

INSPECTION REPORT

FRITWELL C of E VC PRIMARY SCHOOL

Fritwell

LEA area: Oxfordshire

Unique reference number: 123099

Headteacher: Mrs C Critchley

Reporting inspector: Mr J G F Parsons
22546

Dates of inspection: 17th-20th September 2001

Inspection number: 216090

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	East Street Fritwell Oxfordshire
Postcode:	OX27 7PX
Telephone number:	01869 345283
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend P Hunt
Date of previous inspection:	27 th September 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr J G F Parsons 22546	Registered inspector	Foundation Stage Science Art and design Physical education	What sort of school is it? How well is the school led and managed? What should the school do to improve further?
Mr R Elam 9092	Lay inspector		Pupils' attitudes values and personal development How well does the school care for its pupils?
Mrs K Spencer 30028	Team inspector	English Geography History Music Special educational needs	How well are pupils taught?
Mr D White 22671	Team inspector	Mathematics Information and communication technology Design and technology Religious education Equal opportunities	The school's results and achievements How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fritwell is a Church of England voluntary controlled rural primary school situated in the village of Fritwell near Bicester. The school serves this village and eight villages nearby. Over half the pupils are transported by coach to school. There are 152 boys and girls on roll aged between 4 and 11 years. Approximately two-thirds are boys, a very high proportion. There is high employment in the area. The school is popular and oversubscribed. Attainment on entry is in line with that expected for children's age. Almost 30 per cent of the children who come into reception have no formal pre-school experience. There are 22.6 per cent of pupils with special educational needs, which is above the national average, but there are no pupils with Statements of Special Educational Need. The percentage of pupils eligible for free school meals at 18.4 per cent is broadly in line with the national average. There are no pupils from minority ethnic groups or who have English as an additional language

HOW GOOD THE SCHOOL IS

The school has significantly improved since the previous inspection and now offers good quality education and good value for money.

What the school does well

- Recently pupils have made significant progress in all subjects and standards are rising rapidly. Good standards were seen during the inspection in the Foundation Stage and in speaking and listening, reading, mathematics, science and history by the time pupils reach Year 6.
- The overall quality of teaching is good, and frequently very good. Teachers know their pupils well and plan work that matches their needs. All the staff work closely as a team and are supportive of each other and the school.
- The procedures for supporting pupils with special educational needs are very good.
- The school promotes positive attitudes and strong relationships between adults and pupils and between pupils themselves. Pupils are keen to come to school and arrive on time.
- The school provides a rich, lively curriculum enhanced by its community links and strong personal, social and health development. The development of pupils' spirituality and morality is very good.
- The outstanding leadership of the headteacher together with the strong governing body provide a clear direction for the school and a strategic vision for its future.

What could be improved

- On occasions pupils are not challenged enough, particularly the high-attaining pupils.
- The school does not plan enough for pupils to take responsibility in school and develop independent learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The serious weaknesses identified in the previous report have been effectively addressed as follows:

- the school has clear direction and excellent leadership;
- it has implemented a range of whole-school policies to improve the quality of education provided, including a long-term school development plan;
- the arrangements for children in the Foundation Stage are effective;
- the school provides good value for money and is an effective and efficient organisation;
- communication with parents is excellent;
- whole-school assessment procedures are fully in place and teachers know their pupils well;
- curriculum co-ordinators effectively monitor their subjects throughout the school;
- standards in information and communication technology have improved significantly since the previous inspection;
- arrangements for pupils' cultural development have improved, but opportunities for pupils to experience the multi-cultural nature of British society remain limited;
- all health and safety issues have been addressed;

- induction processes for new staff are very good;
- all concerns regarding the arrangements for pupils with special educational needs have been addressed;
- all the issues regarding pupils' attainment and progress have been addressed, although lack of challenge for high-attaining pupils remains an area for development;
- all statutory requirements are met.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests. It is important to consider that this school has a very high percentage of boys who are less likely to achieve as well as girls in national tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	D	D	E	well above average A above average B average C below average D well below average E
Mathematics	E	E	D	D	
Science	E	E	C	C	

Care should be taken when interpreting the results of this small school as the statistics are based on a very small group of pupils. Similar schools are those that have a similar number of pupils eligible for free school meals

Standards are as follows:

- by the end of the Foundation Stage:- children have achieved the early learning goals¹ for this age group and sometimes exceed them;
- in 2000 national tests for Year 2:- pupils' standards were in line with the national average in reading and writing, below in mathematics and well below average in science;
 - compared to similar schools, pupils standards in the national tests were in line with the national average in reading and below in writing and mathematics;
- in 2001 national tests for Year 2:- standards declined in reading and mathematics due to a weak group of pupils taking the tests;
- in 2000 national tests for Year 6:- pupils' standards in English were below the national average and well below average when compared to similar schools;
 - both nationally and in comparison with similar schools pupils' standards were in line with the national average in science and below average in mathematics.
- in 2001 national tests for Year 6:- standards declined in mathematics and science;
 - a significant proportion of pupils taking these tests had special educational needs that adversely affected the results;
- the inspection found that standards are better than those reflected in the national tests:
 - standards are in line with the national average for English, mathematics and science when pupils reach Year 2;
 - when pupils reach Year 6 standards are in line with the national average in English and above average in mathematics and science,
 - the school is set fair to achieve its targets in 2002 and 2003 because of improved teaching and more developed pupil assessment procedures;
- information and communication technology, religious education, geography and history were identified as having weaknesses in the previous inspection; standards have improved significantly and are in line with those expected for pupils' age when they reach Year 2 and 6;
 - in history standards are above those expected for pupils' age in Year 6;
- standards in all other subjects (art and design, design and technology, music and physical education) are in line with those expected for pupils' ages by Year 2 and Year 6.

PUPILS' ATTITUDES AND VALUES

¹ Early learning goals are levels of achievement expected by the end of the Foundation Stage in nursery and reception classes.

Aspect	Comment
Attitudes to the school	Good. Pupils have a positive attitude to school and concentrate well.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and are well behaved when moving around the school.
Personal development and relationships	Good. Relationships between teachers and pupils and pupils themselves are very good.
Attendance	Good. Above the national average last year and pupils are punctual.

TEACHING AND LEARNING

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

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

Teachers have a good knowledge of the subjects that they teach and make good use of available resources including supporting staff. Teachers show that they have a good understanding of the National Numeracy and Literacy Strategies and teach mathematics and English lessons well as a result. The concentration on developing extended writing skills has been particularly effective in recent months. There is the effective use of lesson introductions to determine pupils' recall of previous work and to revise concepts and ideas from that work. Teachers use open-ended questions effectively to establish a dialogue with pupils and develop their thinking and understanding. The pace of most lessons is brisk and productive. Occasionally, when pupil management is less effective, the progress of pupils slows. The planning of lessons is effective and is based on the data gained from the detailed whole-school assessment procedures adopted in recent years. This systematic approach has improved the quality of teaching in the school. Work is suitably varied to suit the differing ages and levels of attainment in each class and challenges pupils to improve. However, progress is slower when mixed-age classes have a very high proportion of pupils with special educational needs, and it is in these classes that high attainers are not always fully challenged. On these rare occasions, pupils can lose concentration and show inappropriate behaviour, making lessons less productive. Homework is used well to develop all subjects and a good policy is in place.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The lively curriculum has good quality and range. It complies with statutory requirements and is enriched by strong community links.
Provision for pupils with special educational needs	Very good. Procedures for the identification of pupils, organisation of records and support and monitoring are effective
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The development of pupils' spirituality and morality is very good. There are good opportunities for cultural development. There are few opportunities for pupils to experience the multi-cultural nature of British society.
How well the school cares for its pupils?	Good. This is a caring school; arrangements for pupils' welfare and personal development are good. Attendance and behaviour are both good. Assessment procedures are of good quality.
How well does the school work in partnership with parents?	Good. Very supportive parents and excellent communication from the school mean that parents and the school form an effective partnership.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The outstanding leadership qualities of the headteacher and her very strong management skills, supported by a strong team of teachers with delegated responsibilities, has taken the school forward and raised standards.
How well the governors fulfil their responsibilities	Good. The governors are well involved in the life of the school and hold it to account. They monitor teaching and learning and have a strategic vision for the future of the school.
The school's evaluation of its performance	Very good. Very strong assessment procedures and effective monitoring of teaching and learning enable the school to know precisely the rate of pupils' development and to set appropriate targets for the future.
The strategic use of resources	Good. The effective financial procedures ensure that resources are targeted effectively to the school's priorities.
The adequacy of staffing accommodation and learning resources	Good. The careful selection of both teaching and support staff ensures that the needs of the curriculum and priorities of the school are fully met. Accommodation is adequate, but the need to reach one classroom by going through another is inconvenient. There is a good range and quality of learning resources that enhance pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

There were 148 questionnaires sent out and 55 returned (37.2 per cent). There were 18 parents or carers at the meeting held with inspectors before the inspection.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Most parents or carers consider that their children like school, behave well and are making good progress. The majority of parents or carers agree that their children get the right amount of homework, that they are well informed about their progress and that teaching is good. Most parents or carers consider the school is well led and managed and that it works closely with parents. The school helps their children to become mature and responsible and offers an interesting range of activities outside of school. 	<ul style="list-style-type: none"> A few parents do not agree that the school works closely with parents.

The inspectors agree with the positive views of parents and carers. The school has made vigorous attempts to develop constructive links with parents, provide them with excellent information and involve them in their children's education. The school has improved significantly since the previous inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievement

1. Inspection evidence confirms that standards in the school are now at least in line with those expected for their age when pupils reach Year 2 and Year 6 and are rising at a significant rate. This improvement is particularly strong in English, mathematics and science and in information and communication technology. The school has more boys than girls. Approximately two-thirds of the school are boys. Although the inspection did not find a significant difference in performance between boys and girls during the inspection, nationally boys do not achieve standards as high as girls do in the national tests. This is a factor in the relatively low national test scores across the school. There are no pupils who are from minority ethnic groups or who have English as an additional language.
2. Many children start school with standards expected for their age. The effective introduction of the Foundation Stage ensures that they make good progress to the early learning goals. The good groundwork provided for the children's introduction to education ensures their development progresses well. Many will achieve the early learning goals by the end of the Foundation Stage and some will exceed them.
3. Results of the national tests in 2000 for Year 2 pupils were in line with the national average in reading and writing and below average in mathematics. When compared with similar schools, results were in line with the national average in reading and below average in writing and mathematics. The percentage of pupils gaining the higher levels in reading and mathematics was in line with the national average, with writing being below average. In the 2001 national tests, standards dipped slightly in reading and mathematics due to a weak group of pupils taking the tests. However, trends over the three years from 1998-2000 indicate that the school has improved more than the national trend in reading and mathematics, but that writing was slightly below the national trend. The inspection found that standards in reading, writing and mathematics were at least in line with the national average by the time pupils reached Year 2. While high attainers were extended in some lessons, there was room for improvement in some mixed-age classes with a high proportion of pupils with special educational needs.
4. Teacher assessment in science for Year 2 pupils in 2000 showed standards that were well below the national average. Standards improved significantly in the 2001 assessments, although no statistics are available to analyse these results precisely. The inspection found that standards in science for Year 2 were at least in line with the national average.
5. In 2000 tests for Year 6, pupils' standards were below the national average in English and mathematics and in line with the national average in science. When compared with similar schools, performance was well below average in English, below average in mathematics and average in science. The most recent test results for this age group (2001) show a slight decline in standards in mathematics and science. However, the group of pupils taking the national tests this year had a significant proportion of pupils with special educational needs that affected the results. Based on pupils' prior attainment, standards have risen significantly over the past three years and the school achieved its targets for the year. However, the percentage of pupils gaining the higher levels in national tests was below the national average in English and mathematics and in line with the national average in science. Taking into account achievements over four years, the trend is one of improvement and is similar to the national trends. The legacy of

underachievement has been vigorously addressed and, at the same time, the strategies for addressing underachievement of boys are having a positive impact on standards.

6. Inspection evidence confirms that standards in speaking and listening are above average throughout the school. Pupils make good progress in speaking and listening and when they reach Year 2, they listen attentively and exchange ideas confidently. By the time pupils reach Year 6, they are also good listeners and explain their ideas with assurance. The teachers ensure that their pupils have the appropriate subject vocabulary and this enables them to justify their opinions and ideas clearly.
7. Standards in reading are in line with the national average; by the time pupils reach the end of Year 2, they make satisfactory progress. Pupils are keen and interested readers and talk well about the books they like. When pupils reach Year 6, they read a wide range of books well and standards are above average. Inference and deduction are used confidently and when they give their views they support them with their knowledge of the text.
8. Progress in writing is good throughout the school and standards are typical for pupils' age. This is due to the priority their teachers have given to the teaching of writing in the school in the last year. Year 2 pupils use interesting vocabulary to develop their ideas into a sequence of sentences that are accurately punctuated. Year 6 pupils have developed interesting and well-organised styles across a range of writing. Grammar and punctuation are well taught and executed. Opportunities for pupils to write more across the curriculum have been well identified by their teachers. Pupils' handwriting skills are improving, as is the presentation of their work. The good progress achieved in Years 3 to 6 has been the result of clear, focused teaching.
9. In mathematics, standards by the time pupils reach Year 2 are as expected and they make satisfactory progress overall. They are developing a sound knowledge and understanding of number. The National Numeracy Strategy is helping the pupils to improve their speed of mental calculations. Pupils in Years 3 to 6 make good progress in all areas of mathematics and their standards are ahead of those expected for their age. When pupils reach Year 6, they have a good understanding of number, including decimals. Their computational skills are good and they are proficient at explaining the processes they have followed in problem solving. High-attaining pupils in the Years 3 to 6 are successfully challenged in the classroom by the high expectations of their teachers and the activities they provide for them.
10. Standards in science are in line with the national average when pupils reach Year 2 and above average when they reach Year 6. Pupils use their speaking and listening skills well to explain their thoughts and ideas and show a good understanding of what a fair test is in Year 6. Overall, the pupils have a good approach to the well-chosen practical activities their teachers provide.
11. The inspection found that standards in information and communication technology have improved since the last inspection and are now in line with those expected for pupils' ages when they reach Year 2 and Year 6. This has been achieved by providing dedicated times for the teaching of skills and cross-curricular activities in the newly acquired technology suite. As a result of this good, focused teaching, the pupils are making good progress.
12. Inspectors found pupils' standards in religious education have improved since the previous inspection when they were below those expected by the agreed syllabus for the end Year 6. Standards are now in line with those expected for their age when they reach

Year 2 and Year 6. The school has improved resources and teaches more about other world religions within a Christian context.

13. Pupils with special educational needs make good progress in relation to their prior attainment in developing their skills in reading, writing and mathematics. The school has good systems in place to ensure the early identification of pupils with learning difficulties and plans support for them accordingly. Some pupils make very good progress and require progressively less support because they are attaining in line with their classmates. Pupils' individual education plans are clear and concise and contain achievable targets for literacy, numeracy and behaviour. Work is planned consistently by class teachers and support within class and in small withdrawal groups is equally as effective. The school has an appropriate system of identifying gifted and talented pupils.
14. Standards in geography were below those expected for pupils' age in the previous inspection when they reach Year 6. Standards have improved significantly and are now in line with those expected for pupils' age. Standards in history are in line with those expected for their age when pupils reach Year 2 and above expected standards when they reach Year 6. The standards in the other foundation subjects (art and design, design and technology, music and physical education) are in line with those expected for pupils' age when they reach Year 2 and Year 6.
15. The school's arrangements for finding out what pupils can do are good. The previous inspection found assessment procedures to be unsatisfactory. Since then the school has worked hard to develop a thorough and informative system that clearly identifies pupils' strengths and weaknesses. The policy for assessment covers recording and reporting procedures effectively. The upward trend in standards is partly due to the greater focus teachers have placed on evaluating pupils' work and setting new targets to further improve pupils' performance.

Pupils' attitudes, values and personal development

16. Pupils' attitudes, behaviour, personal development and relationships with each other and adults are strengths of the school and make a good contribution towards promoting their attainment and progress. This conclusion continues the findings at the time of the previous inspection and reflects the widespread views of parents. Parents state that their children enjoy school. The attendance of the pupils is also good and has improved since the previous inspection.
17. Throughout the school, pupils' attitudes towards learning are good. This includes those pupils with special educational needs. They are especially keen to come to school and many are in the classroom before the start of the day, working, reading or discussing their homework with the teacher. Pupils often concentrate well and show interest in what they are doing. This was seen particularly in a Years 3 and 4 mathematics lesson looking at different ways of adding numbers. During a Year 6 numeracy lesson, pupils showed that they had the confidence to explain their ideas in front of their classmates on how to operate long multiplication. Years 3 and 4 pupils were keen to discuss the Jewish Harvest Festival in a religious education lesson. In most classes, pupils settle quickly to group work in lessons and maintain their interest even when not being directly supported by adults in the classroom. This applies to younger pupils, as seen in a Years 1/2 lesson when they quickly sat in a circle and continued to pay attention when discussing which parts of a house can be dangerous. Nevertheless, in some lessons Years 2/3 pupils were seen to lose interest and did not pay full attention to the teacher. The pupils in the reception year are starting to show maturity. They work together well and are learning independence, though they usually have to wait for the teacher to tell them what to do next when they have finished a task.

18. Pupils behave well in the classroom, at play and lunch times. They are open, well mannered, polite to adults and to each other, courteous and welcoming to visitors. They usually move around the school in an orderly way even when not supervised, though sometimes pupils run in their eagerness to get to the canteen at lunchtime. They wait patiently for other pupils when going to and from their rooms at the beginning and end of assemblies. They show respect for property, for example, taking care collecting and putting away equipment and materials during lessons. Most pupils behave very well, but in some of the lessons the teachers have to remind pupils not to call out and so prevent others with their hands up from contributing. Bullying is rare and the school has appropriate procedures to deal with any aggressive behaviour. However, some pupils reported that name-calling does take place. The school takes action but it does sometimes recur. In the last school year, one pupil was excluded for extremely poor behaviour.
19. Relationships between pupils and with adults are very good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games at break and lunch times. In the classroom, the youngest pupils respected each other's space and worked well together when the reception and Year 1 pupils were on a '*Bear Hunt*' in the hall. Year 6 pupils co-operated well together during a geography lesson considering what happens to rainwater when it reaches the ground. They relate well to the teachers and learning support assistants, usually listening to them and responding to their suggestions and encouragement. The good mixture of humour and high expectations of the teacher ensured that Year 6 pupils made good progress in a singing lesson.
20. The pupils' personal development is good. Years 4 and 5 pupils showed their ability to relate to others when they talked in a history lesson about the lives of Victorian children. During lessons, the pupils show initiative, such as when Years 3 and 4 pupils were seeking information about Egyptian head-dresses from books and other reference material. Older pupils search for information from the Internet as did Year 6 pupils about rivers and Years 4 and 5 pupils about planets. These opportunities are not always provided and in some lessons the pupils are given the books to be used rather than being required to seek out the books or reference material themselves. Since the previous inspection, the school has increased the occasions for pupils to take decisions about the life of the school. Pupils helped to create the behaviour charter for each class and the older pupils have been asked what play equipment they would like. They take on many tasks both within the classroom and outside; for example, the older pupils help to support the younger ones in the playground. The pupils also benefit from collecting for charities during the year and meeting people in the community. For example, the choir visits older people who are also invited to school performances.
21. Attendance is good. Over the past year it was just over 95 per cent and makes a significant contribution to the standards achieved by the pupils. Absences are usually due to the inevitable childhood illnesses, though a number of parents insist on taking their children on holiday in term time. Unauthorised absence at 0.2 per cent was lower than many schools, reflecting the insistence of the school in obtaining explanations from parents. Pupils are keen to come to school and punctuality is very good. The great majority of pupils are in school before the formal start of the day and any pupils who arrive late do so by only a few minutes. Registration takes place commendably promptly at the start of the day. The very good arrangements for calling pupils in from the playground ensure that lessons start at the planned time after break and lunch times.

HOW WELL ARE PUPILS TAUGHT?

22. The previous inspection found the school benefiting *'from good teaching and support staff with good qualifications and experience'*. The current inspection found that teaching remains a strength of the school and has improved. Teachers are committed to the success of the school and have worked very hard to promote better standards of attainment. The good quality of teaching is consistent across the school and the strengths in teaching apply across the school.
23. The quality of teaching is good in more than 80 per cent of lessons. It is very good, and occasionally outstanding, in more than 20 per cent of lessons. No unsatisfactory teaching was observed. In their responses to the questionnaire, almost all parents indicated they were pleased with the standards of teaching. Teaching is good across the school. In reception, the class teacher is well organised and uses the Foundation Stage curriculum effectively to provide an interesting and relevant range of activities. In the majority of lessons, teaching is lively and enthusiastic and inspires pupils to learn. Teachers set time targets for the completion of work and encourage a purposeful pace. For example, in a Years 3/4 physical education lesson the teacher maintained the pace of the lesson through purposeful verbal intervention and constant encouragement. Occasionally, where teaching is satisfactory but less effective, the pace of lessons is slower and not enough time is given for pupils to reflect on what they have learned. For example, in one Years 2/3 geography lesson the teacher allowed a few pupils to become noisy and distracted and this slowed the development of the lesson and did not allow the teacher sufficient time to assess pupils' progress effectively.
24. There are several reasons for the good and very good teaching. One of these is the way that teachers make the learning objectives clear to pupils at the start of the lesson. In the best examples, the learning objective is written up on the board for the pupils to share. For example, in a Year 6 science lesson the teacher made it clear to pupils that the object of the lesson was to locate organisms in a sample of earth and use their charts to record their findings. The objective was referred to on occasions during the lesson and was used at the end of the lesson for the teacher to find out what pupils had learned. It helped pupils to follow the focus of the lesson and to make judgements themselves on their progress. Teachers use information and communication technology effectively to extend learning in lessons as well as teaching it as a skill in its own right.
25. A strong feature of the good teaching observed is the quality of teachers' questions at the beginning and end of lessons. The best lessons start with a brisk question and answer session in which teachers pose searching questions such as *'why'*, *'how'* and *'when'* which make pupils think about their responses. In a reception/Year 1 lesson, children are seated in a circle and the teacher uses questions effectively to ensure their participation. Children pass round a glove puppet to show it is their turn. This ensures that all have an opportunity to speak. There is a sense of urgency to the teachers' questions that develops and extends children's vocabulary. Teachers' oral contributions play an important part in exemplifying appropriate vocabulary in subjects and pupils' own vocabulary develops as a direct result of this. In a Years 3/4 literacy lesson, for example, the teacher carefully used probing questioning to identify pupils' understanding of previous work covered. Where teaching is at its most effective, the final discussion or plenary session of a lesson concentrates on what has been achieved. Pupils are given the opportunity to reflect upon their own learning and to evaluate the work of others.
26. Teachers' good planning is another reason for the high-quality teaching. They have good subject knowledge and understand the subjects that they teach. Teachers plan activities that match pupils' abilities. In one excellent numeracy lesson in a Year 4/5 class, the teacher's lesson plans have very clear objectives that are shared with the pupils so that

they understand exactly what the lesson is about. The teachers use different teaching methods and resources effectively to stimulate pupils' thinking and fire their imaginations. The teaching of literacy and numeracy is often good or better throughout the school and has a significant impact on the increasing levels of attainment of pupils of all abilities. Systematic planning of lessons builds on pupils' previous knowledge and understanding. Most teachers have high expectations and set tasks that are stimulating and challenging. Where teaching is less effective, lower expectations of the capability of high-attaining pupils results in slower progress. In a Years 2/3 science lesson, for example, the pitch of the lesson was suitable for average and lower attaining pupils, but did not extend the higher attainers in the class.

27. The use of on-going assessment features predominantly in lessons. Teachers identify the opportunities for finding out what pupils can do in their plans and these are carried through effectively to lessons. Skilful questioning at the beginning of lessons determines what has previously been learned. In a Years 3/4 history lesson, the teacher thoroughly recaps the work already covered to ensure that pupils are clear about the learning objectives of the lesson. The final session when it is used effectively, as in this lesson, allows teachers to evaluate the content of the lesson and set future targets. In foundation subjects (all subjects other than English, mathematics and science), teachers move from group to group to question pupils in their understanding and challenge their thinking further. They intervene in lessons at just the right moment in order to make a teaching point or direct pupils to a particular way of working.
28. The quality of teachers' marking is satisfactory overall. In the best examples, teachers identify strengths and praise pupils for their efforts. They add positive comments and suggest ways in which pupils can improve their work. Marking is particularly effective in Years 4/5 and Year 6. The recently adopted marking policy is having a positive impact on standards. There is a consistent, whole-school approach to how teachers mark pupils' work. The symbols that they use are clearly displayed for pupils to see and interpret. There are currently limited opportunities for older pupils to carry out independent research and checking and editing techniques on their own work. Their independent learning therefore is limited.
29. The management of pupils is often good. Teachers have high expectations of behaviour and insist that procedures for talking in turns be followed. In a small number of lessons, teachers allow pupils to call out which, in turn, slows the pace of the lesson and therefore the teaching is less effective. The management of learning support assistants is good. Teachers deploy them effectively to provide support to individual pupils when it is needed. For example, assistants sit next to a pupil to help them concentrate during a class discussion in a number of literacy lessons. The organisation of learning support assistants is well documented in teachers' planning.
30. The teaching of pupils with special educational needs in classes and in small withdrawal groups is good. It is effective because the planned activities, such as games to practise phonic skills, motivate pupils and help them learn. It is also effective because teachers, learning support assistants and the co-ordinator work closely together. Activities for lower attaining pupils are clearly identified on teachers' plans and the work carried out in withdrawal groups relate directly to these. Targets that are set for individual pupils cover literacy, numeracy and personal behaviour objectives. The individual targets set are in small increments for pupils to achieve, but are sufficiently challenging to move pupils forward. If pupils miss teaching time in one subject due to extra support, the time is effectively made up in another. A good example of this was seen in Year 4. Four pupils missed part of a history lesson on the Ancient Egyptians. During the following lesson, which took place in the computer suite, pupils were offered the opportunity to develop their research skills on this topic using the computer.

31. The school's provision for homework is good and supports the work that pupils have done in school. Ninety per cent of parents in the questionnaire thought the school set an appropriate amount of homework for pupils. Homework set in many classes was seen to support work started in the lesson. Younger pupils are encouraged to draw or write in their reading diaries, but the absence of reading diaries for older and more fluent readers denies parents an opportunity to participate in their child's reading through dialogue and contact with the school.

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

32. The enriched and lively curriculum provided by the school includes all subjects of the National Curriculum and religious education. It is relevant to the ages, needs and interests of the pupils and is now balanced in its allocation of time to different subjects. Additional teaching time has been allocated to information and communication technology since the previous inspection. A wide range of extra-curricular activities, including outdoor ventures, French lessons, music tuition and sports clubs for football and netball, enhances the curriculum. The pupils also benefit from visiting groups providing workshops in dance and drama.
33. There has been considerable progress in planning and delivering a curriculum for the Foundation Stage since the last inspection. This has been supported by improvements in the learning environment, training and the provision of extra resources. The quality and range of learning opportunities provided by the school are good
34. The school has implemented good policies for all subjects of the National Curriculum and religious education that underpin and drive the planning process. Teachers planning for lessons is well linked to the whole-school curriculum plan and learning objectives are identified clearly. This clear focus on what pupils are to learn has contributed to raising standards, particularly in English, mathematics, science and information and communication technology. This has helped to improve progression in pupils' learning throughout the school. Another important and improved feature of the planning is the identification of assessment opportunities. Assessment is used to inform planning for the pupils' needs and for setting future short- and long-term targets. Pupils' work is well matched to their needs and the school is making good progress in providing challenge for high-attaining pupils in English, mathematics and science.
35. The introduction and management of the National Literacy and Numeracy Strategies have been successfully introduced and maintained. The strategies are rightly given a high priority in the school's development plan as part of its commitment to raising standards. Literacy and numeracy skills are well linked to other subjects and regular opportunities are provided for the pupils to speak and listen. Numeracy makes a good contribution to science and information and communication technology. Pupils use bar charts and diagrams on the computer to compare and illustrate their data. For example, when recording the efficiency of materials, also when compiling information about themselves.
36. The provision for pupils with special educational needs is good. Clear targets for learning are set by class teachers and overseen by the special educational needs co-ordinator. Learning support assistants provide good support in class and in small withdrawal groups and have very good relationships with pupils. The work carried out in withdrawal groups links directly to work that is identified in teachers' planning. The system for withdrawing pupils is very good. Care has been taken to ensure that pupils do not miss the same lesson each time. Individual support within lessons is also rotated so that pupils do not

miss the same part of the lesson each week, for example the introduction to a new piece of work or the final or plenary session of a lesson. Where pupils are withdrawn from class, there is sufficient opportunity for them to catch up with the work they have missed in later lessons.

37. The school's links with the community are a strength of the school. The visitors to the school, the visits they make in the locality and the contributions the pupils themselves make all enhance pupils' experiences. The new information and communication technology suite is well used by adult education to provide computing courses for the local community. Good links are made with schools in the Bicester Area Small Schools Partnership for a range of educational activities. Local businesses are involved with the school providing, for example, clay for pottery and plants for the garden. The pupils make visits in the locality to the shops, a local farm, the church and the chapel to support their learning. Visitors to the school include the local police for road safety, the Oxfordshire cycling proficiency team and various clergymen. There are very well thought out procedures for pupils' personal, social and health education and a visiting nurse effectively teaches the sex and drug education programme in the school.
38. The arrangements for personal, social and health education are good. *Circle time* (a class discussion of personal, social and health education matters) and assemblies play an important part. They enable pupils to consider how their actions, attitudes and beliefs affect the lives of other people, and how pupils can make positive contributions to the life of the school and the community. Pupils support the local community through the choir visiting and singing to the elderly in the village and by distributing their harvest gifts within the community. They raise considerable amounts of money for local, national and international charity appeals, including the British Heart Foundation, the Indian Earthquake Appeal and supporting a school in Namibia.
39. The use of homework to support and develop the pupils' learning in all areas of the curriculum is very effective. It is set regularly and monitored systematically by the teachers and is underpinned by an appropriate policy.
40. The provision for pupils' spiritual, moral, social and cultural development continues to improve and is good overall. Spiritual development is promoted very effectively. Spiritual, moral and social values are fostered well in the school's very good assemblies. Opportunities for reflection are provided for pupils in assemblies and during lessons. Pupils are encouraged to talk about their feelings and those of others in circle time and assemblies. They also have opportunities to express their wonder, for example:
 - when pupils compare the size of the sun, earth and moon using a large beach ball, a pea and a pin head in Years 4/5;
 - or when pupils show amazement at the variety and number of living organisms found in a small sample of earth in Year 6.
41. The provision for moral development is also very good. Moral values are promoted successfully and contribute to an ethos of respect for one another. Adults consistently promote a clear message of the difference between what is right and what is wrong. Teachers are very effective in the use of reasoned discussion to manage their pupils' behaviour. Very good relationships are a feature of the school with adults and pupils showing care and concern for the well being of the whole community. In assembly, pupils are encouraged to talk about their feelings and how they can support one another. Good opportunities are provided in circle time for pupils to develop moral values.
42. The arrangements for social development are good. There are many opportunities for the pupils to work collaboratively in classrooms, around the school and on educational visits. Adult role models are strong and social skills are consistently encouraged and reinforced.

Opportunities are provided that contribute to the life of the school, for example, helping at lunchtime and the involvement in fund-raising activities mentioned. Further opportunities for the pupils to develop responsibility and initiative need to be provided.

43. The provision for cultural education has improved well since the last inspection and is now satisfactory. Pupils gain an understanding of world faiths in religious education lessons and the school displays artefacts and images that reflect the features of the religions. They experience a variety of theatrical and musical experiences, including dance and musical workshops led by African performers. The school has yet to succeed in developing links to provide pupils with opportunities to experience the cultural diversity of society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Staff show appropriate concern for the needs of the pupils and provide good role models to encourage their development. Overall, this shows improvement since the previous inspection. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems.
45. The school has good procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated officer for child protection and the school follows local procedures. The staff in the classroom know, from meetings and the staff handbook, how to deal with any situations that may arise and who to report to in the school if necessary. The school is extending this guidance to other people who work in the school. One teacher has particular responsibility for liaising with the social services department for any pupils who are in care. The provision for first aid is good with the provision of two trained staff. Records are kept of any treatment and letters home to parents as appropriate. The governors are actively involved in touring the school to identify any potential hazards. Outside contractors regularly check the fire extinguishers, electrical items and physical education equipment. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical education and design and technology. All the health and safety concerns mentioned in the previous report have been dealt with. The school follows the health and safety guidance and review procedures from the local education authority. Nevertheless, the school is aware that detailed whole-school review procedures are required.
46. The procedures for identifying pupils with special educational needs have been significantly improved. The headteacher is the special educational needs co-ordinator. Identification of pupils with special educational needs is now much more accurate and earlier than during the previous inspection as the assessment procedures adopted enable the school to identify weaknesses in pupils' performance quickly and precisely. The individual education plans are informative and based on pupils' prior performance, giving them the opportunity to develop their skills in a systematic and achievable way.
47. The school's arrangements for finding out what pupils can do are good. The previous inspection found assessment procedures to be unsatisfactory. Since then, the school has worked hard to develop a thorough and informative system that clearly identifies pupils' strengths and weaknesses. The policy for assessment covers recording and reporting procedures effectively. The upward trend in standards is partly due to the greater focus teachers have placed on evaluating pupils' work and setting new targets to further improve pupils' performance.
48. The school uses the Oxfordshire tests to assess children's attainment in different areas, such as language, personal and social development, within seven weeks of them entering school. The results from these tests support the accuracy of the informal assessments

carried out by the reception staff during this period. Pupils with special educational needs are identified quickly, which means they receive a considerable amount of support from an early age. The co-ordinator and class teachers very carefully monitor the progress made by these pupils and relevant targets are frequently reviewed and set. This has a positive impact on the achievements of these pupils. The early identification and the good level of support they receive means that some pupils have improved sufficiently by the time they leave school that they no longer need extra support.

49. The school uses a number of ways to collect information about pupils' attainment. National Curriculum tests are used in Years 3, 4 and 5 in addition to the statutory tests in Years 2 and 6. In Year 1, commercially produced tests are used in literacy and numeracy. Information from these tests is used well to pinpoint weakness and focus planning effectively. For example, over the past year the school has identified a weakness in pupils' writing. The emphasis placed on developing writing skills since then has had a very positive impact on standards. Recent assessments, both formal and informal, show levels of attainment in writing have risen considerably. The school is beginning to collect samples of pupils' work in different subjects in order to reach a consensus about levels of attainment. Portfolios are being collated which include pieces of work to which teachers have awarded a National Curriculum level through mutual agreement. This effectively enables a consistency in awarding levels to pupils' work, particularly when pupils in the same year group are in different classes. A particularly good example of assessing pupils' work is seen in Year 2. The teacher collects and assesses a piece of written work from each pupil each term. Not only is a level awarded, but also targets for development are clearly set to improve pupils' performances.
50. Teachers identify assessment opportunities effectively on their planning sheets. The planning and delivery of lessons are further enhanced by the very good quality of teachers' day-to-day assessments. These are mainly in the form of searching questions during lessons. Informal jottings also provide good evidence of pupils' progress as identified in short-term planning documents. These are transferred in turn to the Oxfordshire record-keeping system that the school uses. These pupil records are kept in year groups rather than class groups. This means that the school can ensure that pupils in different classes but in the same year have similar access to the curriculum. The effective tracking system of pupils' attainment means that teachers have a good understanding of the levels pupils have achieved and set future targets in relation to this. In addition, each class has particular targets for literacy and numeracy and these are currently being extended to include individual targets for pupils.
51. The monitoring of progress of pupils' personal development is less structured and relies mainly on the teachers' knowledge of the individual pupils. The teachers summarise pupils' personal qualities in the annual reports to parents. Teachers also provide notes for, and discuss with, the new class teacher at the start of the year. Pupils' personal qualities are enhanced by the various tasks they have around the school. All classes allow their pupils to collect and return the attendance registers. Older pupils have responsibilities for supporting the younger ones, such as during lunch times. The school encourages pupils to recognise the value of good work and positive attitudes during assemblies in which pupils show their work and with the headteacher awards each week. The school's very good and extensive arrangements for personal, social and health education cover the whole curriculum and make significant contributions to pupils' development. Circle time, for example, helps pupils to learn to listen to others and to be tolerant of other points of view. The school methodically assesses pupils with special educational needs to gain a good picture of their difficulties. Pupils who have difficulties with relationships receive very good support from a learning support assistant who runs a programme to enable them to develop their self-confidence and self-esteem.

52. The procedures for promoting discipline and good behaviour are good. At the beginning of the year, teachers help their pupils to devise a classroom charter for behaviour and the older pupils have helped to produce similar charters for the playground and the canteen. The teachers and other staff usually adopt a consistent approach to dealing with the pupils. Good behaviour and attitudes are rewarded by staff giving out certificates, stickers and house points. The inspectors saw good instances in lessons of teachers ensuring that the pupils understand how to behave. The school is planning to extend its approach with a new behaviour policy and extending training in behaviour management to support staff. Pupils agreed that any instances of bullying are rare and are dealt with quickly by the staff, although they did state that some name-calling occurs from time-to-time.
53. The procedures for monitoring and promoting good attendance and punctuality are good and contribute to the attainment and progress of all pupils. The keenness of pupils to come to school and the good relationships with parents result in little absence. The school secretary makes good use of the computerised system to keep the records up to date and to supply regular information to enable teachers to identify any patterns of absence. The headteacher monitors the registers each week and contacts parents if necessary. The education social worker is appropriately involved with any families who need particular support. The school keeps good records of any pupils who arrive late or who need to leave school early.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are pleased with all that the school does. The inspection team supports all of their positive comments, which show an improvement since the time of the previous inspection. Parents say that the school is well led and the teaching is good. Their children like coming to school and make progress from the level of support they receive. The pupils are usually well behaved and the school expects them to work hard, helping them to become mature and responsible. The parents consider that their children receive the right amount of homework to do at home and are pleased with the range of activities outside lessons. They feel comfortable approaching the school with any questions, although a few parents thought the school does not work closely with them. However, the inspectors found that the school provides good opportunities for parents to meet teachers and that it encourages parents to become involved.
55. The school has established good links with parents and these contacts are effective. The information provided to parents is excellent. The headteacher sends newsletters home each week outlining the various activities that the pupils are involved in as well as providing general administrative information. Every term class teachers send details of what they will be teaching their pupils, giving guidance on how parents can help at home. Other letters refer to more specific matters. The prospectus is informative and is supplemented with a welcome booklet for new reception class pupils. Every afternoon provides a very good opportunity for parents to see the teachers when they take their classes into the playground as parents are collecting their children. The inspectors saw many conversations taking place and it is very apparent that parents feel very welcome to talk to the staff. Formal meetings with teachers for parents to discuss their children's progress take place each term with a choice of afternoon or evening appointments. Parents of pupils with special educational needs have longer meetings each term and are appropriately involved in the setting and review of the individual education plans. The annual report on progress is sent home in the summer term. This report provides a very good summary for all subjects of what the pupils know and can do. For English, mathematics and science the teachers provide targets to help the pupils to improve.

56. Parents' involvement with the school makes a good contribution to its work and to the attainment of the pupils. The positive attitudes of the pupils and their keenness to be in school reflect the extent to which parents encourage their children to respect the school and education process. The comments in the reading records indicate that many parents support their children at home, although they become less involved as pupils reach the older years. The meetings for new parents and others on numeracy and literacy explain how they can help at home. The written material that is sent home includes government publications and information on literacy and numeracy. The school sends a questionnaire to parents and the headteacher encourages parents to make additional comments if there are any areas of concern. The parent-teacher association is very supportive, arranging both fund-raising and social events, including ones for the benefit of the pupils. It has also produced a starting school leaflet for new parents. A few parents come to help in the classroom on a regular basis and many more are willing to help on trips out. Parents also helped to move equipment for the new computer room / library and to redecorate classrooms.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher has been in post less than two years and during this time has shown outstanding leadership skills. She has introduced many initiatives and strategies that have improved the quality of education provided by the school.
58. Together with the governing body she has developed a clear vision for the future of the school. She is ably supported by a team of teachers, all of whom have delegated responsibilities for the subjects of the curriculum. They fully share her ambitions for the school. In particular, the headteacher has brought in new teachers with subject knowledge that meets the needs of the curriculum. She has provided in-service training for existing staff and built up the morale of teaching and support staff as well as raising expectations and improving the quality of teaching and learning.
59. The previous inspection took place in September 1999 and identified a large number of weaknesses in the leadership and management of the school, all of which have been addressed in a systematic and effective way. The school has introduced a long-term three-year school development plan that identifies priorities for development in teaching and learning and sets targets for the tested subjects in the school by the time pupils reach the end of Year 6. This plan is fully costed and has criteria by which the school can judge its effectiveness. The governing body has had a major role in developing this and the review of the school development plan is used to hold the school and the headteacher to account. Members of the governing body visit the school frequently and take an active role in monitoring the quality of teaching and learning. The governing body takes a long-term strategic view of the school for approximately five years. For example, it would like to introduce an early years unit to the school and some groundwork has already taken place to achieve this.
60. The school has introduced very good whole-school assessment procedures that track the progress of individual pupils, including those with special educational needs. This information is used to ensure that teachers' planning provides sufficiently challenging activities for pupils. Information and communication technology is used well in compiling the necessary statistics. Part of the process of assessment is the analysis of national test results. For example, the school analyses the school's overall performance, performance of different groups of pupils, pupils' targets and any issues regarding gender. The school uses this statistical information effectively to determine the *value added* or pupils' progress from their prior attainment. This *value added* has improved in recent years and standards are rising. However, the group of pupils in Year 6 that took the national tests in 2001 had a large number of pupils with special educational needs and was not

representative of standards found in the school overall. The inspection findings concur with this and found that the majority of pupils in all subjects are achieving at least standards that are in line with those expected for their age.

61. Another important improvement in management of the school has been the development of the role of the subject co-ordinators. They now have fully delegated powers and take responsibility for the standards in the subject they manage. All teachers have a subject responsibility based on their expertise. In particular, they are responsible for monitoring teaching and learning in their subject and reporting this to the senior management team. The role of the special educational needs co-ordinator has also been fully developed and is now more effective. Co-ordinators give an annual report to the governors and discuss progress with the full staff when reviewing the school development plan. The senior management team is made up of the headteacher, deputy headteacher/ Key Stage 2 co-ordinator and Key Stage 1 co-ordinator. Regular evaluation of pupils' progress and school effectiveness takes place on a fortnightly basis. The headteacher is mentored as part of a new headteacher support scheme, together with other local headteachers in a similar situation. She is able to reflect on her performance with the chair of governors at regular meetings.
62. The school is involved in the self-evaluation scheme, '*Improving Schools in Oxfordshire*'. The school's and individual teachers' performance are discussed with an adviser and the education officer. The findings on the school's *value added* are considered and the targets for future school performance are set. This information is used in the review of the school development plan.
63. Significant development of the early years has taken place. The Foundation Stage has been fully introduced. The learning environment and resources were improved for this age group. The reorganisation of the accommodation gives a designated play area. This, together with additional play apparatus for the Foundation Stage, gives greater opportunities for children's exploratory learning and imaginative play, appropriate for this age group and identified as a weakness in the previous inspection.
64. The management of special educational needs is very good and the co-ordinator provides very effective leadership. Teachers, learning support assistants and the co-ordinator meet regularly to discuss progress. The nominated governor takes an active role in the school's provision for special educational needs and the co-ordinator presents a progress report to the governing body once a term. Learning support assistants have a significant impact on pupils' progress. They work closely with class teachers and provide very effective written and oral feedback about the progress of the pupils they have been working with.
65. There has been considerable development of the resources for information and communication technology. A computer suite with 11 networked computers has been installed. As a result, pupils' standards have improved and the quality of teaching has also improved with further training in the subject and a review of the timetable. The Oxfordshire scheme of work has been introduced, which is based on national guidelines.
66. In addition to improved resources for information and communication technology, there has been other valuable investment in resources, with a particular focus on literacy and numeracy; this has been a contributory factor in raising standards. The school has improved resources for increasing pupils' awareness of the multi-cultural nature of society. However, pupils have little opportunity to experience this first hand through visits and visitors.

67. Although there has been a considerable change in personnel over the past two years, the school has a dedicated and committed team of teachers, who are effectively supported by well-trained learning support assistants.
68. The school's accommodation is satisfactory for the numbers on roll. The whole school, comprising of several buildings of different building styles and ages, is used well. The newly acquired information and communication technology suite, funded entirely by the school, is a valuable addition to the school's provision. The suite is well used by the pupils and the local community and is having a marked impact on standards. All the accommodation is cleaned well and display areas in classrooms and corridors are filled with stimulating examples of the pupils' work. There are adequate hard playing surfaces for the pupils' playtimes and there are very extensive grassed areas for outdoor activities. However, the accommodation still has shortcomings. The fact that one classroom can only be reached by going through another is inconvenient. There is little the school can realistically do to remedy this other than build a covered walk-way to access the room from outside in all weathers.
69. The school has improved the quality and quantity of its resources since the last inspection and the whole curriculum is now adequately supported.
70. The school manages its finances well and appropriate procedures are in place to ensure that funds are efficiently and effectively spent, including additional grants available to the school. The school had approximately a 12 per cent excess of income over expenditure in the last financial year; this was approved by the local education authority and has been used to help develop the school's information and communication facility. Exceptionally, the school received a capital grant for the computer suite and building, which made the unit cost per pupil high. Without this exceptional grant, the unit cost per pupil is average. Given this and the improving standards and greater efficiency of the school, it offers good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. The governing body, headteacher and staff should continue to raise standards by providing greater challenge and having higher expectations of what pupils know, understand and can do, with particular attention to high-attaining pupils. In order to do this they should ensure that:
- in all instances the work provided is pitched to ensure that all pupils are learning to the best of their ability (paragraphs: 3, 26, 28, 94, 99 and 106);
 - there are planned opportunities for high-attaining pupils to research and work independently, following the best practice in mathematics in Years 3 to 6 (paragraphs: 3, 26, 28, 91, 94, 99, 112, 140, 146 and 148).

The governing body and headteacher should:

- ensure that there are planned opportunities for pupils to take more responsibility in the classroom and around the school (paragraphs: 42, 91, 94, and 99).

Minor issue:

- The school should consider providing more opportunities for pupils to experience the multi-cultural nature of society at first hand (paragraphs: 66 and 148).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	9	29	9	0	0	0
Percentage	2	19	60	19	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	152
Number of full-time pupils known to be eligible for free school meals	26
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	32
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	11
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	10	10	13
	Girls	13	13	13
	Total	23	23	26
Percentage of pupils at NC Level 2 or above	School	79 (88)	79 (79)	90 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	11	13	12
	Girls	13	13	12
	Total	24	26	24
Percentage of pupils at NC Level 2 or above	School	83 (88)	90 (92)	83 (83)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	8	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	13	14
	Girls	6	4	7
	Total	16	17	21
Percentage of pupils at NC Level 4 or above	School	70 (69)	74 (63)	91 (69)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	13	14
	Girls	6	4	7
	Total	16	17	21
Percentage of pupils at NC Level 4 or above	School	70 (69)	74 (69)	91 (69)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	141
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	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000-01
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	£
Total income	352,367
Total expenditure	346,720
Expenditure per pupil	2,392
Balance brought forward from previous year	39,246
Balance carried forward to next year	44,893

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 37.2%

Number of questionnaires sent out	148
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	51	47	0	0	2
Behaviour in the school is good.	27	64	5	0	4
My child gets the right amount of work to do at home.	35	54	11	0	0
The teaching is good.	45	51	0	0	4
I am kept well informed about how my child is getting on.	35	52	11	2	0
I would feel comfortable about approaching the school with questions or a problem.	60	40	0	0	0
The school expects my child to work hard and achieve his or her best.	58	40	2	0	0
The school works closely with parents.	38	38	20	2	2
The school is well led and managed.	56	31	0	0	13
The school is helping my child become mature and responsible.	51	45	2	0	2
The school provides an interesting range of activities outside lessons.	38	47	2	0	13

Other issues raised by parents

None

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

72. The arrangements for children in the Foundation Stage are good and children make good progress. There has been a significant improvement from the previous inspection when there were weaknesses in the provision for children in the Foundation Stage, particularly lack of teacher expertise for this age group and assessment procedures. These have been fully addressed with the appointment of a new co-ordinator, effective assessment procedures and appropriate staff training.
73. Children are admitted to the reception class in the term in which they are five. They are assessed when they come into school to see what their general abilities are. The results are used as part of the school's well-developed assessment process to evaluate progress, determine whether children have special educational needs and to ensure that they progress to the early learning goals as they move through the reception class. When children enter school some have well developed speaking and listening skills. Most children, however, have standards of attainment in line with those expected for their age when they start in reception
74. The Foundation Stage is well managed and the co-ordinator, who was absent during the inspection, has planning and systems in place that enabled the supply teacher to continue the children's development with a minimum of disruption. There are no pupils on the register for children with special educational needs. At this early stage of the year, evaluation of children's attainment levels and needs were taking place during the inspection. Children progress well in the combined reception and Year 1 class due to good consistent teaching.

Personal, social and emotional development

75. This is well developed and children adjust quickly to school life; approximately a third of the reception class have no previous experience of school life at a playgroup or equivalent. The good teaching encourages children to be independent and make choices when they use the different activity areas, for example when they play with sand and water. Even though the school had only been in session for eight working days the children are well adjusted and settle into school quickly in the mornings. They show interest in what they are doing and listen carefully to the teacher. During play sessions children collaborate well and show awareness of each other during these activities. The teacher is careful to make sure that children have the opportunity to discuss what they are doing and ensure that they are comfortable with the activity they are about to take part in. There is rarely a raised voice and children's oral contributions are valued and listened to carefully by the teacher and other children, including Year 1 pupils who are also in this mixed-age class. At this stage of the year children are well on the way to achieving the early learning goals.

Communication, language and literacy

76. Many children are articulate and even at this early stage of the school year they make good progress. The majority confidently and willingly participate in discussion with the teacher. Children give careful thought to what they are doing and listen intently to the teacher for long periods of time. For example, when the children discussed a class book that had just been read the teacher asked, '*what is a forest?*' and one child said, '*it is like a jungle*'. They show awareness that the written word transmits meaning and that writing goes from left to right. High-attaining children read simple story books and relate the

content to another. Many recall nursery rhymes such as *Jack and Jill* and *Humpty Dumpty* from the pictures in a book. They understand that letters represent sounds and sound out letters such as 'b' for bear and 'g' or 'gr' for growl. They trace letters in the air and prepare for writing. Some children write their names legibly. Younger children use older Year 1 pupils as role models and quickly learn to 'pretend write' in a similar way to their older counterparts who write properly. The school has adopted a style of handwriting that encourages children to start immediately with joined handwriting. Some children draw zigzag patterns and many of the activities with crayon and paint show their interest in the early stages of letter formation. The teaching is good. The teacher takes every opportunity to encourage children to express themselves. For example, in a *circle time* session, with children seated on the carpet with the teacher, children pass round a glove puppet that is the indicator that it is their turn to speak. This ensures that every individual has the opportunity to participate in discussion and even the shyest children take part in this with gentle encouragement. The teacher manages the children very well and there is a good balance between class lessons and learning through play that is carefully planned with an effective assistant. The great majority of children make good progress in achieving this early learning goal by the end of the Foundation Stage and are well prepared for Key Stage 1

Mathematical development

77. Children's attainment is in line with what is expected for their age when they enter school. They make good progress and have a good understanding of what number is. Children are encouraged to relate numbers to pictures. Many children count to 20 with ease and a few count up to 40. Some understand 'before' and 'after' when talking about numbers. They know for example that '3 is after 2' and that '8 is before 9'. The majority of children recognise random numbers up to 10 without first counting up. They transfer these skills into playground games directed by the assistant and move up and down number snakes and hopscotch painted on the playground. Children are developing concepts of weight and mass through structured play using sand and water trays. Some children recognise two-dimensional shapes, such as a square and a triangle. The teaching is good and a good foundation is being laid for future mathematical work with these activities. The lessons are well planned with appropriate learning objectives based on the early learning goals. The teacher and her assistant have established a very good working relationship with the children, all of whom remain on task during sessions, frequently for sustained periods. Children progress well and the majority are set to achieve this early learning goal by the end of the school year.

Knowledge and understanding of the world

78. Children quickly develop an understanding of the world in which they live. They learn about themselves, the similarities and differences they have in comparison with other human beings. In one lesson, children had recorded their voices and realised that they could identify each other from the differences in their voices. Children take part in action songs to help them become conscious of their bodies. In one lesson, they sang '*hands to work and feet to run*'. They explore their senses, such as taste with their tongues. Children described 'sweet sugar', 'sour salt' and 'sour lemon'. Children are beginning to realise that some people are taller or shorter than others, some have curly hair and others have straight hair. Children realise that individual tastes differ as they discuss their favourite foods. In one lesson, they illustrated their choices of their favourite food when they cut out pictures of this food to stick on to a plate. The teaching is good. Children are managed well and the lesson objectives are clear and effective. Children go on short walks to develop their awareness of the local area; this enables them to locate the position of their school in relationship to their home on a simple map. Children go to the computer suite and learn to use the mouse and to play simple games and create pictures.

They use a programmable robotic device and learn how to give it instructions to move. In play, children use sand and water to explore the qualities of these materials, developing curiosity, for example, about why some things float and others do not. The good teaching prepares children well for their eventual work in science, geography and technology at Key Stage 1. Children progress well at this early stage of the year in this early learning goal.

Physical development

79. Children' physical development is at least in line with what is expected for their age and frequently above this. The good teaching ensures suitable opportunities for children to use a good range of indoor and outdoor equipment and other resources, such as bicycles and trolleys, that develop control and balance. In one physical education lesson, children walk in single, zigzag file into the hall following the teacher. They take part in a circle game, *'Here we go Looby Loo'*, shaking various parts of their body and linking with the work that the children had been doing on *'myself'*. Children enjoy circle games such as, *'Here we go round the Mulberry Bush'*. They show good co-ordination and rhythm as they chant a song and move to the chant. The teacher extends children's literacy skills as she gives instructions for them to follow; they respond very well to these. Children show good spatial awareness in physical activities. To follow up a literacy lesson, the teacher said *'We're going on a Bear Hunt'* and children recalled the rhyme from the previous lesson as they took part in this physical activity. Children show awareness of the physical changes to their bodies as their heart rate increases and their breathing becomes heavier. Children show imagination in choosing their own movement to the music and they learn valuable elements of dance when moving to music. The teacher shows good knowledge in physical education and the well-planned lessons show a good understanding of the early learning goals. The pace of the lessons is brisk and all children are fully involved. Children make good progress and the majority are set to achieve this early learning goal by the time they finish the reception class

Creative development

80. Children show well-developed skills in this early learning goal. The organisation of the class by the teacher and her assistant gives children many opportunities to develop their creative skills. They have frequent access to building blocks, paint, pencils and crayons. Children use glue and scissors dextrously and cut out recognisable shapes, for example, when making a collage of their favourite foods. When children draw self-portraits or pictures of other people, they are usually recognisable as such and have details, such as ears, hair, noses and mouths. This level of observation varies, but there are sometimes examples of drawings showing considerable and recognisable features sufficient to identify an individual. Children use modelling materials to press, pull and manipulate. In singing or music sessions, children sing in time and take part in action songs which they recall. The good teaching enables children to make good progress and the majority achieve this early learning goal by the end of the Foundation Stage.

ENGLISH

81. When pupils reach Year 2 and Year 6, standards of attainment are in line with the national average and they have made good progress since the previous inspection. This is as a result of:
- a carefully planned English curriculum;
 - successful implementation of the National Literacy Strategy;
 - consistently good teaching;
 - a greatly improved system of assessing pupils' work.
82. Boys outnumber girls by a considerable margin. Although boys perform less well than girls do in national tests, the inspection found no significant difference between the attainment of girls and boys in lessons and the work analysed.
83. The inspection found pupils' speaking and listening skills are good across the school and these skills are widely used in other subjects. Almost all pupils listen attentively to teachers and each other during discussions. Younger pupils join in with rhymes and stories enthusiastically, whilst older pupils wait patiently for their turn to speak. Pupils express themselves clearly and confidently and teachers encourage the use of good English effectively. Across the curriculum, pupils show good understanding of technical vocabulary. For example, pupils in Year 6 use words such as '*condensation*' and '*precipitation*' when talking about the water cycle and describe in detail the path that a river follows from the '*source*' or the '*spring*'. When they sequence the events of a story they have read, pupils in Year 1 use the words '*setting*' and '*characters*' whilst they describe the story.
84. The planned progression of speaking and listening activities enables all pupils to make good progress. The beginning and end of lessons provide good focal points for discussion. Pupils are greatly encouraged to share their work at the end of a lesson by explaining what they have learnt. Opportunities for drama and debate are planned for and have a positive effect on pupils' confidence and capabilities in expressing their opinions. The youngest pupils in the school learn how to take turns to speak when sitting together in a circle. They learn quickly that they can only talk when they are holding a toy animal, therefore setting the code of behaviour for listening as they get older. Pupils with special educational needs are supported well during whole-class discussions by capable learning support assistants who sit with them to repeat and clarify questions which, in turn, gives them confidence to contribute.
85. Standards of reading are average when pupils reach Year 2 and they make satisfactory progress. High-attaining pupils read fluently and confidently and develop an enjoyment of different stories and poems. They have begun to recognise different authors and make simple predictions about the outcome of a book. Average attainers and lower-attaining pupils, including those with special educational needs, learn a variety of ways to help them tackle unfamiliar words in their reading. Pupils with special educational needs are very well supported and make very good progress, frequently attaining standards that are near those expected for their age.
86. When pupils reach Year 6 standards in reading are above average and they make good progress. Pupils of average and above average ability are accomplished readers and express preferences between authors and books. Many are avid readers. One pupil said, '*I like anything that you can't put down*', whilst another agreed by saying, '*You have to carry it around with you if it's really exciting*.' They openly discuss plots and characterisations and make comparisons with other books they have read. Pupils in Year 6 had recently been discussing the work of Charles Dickens. One pupil who was currently reading a *Harry Potter* book said, '*Harry Potter is a fantasy - Charles Dickens is*

realistic - he makes you feel sorry for things that were going on'. Lower-attaining pupils read more hesitantly and have not developed the love for books that many other pupils have. Pupils with special educational needs are supported well in their reading and are provided with a range of books that are particular to their abilities. They have developed appropriate skills to help them with unfamiliar words.

87. Younger pupils, and those with special educational needs, learn to read in a logical and systematic way. Once they develop a level of fluency, they are given a guided choice in the books they choose. Nearly all classes timetable a period during the day called *silent reading*. Pupils have unrestricted access to a wide range of books to extend and develop their reading skills. The school has an effective system for monitoring pupils' choice of books, although there is no opportunity for older pupils to record any more information about their books other than the title and author. Guided-reading sessions are used very effectively. Teachers have established a good system that monitors pupils' reading abilities during these sessions. In the best examples observed, pupils read individual copies of the same book independently and the teacher offers each pupil support. The group then comes together to discuss what they have read and makes comparisons with other aspects of their reading.
88. Pupils in Years 1 and 2 understand the purpose of non-fiction books and show an awareness of index and contents pages. Pupils in Year 6 understand the Dewey Index system and locate books on particular subjects. Literacy skills are well used across all subjects. Pupils' ability to find information is well developed throughout the school. Pupils also have well-developed skills at retrieving information from different sources. Pupils in Years 3 and 4 use the Internet to help them find information on their Ancient Egyptians topic, whilst pupils in Year 6 expertly interrogate CD-ROMs to aid their research.
89. When pupils reach Year 2 their writing is average. Writing has been a focus for development across the school over the past year and as a result of this pupils have made good progress. Pupils in Year 1 begin to use capital letters and full stops in their writing and high-attaining pupils show an awareness of speech marks. They choose words for effect, as one pupil's writing reveals: *'Once long ago there was a very very spooky castle'*. In Year 2, many pupils produce good sentence writing, showing an increasing awareness of vocabulary and choice of words. Their spelling becomes more accurate and their writing covers a wide range of ideas. A scrutiny of pupils' written work reveals that pupils with special educational needs make good progress. At the beginning of the school year one Year 2 pupil wrote, *'I lict ma Brathe swim und wate'*. Four months later, following a structured programme of work, the same pupil wrote, *'But then she sore sum porij and she trid DaDDy Bears porij'*.
90. By the time they are 11, pupils attain standards in writing that are average. It is evident from their work that they make good progress. Pupils produce a wide range of writing for different purposes, including:
 - fiction;
 - character studies;
 - factual reports;
 - persuasive writing; and
 - letter writing.
91. They write logically in paragraphs and use adjectives and powerful verbs effectively. Pupils successfully transfer the skills taught in lessons to their pieces of writing. One Year 5 pupil writes, *'As he got closer to the castle he felt a sudden urge to go back but he kept on...'* Later on he writes, *'He rummaged for it in his pocket...'* Story writing shows a sense of structure and development, as pupils in Year 3 and Year 4 reveal. Having

focused on story settings and gripping beginnings, many pupils develop an appropriate ending to a story based on an Ancient Egyptian tale they have been reading. Opportunities for pupils to develop editing skills are more limited. During the inspection, very few pupils were seen to be using dictionaries or checking aspects of their own writing. They use information and communication technology effectively in literacy and pupils have the opportunity to word-process their work and illustrate it on the computer. The extensive work by the school to improve writing is having a positive impact on the quality of writing in other subjects, especially history.

92. The recently introduced handwriting policy is having a positive impact on the quality of pupils' handwriting. Pupils are taught to join their letters from an early age so when pupils reach Year 2 many produce a neat, joined style of writing. Older pupils are beginning to take more pride in the presentation of their work due to the high level of teachers' expectations, although some are taking longer to improve their quality of presentation than others.
93. Pupils' attitudes to English are very good. They listen carefully and are eager to contribute their ideas to class discussions. In some lessons seen, pupils were on the edge of their seats with anticipation of being asked a question. Pupils have very good relationships with their teachers and are keen to learn. They work together co-operatively and share resources when required to.
94. The quality of teaching is good overall and is a major factor in the improving standards in the school. In one third of lessons it is very good. Teachers show very good understanding of the requirements of the National Literacy Strategy, and their hard work in developing a successful planning system has paid dividends. Teachers build systematically on pupils' previous learning and plan tasks that are particular to their needs. In a few lessons, the highest-attaining pupils were not fully challenged to the extent of their abilities. Some over-direction in teaching, using general worksheets and limited opportunities for pupils to edit their own work were reasons for this. Teachers make very good use of lesson introductions to gauge pupils' understanding of previous lessons and their plenary summary provides good reinforcement of the lesson content. In a small number of lessons observed, insufficient time was allowed to cover all the planned aspect of the plenary or final session. This meant that teachers were not successfully assessing what pupils had achieved and the next stages or learning were not made clear. Very good use is made of learning support assistants. Pupils with special educational needs are supported well individually and in small groups. They engage pupils in worthwhile activities that focus on developing phonic and writing skills that have been clearly identified in the pupils' individual education plans. There is a suitably equipped library, but this is not always used effectively for pupils' research, teachers preferring to allocate the books themselves.
95. The school has worked very hard to revise its curriculum for English and the standard of work that pupils now produce is evidence of this. The subject is regularly monitored and the co-ordinator provides appropriate management. Good records are kept to assess what pupils can do in reading, writing, speaking and listening and teachers use the information from these well to plan future lessons. Each class has clear targets for improvement, which are currently being developed to incorporate individual targets for pupils.

MATHEMATICS

96. Pupils make good progress overall and standards by Year 2 are in line with the national average. By the time pupils reach Year 6, standards are above average. Pupils in Year 1 make good progress in adding and subtracting numbers when solving problems up to 10, with a third of the class being able to recall addition and subtraction facts up to 20. All pupils are encouraged to discuss their work using the appropriate mathematical terminology. They sequence numbers to 100 and count in multiples of 10. More able pupils solve problems involving 10s. Pupils at the beginning of Year 3 make good progress using two sets of two-digit numbers mentally and in solving money problems with values up to 100 pence. A good feature of the lesson was the manner in which the teacher met the needs of all the pupils in the class, particularly in the extra challenges and the expectation of the high-attaining pupils. Good pace and rigour enabled the Year 4 pupils to make very good progress in their lesson investigating different methods of adding and subtracting numbers. Pupils in Year 5 made excellent progress in the multiplication of money because of the lively pace, rigour and challenge in their learning and the enthusiasm of the teacher. The use of targets is having a positive effect on standards, particularly in Year 6 where the pupils are fully aware of their progress and the teacher's expectations. Although it is very early in the term, their work indicates good progress in presentation and in understanding the problem solving process using the four operations. However, at this early stage of the year pupils had not covered other aspects of mathematics. Analysis of a sample of work from the previous year shows a good range of work covered in number, shape, space and measures and data handling. A feature of lessons in Years 3 to 6 was the provision for the higher ability pupils to extend their knowledge and understanding. Literacy plays an important part in mathematics and pupils develop good skills in reading mathematical problems and writing out their own problems by the time they reach Year 6
97. Pupils with special educational needs are well supported by their teachers and the learning support assistants and make good progress in lessons. Good communications are maintained between the adults through the use of effective feedback.
98. Pupils and teachers work hard to ensure that learning is as effective as it can be and that a good rate of progress is maintained. Teachers rightly emphasise the need for pupils to use the correct vocabulary in explaining their mathematical ideas and take care in supporting their pupils to achieve this end. The good use of open-ended questions enables teachers to make accurate assessments of the pupils' understanding of the concepts.
99. The overall quality of teaching is good and often very good or excellent. Teachers plan their lessons well, making good use of much improved assessment procedures to ensure that all their pupils' needs are met. There has been a significant improvement in Years 3 to 6 in the provision for those pupils who have the capability of achieving the higher levels of the National Curriculum. Attention has been given to the identification of these pupils and the school has set challenging but achievable targets for itself and its pupils. All teachers share the objectives for the lesson with the pupils. This is done well and encourages the pupils to be involved in their learning. In the most effective lessons, the teachers check whether pupils have understood their work and whether they need to hear again what has been taught. This approach helps pupils not only to understand their targets but also to see how well they have done in the lesson and what they have to do to improve. Occasionally, progress is slowed slightly in a Years 3/4 lesson when the pitch of work is not challenging enough for high-attaining pupils. The school has addressed the previous underachievement of boys with successful strategies, particularly in terms of learning and time targets for a lesson. Pupils have a better idea of what standards they need to attain by being provided with personal targets. They enjoy their opportunities to

use their mathematical skills in other subjects. Pupils effectively use their mathematical knowledge when working in science and information and communication technology. For example, in science pupils tally and record findings during practical experiments on finding organisms in soil and translate this information into graphs on the computer. Pupils also play mathematical games on the computer to develop their numeracy skills.

100. Pupils in all classes enjoy mathematics and the interesting activities their teachers plan for them. These experiences are outlined in the teachers' good-quality daily plans. The rate of learning has improved largely because of the more thorough monitoring of standards and teaching, improved assessment arrangements, well-focused and challenging teaching and the good implementation of the National Numeracy Strategy. The school is making good use of the commercial numeracy programme to support its pupils. The management of the subject has improved since the last inspection and is firmly focused on improving pupils' standards and achievements.

SCIENCE

101. Standards are at least in line with the national average when pupils reach Year 2 and above average by Year 6. Standards have improved since the previous inspection. This is because the school:
- has adopted a number of whole-school policies that have developed the quality of planning for the subject;
 - follows the national guidelines on the science curriculum;
 - has improved the quality of teaching and learning;
 - has initiated monitoring of teaching and learning;
 - has improved subject co-ordination;
 - has improved training opportunities for teachers.
102. Whole-school assessment procedures ensure that teachers know their pupils well and that the work provided is appropriate. These procedures enable teachers to modify work as necessary in light of the greater information they have about pupils' progress. The information from these assessment procedures enable the school to identify good '*value added*', based on pupils' achievement from their prior attainment as they move through the school. The school has set challenging and appropriate targets for when pupils reach the end of school in Year 6 and seems likely to achieve these.
103. Pupils with special educational needs achieve well due to the very good arrangements made for them. Many on the early stages of the register make good progress and approach standards that are expected for their age. They enjoy the practical aspects of science in particular and participate fully.
104. A strength of science teaching and the curriculum is the good-quality practical work that takes place across the school. This gives pupils an interest in the subject and an understanding of scientific principles and conventions, such as the concept of '*fair testing*'. The younger pupils in Years 1/2 learn that humans need exercise to keep healthy and the work they do is very much associated with themselves. They effectively explore the concept of youngest and oldest. Pupils relate to their own experiences of a baby in their family. They show a good understanding of the gradations of age in a series of photographs of the development of the individual. In this instance they are photographs of the class teacher at different ages, although no pupils recognised this until the class teacher pointed it out to them. Pupils show good recognition that babies can only crawl and not walk, they cannot speak and one pupil says '*they dribble a lot!*' Pupils understand well that their diet changes as they grow and identify what food is healthy and what is not. Pupils follow this up in Years 2/3. They produce effective posters identifying foods that are healthy and those that are not. They use hoops and

actual packages effectively and set the food into the hoops according to their healthy properties. The objective of the lesson is to show that humans need to eat the right types and amount of food to stay healthy. Pupils record their findings by making realistic models of healthy food or record their findings in note form. The findings are recorded in a chart form to determine the class's findings, a good link with numeracy.

105. By the time pupils reach Years 4/5 they are considering their place in the universe. They study the position of the sun, earth and moon and understand the concept of a revolving earth that gives night and day depending on its relationship to the sun, and pupils use a model globe to illustrate this. Pupils work well collaboratively on this study of the universe. In Year 6, pupils are learning to make biological experiments using samples of earth from different locations in the school grounds. They investigate the organisms found in different samples and hypothesise effectively why there might be more of a particular organism in one sample than another. They discuss appropriate refinements to the experiment to improve the element of fair testing, for example, by using a similar site and a precise amount of soil. Pupils effectively identify the organisms they have found using magnifying glasses and an identification chart provided by the teacher. They record their findings using a tally sheet and use this information to draw conclusions about their findings. Pupils have the opportunity to research using the Internet, CD-ROM, and data handling software in various ways. They present scientific results by drawing graphs and recording data. The new computer suite is regularly used. Pupils develop their information and communication technology skills well when recording their findings graphically on the computer. Analysis of past work shows that pupils have a good understanding of materials and their properties by the time they complete Year 6. Developing literacy skills play an important part in raising standards in science. For example, the improvement in writing skills enables pupils to express themselves more accurately when writing notes for science. Good numeracy skills are evident when pupils tally up their results at the end of practical experiments.
106. The quality of teaching is good across the school. In the best lessons, teachers' expectations are high, but realistic. Teachers display good scientific knowledge and plan well. There is a good balance between discussion, written and practical work, as witnessed in a Years 2/3 lesson when pupils made posters of foods that are good for us and in a Year 6 lesson, when pupils sampled earth to find organisms. Teachers make good use of a review of previous work to establish pupils' knowledge and understanding and to develop their learning. In one Year 6 lesson, this enabled pupils to devise and use methods of recording the variety of organisms in a soil sample. The majority of lessons are planned well, although lesson objectives are occasionally too vague and lacking clarity, leading to slower progress and lack of challenge for high attainers. Pupil management is also good in most lessons. However, when the lesson lacks pace occasionally when learning objectives are not clear, the teacher has difficulty in ensuring pupils remain on task all the time.
107. The co-ordinator ensures the curriculum is well planned and that good balance, coverage and continuity ensue. She provides good constructive support for the staff and, together with the agreement of all staff, has drawn up an effective policy and a detailed scheme of work that covers all the programmes of study of the National Curriculum. Good whole-school assessment procedures are in place using the Oxfordshire record sheets and end-of-topic assessment tasks. This ensures that teachers know their pupils well, although assessment does not extend to the individual tracking of pupils and individual target setting that would make assessment even more effective. A regular analysis of pupils' work, including national test results, takes place by the co-ordinator and strengths and weaknesses are reported back to the teachers. The headteacher monitors plans and the work of the co-ordinator and there is some informal monitoring of teaching and learning by both the headteacher and the governing body. Resources are adequate and readily

available. Overall, the subject is well managed and the co-ordinator and staff are committed to raising standards throughout the school.

ART AND DESIGN

108. The standards achieved by the time pupils reach Year 2 and Year 6 meet those expected for their age and are similar to those found during the previous inspection. Pupils with special educational needs achieve well and this is a subject in which they can often operate on an equal footing with their peers.
109. The provision for art is good and pupils have the opportunity to experience a wide range of techniques. In Years 2/3, pupils paint in the style of Australian aborigines using a complex dot pattern and earth-coloured paints to reflect this style of work. Pupils show good dexterity with paints as they emulate the patterns and shapes in an aboriginal picture, following up and improving on previous work in this style using pastels. Pupils use sponges and paint well as they trace the outline of their hands as part of this picture. In Years 3/4, pupils follow up a history lesson by producing various Egyptian artefacts. One group works on producing a papyrus (Egyptian scroll) using paper that the teacher had aged to make it look more authentic. Pupils accurately translate their names into Egyptian hieroglyphs (Ancient Egyptian writing) using a chart. Other pupils produce a head-dress in the style of an Egyptian death mask, such as Tutankhamun. Both of these help develop pupils' awareness of multi-cultural diversity in the world and their own society. There are various artefacts that are used to stimulate pupils' interest and give them guidance, such as photographs of the death masks and decorated papyrus scrolls. There are various media in use in art. For example, Year 2 displayed back and white cut out pictures or decoupage of apples, flowers and trees. This links with symmetry in mathematics. There are well-designed flowers from this age group making up a wallpaper pattern. There are very large three-dimensional models on display in the style of the famous sculptor Henry Moore made by Year 3. Pupils use information and communication well as an art resource. For example, Year 2 pupils illustrate a piece of writing on fireworks using the '*paint*' program and Year 4 a graphics program to illustrate their work on the Ancient Egyptians. Year 6 pupils have painted and drawn in ink some well-observed pictures about the Victorians, linked to a history topic.
110. The small amount of teaching seen was good or very good. Teachers use a good range of resources and make sure that learning objectives are clear; they keep the pace of the lesson brisk and good management keeps pupils on task. Pupils enjoy the practical approach to art and are well behaved in lessons. The teaching seen and good-quality work seen on display and in sketchbooks and portfolios indicate that teaching is good overall. There is a consistent approach to the subject and teachers plan effectively using the recently updated Oxfordshire scheme of work, based on national guidelines that provide good curriculum coverage.
111. The co-ordinator is new to her post and had only been in the school for two weeks prior to the inspection. She is enthusiastic and keen to develop the subject. The previous incumbent effectively revised the scheme of work prior to her departure and the Oxfordshire scheme of work reflects current thinking on the subject. Co-ordinators present their financial requirements to the governing body at the appropriate time to ensure that adequate funds are available to develop the subject. Art and design is due for a complete review in 2003 and this is identified in the school development plan. The resources available for the subject are good and a wide range of materials and media are in use

DESIGN AND TECHNOLOGY

112. Standards are in line with those expected by the time pupils reach Year 2 and Year 6. This is similar to the standards found at the time of the previous inspection. Pupils with special educational needs progress well and many take a full part in this subject, except for the detailed recording of their findings
113. Pupils in Year 1 were beginning their project on healthy eating. They recorded the fruit and vegetables they had consumed during the day in a pictogram. They described their preferences and why they had chosen them and listened carefully to the choices of their peers. Their learning was a positive experience because of the skills of their teacher in encouraging them to take part in discussion with confidence by supporting them in their language skills. They were able to refer to their previous experiences in looking at the textures of different fruits. They recognised the importance of eating more fruit and vegetables for healthy living.
114. An equally lively lesson in Year 5 involved bread making. Particular attention to measuring and cleanliness were features of this lesson. They effectively use numeracy skills when measuring out ingredients. Pupils discussed the processes with an awareness of these features. They thought carefully about the effects of missing out an essential ingredient before making their predictions. They set about mixing the ingredients, learning on the way to make the dough drier and how to remove the sticky mixture from their fingers. They kneaded the dough with enthusiasm. Whilst waiting for the dough to rise, the pupils wrote an accurate report of what they had done, what had been left out (except for the control group) and their predictions of what would happen to their mixtures. This was a good example of improving literacy skills developing pupils' work in this subject. The work of pupils in Year 6 in constructing a musical instrument indicated that they have a typical understanding of the processes required in designing, planning, constructing and evaluating an instrument. Well-detailed diagrams with measurements and annotations were included in their project folders as well as a thorough evaluation of the whole process. In some instances, work is followed up using information and communication technology skills effectively
115. In the two lessons observed, the teaching was good. Discussion was well managed and enabled all pupils to play a part. The teachers' lively and enthusiastic approach maintained the pupils' interest and motivation. The teachers provided good feedback for the pupils. The pupils were well behaved and showed good attitudes to the subject across the school.
116. The new co-ordinator has good subject expertise and has an effective action plan to lead the subject forward in the future, including the sharing of good practice in the school.

GEOGRAPHY

117. Standards in geography meet those expected for their age by the time pupils complete Year 2 and Year 6. Standards have significantly improved since the previous inspection when pupils reach Year 6. Geography lessons are carefully structured within a programme of topics that ensures pupils' entitlements are fully met.
118. By the time pupils reach Year 2, they make satisfactory progress. The majority of pupils has an awareness of their local environment and understands that many of the pupils who attend the school come from a number of neighbouring villages. Pupils describe their routes to school using appropriate vocabulary and draw plans of the local area. There is good emphasis on practical work to enthuse pupils' and capture their interest. Pupils successfully make comparisons between features of villages and towns and name some of the countries that make up the British Isles. Pupils have a greater awareness of the wider world too. Pupils in Year 1, when talking about the life of Florence Nightingale

for their history topic, locate European countries associated with her life on a map of the world. Pupils in Year 2 use maps to locate Africa and make comparisons between life there and where they live. This aspect of geography is greatly enriched by an impressive display of African artefacts.

119. By Year 6, pupils are making good progress due to a sharper, more-defined curriculum. Teachers now organise topics to ensure a steady progression of skills that build systematically on pupils' previous learning. This detailed planning means that the gaps in pupils' learning that were identified in the previous inspection are significantly reducing. Pupils speak confidently about the topics they have been taught and their knowledge and understanding of, for example, mountains and rivers is good. The curriculum is further enriched by a residential visit to a field centre for pupils in Year 5 and Year 6.
120. Pupils respond positively and enthusiastically to their work and co-operate with each other well. Pupils in Year 6 were carrying out experiments to decide what happens to rainwater when it reaches the ground. They were organised into mixed-ability groups and high-attaining pupils supported pupils with special educational needs, ensuring they were involved in the whole process.
121. Geography links well with other areas of the curriculum. Younger pupils use graphs to compare information collected about different villages. Pupils in Year 6, when carrying out a study of mountain environments, used mathematical skills to design their own mountain range. They also used CD-ROMs and the Internet effectively to extract information about mountains and rivers throughout the world. Pupils are offered a good range of writing experiences relating to their topic work, but the use of the library is more restricted as books are usually brought into the classroom for research, restricting the opportunities for pupils to research for themselves independently.
122. The quality of teaching is good overall. Teachers plan lessons that are interesting and motivate pupils. They have a good understanding of what should be taught. They structure lessons that give pupils sufficient time to complete tasks and use discussion time at the beginning and end of lessons to assess what pupils have learned. Work is planned to match the differing abilities of pupils and pupils with special educational needs are supported well by learning support assistants. Pupils' progress is further enhanced by good links with literacy and information and communication technology.
123. The co-ordination of geography is shared and is effective. The co-ordinators have worked hard to revise the curriculum to make it more stimulating, interesting and relevant. Standards of attainment have risen as a result of this. They monitor the subject well and ensure that what is planned is being taught. Detailed records are kept to record pupils' attainment in the subject.

HISTORY

124. Year 2 pupils' attainment in history meets expectations and all pupils, including those with special educational needs, make satisfactory progress. The previous inspection found that standards met expectations across the whole school. Year 6 pupils make good progress and standards are above expectations. A greater focus on long-term planning and improvements in assessing pupils' knowledge and skills has contributed to the rise in standards from the previous inspection.
125. In Year 1 and Year 2, pupils are developing a sense of chronology. They understand that certain events took place a long time ago and make some comparisons with life today. Pupils in Year 1 when talking about the life of Florence Nightingale explain that she used

a lamp for light *'because there was no electricity in those days'*. They use photographic evidence to compare seaside holidays during Victorian times with holidays today.

126. Pupils in Year 5, when studying the Victorians, comment on how different life was for girls and boys. A visit to an authentic Victorian classroom helps them gain an understanding of what it was really like to be alive in the past and their writing develops in the style of a Victorian child. In a diary, one pupil wrote, *'In our school we have different entrances, boys go in a big bright red door and the other girls go in a grey dusty door. It ain't fair'*. Literacy is used well to support history work, as pupils in Year 5 show when writing about the Ancient Greeks. In a newspaper article, one pupil wrote, *'Last night the belly of the horse opened up to reveal a trap door. Out came a few of the best Greek warriors Greece has got'*. Information and communication technology is also used well to support pupils' research skills. A group of Year 3 pupils successfully gathered information from the British Museum Web Site about the Ancient Egyptians and shared their findings with the rest of the class. Older pupils make pertinent comparisons between different periods in the past. One pupil commented that, *'The Romans were cleaner than the Tudors were. They had a more advanced sewer system'*. Teachers ensure that when studying one aspect of history they compare this with another period that the pupils have learnt about.
127. Pupils work very hard at their history work and talk enthusiastically about the things they have learnt. They are inspired by enthusiastic teaching to gain as much of an insight into life in the past as they can. They listen well to teachers' instructions and accounts of events and talk with enthusiasm about visits to places of interest relevant to their topic work.
128. The quality of teaching is good. Teachers are well informed and use resources effectively to spark pupils' imaginations. Lessons move at a swift pace and often the content of a history lesson is linked successfully to work in literacy lessons. A good example of this was seen in a Years 3 and 4 class. Pupils studying the Ancient Egyptians in history were also using historical vocabulary to write the ending to a story about an Egyptian pharaoh during literacy lessons. These direct links enable pupils to understand the relevance of their work in an historical context.
129. The management of the subject is shared and the co-ordinators provide good leadership. They have worked hard to develop the subject and have carried out some monitoring duties. The long-term programme of study ensures that pupils are developing the necessary skills. Teachers use an efficient record-keeping system to assess what pupils know at the end of a topic.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. The school has made a significant improvement in many areas of the provision for information and communication technology. At the time of the last inspection, attainment was below expected standards when pupils reach Year 2 and Year 6. The current inspection finds that standards are in line with those expected for pupils' age when they reach Year 2 and Year 6 across a wider range of aspects. This is the result of:
- better teaching;
 - good-quality resources improved by national funding;
 - an improved time allocation for teaching the subject; and
 - the identification of the skills to be taught and the subject's links across the curriculum.
131. The school's work affects more than its pupils and many members of the local community benefit from its resources and facilities. Pupils with special educational needs progress

well and attain appropriately in this subject. Literacy and numeracy are used well in this subject and there are many good examples of word-processing of pupils' writing and the use of number games and the recording of mathematical data in evidence by Year 6. Pupils also effectively research using the Internet and CD-ROM in history and geography and create imaginative pictures during art activities.

132. At the heart of the school's success in this subject are the structured programme of teaching and support and the well-equipped computer suite. The way in which teachers plan the use of information and communication technology as an integral part of the pupils' work is a marked success. Pupils are taught keyboard skills and how to *log on* and save their work as soon as possible. They look upon computers as a natural tool for learning.
133. In a Year 1 class, their class teacher taught pupils in small groups how to use the mouse to open the *Teddy Bear* program. At the same time, other pupils were controlling a programmable robotic device and making choices to produce a planned movement of the machine. Pupils in Year 2 were able to explain how to use a paint program to illustrate their writing about fireworks. They gave a good explanation of how they used a word-processing program for their writing and how to print it. Their work in the subject portfolio was of good quality.
134. By the time the pupils reach Year 4, they are becoming more proficient in using the computer's features. In a lesson on combining graphics and text, the teacher's secure subject knowledge and understanding helped to provide a clear explanation of the lesson's objective. By the end of the lesson, the pupils had achieved their target of creating a blank page with an outlined box and had identified the colour and type of font (letter size) to be used in their writing. This lesson was a preparation for the pupils to set up a presentation on the Ancient Egyptians. By the time the pupils are in Year 5, they communicate by e-mail and navigate the Internet. They were navigating the Internet in their lesson to find information to extend their understanding of the Planetary System. Pupils in Year 6 used the Internet in their lesson to access information about river systems for their geography topic. The information and communication technology skill being taught was the cutting and pasting of photographs from an outside source into their own folders. In discussion, they referred to their experience with a number of *search engines* (methods of finding items on the Internet) and how they had used a musical program to compose their own tunes.
135. The quality of teaching observed was good. Teacher's knowledge of the subject has improved since the last inspection. They plan their lessons skilfully and this helps pupils gain in confidence when working with computers. Assessment is used very well to monitor progress and inform planning. Many teachers are embarking on national training in information and communication technology to improve their skills. The school is host to those in the community who wish to learn how to use computers during the evenings. The school has managed these improvements well and the school and the newly appointed co-ordinator look well placed to make the planned advances. Appropriate arrangements have been made for parents, pupils and teachers to be aware of the school's Code of Practice for the Internet.

MUSIC

136. Standards in music meet those expected for pupils' age when they reach Year 2 and Year 6, including those pupils with special educational needs. These standards are similar to those found during the previous inspection. The newly appointed co-ordinator and the services of the visiting music specialist teacher are making a positive impact on pupils' attainment and progress.
137. By Year 2, pupils listen to and repeat short melodic and rhythmic patterns with increasing control. They sing together with confidence and some attention to musical features, such as diction and dynamics. Younger pupils perform action songs energetically and with a good sense of rhythm. The visiting music specialist teacher co-ordinates well with class teachers to ensure that elements taught by her are followed up in class. This level of co-ordination ensures that all pupils, particularly those with special educational needs, are fully involved in the practical side of music making.
138. By Year 6, pupils sing songs tunefully and confidently with great attention to dynamics. The very good teaching by the co-ordinator to Year 6 pupils enthuses and inspires them to make very good progress. They use musical terms such as '*legato*' and '*staccato*' effectively to describe the effect these styles have on the mood of a piece of music. Pupils learn new songs quickly due to the expertise of the teacher in accompanying them on the guitar. This skilful teaching enables pupils to pick up on the tempo and rhythm of the song with ease. Pupils in Years 3 and 4 listen to music as an effective stimulus for their composition work. They discuss the effect the rhythm and the tempo have on the mood of the music when trying to create music that gives a frightening feel to it. They play tuned percussion instruments with control and develop a good sense of rhythm to their work.
139. Pupils respond very positively to their music lessons and teachers set a good atmosphere for learning to take place effectively. They encourage and enthuse pupils to be actively involved and pupils behave well. The few instances of inappropriate behaviour observed were due in part to the organisation of seating arrangements for the pupils. In the best lessons, pupils are seated where they can easily see other pupils perform and are, therefore, more involved in the discussions that follow.
140. The quality of teaching is good overall and on occasions it is very good. Long-term plans have been adapted from the government's scheme of work, and teachers' effective planning clearly identifies learning opportunities for pupils. Assessment procedures are in place and opportunities for assessing pupils' progress are identified in teachers' planning documents. A strong feature of the music teaching at the school is the enthusiasm that teachers show for the subject. This is particularly evident with the older pupils in the school. The co-ordinator, himself an accomplished musician, is a very good role model and inspires pupils to perform at their best.
141. Information and communication technology is effectively used in terms of tape and CD players for accompaniment in lessons. The school has increased its resources to include a range of multi-cultural instruments. Opportunities for pupils to listen to and appraise music from other cultures remain more limited. The co-ordinator has already identified these areas for development within the curriculum and provides effective leadership for the subject. The visiting music specialist is providing sound support for teachers in teaching the basic skills of music and provides opportunities for pupils to learn to play the recorder.

PHYSICAL EDUCATION

142. Year 2 and Year 6 pupils' standards meet expectation for pupils of this age and are similar to the standards found during the previous inspection. The majority of pupils learn well and make good progress. All pupils are fully integrated into physical education lessons and achieve appropriately. This includes pupils with special educational needs.
143. Pupils participate in a full range of physical education lessons, including swimming in Years 5 and 6. Although no swimming was seen, the majority of pupils participating in swimming lessons achieve at least 25 metre certificates. During the inspection, lessons in gymnastics and games were seen. In Year 1, pupils develop their skills of throwing accurately; pupils show good control and co-ordination in throwing bean-bags and balls. Pupils challenge themselves by moving further from the target they are aiming for.
144. In a Years 3/4 lesson, the objective was to develop a range of actions, body shapes and balance. Pupils develop spatial awareness effectively by warming-up and running around the hall with quick changes of direction. The quality of movement when pupils jump in different ways is improved by teachers' intervention. Pupils expend energy and have a significantly raised heart rate. They show awareness of this during the lesson. Pupils learn to move in a co-ordinated way and to finish off their movements. Pupils work well in pairs and discuss their movements articulately with the teacher and with each other. Pupils learn to turn through 360 degrees and this is linked effectively to numeracy - how many degrees in a half and quarter turn? Pupils made close approximations but did not know precisely. There were some good balancing exercises and pupils effectively helped each other with these.
145. In a Year 6 lesson, pupils move around the hall confidently filling the spaces with good spatial awareness. They learn the effects of tensing and relaxing muscles. Working in pairs, they play '*stubborn donkey*' and demonstrate to themselves and others the power of muscular tension, showing that a tense figure is difficult to push over and a relaxed one is not. When pupils work on mats and low apparatus, they show co-ordination and considerable suppleness in some instances as they demonstrate balancing skills.
146. The teaching was good or very good in the lessons seen. The quality of teaching was good overall. Teachers have good subject knowledge. They use a range of resources ranging from small apparatus, balls and bean-bags to mats, benches and gymnastics apparatus. Teachers have trained pupils effectively to get this apparatus out efficiently. Teachers frequently used demonstration to show pupils what to do or to improve gymnastics skills. In one Years 3/4 lesson, pupils showed to each other various ways of jumping, and in a Year 6 lesson, pupils showed each other different balances.
147. A particular strength of the teaching is the clear learning objectives, which are communicated to the pupils both before and during the lesson. This keeps the lesson focused and clear to pupils and maintains their interest in the activity. The teachers' management of pupils is good. Pupils are occasionally rather noisy during the activities, but this does not appear to affect performance. Sometimes opportunities are missed to use pupils to demonstrate high-quality movement. Pupils behaviour is good and due attention is given to safety. Both pupils and teachers are appropriately dressed and care is taken with moving large apparatus.
148. The co-ordinator was absent during the inspection. However, indicators are that the subject is well co-ordinated. The co-ordinator has purchased new resources and a commercially-produced scheme that follows national guidance has been adopted that fulfils the school's requirements. The co-ordinator monitors teaching and learning in the subject through the teachers' planning and through observation of lessons and giving

feedback. The range of resources is adequate for a school of this size and the accommodation is satisfactory.

RELIGIOUS EDUCATION

149. The comprehensive scheme of work is firmly based on the Oxfordshire Agreed Syllabus. Standards are in line with those expected for pupils when they reach Years 2 and 6. This is an improvement since the last inspection. The effect of the improvement in writing skills in literacy is beginning to have a positive impact on standards in religious education. The school has addressed the issues raised in the last inspection. It has improved the resources available to support the curriculum and has increased the pupils' knowledge and understanding of world religions. Pupils study Christianity, Islam, Sikhism, Hinduism and Judaism and have a sound understanding of these religions. Throughout the school, pupils develop an awareness of the symbols of each faith, aspects of prayer and worship and the rules that govern these faiths. All pupils, including those with special educational needs, make satisfactory progress. However, there are few opportunities for pupils to experience the multi-cultural nature of society in this all-white school.
150. In Year 1, pupils learn about the Jewish Feast of *Sukkot* and the purpose of the *Sukkah* festival and enjoy recalling their knowledge of the harvest celebrations. They enjoyed making the decorations for their own *Sukkah* in which to celebrate harvest. Pupils in Year 2 visit the local parish church and are introduced to its major features, locating the font, pulpit, holy table and crosses, and understood their purpose.
151. The pupils in Years 3 and 4 referred to their knowledge and understanding of the *Sukkot* when discussing the local harvest and the role of the farmer. They appreciated the time and effort the farming community took in gathering the harvest. Having shared the bread of the *Sukkot*, they were well motivated in composing their prayers of thanks to God and the farmers for our harvest. Having listened to a recording of the *Call to Prayer* and related that to the use of bells by some Christian churches, the pupils in Year 5 recalled elements of Islamic prayer. These included the use of the prayer mat and the need to face the Holy City of Mecca. Pupils in Year 6 have embarked on a study of Jewish and Christian places of worship and keenly discussed the features of the synagogue they had studied.
152. The small amount of classroom teaching observed during the inspection was satisfactory overall. Teachers draw on a whole range of resources, including music, artefacts, visits, videos and their own personal experiences, to support their pupils' learning. Information and communication technology is used to research and word process text from time to time. A strength of teaching is the use of discussion to explore the significance of religious faith. All teachers have very good relationships with their pupils, inspiring trust and assurance to enable pupils to have the confidence to express their thoughts and opinions. Lessons are thoughtfully planned and the teachers share the learning objectives with the pupils at the beginning of each lesson. The school makes appropriate use of the locality and visitors to the school to enhance the curriculum.
153. Pupils' attitudes to religious education are good. They express their feelings and willingly share their ideas. They respond well to moments of reflection and listen quietly and attentively to others. Their behaviour is very good, but fell below these very high standards in one lesson.
154. The subject is well managed. The co-ordinator takes an active role in monitoring and evaluation of the provision by observing lessons and supporting colleagues in their planning. An appropriate action plan supports the future direction of the subject.

