence of ICT being used regularly.
117. By the end of Year 2, pupils are asking questions and predicting outcomes of their investigations, which they do with increasing confidence. For example, Year 1 pupils were observed describing different parts of a plant and were able to talk about the function of each part. Year 2 pupils discussed the possible outcomes of an experiment to test if cress grows best in fresh or salt water. The pupils showed a sound understanding of the need for a fair test. Although Year 2 pupils were observed predicting the outcome of an experiment to test if cress grows best in fresh or salt water, opportunities for practical and investigative science and the use of fair tests are underdeveloped in the school and this is limiting the progress of pupils particularly those who are higher attainers. The work scrutiny showed little evidence of this aspect of science being taught. However, pupils use charts, diagrams and graphs in a variety of ways to record their results and test their hypothesis. For example, Year 6 pupils were observed plotting a line graph of their pulse rates at rest, after exercise and after recovering from the exercise. They then used the information to make a hypothesis about the heart and pulse rate.
118. In their study of life processes and living things, pupils by the end of Year 2 are able to name the major organs of the body, main parts of a flower and can describe conditions basic to animal and plant life. For example, Year 1 pupils are able to identify the roots, stem, leaves and petals of a flower. Year 2 pupils use their exploration of the school grounds to identify the different habitats of 'minibeasts'. By the age of 11, pupils are able to make predictions and observations related to the major organs of the body. For example, Year 6 pupils were observed discussing the major functions of the heart and the effect of exercise on the heart.
119. In their study of materials and their properties, pupils can sort objects by texture, colour, shape, flexibility and hardness. Pupils know that certain materials change when heated and cooled. Year 6 pupils make bread, which helps them to understand how materials change state when heated and cooled and that the process cannot always be reversed.
120. In their work on physical processes, Year 2 pupils have a satisfactory understanding of how sound travels and can compare the volume of sound and the distance it travels from a variety of

instruments. By the age of 11, pupils have a satisfactory understanding of forces, simple electrical circuits and the differences between solids, liquids and gases. They are able to design and carry out a fair test to investigate how far an object will move along different surfaces.

121. The attitudes and behaviour of pupils are good and have been maintained since the previous report. They are enthusiastic about science, particularly when there is a practical and investigative component to the lesson. They are keen to share their knowledge and understanding with each other. They are co-operative when working in groups and want to learn more. Boys and girls work well together and make similar progress. Pupils are aware of the safety routines and work sensibly. For example, Year 2 pupils were observed working by the school pond. The teacher stressed the safety requirements for working in the wild area, to which pupils adhered.
122. The quality of teaching and learning in Years 1 to 6 is satisfactory overall and in one third of the lessons observed teaching was good. The progress of pupils with special educational needs is better than expected in lessons due to the good support they receive from support assistants. For example, in the good lesson observed in the class for Years 5 and 6, the assistant had a clear understanding of her role and was well directed by the class teacher. However, not all teachers ensure that the lower attaining pupils have access to word lists. All teachers have at least a sound understanding of what they teach and manage the pupils well. There was little evidence of assessment of previous work being used to plan for the different ability groups within a class. For example, in the scrutiny of pupils' work, work was similar in content between the higher, average and lower attaining pupils. In a satisfactory Year 2 lesson, pupils observed a demonstration of a fair test for growing cress seeds in fresh and salt water, but they were not given the opportunities to plan and carry out their own tests. All the pupils were given the same worksheet to record the experiment. The medium-term planning documents are comprehensive and show an appropriate progression of skills, knowledge and understanding.
123. The headteacher is acting as co-ordinator for the subject but, because of her many commitments, has not been able to monitor teaching and learning sufficiently or to work alongside colleagues. The use of ICT to support the subject is underdeveloped, which is a decline since the previous inspection report. However, Year 1 pupils use a CD-ROM to find out information about plants and Years 5 and 6 were observed researching information from a CD-ROM about the internal organs of the body. Resources are generally satisfactory. However, the spacious school grounds, wild area and pond make a good contribution to the subject, especially when studying life and living things.

ART AND DESIGN

124. Only two lessons were observed in art and design due to the subject alternating with design and technology half-termy. Judgements about attainment are drawn from the ongoing and previous work of the pupils throughout the school, discussions with the teachers and pupils and a scrutiny of planning documents. Inspection findings show that standards of attainment by the end of Years 2 and 6 are average and this is the same judgement to that of the last inspection. There has been an improvement in the range and variety of the art and design curriculum provided by the school and this is evident in the displays. For example, there is evidence of effective work on three-dimensional models and a focus on careful observational drawings, but these have not been consistently developed to have an impact on standards. Very little evidence of pupils attaining higher than expected standards was observed. The achievement of pupils with special educational needs is good while, for the remainder, it is satisfactory. Achievement is good for pupils with special educational needs because of the good support they receive from the designated art and design assistant.
125. In Year 2, pupils investigated and used a variety of materials to communicate their ideas. They used pencils, chalk, crayons and other media to produce pictures and designs. Their drawings of flowers showed that they use colour imaginatively and a few pupils showed precision in the detail of their pictures. Most pupils have developed appropriate colour-mixing skills and an appreciation of pattern and shape. ICT is used to support shape pictures in the style of

Kandinsky. Pupils have made sketches and rubbings from around the outside of the school exploring shape, repeating patterns and texture. They have completed their pictures in coloured pencils or oil pastels back in the classroom using their sketches and photographs. Pupils used a viewfinder to look carefully at a small section of a picture. They attempted to identify the artist and suggest what was in the picture, where it might be situated and what else could be contained within the whole picture. They were able to complete their own picture using a tree as the central, small section. Many used their imagination to good effect to create unusual situations for the tree, developing interesting detail. A few pupils can hold pencils carefully and use them effectively to shade areas of their pictures. They are beginning to evaluate their own work and that of others.

126. In Year 6, pupils have used a range of media, recorded from observation as well as their imagination, researched and designed artefacts, learned to make reflective observations and developed an appreciation of the work of famous artists. They have illustrated non-fiction book covers, designed and made clay teapots and used charcoal to draw in the style of Lowry. After working with 'Coral Arts', they used clay to effectively represent rock faces at the local sand quarry. They have regularly used their sketch books to make careful observational drawings of their own choice as homework. Pupils have developed their vocabulary to describe techniques and how different images can be achieved. They have reflected on the work of famous artists, such as Monet and Van Gogh, and attempted to develop similar techniques. They confidently and carefully mixed colours to create warm and cold tones, using a variety of brushes to achieve the effect they required to represent their original sketch. They were able to explain the effect they were attempting to create and how they could improve upon it. A few pupils were successful in introducing contrast to their paintings.
127. The quality of teaching and learning in Years 1 and 2 is satisfactory, which represents a decline since the last inspection when teaching was reported to be good. The teacher used a good range of resources and first-hand experiences to develop pupils' interest and skills. The teacher and learning assistant modelled sketching and drawing that encouraged pupils in their own attempts. However, several pupils lacked concentration and were hesitant to recall previous experience or to make suggestions about the pictures being discussed. A few pupils were able to describe the difference between landscape and portrait and explained how artists used their paper. When they settled to the task and created a quiet and purposeful classroom atmosphere, most pupils concentrated and used their imagination well in developing interesting pictures. The quality of teaching in Year 1 is good. Pupils are encouraged to observe carefully and learn to recreate shapes in the environment and around school. After looking at the bike shed roof carefully, they were prompted to create wavy lines using potato prints. They worked with Year 2 pupils to produce sketches that formed the basis for the recycled bottle top collage of Noah's Ark.
128. The quality of teaching and learning in Years 3 to 6 is satisfactory overall. However, in the lesson observed in the Years 5/6 class, teaching was good. The teacher used a variety of methods to motivate pupils, including showing the work of famous artists during lessons and through visits to Oxford museums. The pupils responded with enthusiasm and worked with concentrated effort over time to systematically develop their skills. They produced interesting and effective artefacts, drawings and paintings. They talked eagerly about their work and recalled a variety of previous work undertaken. They especially enjoyed designing and perfecting clay models and developing painting techniques to create a particular effect and mood. Pupils in Years 3 and 4 are encouraged to look carefully at the work of famous artists to identify the variety of skills and techniques used. They applied this learning to create a tropical rainforest using a montage of paintings in the style of Rousseau.
129. The co-ordinator is enthusiastic and has conscientiously organised workshops and art days involving visiting artists, sculptors and designers and this initiative has resulted in permanent art features within the school environment. For example, clay hand and foot prints attached to the school exterior wall, faces carved from a piece of stone and an acetate stained glass window. The pupils are involved in a visual and performing arts project with 'Coral Arts' and two other schools, working towards a performance in July. This focus has had an impact on the range of

the curriculum that is enriched by the range and variety of art and design skills and techniques provided. Links are made with literacy when books about famous artists are used to learn about structure and use of non-fiction books to obtain information and research facts. The use of assessment to inform planning is underdeveloped and the higher attaining pupils are not challenged sufficiently. The subject leader has no time allocated to monitor this subject and, consequently, he is unable to fully support colleagues.

DESIGN AND TECHNOLOGY

130. It was only possible to observe one lesson in design and technology during the inspection as some lessons were timetabled on days after the inspection had been completed. In addition, design and technology was not being taught in some classes this half-term as the subject alternates with art and design. However, judgements about attainment are drawn from the ongoing and previous work of the pupils throughout the school, discussions with teachers and a scrutiny of the planning documents. No secure judgement can be made on the quality of teaching in Years 1 to 6 although, from the evidence available of planning and from the work scrutiny, teaching is at least satisfactory.
131. Indications are that standards of attainment are average by the end of Years 2 and 6. This is in line with the judgements of the last inspection. At the end of Year 2, pupils are developing their ability to use simple tools to cut and shape materials such as wood, fabric, paper and card. A scrutiny of their work showed that they had been successful in making a coat for Joseph drawing paper templates to begin with, pinning the template onto the fabric and cutting out the pieces needed to make the coat. There were good links with ICT as the pupils used the 'Colour Magic' program to try out different patterns to make a colourful coat. The pupils' skills in the joining techniques of lacing, stitching, stapling and gluing moved forward.
132. In the very good lesson observed in Year 1, the pupils were practising their skills of joining wheels and axles to a chassis to make a moving vehicle. The resources provided were excellent and plentiful and the pupils responded well to their task. All pupils showed good achievement and better than average attainment for their age when they were able to fix together parallel axles onto their cardboard chassis. The teacher and support assistant gave very good support to all pupils. They guided the pupils to use the saws and benchlocks appropriately and to check that their wooden axles were the correct lengths. Most pupils completed their moving vehicle in the allotted time and were able to test them on the wooden floor as well, trying out the movement when they were filled with multilink cubes. The very good subject specific vocabulary used by the teacher, such as 'Are your axles in parallel?', ensured that the pupils' knowledge and skills in this subject improved substantially by the end of the lesson. Previous work completed by these pupils showed an ability to draw a simple design of a hand puppet and to give a short evaluation, such as, 'The ears were too floppy'. Pupils' attitudes and behaviour in this lesson were excellent. The challenging tasks, quick pace of the lesson, high expectations and the enthusiasm of the class teacher and support assistant ensured that the objectives were well met by all pupils.
133. In Year 6 the pupils have designed and made a clay teapot with a focus on producing a structure that would not fall apart, with a lid that fitted, was practical to use in terms of a strong handle, a spout that enabled easy pouring and was also a pleasing product. Their designs were practical, but there was not enough emphasis in the planning to indicate why pupils thought their product had been designed to fulfil the criteria. Some pupils concentrated more on their sketching abilities adding attractive designs that they would add before glazing their product. Their evaluations were satisfactory and indicated that they had discovered; for example, that the handle of their teapot was too low down and that it was likely to fall off with some use. Good use was made of the digital camera at the end of this unit of work when pupils photographed each other holding their teapots, scanned the photographs, loaded the computer and printed out a record of their own work.
134. The co-ordinator for design and technology has been responsible for the subject for three years and is conscientious. However, she has no release time to monitor the subject in the

classroom. Resources are satisfactory and stored appropriately and safely. The school is using the national scheme of work well and this is providing the teachers with very good guidelines for planning and teaching the subject. There is good attention to covering the curriculum appropriately and planning over a two-year period is good. Although assessment of the pupils' progress at the end of a unit of work is in place, the assessment is not always used for further planning and, in particular, to plan work that will challenge the higher attaining pupils. There are appropriate links with literacy when pupils are taught the subject specific vocabulary and learn the higher level skills of evaluation. In numeracy, the links are mainly through measuring. Links with ICT are underdeveloped. The subject contributes well to pupils' social development when they work collaboratively designing and making their products and there was definitely a 'wow' factor when the Year 2 pupils discovered that their vehicles could move well. This is contributing to the pupils' spiritual development as their self-esteem is enhanced.

GEOGRAPHY

135. Inspection findings are that standards of attainment by the end of Years 2 and 6 are average and the achievement of pupils is satisfactory. This judgement is in line with the findings of the last inspection. However, the achievement of the pupils with special educational needs in geography is good compared to their previous attainment due to the effective support they receive.
136. The quality of teaching and learning in Years 1 and 2 is good. Imaginative methods of teaching two-figure grid references in the Year 2 class ensured that most pupils had a good grasp of how to locate a specific feature of the environment by the end of the lesson. The pupils were given a concise explanation of how to use grid references, given a plan of the school including the outdoor area and then asked to point to the plan and give grid references for specific features, such as the car park, their own classroom and the headteacher's office. The teacher's good organisation ensured that the pupils were highly motivated to find clues in three locations in the outdoor environment using references and only a very few pupils were unsuccessful in this task. Good management and control ensured that the pupils behaved well and concentrated on the task. This was the first lesson in the unit of work and indications are that when the unit is completed the pupils will have achieved well in this aspect of geography. The planning indicates satisfactory links with ICT when pupils will use appropriate programs in future lessons. There has been good coverage of early mapping skills when, for example, pupils had drawn their route from school to the village church.
137. Judgements on attainment in geography by the end of Year 6 are based on evidence gained from the work scrutiny, discussions with the co-ordinator and planning. The pupils' skills of mapping are developed effectively as they move through the school and, by the end of Year 6, the pupils know the locations of key places in the United Kingdom, Europe and the world. The school has established a very good link with a school in Moldova and, through their contacts with pupils in the school by email and letters, the Year 6 pupils have researched the country thoroughly. Their understanding of what it is like to live in a country where ordinary people have very few luxuries, such as washing machines, has been increased considerably. The link has also helped them to become familiar with the countries of Europe and to study the impact of large rivers, such as the Danube, as it flows through different countries establishing trade routes, and hydroelectricity. There is a good allocation of time to geography in this year group and a good coverage of the curriculum. However, there was little evidence of the higher attaining pupils developing their skills of independent research or following personal projects. Apart from the email links with Moldova, there was little evidence to show that pupils had used CD ROMs or the Internet to discover more facts and other details about the geography they are studying.
138. The indications are that the quality of teaching and learning in Years 3 to 6 is at least satisfactory. This judgement has been made based on the scrutiny of a good coverage of work during the year, displays, planning documents and a discussion with the co-ordinator. In the Years 3/4 class, the quality of teaching and learning was judged to be satisfactory. However, it was noticeable that the higher attaining pupils were given a more challenging task that was not evident in the work scrutiny or in lessons for other classes in the school. The teacher of this class group was being supported by the headteacher in the planning and organisation of the

lesson and these aspects of teaching were very good. Through simple memory aids, the pupils have learned well how to use two and four-figure references, such as, 'Along the hall and up the stairs', and can use this skill to locate particular features of the environment. The tasks for the pupils were well structured and they progressed through a fairly simple task to more difficult challenges when they were required to find locations such as Abingdon Airfield. Most of the pupils responded to the challenges well although it was evident that two or three pupils needed urging to get on with the task and not waste time. The few higher attaining pupils were achieving well using six-figure references accurately and the majority of pupils were attaining the expected standards for their age. Good use of ICT was evident in this lesson with an assistant giving support to pupils with special educational needs. The program being used was very motivating as it simulated driving along signposted roads with the pupil determining the desired destinations.

139. The co-ordinator is well placed to manage this subject as he is well qualified and geography was his specialism during his training. He has managed the introduction of the national scheme of work well and the planning for the geography units of work is effective. The subject is blocked each half term and alternates with history. There is good coverage of the subject. The co-ordinator has no time to monitor the subject in classrooms, but does analyse the termly plans of his colleagues and samples the work of pupils occasionally. Although assessment of the pupils' progress at the end of a unit of work is in place, the assessment is not used for further planning and, in particular, to plan work that will challenge the higher attaining pupils in the Year 2 and Years 5/6 group. However, there was clear evidence that planning for the higher attainers takes a high priority for the lessons in the class for Years 3 and 4. There are appropriate links with literacy when pupils write their findings out in detail. Links were made with numeracy when pupils drew the 16 points of the compass in Year 6 as well as learning and drawing graphs of temperature and rainfall of other countries. The subject contributed well to the Years 5 and 6 pupils' moral development when they studied the effect of pollution and the building of dams on the environment when people's current needs had to be balanced against the need of future generations. For the same year groups, the pupils' social and cultural development has been enhanced by the contact with pupils in Moldova as well as contributing well to their ICT skills when they email the school or word-process letters to the pupils.

HISTORY

140. Two lessons only were observed during the inspection in Year 1 and in the class for Years 5 and 6. Judgements on attainment by the end of Year 2 have been made by a scrutiny of the pupils' work and an analysis of planning. Inspection findings are that standards of attainment for pupils in Years 2 and 6 are average and achievement is satisfactory for all pupils. However, pupils with special educational needs make good progress in lessons due to the consistently effective support they receive. This is a similar finding to the last inspection report. The work scrutiny for Year 2 pupils showed a good coverage of the curriculum and pupils have acquired a sound sense of chronology by studying a wide range of historical topics. For example, their work on timelines ranges from the Gunpowder Plot to the present day, a Poppy Day timeline beginning in 1914 and a train timeline beginning with the birth of the inventors, George and Robert Stephenson. Their work shows that planning has included a very few challenging questions for young pupils such as, 'What evidence is there to prove that the Wright brothers built the first aeroplane?'. The presentation of the work is good and the pupils have been encouraged to write in a range of styles that show good links with literacy. However, all the pupils are given the same tasks and the higher attaining pupils are not challenged sufficiently by giving them the opportunity for their own personal research.
141. Although few lessons were observed during the inspection, the indications are that the quality of teaching and learning in Years 1 and 2 is at least satisfactory. The quality of teaching in the lesson observed in Year 1 was very good. The teacher's very effective questioning skills and her response to the pupils' answers ensured that their learning of what it was like at the seaside long ago moved forward very well in the lesson. Her methods of teaching were very good. Constant reinforcing of the historical aspect of the lesson took place and the teacher introduced new vocabulary carefully and made sure that she used words, such as 'past' and 'present', in the

correct context. Several pupils showed that they understand a time line and know that the dates tell us that the years go backwards. They were able to answer the question, 'How old was the Queen Mother when she died?', as they had watched the funeral on television at school. This first-hand experience had helped the pupils with their concept of time. They were very aware that she was unusually old when she died. The use of a washing line with pegs to hang dates and photographs was a very good method of teaching the pupils and they enjoyed being involved in fixing the photographs to the correct pegs. Pupils' attitudes and behaviour in this lesson were very good. The interesting opening session with photographs and anecdotal stories, the high expectations and the enthusiasm of the class teacher and support assistant ensured that the objectives were well met by all pupils.

142. The quality of teaching and learning in Years 3 to 6 is satisfactory overall. However, in the lesson observed in the Years 5/6 class, teaching was good. A good structure to the lesson ensured that the pupils' interest was maintained throughout and their knowledge of how transport has changed since the war, moved forward. However, they did not have enough time to explore the main learning objective of the lesson that was to assess how these changes affected everyday life. The teacher's good questioning skills and his sensitive response to the pupils' answers resulted in a good question and answer session when pupils were able to reflect on a previous lesson and show their knowledge of the types of primary and secondary industries in post-war years. The pupils showed good skills in being able to take notes on their small whiteboards during the television programme about post-war transport, which helped them to respond to the task. The higher attaining pupils in this group carried out the same task as the lower attaining pupils in the younger age group in the same class. However, the low attaining pupils and those pupils with special educational needs were well supported by the class assistant and their progress was good. The planning for this unit of work includes watching several television programmes, but does not indicate clearly the first-hand research that is important for pupils to work as true 'historians'. Although assessment does take place at the end of units of work, this is not used to plan more challenging activities for the higher attaining pupils. Pupils' attitudes and behaviour in the opening session of this lesson were very good. They had clearly enjoyed the previous lessons in this unit of work and were keen to show the teacher what they had learned by many hands going up to answer his questions.
143. The co-ordinator is given no time to monitor the subject in the classroom, but does sample the pupils' books to monitor progress. He also monitors the planning documents from other colleagues. There is sufficient time devoted to history and it is taught appropriately in alternate half-terms. Planning is based on the national scheme of work and is well organised over a two-year rolling programme. There are few links with ICT as very little evidence was noted of research using CD-ROMs or searching the Internet to find out information about aspects of history. This is affecting the higher attaining pupils' progress in ICT that could be better. Resources for history are satisfactory overall, but could be improved, particularly for first-hand enquiry. The subject contributes significantly to the pupils' moral, social and cultural development by studying how people lived long ago in other cultures, such as the ancient Egyptians. The pupils' social development is enhanced when they work collaboratively on research and morally they are developing an understanding of how the actions of monarchs or leaders of state have an impact on people's lives.

INFORMATION AND COMMUNICATION TECHNOLOGY

144. During the inspection week, it was only possible to observe direct teaching in the Years 3/4 class. No other direct teaching was seen. However, pupils were observed working on computers in groups, in pairs or individually. Therefore, judgements by the end of Years 2 and 6 are based on the limited number of whole-class lessons observed, observation of groups and individuals, the scrutiny of pupils' work and displays, teachers' planning and assessment records and discussion with pupils and teachers.
145. Standards are in line with that expected by the end of Years 2 and 6 and have been maintained since the previous inspection report. The achievement of pupils, including those with special educational needs, is satisfactory. By the end of Year 2, pupils use the 'mouse' well to select

from an on-screen menu, to 'drag and drop' screen icons and instruct things to happen on the screen. They are able to find letters and numbers on the QWERTY keyboard. They know that information can be obtained from computers, television, radio, video, audiotape and CD-ROMs.

146. By the end of Year 6, pupils confidently log-on and close down the computer, manipulate screen icons using the 'mouse', select items from an on-screen menu, use the 'drag and drop' features of a program and print their work. They are prepared to experiment should anything go wrong. They write simple stories and produce brochures with different size, style and colour of fonts. By the end of Year 6 pupils combine clip art pictures and text in their brochures and save their work onto the hard drive for later use. In the work scrutiny there was little evidence of pupils regularly using email, the Internet and external control devices. However, good use is made in Year 6 of email to write to pupils in a school in Moldova. By Year 6, pupils are aware of the need to organise work accurately, be precise when creating a sequence to control events and to be aware of styles for a specific audience. For example, pupils were observed writing a program to control on-screen traffic lights at either end of a narrow bridge. By careful exploration, they became aware of the need to be accurate in their programming and that changes in the instructions changed the sequence of the lights.
147. Not enough lessons were observed to make an overall judgement on teaching. Work in books and on display indicates limited use of ICT in some classes and across the range of curriculum subjects, and good use in other classes. In the lessons observed in Year 1 during the inspection, the teacher made very good use of programs that support class activities. For example, pupils were observed using a mathematics program to explore patterns in number, a literacy program to read an on screen book and a music program to explore simple compositions. Pupils used the computers with confidence. In Years 3 and 4 a whole-class introduction to a program was observed, but poor class management by the teacher meant that only a few pupils had the opportunity to use the program. Those using the program did not fully understand what to do or the objectives. In the Years 5/6 class, good use was observed of the pupils using email and a control program. In the lessons observed unsatisfactory use was made of assessment to inform planning for individuals or groups of pupils. Higher and lower attaining pupils were often set the same task, which did not consider the needs of different ability groups or the skills that some pupils brought from home. This is similar to the judgements of the previous report. In the Year 1 and Years 5 and 6 classes, good use was made of the support assistants to support and monitor pupils. For example, in Years 5 and 6 the assistant worked with groups of six or seven pupils at a time and helped them with their programming of the traffic lights. Her good subject knowledge meant that pupils were motivated, made better than expected progress and the teacher was free to teach the rest of the class.
148. Boys and girls have good attitudes towards the subject and the same growing confidence and interest. They are eager to learn new skills and happy to experiment and learn from their mistakes. They work well together in pairs or in groups of three and take turns to use the 'mouse' and keyboard. Year 6 pupils spoken to were especially proud of their use of email to communicate with pupils in Moldova and their use of clip art and word-processing to produce brochures.
149. The quality of computers is good and the ratio of computers to pupils is in line with the national picture. The school also has two digital cameras and a video camera, but there was little evidence of these being used by pupils. Two new computers are on order and a new computer suite is being developed. The co-ordinator is knowledgeable and enthusiastic and has identified the strengths of the subject and the areas for development, but he does not have the opportunity to monitor teaching and learning or to work alongside colleagues. He is well qualified to support staff as part of a national training initiative. He has produced an informative school web site, which also contains pages developed by pupils. During the inspection week, two pupils were observed uploading text and recordings of their own recorder music onto the site. The residential weekend to the Isle of Wight supports the subject well. For example, pupils have the opportunities to use spreadsheets, word-process and use control technology to control external devices. Assessment of pupils' achievement in the subject is underdeveloped and, as a result, the progress of the higher attaining pupils is not as good as expected.

MUSIC

150. Inspection findings are that standards of attainment by the end of Year 2 are average. During the inspection, it was only possible to observe lessons for the pupils in Years 1 and 2 and in the Years 3/4 class. No lessons were taught in Year 6 during the inspection and so it is not possible to make secure judgements on standards and the quality of teaching by the end of Year 6 although the quality of the pupils' singing in assemblies was good.
151. In Years 1 and 2, the quality of teaching and learning is satisfactory. In the last inspection teaching was found to be good, but since then, there has been a greater emphasis on teaching English and mathematics within the curriculum and subjects, such as music, have been given less prominence. Teachers organise their lessons well although sometimes the time allocated to music is too short. In the lesson observed in Year 2, the effective use of resources enabled all pupils to discover how to build up sound on an untuned percussion instrument to a 'crescendo' and then to carefully control the sound down to a quiet register. Sound methods of teaching ensured that pupils sang a familiar song with different expression and emphasis. For example, they could reflect sadness and anger using their voices and could also adjust the tempo to sing very fast or slowly. The teacher's high expectations enabled the pupils to play a range of instruments to represent the sounds described in the song, 'I hear raindrops'. The pupils could make their instruments sound like 'splattering' or 'booming', for example. However, despite the teacher's good knowledge of the subject, the pupils were restless and lacked enthusiasm due to limited management skills.
152. The quality of teaching and learning in the Year 1 lesson observed was good. The teacher's effective use of time ensured a good pace to the lesson and the pupils' knowledge and skills moved forward significantly. All the pupils sang enthusiastically and tunefully and the pupils memorised words from a variety of songs from different countries. The pupils used their voices and bodies well in a variety of ways to create the sounds for different types of weather. They were beginning to control sounds well and explored ways in which sounds can be arranged to tell a story.
153. The quality of teaching and learning in the Years 3 and 4 lesson observed was unsatisfactory. The teacher's poor skills of management and control of the pupils resulted in restless and inattentive behaviour. However, several of the pupils listened and tried to answer the teacher's questions about 'ostinato'. The teacher encouraged the pupils to introduce pauses and silences within a sequence of a repeating pattern of sound using different parts of their bodies. However, several pupils lacked concentration and were reluctant to work collaboratively. Much time was wasted in this lesson and the pupils' learning fell short of expectations.
154. The subject leader is hard working and runs extra-curricular clubs for pupils to learn to play the recorder and participate in singing. Pupils who play the recorder often perform during school assemblies while the other pupils listen with obvious appreciation and respect. The range of musical resources is satisfactory. Links with ICT and music were evident in Year 1 when pupils were supported using a program where they had to choose a phrase to end a song. The subject contributes to the pupils' cultural development when they have opportunities to learn songs and use instruments from other countries. No time is allocated for the subject leader to monitor the subject and assessment is underdeveloped.

PHYSICAL EDUCATION

155. During the inspection week it was only possible to observe two games lessons in Year 1 and in the class for Years 5/6 pupils. No dance, gymnastics and swimming lessons were observed. Therefore, judgements by the end of Years 2 and 6 are based on the limited observation of the physical education curriculum, teachers' planning and assessment records and discussions with teachers and pupils.

156. By the end of Years 2 and 6, standards of attainment are average. Pupils, including those with special educational needs, achieve appropriately. By the age of seven, pupils can throw and catch objects, such as a beanbag, with accuracy over a short distance. They can jump, hop and balance with good control and demonstrate a sequence of movements. By the age of 11, pupils are able to perform with suppleness, control, accuracy and safety, a range of basic skills such as throwing, catching and accurate use of a bat. Pupils work well in teams and understand the tactics and rules of a variety of attack and invasion games. For example, in the good Years 5/6 batting and bowling skills lesson observed, pupils used a flat bat well to hit a small tennis ball. However, some pupils were less well co-ordinated when using a rounders bat. The skills learned at the start of the lesson were then used in a final game. All pupils from Years 1 to 6 attend swimming lessons. This results in standards in swimming being above expectations, with nearly all pupils able to swim 25 metres by Year 6 and the majority more than 50 metres.
157. Although few lessons were observed during the inspection, the indications are that the quality of teaching and learning is at least satisfactory in Years 1 to 6. The quality of the teaching in the lesson observed in Year 1 was excellent and the teaching in the Years 5/6 class lesson was good. Both teachers set a good example to pupils by dressing appropriately and leading by example. They ensured that all pupils dressed appropriately. The lessons included the essential element of warming up, but not a cooling down period. In the excellent Year 1 lesson the teacher ensured that there was very good pace by continually challenging pupils through an ongoing dialogue and challenging questions. For example, the teacher demonstrated how to throw a ball accurately at a distant target and challenged the pupils with, 'I'm sure you can do it'. As pupils succeeded they immediately shouted, 'I did it', 'I caught it', which motivated them to increase the distance. In the good Years 5/6 lesson the teacher, very well supported by the learning support assistant, demonstrated the tasks and continually monitored groups and individuals to support learning with individual teaching points. However, pupils were not given the opportunity to observe each other and constructively evaluate each other to improve their skills from the comments made. No overall judgement can be made about the quality of swimming lessons, which are held in the school pool for Years 1 and 2 pupils and at Radley College pool for Years 3 to 6 pupils. However, discussions with teachers and the co-ordinator indicate that pupils are set appropriate tasks, which inspire them to feel confident in the water.
158. Lessons started with an appropriate warm-up session. In one lesson observed skilful questioning from the teacher helped to develop pupils' understanding of the effect of exercise on their bodies and the need to warm up. Pupils' attitudes and behaviour are good overall. In the Year 1 observed, pupils' attitudes and behaviour were excellent. In the lesson for Years 5 and 6 pupils', behaviour was very good. The challenging tasks, quick pace of the lessons, high expectations and enthusiasm of the class teachers and learning support assistants ensured that the objectives were well met by all pupils.
159. A policy and scheme of work are in place based on the national scheme and a commercially produced scheme. The Year 6 weekend residential visit to the Isle of Wight contributes well to outdoor pursuits. There is a very good range of extra-curricular activities, which include football, netball, judo and swimming. Good links have been established with Oxford United Football Club. The use of ICT to support the subject is underdeveloped. Resources are satisfactory overall. The playground is adequate for a class lesson, the field is very spacious and there is an outdoor swimming pool. However, the pool is only used by Years 1 and 2 and, despite being heated, can only be used when the weather and outdoor temperature are suitable. This means that the pool can only be used for approximately ten weeks of the year. Maintenance costs for the rest of the year impact on the school budget. The hall is adequate in size, but space around the edge is taken up for storing lunch-time chairs and tables. The subject contributes well to the moral, social and cultural development of pupils; for example, through team games, dance and the extra-curricular activities. The use of assessment to inform planning, especially to target the higher attaining pupils, is underdeveloped. The co-ordinator is well qualified for the post, but has had little opportunity to work alongside colleagues and monitor teaching and learning in order to raise standards.

RELIGIOUS EDUCATION

160. During the inspection week it was only possible to observe one lesson in Year 1 and one lesson in Years 3 to 6. Therefore, judgements are based on the limited number of lessons seen, scrutiny of pupils' work, teachers' planning and assessment files and discussion with teachers and pupils. By the end of Years 2 and 6 pupils attain standards that are broadly in line with the Locally Agreed Syllabus for Oxfordshire. Standards have been maintained since the previous inspection. The achievement of all pupils, including those with special educational needs, is satisfactory.
161. By the end of Year 2, pupils are familiar with the key events of the life of Jesus and the Christian celebrations of Easter and Christmas. They know the importance of the Bible to Christians. Through their studies of Judaism, they know the importance of the Torah, Hanukkah and the festival of Sukkoth. They are developing an awareness of the signs, symbols and festivals celebrated by Christians and Jews. Pupils are learning about themselves and are developing sensitivity and understanding. They explore and share their thoughts about feelings, love and friendship. In an excellent Year 1 lesson about things that are special in our lives, the pupils were able to express their feelings about special people or objects and showed empathy with the class teacher when she showed a painting produced by her young son and a box once owned by her grandmother. They sat in rapt attention as she talked about the memories the box produced. This motivated the pupils to talk sensitively about people and objects important to them.
162. By the end of Year 6, pupils have a sound knowledge of the key beliefs of Christianity and Hinduism. They know the importance of religious festivals in daily life; for example, christenings, marriages and funerals. They can describe the inside of a church and the importance of such parts as the altar, nave and aisle. They can describe important events in the life of Jesus such as the Feeding of the 5000, Peter's denial of Jesus and the Last Supper. They can recall some of the parables of Jesus; for example, the Parable of the Lost Sheep. The predominant religion studied is Christianity. The comparative religions studied are Judaism and Hinduism. Hinduism is covered in less depth and the scrutiny of pupils' work showed limited evidence of pupils recording their work.
163. Although few lessons were observed during the inspection, the indications are that the quality of teaching and learning in religious education in Years 1 to 6 is at least satisfactory. In the lesson observed in Year 1 the teaching was excellent. The lesson moved at a very quick pace and the teacher skilfully moved pupils on from what was special to them to the special book, The Torah, used by Jews in the synagogue. In the one lesson observed in Years 5 and 6, teaching was good. In this lesson, the teacher's management of the pupils was skilled and resulted in generally good behaviour and attitudes. By skilful use of questioning, he involved the pupils in a discussion about the significance of the Passover and a comparison between the feelings of the Pharaoh and those of Moses. Pupils listened well to one another and were eager to contribute their ideas sensibly. The lesson also contributed very well to literacy and speaking and listening. The scrutiny of pupils' work shows that teachers do not always ensure that work is carefully matched to different ability groups.
164. The co-ordinator is knowledgeable and an excellent role model for the teaching of the subject. However, she has no opportunity to monitor teaching and learning or to work alongside colleagues. The subject makes a good contribution to the pupils' moral, social and cultural development through discussion and study. Spiritual awareness is developed in lessons and assemblies. For example, a candle and crucifix were used in a whole-class assembly to act as a focus and to set the tone for the assembly. Appropriate music was also played, but not discussed. Each teacher encourages the pupils to say a short prayer before lunch each day. The multicultural aspect of society in which pupils live is less well developed around the school. The use of ICT is also underdeveloped. There was very little evidence that pupils use the library for research purposes in this subject. The subject meets the expectations of the Locally Agreed Syllabus.