

INSPECTION REPORT

**WOOTTON-BY-WOODSTOCK CHURCH
OF ENGLAND (AIDED) PRIMARY SCHOOL**

Woodstock, Oxfordshire

LEA area: Oxfordshire

Unique reference number: 123196

Headteacher: Miss V. J. Lucas

Reporting inspector: C.D. Loizou
18645

Dates of inspection: 10 – 12 June 2002

Inspection number: 196640

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Church Street Wootton Woodstock Oxfordshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. S. Gabbatiss
Date of previous inspection:	7 July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18645	C.D. Loizou	Registered inspector	Special educational needs Foundation stage curriculum Mathematics Science Information and communication technology Geography History	How high are standards? How well are pupils taught? How well is the school led and managed?
13874	J. Chesterfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17686	G. Simpson	Team inspector	Equal opportunities English Art and design Design and technology Music Physical education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small infant and junior Church of England (Aided) school near Woodstock in Oxfordshire. Some families who send their children to the school have long associations with the school and the village of Wootton. The school has 40 pupils on roll between the ages of four and eleven years. There are 22 boys and 18 girls which include some pupils from Traveller families and those who are prepared to commute from areas outside the village. The school underwent a Section 23 religious education inspection at the same time as this inspection. All of the staff, including the headteacher, were appointed in the last year. There is also a high turnover of pupils (33 per cent) who join or leave the school other than at the usual time of admission or transfer. In the short time the headteacher has been in post, she and the governors have undertaken a major overhaul of the curriculum and have improved the school building to increase the very limited space available.

The percentage of pupils eligible for free school meals is 15 per cent, which is in line with the national average. Thirty-three per cent of the pupils are on the school's special educational needs register, which is above average. Three per cent of the pupils have a Statement of Special Educational Need, which is average compared to most schools. There are no pupils learning English as an additional language. Each year, the school admits up to eight four-year-olds into its Reception year and they are taught alongside Year 1 and Year 2 pupils in the same class. Nearly all of the five children currently in the Reception year have had pre-school experience. Initial assessments of the children when they first start school show that their attainment is broadly average.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education and is improving rapidly. The pupils achieve satisfactory standards and the teaching is good. Standards are in line with those expected in English, mathematics and science. However, the science curriculum is not practical enough and the pupils are not provided with enough opportunities to plan their own investigations. The school is well led and managed by the headteacher and governors. The new headteacher in particular, has transformed the work of the school in a very short space of time and this is recognised by parents who say that the school has improved in many areas. The teaching is well planned to take account of the mixed-age classes and is particularly effective in improving the pupils' spiritual, moral and cultural development. The school provides satisfactory value for money.

What the school does well

- The pupils with special educational needs make good progress and achieve well.
- The leadership and management of the school is effective and the headteacher is largely responsible for the much improved curriculum and improvements to the quality of teaching and learning.
- There are good and effective assessment procedures. Teachers use these well to track how well the pupils are doing and to inform their planning.
- The spiritual development of the pupils is very good. The moral and cultural development of the pupils is good.
- There are very effective links with parents, the local community and the parish.

What could be improved

- Opportunities for the pupils to undertake a range of practical and investigative work in both mathematics and science.
- The pupils' handwriting, spelling and punctuation in Year 2.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. It has made good progress since then and is well placed to improve further. The headteacher and governors have addressed the issues raised, particularly in improving the management of the school, the curriculum and also the teaching of children in the Reception year. There are now schemes of work, curriculum plans and policies in place to guide the teaching and learning across the school. In addition, there is an effective team of teachers who have a good understanding of the National Curriculum and how to plan work for mixed age classes. However, the school does not provide enough opportunities for the pupils to plan their own investigations in mathematics and science lessons. The school development plan sets out appropriate priorities for school improvement. There has been good improvement to the management of curriculum subjects so that all the staff share responsibility for at least two subjects. More could be done to improve the standard of writing, spelling and punctuation in Years 1 and 2. There is effective monitoring of teaching and learning undertaken by the headteacher and the leadership and management provide a clear sense of direction for the school.

STANDARDS

As fewer than ten Year 6 pupils took the National Curriculum tests last year the table of results is not published.

The children start school in the Reception year with a wide range of ability but standards overall are in line with those expected for their age. They make good progress because the Foundation Stage curriculum is well planned and taught. By the end of the Reception year most of the children reach the expected levels for children of this age in all areas of learning. They make very good progress in their personal, social and emotional development. Very few pupils take the National Curriculum tests each year because of the very small number in each year group. For this reason, test results fluctuate from year to year. In the national test results at age seven in 2001, standards were above average in mathematics, average in writing but below average in reading. Compared with similar schools, standards were above average in mathematics and below average in reading and writing. Inspection evidence indicates that standards at age seven in reading and mathematics are average. Standards in writing are below average because the pupils' handwriting in Year 2 varies in consistency and the pupils make too many common spelling and punctuation errors. The pupils in Year 2 are forming letters inconsistently and, although the pupils demonstrate a good knowledge of letter sounds in their reading, this is not reflected in their spellings where there are common errors. In speaking and listening standards are above those expected and the pupils can communicate their ideas clearly. Standards in science are in line with those expected by the end of Year 2.

By the end of Year 6, standards in the national tests last year were below average in English and well below average in mathematics and science. Inspection findings indicate that currently, standards in English, mathematics and science are in line with those expected by the end of Year 6. There is, however, little evidence in the work seen of the pupils doing sufficient practical and investigative work. The pupils identified with special educational needs make good progress and most of them achieve the standards expected for their age by the time they leave the school in English, mathematics and science. Standards in other subjects, including information and communication technology, are in line with those expected by the end of Year 2 and Year 6. Computers are being used very well to support the pupils' learning in most subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to learning, to school and to each other are good. They enjoy their lessons and the challenges presented to them.
Behaviour, in and out of classrooms	The pupils' behaviour is satisfactory. This is helping the pupils to learn in an orderly way. There have been no exclusions from the school. Some older pupils in the junior class find it difficult to work in large groups or to persevere with tasks.
Personal development and relationships	This is good. The pupils show maturity and enjoy taking responsibility. Relationships are good across the school but some pupils find it difficult to plan and organise their work. Older pupils support and work with younger ones in lessons and the pupils are becoming more confident as they get older.
Attendance	Attendance levels are very good. There is no unauthorised absence.

TEACHING AND LEARNING

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

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

The teaching is good overall and ranges from satisfactory to very good. This is a good improvement since the last inspection. The teaching is having a positive impact on the pupils' learning, although more could be done to provide opportunities in practical mathematics and science lessons for the pupils to plan and organise their investigations during problem solving tasks. The teaching is effective for Reception children and is helping them to develop early speaking, listening, reading, writing and numeracy skills. The teaching of early writing skills in the Reception year and Year 1 is improving writing standards, but the Year 2 pupils, who have been taught by a variety of teachers in the past, are not writing clearly with a consistent style and are making too many common spelling mistakes. The work takes good account of the different ages and abilities of the pupils. The teachers make accurate and regular assessments of their pupils' progress. The pupils with special educational needs receive effective support in lessons and they make good progress. A few pupils, especially those who recently joined the school, find it hard to settle in large groups. Teachers and support staff work very hard to include all the pupils in lessons and this is having a positive effect on those pupils who find it difficult to socialise with other pupils. The headteacher, staff and learning support assistants work closely with these pupils to ensure that they make good progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall. The teachers provide a good range of tasks but more attention should be given to improving writing skills in Year 2 and providing opportunities for the pupils to plan their own investigations and organise their work in practical mathematics and science lessons. There are good opportunities for the pupils to use information and communication technology to support their learning.
Provision for pupils with special educational needs	The pupils receive good support. The pupils with learning difficulties and those with emotional and behavioural difficulties are identified early and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision is good and is supported by a broad range of activities in school and outside school times. These include music, singing, sport and book fayres. They make a significant contribution to the pupils' moral and cultural development. Good provision is made for the pupils' personal development but there is a lack of opportunities for the pupils to show initiative and to organise their own work in practical subjects such as science and mathematics. The pupils are developing a good understanding of other cultures and customs.
How well the school cares for its pupils	There is a good level of care provided for all the pupils. The school has very good procedures to assess how well the pupils are doing. Teachers use assessment information well to inform their planning.

The school has very good links with parents. The parents are provided with regular information about the topics being covered in lessons and extra-curricular activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good and effective leadership. There are well established and effective routines and policies. The staff work closely with the headteacher who, as well as teaching for a large proportion of her time, monitors lessons, teachers' planning and pupils' work regularly.
How well the governors fulfil their responsibilities	The governing body provides good support. They work closely with the school and its staff. They have a clear strategic view of the school's needs and a strong commitment to the school.
The school's evaluation of its performance	This is good because the staff and governors have established clear priorities in the school development plan. There are good arrangements in place for governors and staff to monitor and evaluate how well the school is doing.
The strategic use of	There are very clear spending priorities. The school manages its

resources	finances well. The governors and headteacher have a good understanding of how to measure cost effectiveness when committing school funds to resources and when improvements are made to the building and school site.
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The school's accommodation is satisfactory. The headteacher and governors have plans to extend and improve this further. They manage the school's resources and the difficulties presented by the age of the school building very well. There have been significant improvements to the school building and surrounding play areas since the last inspection.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • The school expects children to work hard. • The school works closely with parents. • The school is well led and managed. • The school is helping their child become mature and responsible. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • The amount of homework provided by the school. • Some parents would like to be better informed about their children's progress.

Parents are very pleased with the way the headteacher manages the school. Inspectors support the positive views expressed by parents. Homework was judged to be satisfactory and the quality of information provided for parents about their children's progress is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the Reception year, the children's attainment is broadly in line with that expected for their age. They make good progress in all areas of learning. By the time they begin Year 1, they have reached all of the early learning goals and the inspection evidence indicates that in mathematics this year, the majority of the children will exceed the standards expected for their age. They make very good progress in their personal, social and emotional development because teachers and support staff skilfully integrate the children to work with older Year 1 and Year 2 pupils and at the same time provide them with good opportunities to engage in role play and creative and physical activities that are well matched to the needs of children under five years of age. Although they make good progress in their knowledge and understanding of the world, more could be done to provide the children with opportunities to organise their own investigations during practical science tasks.
2. Very few pupils take the national tests each year so that standards fluctuate markedly from year to year. It is difficult to draw too many conclusions from the national test results except to say that by the end of Years 2 and 6, science standards have tended to lag behind those of English and mathematics. This is largely as a result of some weaknesses in the way practical science is taught. There are too few opportunities for the pupils to plan their own investigations or to organise their own work to test hypotheses. Consequently, practical science work, and to a lesser extent, mathematics work, does not allow the pupils to use their initiative and to choose the most appropriate resources when problem solving in mathematics or testing theories in science lessons.
3. The pupils' handwriting, spelling and punctuation in Year 2 are below the standards expected for their age. This is largely related to the inconsistent teaching these pupils have experienced due to the large turnover of staff in the three years they have been in the school. However, there are clear signs that their writing is improving since the appointment of the current headteacher and teachers in the infant class.
4. Inspection findings indicate that standards are currently in line with those expected in English, mathematics and science by the end of Year 2 and Year 6, except that writing standards in Year 2 are below those expected for their age. This has also been confirmed by the most recent national test results (2002) which show a marked improvement in that nearly all of the pupils in Years 2 and 6 have reached the standards expected for their age. For Year 2 pupils, this includes attainment in reading, mathematics and teacher assessments in science. For Year 6 pupils, all of the pupils taking the tests, including those with special educational needs achieved at least Level 4 in mathematics and nearly all of the pupils did so in English and science. One third of this year's cohort reached the higher level (Level 5) in English and science and a few just fell short of a Level 6. Inspection judgements agree with these results and this is evident in the pupils' workbooks. This would indicate a sustained improvement in standards which are rising in line with the national trend. The inspection findings confirm that the school is very well placed to raise standards further and the school has recognised that there are still some weaknesses to address in practical mathematics and science.
5. Standards in information and communication technology (ICT) are in line with those expected by the end of Year 2 and Year 6. The pupils make good progress in ICT because

opportunities are provided for the pupils to use new technology across a range of subjects. There has been good improvement since the last inspection because the computers are new and they are more efficient and effective. As a result, the pupils have good access to computers, digital cameras, tape recorders and robotic devices, enabling them to make good progress. Early indications are that standards will improve further and are likely to be above those expected when the impact of current good practice takes effect. Standards in all other subjects of the curriculum are in line with those expected by the end of Years 2 and 6. This is a good improvement since the last inspection which found that standards in design and technology were too low. The significant improvements to the curriculum and to teachers planning in the last year have had an immediate impact on standards in all subjects.

6. Pupils with special educational needs make good progress. The school supports and encourages these pupils very well and the identification of support for groups and individuals is effective. The headteacher and all the staff ensure that the pupils are monitored closely. The pupils have good support in lessons, support groups and in individual work. They are fully included in the life and work of the school so that the principles of educational inclusion apply well. This is particularly the case with those pupils who have joined the school from other schools. Some of these pupils take a long time to settle into school routines and because this is a very small school, the staff work very hard to ensure that their behaviour is appropriate in lessons. However, some older pupils can be quite demanding and the sensitive approach adopted by the headteacher and staff helps to improve their behaviour and enable them to make good progress in their learning. The outcomes are very positive as a significant proportion of pupils are in line to achieve the expected standard for their age. This has been confirmed in the recent national test results which show that nearly all of the SEN pupils achieved the expected level for their age in English, mathematics and science. Traveller pupils also make good progress because, like all the pupils, there are very good assessment procedures used to check their progress and ensure that they are provided with work which builds on previous learning.

Pupils' attitudes, values and personal development

7. Since the last inspection, when behaviour and attitudes to learning were judged to be satisfactory, standards in this area of the school's work declined with the high turnover of staff and the consequent lack of stability experienced by the pupils. The current headteacher has worked hard since her appointment to raise standards once again, and is beginning to have an immediate impact on the standards of behaviour. The pupils' attitudes to the school and to their learning are good. They enjoy coming to school and try hard. They are lively and energetic in class, and when teachers successfully channel this enthusiasm, they are happy to learn. In a Year 5 and 6 mathematics lesson for example, the teacher's good control of the pupils meant that they were able to settle and concentrate on their tasks without constant supervision, and were motivated to complete their work without fuss.
8. Behaviour in class and around the school is satisfactory. Most pupils know what is acceptable and what is not, but a few find it hard to behave well all the time in lessons, and others try to test teachers out on occasions to see how far they can go. The older pupils have had mixed experiences of discipline in their school careers and some have had difficulty adjusting to the high standards which are now expected of them. In the playground, most pupils show an awareness of others and share the space available amicably. Some pupils, particularly boys, are often boisterous outside, but because pupil numbers are low this does not disturb others unduly. At lunchtime, some older pupils are in a hurry to get into the dining hall and find their lunchboxes, and this can be rather overwhelming for the younger pupils. Bullying is rare

because the school takes it seriously and handles it firmly. This has been confirmed by parents who say that the headteacher and staff deal with any problems or concerns immediately and effectively. There have been no exclusions in the last year.

9. The pupils respond satisfactorily to the school's provision for their personal development. They show respect for adults and for one another. In assembly, for example, pupils were supportive of one of their classmates who played the piano in front of the whole school, and were willing to listen carefully to others who were prepared to talk about someone who was special to them. The school provides opportunities for the pupils to develop their self-confidence and to take on responsibility, for example, through the School Council. Relationships are satisfactory. Pupils tend to socialise in groups of the same gender and similar age, but there is no antagonism between boys and girls or older and younger pupils. There is little evidence of older pupils wanting to help with the younger ones, or of younger pupils having the confidence to mix with the older ones. The pupils from Traveller families, who have recently been readmitted to the school, are beginning to settle in again and are included by the other pupils.
10. Attendance at the school has been consistently well above the national average since the time of the last inspection. Unauthorised absence has been below average. Most absence is caused by illness, and the amount of time lost because of holidays taken during term-time is lower than in many primary schools. Punctuality is good for most pupils, although there are a few who have difficulty getting to school on time each day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. The teaching is good and ranges between satisfactory and very good. Good lessons were seen in all classes and appointments to the teaching staff since the last inspection have improved and strengthened the teaching further. As a result of good leadership, with very clear policies related to teaching and learning, standards are improving, expectations are good and the work being planned for the pupils is well matched to their capabilities. In all of the lessons seen, the teaching was at least satisfactory and the large majority was found to be good or better. Fifty per cent of the lessons seen were of good quality and 11 per cent of lessons observed, mainly by the headteacher who teaches Years 5 and 6, were judged to be very good. This standard of teaching is having a positive impact on pupils' learning and their achievement. The teaching has improved well since the last inspection, resulting in effective targeting and assessments of the pupils, including those with special educational needs.
12. The teaching of Reception children is good. The children learn to settle quickly to routines and make very good progress in their personal and social development because the adults respond well to them. The adults work very hard to provide resources and plan activities for all the children. The pupils are taught very effectively because the teaching is well planned and challenging. Reception children quickly learn to sound out letters and recognise familiar words in stories. They can count, match numbers and order them with ease. Speaking skills are being developed very well as the children participate in well planned class discussions. The teaching sets high expectations and is having the effect of improving the rate of progress the children make by the time they reach Year 1. More could now be done to provide opportunities for the children to plan their own investigations in scientific activities with less emphasis on prescribed tasks, for example, when sorting objects, shapes and numbers or when colouring in and matching familiar objects or groups of items that have similar attributes.

13. The teaching in Years 1 and 2 is good. The teachers plan work carefully so that pupils in all year groups have work that is matched to their capabilities and age. This is particularly challenging in this school as all the Reception, Year 1 and Year 2 pupils are taught in the same class. The pupils respond well to the teaching. They listen carefully to instructions and during class discussions they offer thoughtful answers and responses. They persevere with tasks, for example, when calculating how much money is left after spending a fixed amount during a mathematics lesson. The teaching is having a positive impact on the pupils' attitudes to learning and their behaviour. There are clear rules and classroom routines which provide a secure learning environment for the pupils.
14. The introduction to lessons make it clear what is expected and the learning objectives are always shared with the pupils, for example, in a Year 1 and 2 games lesson that enabled the pupils to develop their ball control skills. Year 2 pupils have had a very disruptive experience in the past as they have been taught by a number of teachers, including a large number of temporary teachers. This is the first year that the pupils have had the same teachers all year. This has clearly had a positive impact on their progress in reading, mathematics and to a lesser extent, writing. The standard of their handwriting, spelling and punctuation, although showing satisfactory progress, is still in need of further improvement. Year 1 pupils are making better progress in their writing because they have benefited from effective teaching which has built on the early writing skills they acquired in the Reception year. Year 2 pupils are having to undo some of the habitual writing styles they have experienced in the past and this means that their progress has been more limited compared to that of Reception and Year 1 pupils. In practical mathematics and science, more could be done to provide open-ended investigations and problem solving activities that require the pupils to organise their own work and resources. Their work in science, for example, shows that teachers have missed good opportunities to extend the pupils' thinking further in these areas of their work. Science worksheets do not always challenge or extend pupils' thinking and the tasks are too prescriptive. In a good Year 1 and 2 English lesson, the pupils made good progress reading humorous stories and demonstrated that they had been taught their letter sounds very well. The most effective lessons in the infant class set challenging tasks in the middle part of the lesson which are well matched to the abilities of all the pupils, including more able pupils. In some satisfactory lessons observed this was less evident. For example, in a mathematics lesson, although the task set required the pupils to use addition and subtraction facts to work out how much change is left when working out money problems, some more able Year 2 pupils found the task too difficult because they did not have sufficient knowledge of number facts up to 50. Good use is made of computers to support the pupils' learning. The pupils are also making good progress learning to use the robotic device called 'Roamer'.
15. In the junior class, the teaching is good overall, ranging from satisfactory to very good. The teachers prepare challenging and interesting tasks that motivate and sustain the pupils' concentration, enabling them to work hard and persevere with tasks. In all of the lessons seen, there was a good structure. Time was provided for the pupils to ask questions and explain their methods, as for example, in a very good Year 5 and 6 English lesson, where the pupils described and evaluated the style of an author. In a very good mathematics lesson, Year 5 and 6 pupils were being constantly challenged to work out the areas of regular and irregular two-dimensional shapes. The teachers plan work that is closely matched to the abilities of the pupils in each age group. For example, in a good geography lesson, the pupils discussed and wrote about different sources of water supply, both locally and world wide using maps as secondary sources of information. The teacher allowed time for the pupils to explore ideas and offer suggestions. In some lessons, and particularly practical lessons such as some mathematics and science lessons, the work provided is not as challenging. For example, in a

science lesson, the teaching did not provide opportunities for the pupils to extend their knowledge of plants. The pupils' workbooks show that science teaching relies too heavily on prescribed investigations with little scope for the pupils to plan and organise their own work or experiments. This is also evident, to a lesser extent, in practical mathematics, where junior pupils used their good knowledge of decimal fractions to calibrate and convert litres to millilitres but the practical work afterwards did not extend or challenge the pupils because it was too simple and prescriptive.

16. The teachers use very good assessment procedures to monitor the pupils' progress in all subjects. Work is usually marked up to date and it is clear to the pupils what they have to do to improve further. However, more could be done to improve the standards of handwriting, spelling and punctuation in Year 2. Teachers keep good records of how well the pupils are doing having tested what they know after each topic or programme of work. The pupils are very involved in the setting of individual learning targets. Regular assessments, including optional national tests in all year groups from Year 3, help to inform and adapt teachers' planning because it is clear what has been learnt and what needs to come next.
17. The pupils with special educational needs (SEN) are provided with good and effective support. Their progress is monitored very closely by class teachers and managed by the SEN co-ordinator. Much of the work provided for the pupils focuses on spoken language and comprehension reading and writing activities. This is helping to improve the pupils' understanding, for example, in mathematics as they handle worded problems. Teaching assistants are well deployed to provide support for nearly all of the pupils. The school recently admitted a Statemented pupil who had been excluded from another school. The school is doing well to meet the needs of those pupils with challenging behaviour, including the pupils with a Statement of Special Educational Need. The pupils are making good progress and this is best illustrated by the most recent national test results for 11-year-olds that show that nearly all of the SEN pupils reached the standards expected for their age in English, mathematics and science. Traveller pupils also make good progress because teachers and support staff are alert to their needs and monitor how well they are doing effectively.

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

18. The school provides a satisfactory, broadly based curriculum that includes all the subjects of the National Curriculum. The curriculum meets statutory requirements for all subjects. The school is committed to providing a curriculum, which not only seeks an improved academic performance, but which also strongly values the role of the arts subjects. The school has responded fully to the issues raised in the previous report and has made a good improvement. There are now explicit policies and schemes of work in all subjects, which ensure a common approach throughout the school. Appropriate time is allocated to all subjects. The infant curriculum is taught on a two-year cycle, which ensures that pupils build on previous learning. The junior curriculum is organised in part on a two-year cycle, and in part on a four-year cycle, which takes into account the differing demands of particular subjects. Planning and assessment procedures have improved well, so that all pupils are now taught at levels appropriate to their ability. Plans are monitored, so that continuity and progression are both planned and delivered. However, some aspects of science and mathematics have some shortcomings. Teachers are not providing enough opportunities for the pupils to plan their experiments in science or to choose the most appropriate resources and test hypotheses.

19. There are agreed policies for both sex education and drugs education. The programme for personal, social and health education is very well planned and, because individual targets are set for pupils. This has resulted in an improved level of behaviour. All the pupils have equal access to the curriculum. The pupils with special educational needs are well provided for and are well supported both in lessons and when withdrawn for extra attention.
20. The school has successfully implemented the national strategies for literacy and numeracy. Teachers plan for literacy and numeracy using an agreed format, which results in lessons of a uniform structure. Year 2 pupils exhibit some unsatisfactory handwriting and spelling but this is largely as a result of the disruptive and unstable staffing they have experienced in the past. Dividing the juniors into two teaching groups for literacy and numeracy lessons further enhances their learning opportunities. The headteacher teaches the older juniors (Years 5 and 6) and the class teacher takes Years 3 and 4. This has enabled both teachers to plan more focused work which is well matched to the ages and abilities of the pupils. In other subjects, the school has successfully adopted many elements of the model schemes of work published by the Qualification and Assessment Authority, combined with their own and the local education authority's publications. A key issue from the previous inspection was to ensure that information from assessment is used to inform teaching and planning. This issue has been addressed successfully. Medium plans are developed into short term plans, written with specific pupils in mind, using assessment data and knowledge acquired on a day-to-day basis. The pupils, therefore, are challenged at a level matched to their abilities. Plans are adjusted according to their progress and accurately build on what has gone before. Plans are shared with parents, who are able to help their children at home to help reinforce the pupils' learning.
21. Given the small size of the school, provision for extra curricular activities is very good. This is a good improvement on the previous inspection. There are sports clubs, arts clubs, music clubs and environmental clubs, all of which enrich and enhance the curriculum. These are well attended and are well supported by parents. The curriculum is further enhanced by a range of visits, which are related to a range of subjects and topics. These include a residential trip, which fulfils the requirement to study a contrasting locality in geography. Visits to the Hill End Study Centre improve pupils' environmental awareness. The local environment is well used in, for example, a study of water and the river Glyme. Music tuition is provided by peripatetic teachers and is paid for by the parents. A very good innovation has been taking part in a singing festival at the Royal Albert Hall, a beneficial experience for all involved. Singing to entertain senior citizens also successfully serves to foster a community responsibility. Current activities include participation in a theatrical performance in Oxford. The community makes a good contribution to the pupils' learning. Parents help in the school and the Friends of Wootton make significant financial contributions to improving resources, for example in physical education. Parents also provide assistance in the use of the village conservation area and with the Science Week. There are regular visits from the vicar, the school nurse, the police and the fire service, as well as the football officer from Oxford United, all of which bring the pupils into contact with the adult world and help develop their social and community awareness.
22. Liaison with partner schools is good. The primary schools involved in The Woodstock Partnership meet regularly and organise inter-school activities in sport and music. These provide opportunities for the pupils of small schools to experience participation in larger groups, which is useful preparation for transfer to the secondary phase. Using the indoor facilities of a partner school also enhances the physical education opportunities and helps to raise standards. Relationships with the secondary school are good. Visits to the school to share experiences in drama and sport play an important part in easing secondary transfer.

23. The provision for the pupils' spiritual, moral, social and cultural development is good overall. The spiritual development of the pupils is very good. Assemblies are held every day and there are thoughtful themes that provide very good opportunities for the pupils to develop their spiritual awareness. In one assembly seen, for example, the theme was 'Fathers' Day' and the pupils enjoyed listening to personal accounts and answering questions about what is important to them when remembering the role that parents play and the contribution they make to our welfare. Assemblies and class discussions have a strong spiritual element with prayer and reflection forming important aspects of the school's work. The pupils enjoy singing and music playing and are often asked what particular styles of music they like and how these affect their temperament or mood. Classrooms provide good experiences for the pupils. In the infant and Foundation Stage class, the pupils enjoyed walking through a local wood, collecting plants, wood bark, seeds and other interesting objects as part of their science work. Many pupils remarked how wonderful the wood is and how they enjoy their walks. There is a real sense of wonder as some pupils call out with excitement when one girl found a bird's nest that had fallen from a tree.
24. Provision for the pupils' moral development is good. An effective behaviour policy is in place and this is having a positive impact on the pupils' attitudes to one another and their behaviour. All classes have a set of class rules. These are produced by the teachers with a large input from the pupils, reflecting the headteachers stated aims of involving the pupils more in decision making. The transition from previous practice, where parents believe the school imposed rules on the pupils, has resulted in more positive approaches to behaviour management and teachers clearly teach right from wrong whilst ensuring that the pupils understand the impact of their actions on others. An example of this was seen in a junior physical education lesson when enthusiasm amongst the pupils and increasing levels of success when practising running with control and speed, led to positive attitudes, co-operation and team work amongst pupils in small groups and good behaviour. The school has a policy of rewarding good behaviour and attitudes which is reinforced daily as pupils receive merit awards and certificates.
25. Provision for the pupils' social development is satisfactory. The pupils co-operate in their work and are encouraged to be supportive of one another. In a junior physical education lesson the pupils co-operated well when observing each other running and improving their performance. Teachers consciously provide opportunities to develop the pupils' social skills. Social responsibility is developed through a variety of duties performed by the pupils, for example, setting up the overhead projector in assemblies and re-arranging furniture as one class area doubles up as an assembly hall and music room. Outdoor games equipment has been organised to enhance break-times. The school organises social activities, for example the pupils take part in events at the local church and regular parent workshops are planned where parents and pupils can interact with staff. The pupils receive social guidance visits from the police and fire service.
26. Provision for the pupils' cultural development is good. The school provides for cultural development in the context of its local culture. Links with the local village and parish community are well established. Music is a strong feature of the school's provision with regular musical tuition bought in for a large number of pupils. Learning in relation to cultural diversity in Britain and the wider world is developed predominantly in subject lessons such as religious education and geography where the pupils learn about religions and other places. The pupils have also learned about Diwali and the Chinese New Year and the school teaches a number of faith systems and religions other than Christian religions. The school has appropriate policies which specifically promote racial harmony. These include an effective

equal opportunities policy and a racial harassment policy with very good guidance on how to deal with these important aspects to develop and promote good citizenship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school gives its pupils good pastoral care, as it did at the time of the last inspection. It has good policies and guidance for staff in the staff handbook, designed to underpin consistent practice. Procedures for day-to-day organisation are sensibly tailored to suit a small school. Daily routines run smoothly as a result, and staff are attentive to the pupils' needs and welfare. During the inspection, for example, staff were keen to help the Traveller children to settle back into school after their recent readmission, and did all they could to make them feel part of the school community. The personal development of all the pupils is carefully monitored and supported, and all the pupils have targets for this. These are shared with parents at consultation sessions, and progress in personal development is included in the end of year reports.
28. Arrangements for child protection are good. Staff have clear procedures to follow and there are close links with other agencies. The pupils are taught appropriately about keeping safe through their well-planned programme of personal, social and health education. Health and safety matters are also well handled. Regular checks of the premises are carried out, and concerns are tackled promptly. There were no health and safety issues apparent at the time of the inspection. First aid is administered effectively and good records of treatment are kept. The monitoring of attendance is good. The school uses its computerised systems well to pick up on any hint of a problem straightaway, and calls in the education welfare service and the Traveller support service wherever necessary to sort out any difficulties as soon as they arise.
29. Behaviour is managed satisfactorily in the school. There is a good policy making clear the school's expectations to staff and parents. However, the school has had difficulty maintaining consistency in the management of pupils because of the high turnover of staff in recent years. This has meant that pupils have become confused about how they are expected to behave and ready to challenge authority. The headteacher, who has only been in post for a year, is now working at establishing an ethos of respect and consideration for others amongst the pupils, and is very successful with the group she teaches. Her calm manner helps them to settle and concentrate on their work. Other strategies are also beginning to work well around the school. The 'playtimes experiment', for example, means that pupils have equipment to occupy them in the playground, and that football does not dominate the space available every day. Bullying is strictly monitored because of previous problems with this, and any instances that now occur are taken seriously and dealt with firmly.
30. Assessment procedures have improved considerably since the last inspection and are now firmly embedded in the culture of the school. The key issue from that inspection has been fully addressed. Procedures are now very good, comprehensive and well used to inform teaching and planning, monitor pupils' progress and match work consistently to pupils' prior attainment, especially higher attaining pupils and those with special educational needs.
31. Data is collated from national tests and analysed so that identified weaknesses are dealt with. Half termly tests inform teachers of continuous progress and this information is also incorporated into lesson plans. Pupils, therefore, engage in activities, which challenge them at a level commensurate with their ability, and build on previous learning. Results of these tests are maintained in individual books, which act as a very good record of pupil progress. These books are monitored and feedback is provided to the staff. Teachers' marking, both written

and verbal, is of a good standard, is both appreciative and critical, and sets future targets. This ongoing assessment allows teachers to make appropriate adjustments in plans, so that progress is maintained for all pupils.

32. Targets are set in English, mathematics and personal, social and health education. End of year and end of key stage targets are shared with both pupils and parents. Pupils are rewarded when targets are achieved. Hence, they develop a good awareness of their own learning and progress. The pupils with special educational needs are monitored closely and there are clear learning targets set for them and these are set out in their individual education plans. Parents are kept well informed about their children's progress and are invited to discuss the targets when review dates come up.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. The school's relationship with its parent community is a real strength. This is because the school is committed to a true partnership with parents through sharing as much information as possible with them, and involving them in the school's work wherever it can. This aspect of the school has improved very well since the appointment of the current headteacher.
34. Parents appreciate the school's efforts and are pleased with what it offers them and their children. This was reflected in the high level of response to the inspection meeting and questionnaire, and the positive views expressed through both. Parents recognise above all that the school is well led and managed. They also acknowledge that the staff are very approachable and that the school tries hard to work closely with parents. Many feel that the school is helping their children to become mature and responsible. These positive views are fully justified. A few parents had some concerns about areas of the school's provision. Eight parents, a significant minority, are not happy with the school's arrangements for homework, while four felt they did not receive sufficient information about how well their children were doing. These concerns are only partially upheld. Homework provision is similar to that found in many schools, and parents have been consulted about it and given copies of the policy. However, the policy does not make clear to parents the amount and frequency of homework to expect for each year group. Reports to parents on their children's progress are good, although formal opportunities to discuss this are fewer than is usual in many schools.
35. The school's links with parents are very good. This is because the school is genuinely interested in finding out what parents think and in responding to their ideas. Imaginative new initiatives such as the parents' forum illustrate this well. At these meetings, parents have regular and informal opportunities to exchange views for the benefit of the whole school community. The possibility of introducing a home-school diary to improve communication on homework has come from here, for example. Parents' opinions are also sought via questionnaires, for example, so that they can play a full part in the school's decision making process. The home-school agreement makes clear to parents their rights and responsibilities with regard to their children's education. The new home-school link, a group held at the school for pre-school children and their carers, is another good new initiative which both provides a service for the parent and village community and helps to recruit new pupils for the school. The school draws well on the resources offered by parents and villagers to expand on work the children are covering in class, with visits to neighbours' gardens and ponds, for example.

36. Information for parents is very good, both in quality and quantity. The prospectus and the governors' annual report contain all the details required by law, and give parents a lot of helpful advice about what their children are learning and how they can support them. Newsletters are similarly useful. They tell parents about school policies and procedures. Information on the school's assessment arrangements has been sent out so that parents can understand how their children's work is judged. This is a good illustration of how the school treats the parents as equal partners in their children's education, and why its approach to partnership is so effective. Full information on the work to be covered each term is sent to parents, and also displayed outside each classroom. The website is a good new addition to the school's sources of information, and a promising marketing tool.
37. Reports to parents on their children's progress are good. Together with the level sheet, they give parents a good indication of how well their children are doing for their age and what they need to do to improve further. This means that parents are enabled to support their children effectively at home. Parents have a good opportunity to discuss both targets and progress with their child's teacher, but this formal consultation happens only once a year. However, staff are always happy to make additional appointments at other times or to chat informally about how children are getting on.
38. Parents make a good contribution to their children's learning and to the work of the school. Most hear their children read regularly and ensure homework is completed on time. Almost all make sure that their children attend school regularly and do not miss out on their education by taking holidays during term-time. Some are able to give their time to the school, as governors, helpers, and members of the active school association. A number have volunteered their services as part of the school's 'bank of skills' and others offer their resources to help supplement those of the school. Staff value the support of parents and are grateful for their hard work and goodwill.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The headteacher provides good and effective leadership. She was appointed a year ago by the governors after a significant period of instability in terms of staff turnover. After her appointment, the headteacher worked hard to overhaul the curriculum and to stabilise staffing. She leads by her very good example in the classroom and teaches for most of the time every week. All of the current teaching staff have been appointed this year and parents have confirmed that things are much better now compared with the recent past. Raising standards has been the main focus for development in the short time the headteacher has been in post. The most recent national tests results for year 2 and Year 6 pupils showing marked improvement. The most immediate issue the headteacher had to address when joining the school was the behaviour of the pupils. Her own reports as well as the monitoring file, indicate that behaviour and attitudes to learning across the school were unsatisfactory when she first joined the school. Together with the staff, she has worked tirelessly to address these issues. This is clearly evident in that behaviour is satisfactory, standards are rising, the curriculum is better planned and parents report that the school "is much better now". There is a determination, which is being greatly influenced by the personal dedication of the headteacher and staff to help all the pupils succeed. The staff and governors are greatly influenced by the headteacher's effective leadership and enthusiasm to succeed and improve the school further. The management of the school is good with good procedures in place that enable the headteacher to monitor teaching and learning. Consequently, the school has accurate and realistic targets for improvement with every pupil being monitored closely. Teachers are more certain about what they are going to teach and what they are aiming for.

Assessments are accurate and there is a very good analysis of data which informs the way the school groups the pupils and plans its teaching.

40. The governors are knowledgeable and experienced and manage the school well. There are monitoring procedures in place and governors are kept well informed by the headteacher and staff. Named governors meet appropriate staff, for example, the special educational needs (SEN) co-ordinator and the SEN governor. This gives them a clear insight into the work being done and the progress that the pupils are making. The governors provide good support and work closely with the headteacher. They have a direct input into the priorities in the school development plan and, together with the headteacher, they monitor standards and the school's needs. The headteacher keeps a good monitoring file which records her own observations of teaching and then uses this information to brief governors on the progress being made by the pupils towards their learning targets. There have been substantial improvements to the school building with extended teaching areas and good use is made of the hall which doubles up as a classroom as well as being used as a dining hall, music room and classroom when the headteacher teaches Years 5 and 6 each day.
41. The school has undergone a period of turbulence in staffing. It is to the headteacher's credit that she has minimised the disruption to pupils. Her current contribution, as teacher and special educational needs co-ordinator, is instrumental in raising the standards of both teaching and learning. She is now supported by a stable staff, dedicated to their roles and capable of delivering the requirements of the curriculum for all ages. Teachers have clearly defined responsibilities and newly appointed teachers are given good support and their progress and performance are well monitored. They receive positive feedback, which helps them to analyse and improve their own teaching skills. They attend courses designed to meet both their needs and the school's needs. Learning support assistants provide good support and are well deployed.
42. Financial planning in the school is good. The headteacher and the governors have a clear grasp of the school's most pressing needs and the financial resources available to it. As a result, budget planning is closely linked to school development planning, and funding carefully targeted at the school's well-chosen priorities for improvement. The school uses its money fully while remaining aware of possible future contingencies. Teaching contracts have recently had to be issued on a temporary basis, for example, to shield against a possible drop in pupil numbers. However, the school is actively engaged in marketing itself in the local area, through its new website and through leafleting, for example, in order to prevent this happening. Grants for specific purposes, such as the standards funds for staff development and training, are well used.
43. Financial management and administration are also good. The budget is efficiently monitored and regular reports with helpful explanations are provided for the governors. The audit carried out last year found that financial systems in the school operate well. The few recommendations made in the audit have all now been addressed. The school applies the principles of best value well. Benchmarking information, where the school compares its spending with that of similar schools, is fully analysed, parents and pupils are consulted on matters of importance to them, and a number of quotations are obtained for any proposed building work. The headteacher and governors are constantly checking the performance of the school. They recognise the need to assess the benefit brought about by the spending decisions they have made, for example, the impact of new literacy texts on the pupils' test results.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. In order to improve the quality of education further, the governing body, headteacher and staff should:

* **Provide more opportunities in mathematics and science lessons for the pupils to plan their own investigations by:**

- ensuring that the pupils organise and check their own work and select and make use of the most appropriate resources;
- planning their own experiments in science which allow them to change suggestions and test hypotheses into a form for further investigation;
- helping the pupils to consider the likely outcomes when problem solving in mathematics or investigating in science.

(Paragraphs: 2; 12; 14-15; 18; 50; 59-61; 67-70)

* **Improve the pupils' handwriting, spelling and punctuation in Year 2 by:**

- applying a consistent writing policy which makes it clear how handwriting is going to be taught;
- teaching spelling rules more effectively and especially those related to high frequency or common words that are familiar to the pupils;
- applying more rigorous attention to handwriting and spelling when marking the pupils' work.

(Paragraphs: 3; 14; 20; 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	9	7	0	0	0
Percentage	0	11	50	39	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

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	13

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	3
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.2

Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

The number of pupils is not included in the tables below if they are below ten.

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			

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	80 (75)	80 (75)	80 (75)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	80 (75)	80 (75)	80 (75)
	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			

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	67 (100)	50 (33)	50 (67)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	n/a (67)	n/a (33)	n/a (67)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	36
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	13
Average class size	19.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	26

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001/2002
	£
Total income	144,328
Total expenditure	137,114
Expenditure per pupil	3,189
Balance brought forward from previous year	17,926
Balance carried forward to next year	25,140

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	39
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	35	54	12	0	0
My child is making good progress in school.	48	44	8	0	0
Behaviour in the school is good.	31	62	8	0	0
My child gets the right amount of work to do at home.	27	42	27	4	0
The teaching is good.	46	54	0	0	0
I am kept well informed about how my child is getting on.	31	54	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	54	35	12	0	0
The school expects my child to work hard and achieve his or her best.	46	50	4	0	0
The school works closely with parents.	50	50	0	0	0
The school is well led and managed.	58	42	0	0	0
The school is helping my child become mature and responsible.	54	46	0	0	0
The school provides an interesting range of activities outside lessons.	42	54	0	0	4

Other issues raised by parents

Parents are pleased with the way the school supports their children and the progress they make but some would like to be informed about the topics to be covered each term so they can support them at home. A large number of parents have specifically commented on the improvements made since the appointment of the current headteacher. They believe the school is much more open and approachable and tries to involve parents as much as possible.

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

45. As this is a very small school, the Reception children are taught in the same class as pupils in Years 1 and 2. The school admits up to eight children into the Reception year. At the time of the inspection, there were five children. The level of attainment on entry is in line with the standards expected of children this age. As a result of good and effective teaching, the children progress well and a significant proportion are expected to achieve the early learning goals in the six areas of learning which are expected by the end of the Foundation Stage. Children with special educational needs are identified and supported well, enabling them to make good progress. On the basis of the evidence seen, all the children make good progress in relation to their prior attainment and achieve well on the stepping-stones leading to the early learning goals of the Foundation Stage curriculum. The teachers, who are both part-time and share the same class, assess the children's performance carefully and plan their lessons effectively to ensure good progress is made by all the children. The teachers share the responsibilities for teaching literacy and numeracy. As a result, the children learn very well in all areas focused on encouraging their interest and imagination. For example, there is a wide range of stimulating books, resources and materials to promote their intellectual development and promote curiosity and interest. The children make good progress in the development of speaking, reading, writing and mathematics. There is now a consistent approach to teaching writing, especially early and emergent writing so that the children learn to write with a consistent handwriting style when they start Year 1.
46. The Foundation Stage co-ordinator is well-qualified and manages the needs of the Reception children well. Assessment schemes are implemented efficiently and careful records of children's work are kept to track the rate and quality of the progress of each child. Overall the provision made for the education of children in their early years is good and improving rapidly. This is a very good improvement since the last inspection which found the teaching of Reception children to be unsatisfactory. Good use is made of learning support assistants who are timetabled to work with the Reception children when activities are planned for all the pupils in the infant class.

Personal, social and emotional development

47. The quality of teaching in this area is good. The children are well motivated to learn by the sensitive teaching and gentle approach of the staff. The teachers are good role models for the children as they learn to consider the needs of others and have respect for their feelings. For example, during a walk to a local wood the children enjoyed sharing responsibility with their partner or group as they gathered leaves, twigs and other interesting objects. The children showed genuine pleasure when one child found a colourful flower or an interesting and perfectly formed pine cone. Another child gave a delighted smile and was spurred on to renewed efforts when all the children gathered round to look at a birds nest that had fallen from a tree. The children develop personal and social skills as they practise undressing at the beginning of physical education lessons and dressing again at the end. Personal independence develops well as several children look at their feet thoughtfully, realising that they have made a mistake and change their shoes to the correct feet. The good provision made for the personal and social development of the children is a very good improvement since the last inspection.

The children make good progress and are likely to achieve the standards expected in this area of learning by the end of the Reception year.

Communication, language and literacy

48. The teaching of communication, language and literacy is good. As a result, the majority of children will achieve the early learning goals by the beginning of Year 1. Communication, language and literacy are given a very high priority and children are provided with a wide range of effective experiences and activities to develop and extend their language skills. Emphasis is placed on listening carefully to the adults in order to extend their skills, knowledge and understanding. The children listen attentively and follow the teacher's instructions as she points out letters and asks how these sound. The children enjoy listening to well-told stories and rhymes and join in enthusiastically. Considerable emphasis is placed on children sharing conversations with adults and challenging questions and comments are used effectively to promote their thinking. Good adult interaction encourages the children to make choices. For example, when asking the children about how characters might react in storybooks, the children provide thoughtful and intelligent answers. If the children are unsure about a word when attempting to write or read, questions such as, "Do you think that is a good idea, what else could you say?" develop the children's thinking skills. The importance of using language to develop ideas in structured play situations, such as the home corner, or when reading together as a group using a large book, encourage the children to use imaginative vocabulary as they create their own dramatic situations. They are learning to use language effectively to express feelings or persuade each other to take on a particular role during improvised play or when sharing construction toys to build a tower. Early writing skills are developing well as the children recognise letters in their own name and good attempts at writing out their name are made with two of the five children already able to write words clearly. There has been very good improvement since the last inspection.

Mathematical development

49. The teaching of mathematics is good. The majority of children will achieve the early learning goals by the beginning of Year 1 and, this year most have achieved them well before the end of their Reception year. The teachers provide a wide range of activities to promote mathematical understanding. The children learn to use mathematical ideas and skills in real situations, such as when sorting coins and counting how much is left after spending a certain amount using coins up to 50 pence. The staff use number rhymes well to reinforce the children's understanding, such as 'one, two, three, four, five, once I caught a fish alive'. These effectively develop children's ideas of early addition and subtraction. Problem solving is developed as the children work out directions and positions when making models. The children have good opportunities to compare, match, sort, order, sequence and count using a range of games, routines and experiences. Through well-planned topic work they explore number, pattern, shape and measurement. The teachers use a soft toy very well to focus the children's attention as they develop their understanding of number beyond ten. The children are becoming competent with numbers up to 50 and beyond and can count in fives and tens. They respond positively to challenging tasks involving 'big' numbers and more able children take great pride in being able to count backwards and forwards using numbers up to 100. The children consider size, shape and position when playing with two and three-dimensional shapes, small toys or emptying and filling containers. There has been very good improvement since the last inspection.

Knowledge and understanding of the world

50. In this area of learning, the teaching is good. As a result, the majority of children will achieve the early learning goals by the beginning of Year 1 with a significant number achieving them well before the end of their Reception year. The natural curiosity of young children is enhanced as staff encourage them to talk about their discoveries and experiences. Early scientific skills and knowledge are developed as children excitedly explore a local wood collecting living and non-living objects. The children's observational skills are developed further as they carefully examine the differences and when they go back to the classroom, they record their findings in an appropriate way by sorting each item. The celebration of festivals such as Christmas, Diwali and the Chinese New Year, help the children to develop an understanding of their own culture and those of other faith systems. They learn about the passage of time through celebrating birthdays, talking about the days of the week and the changing seasons and weather. There are good examples of children having well planned opportunities to develop their skills of designing and making using construction toys and materials. Practical free choice sessions are well organised and adult interaction encourages the children to choose from a wide range of materials. The children work independently to cut, fold and join a range of materials. The computer and Roamer (a robotic device) are popular choices and many children are competent in using the computer mouse and different programs to support their learning in mathematics and language and literacy. Construction toys are used well to encourage children to design and make their own models and to discover how things work and how to improve on their work. Some activities, particularly scientific and practical mathematics activities done with Year 1 and 2 pupils do not always extend the pupils' thinking because the activities are too prescribed leaving less scope for the children to plan their own investigations. There has been good improvement since the last inspection.

Physical development

51. Effective teaching ensures the majority of children will meet the early learning goals when they start Year 1. The teaching is good. Children's natural exuberance and energy is catered for well. A well planned and imaginative outdoor play session provides the children with daily opportunities to develop their physical skills. There is a good range of wheeled toys, which children manoeuvre well, avoiding other children and planned obstacles. They incorporate these into their dramatic play situations. Structured physical education lessons for Reception children, together with Year 1 and 2 pupils promote their further development. In these lessons children are developing good spatial awareness, control and imagination as they respond well to their teacher. Most children display a suppleness and agility as they become more aware of their own bodies. Emphasis is placed on developing children's independence and skill when handling tools and malleable materials and they are becoming competent as they handle a variety of tools, for example, scissors and sculpting tools, safely and with care. There has been good improvement in this area of learning since the last inspection.

Creative development

52. The teaching is good. The majority of children will achieve the early learning goals by the beginning of Year 1. The children enjoy a good range of experiences in art, music, story and imaginative play. Role play areas, nursery rhymes, stories and songs inspire the children to take on a range of different roles. The teaching assistant is very good at evoking discussion and maintaining the interest of the children as they choose to paint, draw, construct or sculpt using dough or other malleable materials such as clay. Music lessons and a good range of musical instruments, songs and rhymes help to develop the children's understanding of sound,

rhythm and pattern. There are many activities available for the children to develop their senses through investigating texture, shape and colour. The staff provide materials with interesting textures from which children can choose to create their own designs, pictures, models and collages. Their understanding of colour is developed well as the children mix their own shades of paint to create pictures of teddy bears, characters in stories or self-portraits. Malleable materials such as play dough, sand and water are available for children to explore on a daily basis. Good quality adult support provided by the teachers and the teaching assistant enables the children to choose their own materials and develop further their independent creative skills. There has been very good improvement since the last inspection.

ENGLISH

53. The evidence gathered during the inspection indicates that there is a good improvement in teaching and learning in the subject. Pupils are achieving well, including able pupils, although there is room for further improvement. Current work and the recent 2002 test results for 11-year-olds show a good improvement on the previous year. Standards are currently in line with those expected by the end of Year 6.
54. By the age of seven, the pupils make satisfactory progress in the development of speaking and listening skills, and standards are in line with the national expectations. The pupils listen attentively to their teachers' expositions. They respond confidently to questions and express themselves adequately. When in small groups, they converse freely and use interesting vocabulary when describing their experiences. Sometimes their enunciation is unclear and word endings are swallowed. In larger groups, some boys can be inattentive and lack self-discipline. They occasionally call out and interrupt. This can disrupt the flow of the lesson. The oldest pupils in the school also listen carefully and achieve average standards in speaking and listening. They answer questions readily and higher attaining pupils acquit themselves well and with good expression. The pupils are confident to take risks in oral sessions, such as when hazarding the spelling of 'ie' words and 'ei' words. They give good reasons for their choice of literature, such as, "It has a more complicated plot and a wide range of characters." They are very expressive when responding to planned discussion sessions, for example, when levelling accusations of irresponsibility in a simulation exercise.
55. Current reading standards of seven year olds are average. The pupils like reading and enjoy the books available in school. Higher attaining pupils read fluently and accurately, but sometimes lack expression. They recall the detail of a story well, but are reluctant to make predictions. Average and lower attaining pupils also recall the main story lines. They refer to the text when describing what has already happened. They are equipped with a number of strategies when confronted by new words and build words up phonetically as well as looking for clues in the text. When words are read incorrectly, they often still make sense within the sentence. Although pupils are aware of the use of a contents and index, they are uncertain about which books are fiction and which are non-fiction. Year 6 pupils are achieving above average standards in reading. They enjoy reading and give definite reasons for their preferences, for example, "The author has introduced fictional characters to true facts." In describing these, they use correct terminology, such as 'main character', 'plot' and 'genre'. Their preferred genres are fantasy, humour and real life stories. They also name favourite authors and differentiate between books by the same author, for example, J.K. Rowling and Jacqueline Wilson. Retrieval skills are satisfactorily established, though confusion remains with the average and lower attaining pupils when defining fiction and non-fiction.

56. Writing standards by the end of Year 2 are below the national average overall, because, although all pupils achieve the level expected for their age no pupils are achieving higher levels in writing in Year 2. Although the pupils experience a wide range of writing experiences, too many common spelling errors persist, such as 'yuor' and 'pleas'. Capital letters and full stops are used inappropriately, or not at all, and some pupils confuse lower and upper case letters. Nevertheless, by the end of Year 2, the best writing is lively and holds the reader's interest. There are clear links between events and spelling is phonetically plausible. Handwriting standards vary considerably. Only two pupils are using a reasonable cursive style. The school recognises the need to improve and has relevant plans to address the issue. By the end of Year 6, writing standards are in line with the national average, with some pupils achieving higher than this. Higher attaining pupils plan their writing carefully, defining characters and plot. Characters are well drawn and varied language is used. Pupils also edit their own work, which gives them a greater understanding of structure and form, as well as of their own learning. They too, experience a wide range of writing experiences and the quality of work displayed in 'The Greenaway Awards' demonstrate the progress being made throughout the school. The book reviews, the diaries and the 'blurbs' on texts such as, 'Katje the Windmill Cat', 'The Witches Children' and 'The Pirate Diary' show that pupils are absorbing and applying the lessons learned. Writing is well used across the whole curriculum and teachers often take the opportunity to develop writing in other subjects. The handwriting of the oldest pupils also varies, and too few are working confidently in ink.
57. Four lessons were seen during the inspection. The standard of teaching and learning was good in three of the lessons and very good in one. Teachers plan well and deliver lessons of a uniform structure, which follows the format of the National Literacy Strategy. This whole school approach provides a consistent framework within which the pupils learn securely. The pupils generally respond well to this structure, which generates an environment conducive to good learning. Assessment procedures have improved considerably, so that teachers plan lessons which cater for the current and ongoing needs of their pupils. Targets are set and progress towards those targets is carefully planned. Hence, activities match the needs of all ages and stages. In a very good Year 5 and 6 lesson, designed to describe and evaluate the style of an individual writer Michael Morpurgo, the pupils were given time to voice their opinions. Supplementary questions, such as "Do you think he meant what he said?" caused them to consider and refine their original responses and 'to read between the lines' of stories. The provision of very good quality texts and photocopied extracts, encourage pupils to investigate the text and draw conclusions against set criteria. A very good learning atmosphere was established in this lesson, during which pupils were able to work in complete silence. All teachers question well and give pupils time to articulate their responses. Relationships are good and the management of the pupils is generally satisfactory. Some pupils do present challenging behaviour and teachers are consistent when dealing with such incidents. Teachers interact well with pupils and offer useful ongoing advice, which clarifies the learning process. Hence, when pupils encounter difficulties, they are confident to approach the teacher and respond positively to the guidance given. The school is very inclusive in that it accepts pupils who have specific learning difficulties or emotional and behavioural problems. The staff apply the school's effective special educational needs policy to deploy learning assistants to work alongside such pupils. Teachers' marking is good, and the evidence gathered informs planning and sets targets for the pupils. Consequently, the pupils' aspirations are raised and they gain a good understanding of their own learning and progress.
58. The quality of assessment and monitoring of the subject encourages good progress in both teaching and learning. The procedures, planning and whole school practices established by the

current headteacher and new staff have not had time to impact on the National Curriculum test results, but the consistent teaching style, target setting and teachers' detailed knowledge of their pupils' needs, are resulting in improving standards. The co-ordinator is new to the school, as are all the staff. She is experienced, has accurately assessed the school's strengths and weaknesses and has produced an action plan to address the school's needs. She is able to provide in-service training, when necessary. There is a common purpose in the school and a desire to do very well. Teachers work very hard. Resources have improved and book provision, especially of sets of books, is good. Books are accessible to the pupils and are well used. Plans to build a library and information centre are underway, and will enhance facilities even more.

MATHEMATICS

59. Standards in mathematics are improving and are in line with those expected by the end of Year 2 and Year 6. The pupils with special educational needs make good progress and those who have the potential to achieve higher than expected standards for their age achieve well. The teaching of mathematics is good and the National Numeracy Strategy has been implemented well and is having a significant impact on standards. The school is well on course to achieve its attainment targets and to continue to improve standards but more could be done to provide opportunities for the pupils to plan their own investigations during mathematics lessons.
60. Attainment at the end of Year 2 is average and all the pupils achieve satisfactorily, including those with special educational needs and the pupils from travelling families whose attendance varies during the year. The pupils in Years 1 and 2 are developing their understanding about numbers and how to calculate and can count accurately backwards and forwards in ones, twos, fives and tens. They are beginning to understand how to add on and take objects away from a group, but some pupils, especially lower attaining pupils find it difficult to use addition facts and times tables to work out simple number problems. The pupils are taught in age groups because Reception children and Years 1 and 2 are taught in one class. The teachers plan work for the pupils according to their age and abilities but the pupils could achieve more by applying their emerging mathematical skills more often in practical work. By the time the pupils are in Year 2, they can recognise two and three-dimensional shapes and their properties and are aware of symmetrical shapes. They are learning to tell the time, and to make comparisons, for example about the amount of liquid in a jar. However, there are some gaps in applying their knowledge, mainly because tasks are not always sufficiently practical and some of the work is too prescribed so as not to allow the pupils time to experiment with numbers, shapes and measures.
61. By the end of Year 6, the pupils are making good progress in all aspects of mathematics. The headteacher teaches Years 5 and 6 and the class teacher teaches Years 3 and 4 for some lessons. In some lessons, particularly for Years 3 and 4, the pupils are provided with prescribed tasks whereas older pupils tend to plan their own investigations and are provided with more problem solving tasks. For example, although the pupils in Year 3 could convert kilogrammes to grams using decimal numbers, the task was not challenging enough when asked to estimate capacity by pouring water into different calibrated containers. In Years 5 and 6, by contrast, the pupils could calculate areas of compound shapes using their knowledge and understanding of simple formulas. When the work is much more open ended with a problem-solving and practical element, the pupils are learning to apply their knowledge of shape, measures and numbers to solve simple worded problems and to use the correct number operations. The most effective teaching is more challenging in this respect, whereas a minor

shortcoming of some of the teaching is that the pupils are not being provided with enough investigative and problem solving tasks. The pupils are learning how to handle data on graphs and charts and good use is made of information and communication technology to support this work.

62. The pupils have positive attitudes to mathematics, and behaviour in lessons is satisfactory overall. Generally, the pupils are very attentive and respond well to their teachers. Pupils with special educational needs are supported appropriately and make good progress and all pupils are expected to participate in the activities provided. Learning assistants are deployed to provide effective support for individuals and groups of pupils. This was particularly noted as effective during the week of inspection when some pupils who had returned to the school after a long absence, were integrated back into lessons very well with the minimum of disruption to teaching and learning for other pupils.
63. Pupils are learning to use mathematics in other subjects. For example, in science when using charts and graphs to illustrate different types of healthy food, and when using information and communication technology to set out tables and graphs when undertaking simple surveys. From analysing the pupils' work, it is clear that presentation of work is generally good and the pupils set out their work neatly although infant pupils do not always present their writing well because the quality of handwriting is variable.
64. Teaching and learning are good overall with some very good features. The teaching was particularly effective for Years 5 and 6 when taught by the headteacher. The school has implemented the National Numeracy Strategy successfully and lessons are generally well structured. Mental arithmetic is used appropriately to check for pupils' understanding. A strength of most lessons is the good use of an introduction and discussion times. As groups are of mixed-age there is careful assessment of what the pupils have achieved. When lessons are good to very good there are more challenging activities which are very well matched to the pupils' abilities and they make at least good progress as a result. Where lessons are satisfactory there are differentiated tasks, but these sometimes lack sufficient challenge to extend the pupils' thinking, although reinforcement of previously learned skills and understanding is addressed well.
65. Overall, teachers have a secure subject knowledge, and teach the basic numeracy skills well. Planning is effective and teacher's expectations are at an appropriate level. The staff use teaching methods effectively and manage the pupils well, especially in promoting positive behaviour. They make good use of time, resources and use support staff appropriately. Very good assessments of the pupils' progress are used to inform future teaching and homework is given regularly. Teachers' marking helps the pupils to correct their work or point out where they are going wrong.
66. Resources are appropriate and adequate. They have been well chosen to support numeracy lessons using the recommended teaching methods in the National Numeracy Strategy. For example, pupils use individual white boards to record and show their work and the overhead projector is used effectively in lessons. There is good leadership with clear educational direction and good use of support from the local authority to identify targets and strategies and an action plan has been incorporated in the school development plan. Monitoring systems have been established and are being implemented effectively. The headteacher regularly observes teaching and also teaches for most of the week. This helps her to identify strengths and weaknesses as a basis for further development. The curriculum is appropriately structured to ensure progression and this is resulting in improving standards.

SCIENCE

67. Standards in science are in line with those expected by the end of Year 2 and Year 6. However, standards in national tests have fluctuated from year to year. This is partly because very few pupils take the tests but is also an indication that practical science work is not being planned sufficiently well so that the pupils can test their own hypotheses and organise their work for themselves. Inspection evidence confirms that practical and investigative science work is a weak feature of the teaching and the science curriculum. The school has identified the science curriculum as an area for further improvement and inspectors agree that this needs to be done.
68. The pupils in Year 2 can classify food as healthy or unhealthy but are not always sure why, although higher attaining pupils talk about sugar and fat as being unhealthy. Links are made to mathematics when some results are displayed in graphs. No investigation work was seen but the analysis of pupils' previous work shows that they are introduced to ideas like fair tests and predictions. The pupils in Years 3 and 4 recall different types of teeth and know what each is used for. Discussion with average and above average pupils shows that they have understood the stages of tooth decay. Year 3 pupils have tested predictions about friction and in Year 5 they have tested the hardness of different rocks. The pupils' work demonstrates some understanding of how to investigate and set up simple experiments but the pupils are less secure when asked to draw conclusions.
69. In Years 5 and 6, the pupils can label parts of a plant and can explain the different functions of each part, for example, the roots and leaves. However, there is little evidence that the pupils have tested possible outcomes by using different environments so that the work seen during the inspection was very prescriptive and repetitive. Good links are made to information and communication technology when they present information and this is helping the pupils to use computers as an aid to learning as well as helpful tools for presenting data as graphs and charts.
70. In the lesson seen, the teaching was satisfactory but lacked sufficient challenge after the main introduction. This led to pupils going over work they had already covered. However, the new staff inherited a weak science curriculum and much of the work done earlier in the year was planned to catch up on work that the pupils had previously missed. The scrutiny of science assessments and pupils' work shows that there has been a lack of challenge for the pupils when asked to organise their own work. Much of the practical work is too prescriptive and resources are already set out so the pupils do not have opportunities to show initiative by selecting the most appropriate resources. For example, when asked to label a plant and identify the different functions of, say, roots in plants, the pupils draw conclusions based on what they have read or what they have been told rather than experimenting with plants in different environments. This affects their learning as the pupils are not being provided with the opportunities to plan their own investigations or to experiment and learn from their mistakes. The school is now trying to raise standards by identifying science teaching as the main priority for development through focused professional development programmes. Learning support assistants help pupils with special educational needs to make satisfactory progress in science by enabling them to participate in class discussions. They offer good support to the groups they work with, ensuring that the pupils can read instructions and develop an increasing understanding.

71. Pupils behave satisfactorily and have good attitudes to the subject. They listen carefully and are keen to contribute to discussions. Some pupils find it difficult to express exactly what they mean. Consequently, they are reluctant or unsure about how to use the correct scientific terms they have been taught when describing their findings or attempting to explain their conclusions. This is partly as result of the lack of practical and investigative work in science.
72. The recently appointed subject co-ordinator has identified the weaknesses reported here and understands that investigative work is under-developed and that links to information and communication technology could be strengthened. This is based upon her sampling of pupils' work and monitoring planning. Assessment procedures are good with pupils being tested each term and their progress is monitored closely.

ART AND DESIGN

73. It was only possible to see one art and design lesson, but a scrutiny of pupils' completed work shows that standards meet those expected by the end of Year 2. By the end of Year 6, recent work by the oldest pupils exceeds the standards expected for their age. This is a good improvement on the last inspection. Progress is satisfactory overall throughout the school, but recent progress has been good, including that made by the pupils with special educational needs. The range of experiences is satisfactory and the pupils work in pencil, chalk, crayon, pastels, watercolour and textiles. Modelling takes place in plaster of paris, as well as the more usual media. The pupils are taught from an early age to look closely at a given subject. They draw shells, animal skulls, leaves, bottles and other manmade and natural artefacts. Initial drawings are developed using watercolour and pastels. Progression is secured by the systematic build up of skills, which include shape and form, light and shade, and texture and tone. The use of the sketchbook, in which to experiment and develop ideas, is good and has a positive impact on standards. Work related to the water topic is good. The pupils use viewfinders to focus on small areas of water in paintings by Turner, Gauguin, Cezanne, Constable, Monet and Seurat. They use a range of media well to reproduce finished samples and attain good standards. Other samples show a good understanding of colour and texture, as well as brush techniques. These include images of pheasants in pastels, portraits in paint, and large flower designs in chalk and paint, all of which are very good.
74. In the lesson observed, teaching and learning were satisfactory. The quality of the lesson was hindered by the teacher having to teach two practical subjects at once. For example, in this case, the lessons involved art and design and science. Consideration should be given to relocating one of these subjects, so that a more passive activity may take place alongside the practical one. In this Year 3 and 4 lesson, the teacher had planned well and gave a clear exposition, so that pupils knew what was expected of them. The pupils listened well and responded by sustaining their concentration satisfactorily when working independently. The initial part of the lesson lacked challenge, that is, cutting samples of colour tones out of magazines. Arranging these colours into tonal lines was challenging, and finished results were satisfactory. The teacher provided good support to a recently returned pupil, and ensured that she was able to access the task.
75. The headteacher is the subject co-ordinator. She has a clear vision for the future of the subject, a sense of direction and she values its place in the curriculum. She has high expectations. Since the last inspection, and in a very short space of time, she has provided a scheme of work which identifies stages of progression. This is a good improvement. Art and design is well used as a medium in other subjects of the curriculum. In a successful effort to raise standards, the headteacher runs an after school club, which is well supported. A

portfolio of completed work is being built up, which monitors standards and provides an exemplar for future practice. Resources have improved, are now satisfactory, but require further development.

DESIGN AND TECHNOLOGY

76. No lessons were seen in design and technology. A scrutiny of work indicates that standards are in line with those expected by the end of Years 2 and 6. This is a good improvement on the last inspection, when standards were deemed to be below average. The pupils, including those with special educational needs, make satisfactory progress. Infant pupils design and make satisfactory puppets. Junior pupils produce a range of artefacts, including pop-up models, with pivotal parts and electric powered buggies, using axles and pulleys. The headteacher has provided a scheme of work, which fulfils the requirement for continuity. Strands of progression have been identified and are carefully planned. Teachers are competent to teach the subject and pupils are taught to plan a design brief, modify their designs, make a product and evaluate the finished article. Thus, the key issue from the previous inspection has been fulfilled. Other improvements include clarification of the time allocated and resources have been developed. The action plan identifies key areas for future development, which include monitoring, assessment moderation and classroom observations.

GEOGRAPHY AND HISTORY

77. Only one geography lesson was observed during the inspection and evidence is also drawn from the pupils' previous work in both geography and history. At the time of the inspection, history was not being taught because the curriculum is blocked so that each subject is taught separately in turn each half-term. Standards in both subjects are in line with those expected by the end of Year 2 and Year 6. Since the appointment of the headteacher a year ago, there has been a substantial overhaul of the curriculum and planning. This has improved the geography and history curriculum well because the teaching is now better planned and co-ordinated so that the pupils benefit from work that builds on their previous knowledge and progress.

78. In the lesson observed, junior pupils were using maps and other secondary sources of information to investigate water supplies. The pupils understand that water supplies vary from region to region in this country and that other countries use different sources and methods to make water available for human consumption. More could have been done to investigate the information provided on maps but the pupils could explain why different transport systems were used to provide regular water supplies. Other work covered by the pupils includes simple plans and maps used by younger pupils in the infant class showing that they have plotted routes to school and local landmarks. Junior pupils have investigated environmental changes and understand how the water cycle works with good links to their scientific understanding of evaporation and condensation. Recorded work shows some evidence of practical enquiry or investigation and, like science and some elements of their mathematics work, the school could improve this aspect of the geography curriculum.

79. Evidence from previous work done in history shows that the pupils in Years 1 and 2 have visited Cogges Farm and farmhouse to see how working practices and domestic lifestyles have changed over time. Other work shows that the pupils have looked at their own lives as a way of showing change. They have brought photographs of themselves showing how they have changed since early childhood. In other work, the teachers have used good "show and tell" sessions that have provided opportunities for the pupils to compare say familiar domestic

items like toys and utility items and tools from the past to those of today. The junior pupils have studied periods in history such as Britain since the 1930s. Other work has involved investigations of the local area and contrasting this with another village. The pupils have participated in a residential visit, which has enhanced much of the practical work done in school. The teaching seen was good and the work that the pupils have produced show development and good progression of skills in both subjects.

80. The management and co-ordination of both subjects is good. The school now has good plans in place to introduce assessment procedures and when fully in place these will build on current good practice to inform teachers' planning. The school does well to provide a curriculum that matches the needs of all age groups and abilities, including the needs of those pupils with moderate learning difficulties and those with special educational needs. More resources will become available when the school's budget allows given the large expenditure committed to improving the school building and refurbishing more teaching and study areas.

INFORMATION AND COMMUNICATION TECHNOLOGY

81. Standards in information and communication technology (ICT) are in line with those expected by the end of Year 2 and Year 6. The school has maintained standards since its last inspection and these have kept up with the changing demands of the ICT curriculum and new technologies such as the Internet and electronic mailing. Satisfactory provision for ICT was recognised in the last inspection but since then the school has made good improvements to the curriculum as a whole so that ICT is being used well to support pupils' learning in other subjects. The teaching is now good with improving resources and more focused ICT work that has kept pace with new technology. The pupils, including those with special educational needs, are provided with good opportunities to use computers and other new technology and this is enabling them to make good progress in every strand of the ICT curriculum.
82. In the infant class, the pupils were observed making good progress using a simulation program that required them to point and click then drag shapes into spaces. The majority of work seen shows that the pupils are developing a good grasp of basic keyboard skills and this is helping them to learn how to use the functions and tools in a word processing program. Standards have improved since the last inspection because the school now focuses on basic skills and planning for ICT use so that all the pupils have good access to computers.
83. Infant pupils can type in text and edit using spacing and appropriate keyboard commands. They are confident and familiar with the keyboard, mouse and menu commands presented to them. In another lesson, a group of Year 2 pupils made good progress using a robotic device called "Roamer". Evidence of pupils' previous work which is printed and displayed in folders or on walls shows that Years 1 and 2 pupils have experienced a full range of ICT skills, including graphics and the use of the programmable "Roamer". The pupils have used simple data handling programs to present information in the form of block graphs. The pupils identified with special educational needs make good progress. They are familiar with simple routines and procedures that enable them to log on to a computer and are able to load and save their own files along with other pupils.
84. Junior pupils benefit from good teaching that is linked to work planned across a range of subjects. For example, the pupils were observed experimenting with a graphics program as part of their art and design lesson. Here the pupils could select colours and tones from an electronic palette to refine tonal lines and shades as part of their art and design work. Examples of previous work done show that the pupils can re-organise text by changing fonts

and size of lettering as well as colour and adding borders. The pupils can search to find colour palettes and menu driven instructions in order to choose how to change the way the text is presented in word processing or desktop publishing program. Some imaginative work resulted from their investigations, for example, one pupil decorated her poem by highlighting a border of sea horses around some of the text.

85. Evidence from their previous work and experience shows that the pupils have made good progress in all aspects of the subject. As a result, standards are rising with good examples of word processing, graphics and a combination of desk top publishing skills that utilises the pupils' knowledge and understanding of combining and re-organising text and graphics images. Year 6 pupils have produced their own graphs and charts using simple spreadsheets. The pupils can use a CD-ROM to investigate information, for example, encyclopaedias or Internet websites.
86. The quality of teaching is good. The school provides a balanced and effective programme of ICT and teachers have become accustomed to planning work which will enhance and extend the pupils' learning in many subjects. The teaching is effective in enabling the pupils to acquire the skills necessary to self-correct, edit and re-organise text, use graphics and control technology, including the use of spreadsheets and data handling programs. This broad range of experience is a reflection of the good teaching and acceptable standards that are often achieved in ICT. The school does not have sufficient space for a dedicated ICT room but there are plans in place to build one. The school aims to further improve provision to enhance learning and develop the pupils' ICT skills so that they become more independent and are capable of experimenting for themselves.
87. The co-ordinator is knowledgeable and well organised. Resources are well matched to the needs and capabilities of the pupils as well as to the demands of the ICT curriculum. Teachers are undergoing training and this has ensured that spending on new resources is efficient and improves standards. The school is now well placed to raise standards further as it has put in place good foundations from which to develop further.

MUSIC

88. Since the last inspection the policy has been updated and a scheme of work has been introduced. Planning has improved. The school takes part in partnership singing, which has included a visit to the Royal Albert Hall. Resources have been audited and supplemented. Music tuition is provided in saxophone, keyboard and guitar. Pupils have sung to senior citizens and are currently engaged in practising for a performance at the Apollo Theatre, Oxford. The pupils have also made a concert visit to the Sheldonian. Although no direct lesson observations were made during the inspection, it is evident from the proportion of pupils participating in instrumental tuition and the enjoyment of singing and appreciation of music in assemblies, that the school has made good improvement to the music curriculum. Teachers plan music lessons every week and the scheme of work helps to provide continuity throughout the school.

PHYSICAL EDUCATION

89. By the end of Years 2 and 6, the pupils attain standards appropriate to their ages. The pupils, including those with special educational needs, make satisfactory progress. No judgement was

made on standards during the last inspection. Younger pupils move well and show satisfactory balance and co-ordination. They use both hands when guiding a ball to their partners using hockey sticks. They achieve reasonable accuracy in this activity. When dribbling with hockey sticks, however, many struggle for control and have to resort to using only one hand. Eleven-year-olds are also well balanced when they run. They show good control when running in a confined space. Starting positions are well developed and the pupils have a good understanding of the need for good balance. They are also aware of the importance of arm actions when running, and are developing a good style. Nine of the eleven-year-old pupils have achieved the required level in swimming, which is good.

90. Improvements since the last inspection include the implementation of a policy and scheme of work, which clearly defines continuity and progression. Planning has improved well and the pupils of all ages are accurately targeted in lessons. The school participates in the national 'Top Sports' and 'Top Play' initiatives, which improve teachers' knowledge as well as the pupils' performance. Parents have been instrumental in a good improvement in resources and facilities. Resources are now good, and the playground has been well marked out to maximise its use and to facilitate the development of skills.
91. In the three lessons observed, the quality of teaching and learning was good in two lessons and satisfactory in the other. Teachers plan well and develop lessons of an acceptable structure. They explain clearly what they want the pupils to do. The pupils generally listen well and understand what is required of them. Some older pupils lack self-discipline when carrying out tasks. This challenges the teacher's management skills, which are consistently applied and ultimately successful. There was a good improvement in the pupils' response in the two lessons of older pupils observed. The teaching is having a positive effect on standards, especially when teachers evaluate the pupils' performance and activities. This occurred in all of the lessons and when pupils became aware of their own improvement, there was an increase in enthusiasm and commitment. Teachers give pupils time to practise new skills and use praise well. In response, the pupils practise assiduously and make satisfactory, and sometimes good progress.
92. The co-ordinator has a good understanding of the needs of the subject and a clear sense of direction. She ensures that all the required aspects of the curriculum are taught. Good use is made of the rather inadequate facilities in the school. These are supplemented by the good use of gymnastic, games and swimming facilities in other locations. A drawback to this is the amount of time lost in travelling. The curriculum is enhanced by the provision of after school activities, both at the school and in liaison with fellow primary schools and the secondary school. The school was successful recently in being awarded the 'Sport England Active Mark' in recognition of the school's high level of physical activity provision.