

INSPECTION REPORT

**BISHOP CARPENTER CHURCH OF
ENGLAND (VOLUNTARY AIDED) PRIMARY
SCHOOL**

Banbury

LEA area: Oxfordshire

Unique reference number: 123180

Headteacher: Mr Brian Griffiths

Reporting inspector: Mr David Byrne
28076

Dates of inspection: 29th February - 3rd March 2000

Inspection number: 197066

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: School Lane
North Newington
Banbury
Oxon

Postcode: OX15 6AQ

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Appropriate authority: Governing Body

Name of chair of governors: Mr C Hopkins

Date of previous inspection: 18th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Byrne,	Registered inspector	Mathematics Information technology Physical Education Under-fives	What sort of school is it? How high are the standards? How good are curricular opportunities? How well are pupils taught? What should the school do to improve further? Equal Opportunities
Diane Thomas,	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils?
April Dakin	Team inspector	English Science Design and Technology Music	How well is the school led and managed? Special educational needs
David Carpenter	Team inspector	Art History Geography	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a small rural Church of England Voluntary Aided school for boys and girls aged from 4 to 11 years old. It is situated in a small village near to Banbury, Oxfordshire. One hundred pupils attend the school and are taught in three mixed, and one single age classes. The socio-economic background of most pupils is above national average and the number of pupils eligible for free school meals is just three which is well below the average for primary schools. All pupils, with the exception of two are of white ethnic background and there are no pupils with English as an additional language. The number of pupils on the special educational needs register is low with 11 pupils, two of whom require individual education plans and no pupils have statements of special educational need. There are three full time teachers with the headteacher sharing some teaching in Year 2. There has been one staff change since the last inspection.

HOW GOOD THE SCHOOL IS

This is a good school which is well led and ensures that pupils reach standards which are above the national average in English, mathematics and science by the end of both key stages. The school successfully promotes good standards of behaviour and develops good attitudes to learning amongst pupils. Very good relationships exist throughout the school. Finances are well managed and the income is average. The school gives good value for money.

What the school does well

- Good standards are attained in English, mathematics, science, art, music and history.
- Lower achievers make good progress in literacy and numeracy.
- Good attitudes, behaviour and personal development are successfully developed.
- There are high levels of attendance.
- The quality of teaching is very good in Key Stage 1 and good overall.
- Good provision is made for pupils' spiritual, moral, social and cultural development.
- Pupils' personal development is well promoted and very good relationships exist in the school.
- A very good partnership exists with parents which benefits pupils' learning
- The leadership and management of the school are effective. There is good team work between the staff, the headteacher and the governing body.

What could be improved

- The progress made by higher attaining pupils in lower Key Stage 2
- Standards attained in information technology.
- The quality of outdoor activities and resources for children under-five.
- The quality of handwriting and presentation in Key Stage 2.
- The monitoring, support and management of pupils with emotional and behavioural difficulties especially in lower Key Stage 2.
- The rigour in establishing how well pupils learn across the school and procedures for setting school targets.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in March 1996, academic standards have improved and there has been a satisfactory improvement in meeting the demands of the key issues for action. The school has maintained the excellent ethos and good provision for spiritual, moral, social and cultural development and ensured that good behaviour continues to exist. The roles and responsibilities of the Learning Support Assistants are very effective in supporting the needs of all pupils, especially those with special educational needs and of children under-five. The co-ordination of subjects is effective by the staff team and satisfactory methods for assessing pupils have been devised in English, mathematics and science. Special educational needs provision is still good for lower achievers but procedures for identifying and monitoring the progress of pupils with Emotional and Behavioural Difficulties are weak and could be improved.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	C	very high A* well above average A above average B average C below average D well below average E
mathematics	A	A	B	C	
science	A*	A	A	B	

The majority of children under-five begin school with above average levels of attainment and make good progress overall towards reaching the targets of the desirable learning outcomes by the age of five.

By the end of Key Stage 1, inspection findings indicate that standards in mathematics are very high and better than the national average in English and science. There is a strength in reading and many pupils speak with clarity and good levels of articulation.

The end of Key Stage 2 1999 National Curriculum assessment results show that standards are well above the national average in English and science and above the national average in mathematics. When the 1999 figures are compared to those for similar schools, pupils' performance is close to average in English and mathematics and above average in science. The targets for Year 2000 standards for the current Year 6 are comparatively low when compared to previous years, and inspection findings indicate that they could be higher if more emphasis was given to identifying pupils who may reach a higher level with even more support and intervention. Over the past three years standards have been above the national average in English, science and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning. They particularly enjoy learning mathematics, solving problems and performing music.
Behaviour, in and out of classrooms	Behaviour is good overall although, at times, some pupils with emotional and behavioural difficulties disrupt some aspects of learning.
Personal development and relationships	High expectations for pupils to be independent promote good levels of personal development and an excellent school ethos promotes good relationships amongst staff and pupils.
Attendance	The levels of attendance are very good with very low levels of absence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
31 lessons seen overall	Very good	Very good	Satisfactory

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

The quality of teaching was good or better in 79% of lessons with 7% of lessons being unsatisfactory. Teaching is particularly good in Key Stage 1 and outstanding in Year 1 and Reception. In Key Stage 2 teaching varies. It is good in the upper part of the key stage but in the lower part of Key Stage 2 higher attainers are not stretched and pupils with Emotional and Behavioural Difficulties need to be managed better. Teaching is particularly good in mathematics and music across the school but too little attention is given to information technology. Lessons are usually well planned, organised and effectively taught so that pupils make good progress. Very good working relationships between teachers and Learning Support Assistants make sure that pupils with special educational needs for literacy and numeracy make good progress towards the targets in their individual education plans. The teaching of pupils under-five is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced although too little time is given to information technology. Good emphasis is given to literacy and numeracy and to developing pupils' musical performance.
Provision for pupils with special educational needs	Good, especially for lower achieving pupils in literacy and numeracy. Procedures for identifying, monitoring and managing pupils with Emotional and Behavioural Difficulties are weak.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good procedures exist for promoting pupils' spiritual, moral, social and cultural development. Pupils develop a good understanding of their own culture through music, art and drama.
How well the school cares for its pupils	There is a secure and caring environment provided for pupils with satisfactory procedures for monitoring pupils' academic progress.

How well the school works with parents and carers.	The school works very well with parents. Very good use is made of homework, especially in Key Stage 1, which enables parents to support their children effectively.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The overall leadership and management of pupils are good with the headteacher, staff and governing body working effectively together.
How well the governors fulfil their responsibilities	The governing body works closely with the headteacher and has a good overview of the needs of the school and ensures that finances and resources are effectively managed. It carefully monitors future trends and anticipates possible financial changes.
The school's evaluation of its performance	The staff and governing body are aware of the main strengths and weaknesses in the school but the analysis of statistical data does not set sufficiently challenging targets.
The strategic use of resources	The accommodation and the numbers of teaching and support staff are good. Resources are adequate except in information technology and for the development of outdoor skills for under-fives which are unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Most parents expressed high levels of satisfaction with each aspect of the school but especially praised:</p> <ul style="list-style-type: none"> • The standards achieved • The quality and commitment of teachers • The way the school tries to involve parents and the community in school life. 	<ul style="list-style-type: none"> • The support for pupils with Emotional and Behavioural Difficulties.

The inspectors agree with each of the positive comments. They support the view that the provision for pupils with Emotional and Behavioural Difficulties needs to be improved so that they are better managed and monitored.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the time that children are admitted to the Reception class, the majority of children have standards which are above expectations and a minority have standards which are below expectations. Since the last inspection, the standards achieved in Key Stage 1 and Key Stage 2 have improved overall in English, science, art, history and music. In other subjects, good standards have been maintained in mathematics and satisfactory standards maintained in geography and design and technology.
2. By the end of Key Stage 1, inspection findings indicate that standards in mathematics are very high and better than the national average in English and science. There is a strength in reading and many pupils speak with clarity and good levels of articulation. Between 1996 and 1999, the overall performance of pupils in English, mathematics and science has been above the national average. When the school's results for 1999 are compared to similar schools, pupils have done better than average in each subject. When results are compared to schools nationally, pupils did particularly well in English and mathematics with results being well above the national average in reading and above in writing. In science pupils did better than the national average.
3. Inspection findings are that by the end of Key Stage 2, standards are above the national average in English, science and mathematics based upon the results between 1996 and 1999. The 1999 National Curriculum assessment results show that for that year, standards are well above national average in English and science and above the national average in mathematics. When the 1999 figures are compared to those for similar schools, pupils' performance is close to average in English and mathematics and above average in science. The targets for Year 2000 standards in the current Year 6 are comparatively low when compared to previous years. The natural ability of this group is lower than other classes in the school and inspection evidence is that pupils are doing as well as they can. The school is, however, inexperienced in using assessment data to track pupils' progress and to set challenging attainment targets for each year group. The current targets for the end of Key Stage 2 are rather low and inspection findings indicate that they could be higher if more emphasis was given to identifying pupils who may reach a higher level with even more support and intervention.
4. Pupils with behavioural needs who are at Stage 3 of the code of practice make satisfactory progress in personal and social development, but pupils with emotional and behavioural difficulties at Stage 1 are not monitored well enough resulting in their progress in personal and social development not being as good as it could be. This adversely affects their progress, especially in English, particularly in writing. These pupils are in the main boys, and this may account for the differences in standards of writing between boys and girls by the end of the key stage.
5. There is a weakness in the standards attained in information technology by the end of both Key Stage 1 and 2. Although a majority of pupils have a sound understanding and knowledge of how to use the computer and other forms of information technology, their standards are not as good as they could be. The range of computers and software have some weaknesses which result in teachers not being able to satisfactorily extend the skills pupils acquire at home. The performance of pupils in music is very good and is a strength of the school and standards in art and history are good. In other subjects,

design and technology, geography and physical education pupils are doing as well as is normally found for children aged 7 and 11.

6. The rate of learning varies across the school. When children begin school most have above average standards, and in Key Stage 1, pupils extend their learning and make good progress. In lower Key Stage 2 however progress slows because higher attaining pupils are not given enough challenge. In upper Key Stage 2, the progress accelerates and pupils make good progress. Pupils with special educational needs across the school make progress at the rate of other pupils in their class except in lower Key Stage 2, where their progress is better as a result of the input of a good Learning Support Assistant.

Pupils' attitudes, values and personal development

7. Pupils' behaviour is good. There are a small number of pupils who have special educational needs for behaviour and occasionally they can be disruptive. Teachers and staff deal very sensitively and patiently with the individuals concerned so that good control is maintained. In lower Key Stage 2, behaviour is usually good during teacher-directed sessions in lessons such as numeracy. In other lessons however, too much time is spent talking and low level activities are given to pupils resulting in a loss of interest and restlessness. Behaviour in active lessons such as physical education is satisfactory. During lunchtime and playtimes behaviour is good. The decision to stop ball games in the playground results in pupils sharing traditional games such as skipping and hoops. This promotes good levels of co-operation and sharing amongst pupils.
8. Pupils' attitudes to school are good. Most pupils enjoy problem solving in all areas of learning. Pupils in Key Stage 1 are particularly enthusiastic about all parts of their curriculum and show a natural curiosity. During an educational walk as part of a geography lesson, pupils showed a keen interest in their local environment which inspired and motivated them to ask questions. In Key Stage 2, older pupils display an interest in learning about science and respond well to challenges in mathematics. Across the school pupils are enthusiastic about musical performance.
9. Relationships between pupils and between pupils and staff are mostly good. Pupils of all ages work well together in lessons, with the exception of a significant number of pupils in lower Key Stage 2. They are good at sharing in the success of others and considering ways of making their work even better. Weak procedures for monitoring the progress of the small number of pupils with emotional and behavioural difficulties results in some pupils feeling disaffected at times.
10. The school makes very good provision for pupils' personal development. From the youngest age pupils are expected to take out and put away resources. At lunchtimes, for example, pupils put away tables and benches and after lunch, are expected to brush the floor. Pupils in upper Key Stage 2, are expected to be responsible for handling the pupils' school bank. Pupils are encouraged to take responsibility and by the end of Year 6, they are able to make decisions and take responsibility for their learning. During literacy and numeracy lessons, pupils drive their own learning forward in group tasks and willingly seek teachers' advice if they are stuck.
11. Attendance is very good, and there have been no exclusions in the last twelve months.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching during the inspection was good overall. It was satisfactory or better in 93% of lessons. A high proportion of lessons were good or very good with 17% being excellent, 24% being very good and 38% being good. Teaching in Key Stage 1 was better overall than Key Stage 2 and was outstanding for pupils in Year 1. Although teaching in lower Key Stage 2 is satisfactory, there are times when younger Key Stage 2 pupils with emotional and behavioural difficulties are not well managed and higher attaining pupils are not challenged and stretched sufficiently. There are strengths throughout the school in the teaching of numeracy, literacy, history, art and music. Teachers recognise that too little use is made of information technology to support learning across the curriculum and current school development planning makes information technology a priority for the current year. Teachers give particular emphasis to promoting the acquisition and use of vocabulary in science and mathematics and in problem solving across all subjects. The recent introduction of schemes of work ensures there is an effective framework for progressively developing pupils' knowledge and understanding in each subject. Despite care and attention being given to supporting pupils with special educational needs, there is rarely a direct reference in teachers' plans as to how to cater for such pupils. The planning for under-fives is good and ensures that these children receive a good range of activities in each aspect of their learning except outdoor play.
13. Generally, teachers have a good knowledge of how to teach basic phonics, reading and writing skills. In lower Key Stage 2, however, there is evidence of a weakness of knowledge shown by a mismatch of books to pupils' needs with some books being too easy for higher attainers and too hard for lower achievers. Staff have benefited from training in numeracy and are beginning to use this experience to implement and adapt the National Numeracy Strategy to meet the needs of the pupils in the school. The structure of lessons follows national recommendations but at times the length of the whole class introductions is too long which reduces the progress made by pupils. An appropriate amount of time is given to the teaching of basic tables to pupils, especially the application of tables knowledge to solving simple problems involving multiplication and division. All teachers effectively teach pupils strategies for using number operations to solve number problems and understand place value. Both teaching and support staff work together very effectively to teach most other aspects of the National Curriculum.
14. Lessons are usually well organised and managed so that all pupils, including those with special educational needs and higher attainers learn new ideas and skills and deepen their knowledge and understanding. The wide ability range of pupils is generally well catered for in most classes. Expectations are better in the core subjects than foundation subjects. This is demonstrated by the observation that in some subjects in Key Stage 2, history, geography and design and technology pupils have produced less recorded work than is normally found and it does not reflect the broad curriculum which is taught to them. The limited range of recording does not give justice to the levels of knowledge and understanding that most pupils have.
15. Pupils with special educational needs are correctly identified and managed in accordance with the Code of Practice recommendations. Each pupil at stage 2 or above has an individual education plan. The quality of individual education plans is satisfactory overall but the targets for improvement are rather general at times which makes it difficult for progress to be accurately monitored or measured. Pupils with Emotional and Behavioural Difficulties are usually identified by the school, but there are times when they are not moved up through the stages on the Code of Practice quickly enough.

16. Teachers work very well with Learning Support Assistants so that pupils' standards are being improved. Children under-five are taught very well by combining the skills of a good Learning Support Assistant with the expertise of the class teacher. This enables the teacher to plan work which is more suitable for their age and experience. In Key Stage 2, funds to boost the standards in mathematics in Year 6 are used well to employ suitably skilled and effective staff so that pupils who might possibly make Level 4 in the National Curriculum assessment tests are given extra support and guidance.
17. Teachers know their pupils well and they use this knowledge to inform the way they group pupils and to set work which is appropriate to the pupils' level of achievement. In both literacy and numeracy, groups are created in every class which are based upon the broad ability of the group. Work is often given which is well matched to the achievement of the pupils and at other times, additional support is provided which challenges and extends pupils. The emphasis is upon supporting the lower achiever, although higher achievers are usually challenged and extended as well.
18. With the exception of information technology, resources are used satisfactorily. Teachers make good use of the local environment to support learning in geography, history and science. In mathematics a successful combination of well planned and well executed worksheets and, occasionally, simple mathematical games inspires and motivates pupils to understand and apply their knowledge of mathematics to everyday situations. Text books are used sensibly to complement a variety of learning material but pupils have limited access to developing their research skills by using the library or the computer.
19. The quality of marking is satisfactory overall. Occasionally pupils are expected to perform corrections and targets for improvement are set. When this occurs, the marking is better and pupils see the value of the process. Homework is regularly given across the school and is effectively used to extend learning to the home and support the development of new ideas and skills. In Key Stage 1, particularly the appropriately named "IMPACT" scheme contributes to the good progress pupils make in both mathematics and English.

HOW GOOD ARE CURRICULAR AND OTHER OPPORTUNITIES?

20. The school provides a broad and balanced curriculum. The equal opportunities policy is put into practice so that all pupils regardless of gender, educational need or cultural background are given equal access to each part of the curriculum. Religious education is regularly taught following a partnership based syllabus with Diocesan support and guidance.
21. The school has successfully introduced the National Literacy Strategy and is in the process of implementing the National Numeracy Strategy so that it meets the needs of all pupils. The school appropriately spends the bulk of its time teaching literacy and numeracy through a dedicated lesson each day. Skills related to literacy and numeracy are often used in other subjects, for example narrative writing in science or expressive work in history, and mathematical measurement in geography, but the use of such skills is more incidental than planned for.
22. The school has adopted a range of Department for Education and Employment generated schemes of work which guide the way that teachers plan across the curriculum. There is a strength of provision in the arts with good quality provision for

music and good links between music art and aspects of English such as drama and poetry.

23. The school values the personal and social education of pupils. The Warriner Partnership provides a good model for developing this by enabling primary schools which send their pupils to the Warriner High School to work together to create agreed approaches to personal and social education. The science curriculum provides pupils with opportunities to learn about basic life-processes including elements of sex education. Studies include looking at diet and healthy living and the use and abuse of drugs and issues related to citizenship. The school values the development of an awareness of road safety and finds time within the curriculum for the Oxfordshire sponsored scheme, "Footsteps," to be taught.
24. Teachers from the schools which feed Warriner High School work closely together to devise and write a range of curriculum policies and schemes. The Warriner partnership makes an excellent contribution to each aspect of curriculum development. It helps pupils in Year 6 to move confidently on to the next stage of their education and gives opportunities for inter-school activities and events. Good use is made of the local area for local studies in history and geography and also science. Outside visitors are encouraged to come to school if it is affordable. Good links with the local church have contributed to the learning experiences of pupils. The school has been involved in contributing to the Millennium Tapestry and pupils have been featured in an article about the tapestry in the national press.
25. The curriculum makes good provision to promote pupils' personal development including spiritual, moral, social and cultural development. Good procedures exist for achieving desirable behaviour and for teaching right from wrong. Many aspects of the curriculum provide pupils with opportunities to experience the awe and wonder of nature and to reflect upon their feelings and beliefs. In exploring the local environment, pupils are given the chance to feel the wonder of nature. Pupils are encouraged to share their feelings and emotions by regularly taking part in Circle Time discussions. Social development is successfully catered for. Pupils are expected to work together from a young age, and good links with the local community give plenty of opportunity for pupils to work alongside others in the area. Residential visits in Key Stage 2 give pupils a good experience of sharing and taking personal responsibility within a group away from home. Links are being made between the school and schools in Spain, Denmark and Sweden which is beginning to contribute to pupils' understanding of European cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

26. Pupils are taught in a caring environment where they are valued and respected as individuals. Staff are aware of the individual strengths and weaknesses and are able to provide constructive advice and personal guidance which enable the pupils to make progress and to develop very good levels of confidence and self esteem.
27. The procedures for measuring and recording academic attainment and progress are satisfactory, and in mathematics they are very good in Key Stage 1. There is a weakness in the assessment and recording of progress in information technology. The procedures for monitoring the progress of pupils in other subjects depend heavily upon teachers' own knowledge. Teachers know pupils well but formal methods are not in place. The records for monitoring children under-five are adequate and reflect the results of assessments made of children when they begin school.

28. Pupils with special educational needs are identified at an early stage and their progress is effectively monitored through the use of individual education plans. Procedures for identifying and formally recording the needs of Emotional and Behavioural Disorder pupils are weaker and often do not clearly place such pupils at a high enough level on the Code of Practice register. Pupils who are more able are identified for literacy or numeracy and this information is used at times to guide teaching. This is a recent initiative and no formal programmes of work have been devised to match the needs of these higher attaining pupils.
29. The school's provision for pupils' personal and social development is very good and one of its main strengths. All pupils are well known to staff and this enables a regular exchange of informal information to occur. This makes sure that any incidents of a worrying nature or the well being of pupils are quickly identified and appropriately dealt with. Circle-time is used very effectively by staff to provide opportunities for pupils to share their thoughts and feelings and to air their views. Issues relating to the health, safety and general well-being are also addressed.
30. A healthy and safe environment is provided by the school, and the governing body carefully monitors the provision. Although the school does not have a child protection policy it follows locally agreed guidelines in dealing with all aspects of child protection.
31. Procedures for monitoring and rewarding good behaviour and dealing with aggression such as bullying are good. A range of positive rewards including daily certificates and stickers are available but are not consistently applied throughout the school. In one Key Stage 2 class, rewards are overused for controlling negative rather than rewarding positive behaviour Pupils' attendance is carefully monitored and prompt action is taken if prolonged or unexplained absence occurs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. This school has worked hard to maintain and strengthen the positive links which were identified in the previous inspection report and the partnership with parents and carers is very good. Both formal and informal lines of communication are well established. Parents are encouraged to become involved in all aspects of the life and work of the school, for example, a significantly high number of parents assist in classrooms and other activities. There are high levels of parental satisfaction and the vast majority of parents are happy with all aspects of the education their children are receiving in the school. The very good liaison between the headteacher, staff and parents makes a significant contribution to pupils' learning and the standards they achieve.
33. The school does much to help parents to support their children's learning at home. The IMPACT homework scheme is particularly successful in helping committed parents of Key Stage 1 children to support the learning and development of skills of literacy and numeracy. In Key Stage 2, homework is regularly provided and where parents are involved in giving their child support, it contributes to the progress pupils make in learning.
34. Parents are kept well informed about the progress made by their children through well written annual reports and regular meetings. The school makes parents feel welcome if there are concerns. The parents of pupils with special educational needs are kept informed of their child's progress through regular meetings with staff. Regular newsletters keep parents informed of all school events and make sure that they are informed of any developments. Home-school agreements clearly define the

expectations and responsibilities of parents staff and pupils and reflect the good provision which the school makes.

35. There is an active Parents' Association which works hard to raise money for the school to purchase a range of resources to benefit the pupils' education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The quality of leadership in the school is good and the headteacher has a clear vision of how to maintain the mostly good standards in the school. The National Literacy Strategy and National Numeracy Strategy have both been successfully implemented which has contributed to the good progress made by most pupils. The headteacher has built a strong team spirit amongst all staff both teaching and non-teaching which benefits the development and progress of most pupils. A successful school development planning structure is in place which articulates the clear direction in which the school is moving. It is used well to motivate and drive staff towards improving performance. Although there are clear procedures for staff to monitor what is occurring in one another's classrooms, the monitoring of standards in each class and by particular groups of pupils, for example, those with special educational needs and higher achievers, is not developed well enough.
37. The governing body supports the school effectively. It has a clear management structure which ensures that the various roles of governors are active in shaping the direction of the school. The governing body is involved in monitoring all aspects of the school, its curriculum, its buildings and its finances.
38. The governors visit the school regularly and know its major strengths and weaknesses and have a clear commitment to making standards in the school even better. The headteacher, staff and governing body work together closely in the target setting process and see it as a way of raising standards. Greater use could be made of the analysis of the school's National Curriculum assessment results to pick up trends in attainment and to identify the rate of progress of pupils as they move through the school. The current targets for pupils approaching the National Curriculum assessment tests are rather low and lack sufficient challenge.
39. Financial planning is good. It is closely matched to the school's priorities. The governing body challenges itself to justify the use of resources, ensure that competition is fair and to consult on major spending decisions. The spending upon the employment of Learning Support Assistants is effective as demonstrated by the good quality of support for pupils with special educational needs. The school's budget is carefully monitored and checked by both the headteacher and governing body. The governing body recognises weaknesses exist in information technology and is committed to using National Grid for Learning money to raise standards. All additional funds for boosting standards in literacy and numeracy are carefully spent to benefit pupils. Governors are not, however, fully conversant with the costs of the school in comparison with other similar schools but they are aware of the standards Bishop Carpenter achieves in relation with similar schools. Overall the governing body has a good picture of what is going on in the school and successfully combines the roles of supporter and financial monitor.
40. The school has a clear policy for staff development. Very good links with the Warriner partnership exist and this makes sure that training is relevant and is matched to the needs of the school and of individuals. The governing body is involved in some

elements of training within the partnership. The school has currently suspended teacher appraisal although the headteacher does regularly review teachers' responsibilities and job descriptions. The role of managing the curriculum is a team responsibility amongst all staff. Special educational needs is well managed by a part-time co-ordinator although the monitoring of pupils with Emotional and Behavioural Disorders is not as tight as it could be with the result that some pupils are not placed at a high enough a level on the Code of Practice.

41. The number of teaching and support staff is good for the number of pupils in the school. This enables small class numbers to exist and helps the progress of pupils by effectively raising the standards of pupils with special educational needs and lower achievers in literacy and numeracy. The accommodation is good overall and allows the curriculum to be taught effectively. There are very good facilities for outdoor physical education. There is however, lack of a suitable outdoor play area for pupils under-five which reduces their opportunity for developing suitable skills associated with large play and climbing. The range and quality of resources are satisfactory but there are some weaknesses. The resources for information technology need improving and books for non-fiction reading in the library are satisfactory but the use of the library for promoting personal research could be extended.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. In order to further improve the quality of education the school offers to its pupils, and to build upon the satisfactory improvements since the last inspection, the headteacher and staff together with the Governing Body should:

Raise standards in information technology across the school by:-

- implementing current National Grid for Learning plans for improving provision for computers, software and staff training and carefully monitoring its impact upon improving pupils' progress
- devising and implementing an effective way of assessing and recording pupils' attainment and progress

(paragraphs 81, 82, 83)

Improve the progress made by pupils in lower Key Stage 2 by:-

- ensuring that pupils with Emotional and Behavioural Difficulties are identified, supported and monitored more effectively
- making sure that higher attaining pupils are given work which challenges and extends them
- improving the quality of presentation of work.

(paragraphs 12, 13)

Improve provision for the outdoor physical development of children under-five by:-

- providing appropriate and good quality resources and developing a suitable outdoor play area.

(paragraphs 41, 47)

Improve ways of monitoring standards in subjects in each subject and develop further the current target setting procedures by:

- carefully tracking pupils' progress so that school targets include an element of challenge
- regularly reviewing samples of pupils' work to establish the impact of planned work upon pupils' progress

(paragraphs 27, 38)

The following additional issues may be considered for inclusion in the school's action plan

- make sure that teachers have a consistent approach to behaviour across the school (paragraph 31)
- Improve the use of the school library (paragraphs 41, 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
17	24	38	14	7	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		100
Number of full-time pupils eligible for free school meals		3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		11

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	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	6	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	12
	Girls	6	6	6
	Total	19	19	18
Percentage of pupils at NC level 2 or above	School	100 (94)	100(94)	95(94)
	National	82 (74)	82 (81)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	6	6	6
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100(94_)	100(94)	100(94)
	National	82 (80)	86 (83)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	6	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	5	5	6
	Total	11	12	13
Percentage of pupils at NC level 4 or above	School	79(66)	86(83)	93(90)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	7
	Girls	5	4	5
	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	79(76)	79(83)	86(90)
	National	68 (65)	69 (66)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	98
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.47
Number of pupils per qualified teacher	21.27
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	63

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	179018
Total expenditure	180559
Expenditure per pupil	1771
Balance brought forward from previous year	19470
Balance carried forward to next year	17929

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	100
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	2	1	0
My child is making good progress in school.	71	26	2	1	0
Behaviour in the school is good.	58	33	3	1	5
My child gets the right amount of work to do at home.	35	51	5	4	5
The teaching is good.	42	49	3	1	5
I am kept well informed about how my child is getting on.	56	41	8	3	2
I would feel comfortable about approaching the school with questions or a problem.	48	40	6	4	2
The school expects my child to work hard and achieve his or her best.	41	40	7	2	10
The school works closely with parents.	36	51	6	4	3
The school is well led and managed.	46	42	6	3	3
The school is helping my child become mature and responsible.	49	36	7	5	2
The school provides an interesting range of activities outside lessons.	30	46	9	7	8

Other issues raised by parents

A small number of parents expressed a concern that some pupils display poor behaviour at times and they are not sure of how the school deals with it.

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

43. Children under five are taught in a mixed class of Reception and Year 1 pupils. At the time of the inspection there were 9 children who began school at the beginning of the Spring term and attend part-time only and another 2 children who began school at the beginning of the academic year and are full time. When children begin school their attainment is generally above expectations. This is confirmed by the baseline assessments which are done soon after children start school. They have a very good start to their education and make good progress in most areas of learning and reach the targets of the desirable learning outcomes well before they are five. The quality of teaching is very good and involves a very close and effective working relationship between the classteacher and the Learning Support Assistant.
44. The quality of teaching in **personal and social development** is very good and children make good progress in this area of learning. They begin school with good levels of confidence but the school builds on this so that their inter-personal skills are developed. Pupils learn to mix well with others through a range of activities which encourage sharing and co-operation. The Learning Support Assistant skilfully interacts with each child so that they are made to feel valued and of worth. Due attention is given to the development of pupils' personal and social education which encourages good behaviour. This element was particularly evident during a structured play activity in which children played in the, "Little Kid's Café".
45. Children enter school with good levels of **language and literacy**. Most pupils speak clearly and use a good range of vocabulary. The teachers recognise the good levels of attainment which children have and consciously use all activities to promote language development. Discussions are promoted by both teaching and support staff so that children's vocabulary is developed and extended. Teachers set high expectations for children to begin to use marks to communicate which rapidly leads on to early writing skills. All children write their name and read classroom labels and have a good understanding of simple books and the way text can communicate thoughts and feelings. Staff work hard to successfully promote the use of books through good quality shared reading times and times when children are expected to handle books on their own as well as in group activities. Children recognise and read basic sounds and will achieve the desirable learning outcomes by the age of five.
46. Some excellent teaching results in children making good progress in the **mathematical area** of learning which ensures that children reach the desirable learning outcomes before they are five. Most have a secure knowledge of numbers and count up to 20 correctly. Teachers successfully develop good mathematical vocabulary and use it appropriately. As part of an activity in which pupils made their own playdough play food, children demonstrated an understanding of ideas such as smaller than and larger than and heavier than and lighter than. Pupils benefit from being set very high expectations by the teacher. During one lesson, excellent teaching involved the development of ways of counting in threes and tens both forwards and backwards. Higher attainers have a remarkable understanding for their age of addition and subtraction. A good understanding of division is also being developed.
47. Good teaching in the area of learning associated with **knowledge and understanding of the world** ensures that pupils make satisfactory progress. Teachers give children good opportunities to explore their local area and develop a good understanding of the

village in which they live. They have a limited range of imaginative play activities which enables them to develop mapping and tracking skills. They develop an understanding of history and their own past. Children learn about their immediate past and that of their families. Some use is made of information technology, but this is a comparative weakness in provision for children under-five. Early scientific ideas are developed by joining pupils in Year 1 in learning about their bodies, plants and ways of making sounds and exploring light. The planned curriculum for under-fives shows that many opportunities are provided for the children to learn about a wide range of scientific ideas.

48. Children's **physical development** is satisfactory. The teacher provides a good range of opportunities for children to develop manipulative skills through activities such as painting, cutting, sticking and gluing as well as formal skills such as writing and some opportunities for pupils to acquire skills associated with using construction materials and building techniques. Provision for appropriate outdoor activities is unsatisfactory. Their progress is unsatisfactory in developing skills of co-ordination through climbing and using large play resources such as bikes, large wheeled toys and climbing frames.
49. Children make satisfactory progress overall in their **creative development** but good progress in art. The quality of teaching is satisfactory and ensures that the good skills on entry are developed and extended. Children learn to mix colours and use them to wash colours on paper. They select the best size of paintbrush for their job. They play happily in the home corner and act out events in their "Kid's Café". Satisfactory resources in the home corner enables pupils to use their imagination to live their part. In music, pupils listen well and are confident performers.
50. The last inspection did not report on the education of children under-five and it is not, therefore, possible to evaluate changes. Teaching in the Reception class is good and at times exceptional. The teaching of the under-fives is very good overall. Planning of lessons recognises the needs of children under-five whilst recognising the need to stretch children who begin school with above average skills.

ENGLISH

51. The standards achieved in English have improved since the last inspection from being close to national average to being above. At the end of Key Stage 1, National Curriculum assessment results show that between 1996 and 1999, standards were above the national average in both reading and writing. These judgements are supported by the inspection findings. By the end of Key Stage 2, standards have been consistently above national average since 1996 but the current group of pupils in Year 6 is only performing at levels which are close to the national average. Pupils make good progress in Key Stage 1 and overall, satisfactory progress in Key Stage 2. There is a dip in progress at the beginning of Key Stage 2 which is due to teaching which does not give enough challenge to higher attaining pupils whilst in upper Key Stage 2, progress improves and is good overall. Pupils with special educational needs make good progress towards their literacy targets throughout both key stages, however, pupils with emotional and behavioural problems are not well managed at the beginning of Key Stage 2 and this makes their progress variable.
52. The school has worked hard since the last inspection to raise standards in English by introducing booster group tuition after school, and additional learning opportunities and support for those pupils with literacy needs. Standards are higher than at the last inspection and on the whole the literacy framework has been well implemented by teachers in Key Stage 1, and at the end of Key Stage 2. Leadership of the subject is

satisfactory overall, however, there is a need for greater rigour in the monitoring of work standards in all classes and for tracking progress of pupils over time. The school has recently monitored its approaches to spelling and punctuation, and generally punctuation is well taught throughout the school, as is grammar. The teaching of spelling is good at the end of both key stages. Progress in handwriting is variable, and presentation of work could be better at Key Stage 2. The school satisfactorily promotes the development of literacy in other subjects but the value of developing extended writing in subjects such as history and geography is not fully recognised.

53. Pupils' attainment in speaking and listening is above the national average overall at the end of both key stages. Boys are better speakers than listeners on the whole. The teaching of speaking and listening is good overall, with weaknesses in the teaching of listening skills to pupils with emotional and behavioural needs. Progress in language development is very good in Key Stage 1, where teachers take every opportunity to extend vocabulary and talk about how language can be used for effect in writing, and this has a very good outcome on the creative use of language in writing at this key stage. For example, one of the youngest boys, when listening to the story of Lucky Clucky, commented with excitement, 'Fluffy flowers.... that's alliteration!' Key Stage 1 pupils generally listen attentively to their teachers and follow instructions carefully as their behaviour is generally well managed through work being set to meet a range of abilities. However, pupils with behavioural difficulties at the end of the key stage do not always listen, although other pupils do try hard not to be affected by this. They enjoy retelling stories, predicting events in shared reading sessions, and contributing to class discussions.
54. Circle time and drama provide very good opportunities for pupils to talk about their own feelings and to listen attentively to the views of their classmates. They express their ideas clearly using appropriate vocabulary. As they move through Key Stage 2, pupils develop more confidence in speaking, and the highest attaining pupils use a wide vocabulary to express their opinions and ideas at the end of the key stage. For example, they discuss very well the layered imagery of poetry when studying Keats and Wordsworth. Higher attaining pupils in upper Key Stage 2 give very considered answers to quite difficult questions, and lower attaining with language difficulties offer their contributions about simile and metaphor well, when supported by learning support assistants. In class discussions, most pupils listen well to others and show respect for different views. However, the behaviour management of boys in particular at the beginning of Key Stage 2 is unsatisfactory and consequently these pupils do not always listen to others, often interrupt girls' contributions, and talk when the teacher is talking. As a result girls are more reserved, although they do listen well, but again are not often praised for doing so.
55. Pupils' attainment in reading at the end of Key Stage 1 is well above national expectations. Parents make a very good contribution to pupils' progress in this area of English. They come in for the first part of the day and listen their children read under the guidance of the teacher as well as listening and reading often to them at home. The teaching of reading at this key stage is very good. Pupils' are given challenging books that meet their individual needs and work is well assessed and recorded and this ensures good progress. Key Stage 1 pupils read a wide range of books, and enjoy sharing stories, poetry and rhymes. Teachers teach a wide range of strategies for decoding new words, give very good role models for reading aloud, and guided reading with a range of books is a very good feature of literacy lessons in the early years. As a result pupils are confident with more challenging books, and have a good knowledge of phonics, and often their reading has fluency and expression. Pupils are taught directly using the appropriate language about the features of books, and pupils show a good

understanding of indexes, and glossaries, and explain how use the blurb and synopsis of a book to make informed choices.

56. Pupils at the end of Key Stage 2 make good progress in relation to their prior abilities as a result of good assessment of their needs, and good opportunities for guided and shared reading. Key Stage 2 pupils read increasingly challenging words with confidence due to the very good teaching of a range of strategies at Key Stage 1, which secures their approach and attitudes to reading. The pupils who attain the expected standards read with accuracy, fluency and expression. They learn to scan information books to pick out the main points. Some good use is made of information technology to locate and retrieve information to improve their understanding of the mood and feelings of the poetry expressed by Wordsworth. Teachers at the end of the key stage use questioning techniques skilfully to draw out the meaning of the challenging texts that are used. The planned development of library skills is less in evidence. The library does not support pupils in an understanding of the Dewey system and the range of information books available could be extended to encourage more research in other subjects. Inference and deduction is encouraged throughout literacy lessons and a good percentage of pupils are beginning to refer to text examples to justify their opinions. There was limited use of dictionaries and thesauri in lessons seen and the library is not used enough for developing pupils' independent research skills.
57. Standards of writing are above national expectations at the end of Key Stage 1, and close to the average at Key Stage 2. This is a result of good and often very good teaching of creative writing, spelling, punctuation and grammar in Key Stage 1. Almost all pupils are in line to gain level 2 in this years tests, although there will be very few pupils who will attain level 3 due to lower standards in handwriting. Pupils do not learn to join their handwriting at an early enough stage in their education. The school has recognised this, and has recently introduced a commercial scheme.
58. Creativity is particularly strong in Key Stage 1 where teachers give very good opportunities to undertake a range of writing in school, and as part of their homework. Pupils write in a wide range of forms and writing is well organised as teachers give good support about the structure of writing. There are satisfactory opportunities for pupils to write directly into information technology packages, and pupils are beginning to edit their work using the delete key and arrow keys and generally know their way around the keyboard well. Younger higher attaining pupils move sentences around the screen using the mouse to move parts of text, and in this way learn that sentences should make sense and be organised. Creative independent writing is well taught and linked well to their learning about a range of texts. Teachers value the pupils' work and mark it consistently well to improve its quality. As a result descriptive work is very good, and pupils use well-chosen words for their age as vocabulary is well exemplified and explained in lessons.
59. Teachers provide good guidance on how to write instructions and as a result the writing of instructions is clear and well thought out. Writing tasks are inspiring, and often fun, and consequently pupils have good attitudes to working on writing tasks at home. For example, they write amusing letters to Goldilocks to complain about her behaviour, and write invitations to the Three Billy Goats, which include warnings about taking care on the bridge. Poetry writing is well linked to their musical and physical learning and this ensures pupils' knowledge of rhythm and rhyme is particularly good. Poetry anthologies written by the pupils were of particularly good standard. There is an expectation of clear labelling in science. The most creative writers do not always spell their work correctly, but generally spelling standards are good as teachers teach pupils to recognise word families. Teachers emphasis the use of punctuation and examine it well in texts and as

a result punctuation is very good on the whole. The majority of pupils accurately use full stops, and question marks, and the highest attaining pupils use speech marks in their work.

60. Standards of writing are closer to the national average at the end of Key Stage 2. Expectations for both writing and its presentation at the beginning of Key Stage 2 are too low for higher attaining pupils. In upper Key Stage 2, however, expectations improve and are good. This ensures that across Key Stage 2, satisfactory progress is made overall. The school has recognised the need for more opportunities for a wider range of extended writing at Key Stage 2. Extended writing is now a feature on the timetable. However, there were few examples of extended writing in literacy books. Grammar and punctuation is taught well, but examples in books at the beginning of the key stage were often unfinished, and higher attaining pupils are not given sufficient time to develop their work into extended pieces, or to redraft work in lessons. The marking of writing is good at the end of the key stage and improves the quality, but the marking of work at the beginning of the key stage did not move pupils on except in punctuation, grammar, and sometimes spelling. Boys, in particular, at the beginning of the key stage are more reluctant writers. Girls plan their work well, but often do not have the opportunity to see their plans take fruition.
61. When given the opportunity, pupils in upper Key Stage 2, show that they can write organised and well structured pieces of work. One or two higher attaining girls are naturally creative writers and this has been well encouraged by the challenging teaching they receive, and these pupils should achieve very well in the end of term tests. They have a good knowledge of the work of different authors and have explored the language of plays and poetry. Most pupils understand how to use question marks, speech marks and exclamation marks and use them consistently in their work.
62. Pupils with special educational needs are provided with very good levels of additional support from their very knowledgeable learning support assistants, and the good special needs co-ordinator, which help them to make good progress towards the broad targets in their individual education plans. The use of quality assessment guidance has provided an excellent structure for extending pupils' abilities in writing and this has resulted in the lower attaining pupils making very good progress in sentence construction, and the use of adjectives and adverbs to enliven writing, for example. Work is well matched to the needs of these pupils within group work. There are no pupils for whom English is an additional language.

MATHEMATICS

63. Standards in mathematics have been maintained since the last inspection and are well above the national average by the end of Key Stage 1 and Key Stage 2. Although most children begin school with standards which are above average, in Key Stage 1, the quality of teaching is exceptionally good and pupils make very good progress by the age of seven. In Key Stage 2, although progress is at a satisfactory rate overall, it varies between classes. In lower Key Stage 2, teaching is satisfactory overall but expectations for higher attainers are not high enough so that the excellent start made in Key Stage 1 is not built upon. In upper Key Stage 2, the expectations for all pupils improves and progress accelerates.
64. In Key Stage 1, lessons are very well structured and paced so that pupils are given challenging and demanding tasks which make pupils think and take decisions for themselves. A great emphasis is placed by teachers upon demonstrating to pupils

ways of solving calculations and gathering information. Pupils in Year 1 are a particularly able group and very good teaching ensures that they make good progress. They competently use balances to calculate the weight of objects using gram weights. They also have a very good understanding of place value as part of addition and subtraction work with most pupils having a very good knowledge of the value of hundreds, tens and thousands. As part of a task involving adding and taking sums up to a hundred and beyond, pupils in Year 2 demonstrate a good knowledge and understanding of number and the process of multiplication through multiple addition. Through the analysis of pupils' books, it can be seen that standards of mathematics in each aspect of mathematics are well above those normally found for pupils by the end of Key Stage 1. They make very good progress in learning about measurement of length and weight and in recognising the features of shapes, both two dimensional and three dimensional. Teaching in Key Stage 1 demands that pupils think for themselves. This feature of teaching, more than any other successfully challenges the higher attaining pupils so that they do as well as they can. Even pupils who naturally find mathematics to be difficult are enthusiastic and respond well to the good pace and sense of urgency of lessons and consequently make good progress.

65. The very good progress and quality of teaching in Key Stage 1 is not maintained in Key Stage 2. Pupils make progress at a satisfactory rate overall, but the rate of progress varies between classes. In lower Key Stage 2, although the quality of teaching is satisfactory there are times when pupils are not given enough challenge. Lessons are competently planned and delivered with good attention given to teaching strategies for pupils to solve mental calculations. During group tasks, pupils are worked effectively in groups according to their ability but occasionally pupils with Emotional and Behavioural Difficulties are not well managed and they can be mildly disruptive. Good use is made of the Learning Support Assistant who is very effective in supporting pupils with special educational needs. In upper Key Stage 2, teaching is good. Lessons have good pace and expectations for pupils to think for themselves are improved so that good progress occurs. Year 6 pupils have a good understanding of how to calculate the area and perimeter of regular shapes both through mental computations and by using calculators. The good strategies for calculation solving developed in Key Stage 1 are evident in some quite advanced mental calculations in which pupils worked out answers to a range of long multiplication and division.
66. With the exception of some pupils in lower Key Stage 2, pupils have a very positive attitude indeed to mathematics. They are confident and keen to learn. The high levels of independence engendered in Key Stage 1, establish good routines for learning and makes sure that all pupils, including those with special educational needs work at a steady rate and often at a good pace. The curriculum is managed very well by a very skilled and knowledgeable co-ordinator who has introduced a number of successful strategies which has made sure that the National Numeracy Strategy is successfully implemented. A highly effective homework policy is in place in Key Stage 1 which is a big contributory factor in the very good progress occurring. In Key Stage 2, homework is provided but does not have the same quality as Key Stage 1. Numeracy skills are used in other subjects. During a geography lesson, Year 1 pupils gathered data about the number of cars passing through the village and pupils learnt how to count in tallies and represent the information in simple graphs. Very little use, however, is made of computers to support any aspect of mathematics and is an area which the school recognises needs to be developed. Although pupils are assessed regularly, the process of setting targets in mathematics is in the early stages of being implemented. The current targets for mathematics are too low because they do not have enough challenge built into them.

Science

67. Standards in science have improved since the last inspection from being satisfactory to good overall. On the basis of the inspection findings, standards in science are well above national average in Key Stage 1 and above national average at the end of Key Stage 2. Trends over time show that standards are well above the national average at both key stages and are improving. Progress is good in Key Stage 1 and in Key Stage 2 it is satisfactory overall. It is better in upper Key Stage 2 than lower Key Stage 2 because in lower Key Stage 2, not enough challenge is given to higher attainers Very good teaching of investigative science at the end of Key Stage 2 is ensuring high attaining pupils make satisfactory progress overall by the end of the key stage.
68. Pupils' scientific knowledge is very secure in Key Stage 1 due to the good teaching they receive. Teachers have good subject knowledge and use the local environment well to observe plants and animals in their natural environments. For example, they undertake pond and hedgerow studies and discover what lives where. Teachers give good opportunities for recording that meet individual pupils' literacy needs; by good observational drawings, simple tally charts and block graphs, for example, as well as written notes. A good emphasis is placed on safety and care when out in the community, both of themselves, and of the animals and plants they discover.
69. Teachers have good questioning skills and they use them to good effect to find out what pupils know and what they have learnt. This is ensuring that pupils build on previous learning and by the end of Key Stage 1 pupils know that plants need certain conditions to grow and thrive and accurately name parts of a plant. Healthy eating is promoted well during science lessons and pupils categorise the foods they eat, know humans need food and water to survive, and know which foods are healthy and which are not. Pupils have good opportunities to use simple equipment and they learn to use it well to construct simple electric circuits, for example. Homework is used well to support the subject. For example, pupils at the end of the key stage collect information about the foods they eat in a food diary for a week, and this information is used to support work in future lessons.
70. Teaching varies in Key Stage 2. It is good in upper Key Stage 2 but in the lower key stage there are some weaknesses. These relate to a lack of understanding of some of the basic principles of investigative work which results in learning in lower Key Stage 2 being fragmented so that pupils do not always build on what they know. By the end of Key Stage 2, however, pupils have a secure grasp of scientific concepts, which they record on concept maps. Planning and teaching at the end of key stage is based on good scientific knowledge. Teachers give good regular opportunities for pupils to set up and investigate ideas for themselves, and this gives pupils a real understanding of the need for fair testing and the highest attaining pupils learn to vary one factor. However, the pupils' lack of preciseness at times limits their ability to find out why things happen, although the teacher does ensure that experiments are repeated. Again, recording needs are well met, although the presentation of work throughout Key Stage 2 could be much improved to enable pupils to retrieve the information they have recorded more readily.
71. Pupils are learning the right things at the end of the key stage and their subject specific vocabulary is well extended by the teacher through good opportunities for discussion both at the beginning and at the end of lessons. By the end they describe the properties of solids, liquids and gases, understand the process of evaporation and condensation and explore evaporation and filtering as methods for retrieving solutes from solutions, for example. They consider the air particles in solids, and learn through their

experiments that water replaces air. In the lesson observed, pupils investigated how we see light, and were given good opportunities to discuss how they think the eye sees light, and they made good progress through the skilful questioning and careful demonstration given by the teacher on how light travels. They consolidated their knowledge by investigating themselves and pupils responded well to the challenging work. Pupils have too few opportunities to use information technology to support the subject at both key stages. The co-ordinator has identified this as an area of development.

Art

72. Pupils of all ages make good progress in art, and they produce a standard of work above expectations for their age groups. There has been a significant improvement since the previous inspection when standards were judged to be satisfactory. A major factor in the present quality of the work in art is the very good preparation received by pupils under the age of five, before they join the mainstream of education in the school.
73. Pupils in Key Stage 1 produce a variety of work using paints and found materials which they use to great effect. They have good awareness of primary colours and also mix paints in a number of ways to bring about changes in tone and texture. Some of their work is influenced by their study of a number of well-known artists representing a range of styles and traditions. During the inspection, pupils in one class produced observational paintings of flowers that were of exceptional quality. In their work based on the study of known practitioners the pupils have a refreshingly independent view as to how they should be reflected in their own artwork and there is no evidence of slavish copying of style or technique.
74. The quality of pupils' work is encouraged by the excellent displays that, in addition to presenting art per se, also reflect the work being done in other areas of the curriculum.
75. Pupils in Key Stage 2 further progress the skills and techniques acquired in Key Stage 1. By the end of the Key Stage they have a deeper knowledge of the work of well-known artists and are also aware of their significance in other fields. During the inspection, pupils in one class were engaged in an in-depth discussion of Leonardo da Vinci as a scientist as well as an artist. The quality of observational drawing is very good and frequently of great delicacy. Pupils have the opportunity of working in other media and have produced clay work and fabric printing of character and quality.
76. The teaching of art is very good throughout the school. Teaching is based on a scheme produced by Department for Education and Employment, which is successfully adapted to the needs of pupils and enthusiasms of the teachers. In the lessons observed the infectious enthusiasm of the staff was notable and this communicated itself to the pupils who responded in kind. The work produced by all pupils is valued and praised by the teachers and the pupils themselves are justifiably proud of their efforts. Teachers co-operate across the age groups, and they know their pupils well. As a result the programme of artwork throughout the school holds together very effectively. The general high quality of the displays in all classrooms does a great deal to create and enhance the educational environment provided for the pupils.

Design and technology

77. Very little teaching of design and technology took place during the period of the inspection. The school's allocation of time for the subject only allows a narrow range of

tools and materials to be used, however, within this range the standards are good overall. However, there was little evidence of pupils evaluating their finished products in the work sample and lesson seen.

78. Teaching is good overall. The subject is improving, although there is no subject co-ordinator and the subject relies heavily on the quality assessment guidance and its interpretation by individual teachers. The strength of the subject is in the way teachers, and parents in the art club, use opportunities to develop good ideas, skills and techniques in other subjects and this combining of subjects allows pupils to make overall good progress in skills and techniques during their time at the school. For example, Year 1 pupils discuss and develop ideas about three-dimensional shapes before making the nets of cubes using commercial materials. They then draw around the nets to make a template and use the template to make the body of a hanging man, joining the sides with tape. They complete the product by making and adding carefully concertina folded arms and legs to good effect. They further develop their ideas using a range of three-dimensional shapes.
79. Year 3 and 4 pupils learn new stitches in art lessons to complete their flower designs. Another strength is the range of resources used for investigating ideas. For example, pupils in Year 2 investigate a range of puppets and develop ideas and designs for making their own, labelling the constituent parts. Older pupils investigate photograph frames before designing and making, and the oldest pupils investigate a range of breads, and their uses, before designing and making their own bread. Mathematics is used well in design and technology. For example, the oldest pupils during their investigation in to a range of bread products collect and collate information on the class's preferences of different bread products into graphic form. Artwork demonstrates the pupils' ability in Year 6 to make a range of clay sculptures of the same size for display purposes. Finishing techniques are good. However, the use of information technology to explore power movements and mechanisms is under developed, and the school has few resources to meet these aspects of the design and technology curriculum.
80. Another strength in teaching seen in Year 2 is the strong element of discussion about products which is well led by the teacher and shows good questioning techniques. This moves pupils thinking on and enables pupils to develop their own ideas based on what they see and disassemble. Questions, such as, 'Will it do the job?' And, 'What do you need to do next to make it better?' ensures pupils think for themselves, and this improves their personal development. The clear instructions given to pupils make them more productive and independent during group work. However, the behaviour management of pupils with emotional and behavioural difficulties is not always secure, and as a result the teacher has to spend too much time meeting their demands, which limits time to be given to others to enable them to more successfully evaluate their products.

Geography and History

81. Very little teaching of history or geography took place during the course of the inspection and the school is constrained by curricular change in the allocation of time to these foundation subjects. On the basis of scrutiny of pupils' work, and on discussions with them, it is apparent that pupils make good progress in both subject areas. In geography they achieve standards overall that are in line with national expectations, but their work in some classes in both Key Stages is well above expectations. In history the pupils achieve standards overall that are above expectations in both Key Stages. The school

has maintained the standards described in the previous report in geography and has significantly improved them in history.

82. In both subjects pupils have a good grasp of key skills and there are important points of overlap between the two. Mapping skills acquired in geography are put to effective use in history and the understanding of change over time is used to understand changes in the physical and man-made environment.
83. Pupils in Key Stage 1 are developing a good knowledge of the history and geography of the environment surrounding the school. Many of them travel to school by car from neighbouring villages and can speak about these journeys and others very knowledgeably. In Key Stage 2 pupils are extending their knowledge beyond Banbury and its surrounding villages. In one conversation, some pupils spoke with knowledge and compassion about the flood disasters occurring in Africa. In both Key Stages pupils have an appreciation appropriate to their age concerning their relationship with time and space. Younger pupils are secure in their understanding of the chronology of their own families, they know that the village consists of a mixture of 'ancient' and modern housing and they know that farming is an important economic activity in the area. By the end of Key Stage 2 knowledge is wider and more sophisticated. Year 6 pupils have strong opinions as to the moral dilemmas posed by human impacts upon the environment. Older pupils also have the ability to ask and debate questions concerning changes in lifestyles across generations still living.
84. The quality of the work seen and the knowledge exhibited by pupils in both key stages suggests that teaching is never less than satisfactory in the humanities and is mostly good throughout the school. In both subjects, in both key stages, teachers are secure in their knowledge and use of the schemes of work which they adapt to meet the needs of their pupils. Good use is made of the local area and of the resources available in the school. Pupils are able to experience history and geography in the field although they do not at present have sufficient access to the resources of information technology in these two subjects.

Information technology

85. Standards in information technology are below expectations at the end of both key stages. Despite recent improvements in the quality, range and number of computers there are still weaknesses in resources which have resulted in pupils not making the progress of which they are capable.
86. In Key Stage 1, the majority of pupils acquire reasonable computer skills at home, but these are not built upon and extended. Teachers lack experience and confidence to use computers, although recent improvements in available equipment have improved overall provision. Pupils are familiar with basic word processing skills and can programme simple programmable toys so that they move in desired directions including making 90 degree turns. They can use the key board to type a simple story and save work if required. There is limited experience of using educational programs to support mathematics.
87. By the end of Key Stage 2, pupils use the computer to write stories and have skills of editing, spell checking and altering text. As part of a taught lesson during which pupils created posters for a forthcoming school Spring Fair, pupils developed the ability to merge text and images from art packages. Experiences offered by the school for pupils to learn ways of using the computer to cover the modelling and sensing aspects of the

curriculum are unsatisfactory. Some pupils are familiar with adventure games and have some experience of using logo control to direct and move characters on screen. Pupils are familiar with gathering data and representing it as a graph or a table. Pupils are capable of using CD Roms to perform simple research activities associated with class lessons but the range of CD Roms remains narrow and does not give enough opportunity for pupils to fully develop their potential. Overall however, pupils by the end of Key Stage 2 have not had a sufficient range of experiences which has caused progress to be unsatisfactory.

88. The school recognises the need to improve its information technology provision and includes it as a priority for development. The range, quality and reliability of computers has been improved over the last two terms but there are still weaknesses in both computers and supporting software to give pupils a suitably broad curriculum. There is currently no internet access. Teachers recognise the importance of using information technology but lack confidence and do not make enough use of computers to support learning across the curriculum. The headteacher has adopted a good strategy for teaching the use of computers across Key Stage 2, by giving specific information technology lessons which are taught well. A member of the local community makes a valuable contribution to improving pupils' keyboard skills by voluntarily teaching typing skills. The school is awaiting funds from National Grid for Learning and this will update the range and quality of equipment as well as give essential training to staff. A basic model for assessing and recording pupils' progress is being developed but is not yet consistently applied across the school.

Music

89. Pupils of all ages and abilities make good progress in music and attain higher than expected standards for their age in musical performance. Standards and progress are better than they were at the time of the last inspection. At the time of the last inspection the music co-ordinator was new at the school and her specialist teaching had not made any impact on standards. Her careful and specialist teaching has ensured now that all pupils make good progress. The school has also gained a specialist teacher in Key Stage 1 and this has also provided additional opportunities for pupils to learn a tuned instrument and to make gains in musical performance. The subject contributes highly to the spiritual, moral social and cultural development of pupils.
90. The teaching of music is very good. The standards of performance and teaching were exemplified in the whole school musical assembly that takes place every week and in the one lesson seen at the end of Key Stage 2. Teachers have very high expectations of what pupils can achieve and the good pace of lessons ensures the best possible use of the time allocated to the subject. Praise is used well to encourage pupils who find music difficult so they persevere and succeed. All pupils from the youngest to the oldest showed the ability to sing in two parts and in rounds with good awareness of others and to a very high standard. The pupils know a wealth of songs. Groups of boys and girls from each year group take turns to play in parts, and in rounds, either on the descant or treble recorder. One pupil showed great confidence when playing a duet with the teacher on the clarinet to the joy of the pupils who celebrate all musical successes enthusiastically.
91. The strength of the music teaching is in the way the teachers build on previous learning whether it has been learnt inside or out of school. The youngest pupils develop a good sense of rhythm and pitch and transfer their learning into poetry lessons with much success. Teachers ensure pupils have good opportunities to read music, and to create

it, and older pupils read notation or read a graphic score well. Pupils are given good opportunities to explore the sounds different instruments make and consequently pupils choose instruments well to portray sounds of the jungle, or for the swishing of the grasses as they explore an imaginary treasure island, for example.

92. Teachers have high expectations of the way pupils should treat the precious musical resources, and in the way they conduct themselves during performance, and this is ensuring pupils behave well at all times. Pupils enjoy their music making and show very good attitudes to the subject. Pupils gain experience of all elements of the music curriculum as they move through the key stages, and acquire a good range of skills and knowledge. The weakness in the teaching is that there is limited use of information technology for composition, or for performance. The school has insufficient resources to enable development of the music curriculum in this area at present.

Physical Education

93. It was possible to observe just two lessons during the inspection which indicated that pupils at the end of both Key Stage 1 and 2 are performing in physical education as well as is normally found for pupils of their age. The quality of teaching is satisfactory with strengths in Key Stage 1. This results in pupils making good progress in Key Stage 1 and satisfactory progress in Key Stage 2.
94. In Key Stage 1 pupils performed at a satisfactory level during gymnastics but in response to very good teaching, they learnt a range of new skills and developed sound levels of control and balance. The pace of the lessons was very good and a range of challenging activities was provided which made sure that pupils were fully engaged in trying to improve their skills of balance. In upper Key Stage 2, pupils responded well to the satisfactory quality of teaching during a dance lesson. Good use of praise and encouragement helped less confident and secure pupils to perform their own movements to a recorded music programme. Some older boys were rather self conscious but still persevered and successfully worked in pairs to create sequences of movements. A good feature of the teaching was the planned time for pupils to evaluate their own performance and those of their peers. Pupils responded maturely and offered sensible suggestions for improvement whilst still recognising the strengths of others.
95. The school lacks a clear scheme of work for physical education but staff liaise closely so that a balanced programme is provided for all pupils including dance, gymnastics, games and swimming. Swimming features highly for each class from Year 1 upwards and by the age of eleven, virtually all pupils can swim the minimum distance of 25 metres and the vast majority exceed this target significantly. Most can swim both front and back crawl and develop important skills of survival in water and ways of rescuing others in difficulty. A good range of team games is provided for pupils and, through the Warriner partnership, inter-school events and both competitive and non-competitive team games are experienced by pupils. The facilities for outdoor physical education are very good. Indoor facilities are satisfactory and better than many small schools but the hall is rather small for pupils in Year 6.