

INSPECTION REPORT

ST AMAND'S CATHOLIC PRIMARY SCHOOL

Wantage, Oxfordshire

LEA area: Oxfordshire

Unique reference number: 123224

Headteacher: Mr J Laverty

Reporting inspector: J D Foster
Ofsted Number: 21318

Dates of inspection: 27 - 30 November 2000

Inspection number: 224124

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: Catholic Voluntary Aided
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: St Mary's Road
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs L Byrom

Date of previous inspection: 25 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Foster (Ofsted No: 21318)	Registered inspector	Mathematics	What sort of school is it?
		Physical education	How high are standards? a) the school's results and achievements
		Music	How well are pupils taught?
		English as an additional language	What should the school do to improve further?
		Equal opportunities	
Terry Clarke (Ofsted No: 9115)	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Nina Bee (Ofsted No: 18709)	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Information and communication technology	
		Art	
		Geography	
		Special educational needs	
Gloria Hamilton-Peach (Ofsted No: 15024)	Team inspector	Science	How well is the school led and managed?
		Design and technology	
		History	
		Areas of learning for Children in the Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Amand's Catholic Primary School caters for boys and girls, aged from four to eleven years, and is smaller than the average size of primary schools. At the time of inspection there were 147 pupils at the school including 8 who were not yet of statutory school age. This shows a small increase in the number on roll since the previous inspection, when there were 132 pupils at the school. The general level of attainment of children when they start school is similar to that expected nationally. Seventeen pupils are from ethnic minority backgrounds, though none have English as an additional language. The proportion of pupils eligible for free school meals is below the national average. There are 3 travellers' children at the school. The percentage of pupils with special educational needs is in line with the national average though the percentage with formal statements of special educational needs is above the national average.

HOW GOOD THE SCHOOL IS

There are many strengths at St Amand's School and these far outweigh the weaknesses. Pupils attain standards overall which are appropriate for their age, though standards in information and communication technology at Key Stage 2 are below those expected. The quality of teaching is good. There are excellent relationships between pupils and between pupils and adults in school. The headteacher and key staff provide satisfactory leadership for the school. The governing body plays an important role in managing the school and is very effective. The school cares for its pupils very well. The school gives satisfactory value for money.

What the school does well

- Pupils' attitudes, behaviour and personal development are all very good
- The quality of teaching and learning is good
- Spiritual, moral, social and cultural provision is very good
- The governing body is very effective in fulfilling its duties
- Relationships are excellent
- There is very good financial management
- Pupils with special educational needs are catered for very well
- Parents have very positive views of the school

What could be improved

- Standards in information and communication technology at Key Stage 2 are too low
- The use of assessment information to inform planning is inconsistent
- The monitoring and evaluation of the school's performance are unsatisfactory
- There is insufficient rigour in the monitoring of teaching

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in addressing the issues raised in the previous inspection report in November 1996. Statutory requirements raised at that time are now met as the governing body publishes the results of the annual national tests in the prospectus, swimming is now included in the physical education curriculum and the staff have professional development interviews. The school has clearly defined aims and spiritual, moral, social and cultural development is clearly stated. The headteacher has delegated curriculum leadership to co-ordinators and he monitors their role effectively. Insufficient progress has been made in developing the information and communication technology curriculum and this still fails to meet statutory requirements. However, the school has identified the resource requirements to correct this failing and plans are in place to ensure that all aspects of the information and communication technology curriculum are covered during this academic year. The school is in a position to maintain satisfactory progress.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	D	A	A
mathematics	A	C	D	E
science	A	B	C	D

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

Inspection evidence indicates that by the time pupils leave the school, they attain standards which are broadly in line with those expected nationally for pupils of their age. Pupils make satisfactory progress in their learning throughout the school in all subjects except in information and communication technology at Key Stage 2, where they achieve standards below those expected nationally. The above table shows standards achieved by pupils year by year in the national tests for eleven-year-olds. In 2000 standards in English were very high, whilst in mathematics they were below the national average. The main reason for the apparent discrepancy in the results is the high percentage of pupils attaining the higher Level 5 in English compared with mathematics. A few pupils failed to achieve the higher level in mathematics by a single mark. Over the past four years the pupils' achievements in English, mathematics and science have largely followed the national trend.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and have very positive attitudes to their work.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and as they move around the school.
Personal development and relationships	Very good. Relationships are excellent. Pupils work together very well. Pupils show very high regard for each other.
Attendance	Very good.

The quality of relationships in the school is excellent. This is a major strength of the school. Pupils enjoy coming to school and take an active part in all activities. The older pupils are very caring towards the younger ones. The behaviour is very good throughout the school. Pupils are very polite and courteous to each other and to adults. They are keen to take initiative in school and readily accept responsibility for special tasks set for them.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

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

The quality of teaching overall is good. It is good or better in 68 per cent of lessons seen and satisfactory in 29 per cent. A very small percentage of unsatisfactory teaching was observed. However, inconsistencies occur within individual lessons and between different classes. The higher quality teaching occurs towards the end of both key stages where the teachers plan well and make learning exciting through interesting activities. Teachers manage pupils very well in most lessons. The teaching of literacy and numeracy throughout the school is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. There is a good range of opportunities for pupils to develop their learning. The lack of provision for information and communication technology at Key Stage 2 is unsatisfactory.
Provision for pupils with special educational needs	Very good. Pupils identified as having special educational needs are supported very well. Pupils' needs are identified early and appropriate action is taken to ensure they are given the help they need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. It is very good for moral and social development and good for spiritual and cultural development.
How well the school cares for its pupils	Very good. The school supports pupils very well. There are very good procedures for promoting positive behaviour, maintaining high levels of attendance and ensuring that there is no oppressive behaviour.

Since the previous inspection the school has made sound progress in maintaining an appropriate curriculum. There remains, however, a weakness in the provision for information and communication technology at Key Stage 2. There are insufficient resources to implement fully the statutory requirements. The school is aware of the shortfall and plans are in place to remedy the shortcoming in the current academic year. The provision for pupils with special educational needs is a strength of the school. The work planned for this group of pupils ensures that they make good progress. Some parents who returned the questionnaire indicated that the provision for out-of-school activities was inadequate. Inspection evidence, however, does not support this view, as provision is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides perceptive and sensitive leadership.
How well the governors fulfil their responsibilities	Very good. The governing body fulfils its statutory duties very well and has an excellent understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Unsatisfactory. The staff do not work sufficiently well together in a planned way to identify clearly the needs for the school to develop most effectively.

The strategic use of resources	Good. Resources are used effectively to support learning.
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The school is led and managed by the headteacher and key staff in a satisfactory way. The governing body has an excellent understanding of the strengths and weaknesses of the school. It fulfils its statutory duties very effectively. There is very good financial planning and control over the finances available. The school uses the principles of best value well when purchasing resources and services. Currently there is insufficient delegation to staff of management responsibilities. Though the staff understand where the school needs to improve, the necessary action to meet the targets is not yet sufficiently rigorously applied. The staffing, accommodation and learning resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are happy and enjoy school • They consider that the teaching is good • They appreciate the high expectations the school has of their children • They consider that the school is well led and managed • Their children behave well at school • They can approach the school if they have a problem 	<ul style="list-style-type: none"> • The provision of homework • They would like more information about the progress their children make • The range of out-of-school activities

Inspection judgements support the very positive views most parents hold about the school. The views expressed at the meeting for parents and on the questionnaires were very supportive of the school. The school provides a good range of out-of-school activities; sport, drama, music, an environmental club and visits. Parents are given appropriate opportunities to visit the school to discuss their children's progress, at formal parents' consultation evenings and informally at the end of the school day. Pupils are given appropriate levels of homework for their age and ability.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The year 2000 National Curriculum tests for eleven-year-olds show that:
 - Pupils' performance in English is well above the national average
 - Pupils' performance in mathematics is below the national average
 - Pupils' performance in science is about the national average
 - When compared to pupils of similar backgrounds, pupils' performance is well above average in English, well below the average in mathematics and below average in science.
2. The year 2000 National Curriculum tests for seven-year-olds show that:
 - Pupils' performance in reading is at about the national average
 - Pupils' performance in writing is below the national average
 - Pupils' performance in mathematics is well below the national average
 - Teacher assessments place pupils' attainment in science as well below national expectations and their speaking and listening skills about in line with national expectations
 - When compared to the performance of pupils in similar schools pupils attain levels which are below average in reading and well below average in writing and mathematics.
3. Inspection judgements for the current Year 6 group of pupils indicate that:
 - They attain standards which are about in line with national expectations in English, mathematics and science
 - Pupils attain standards in reading which are above those expected nationally.
4. Inspection judgements for the current Year 2 group of pupils indicate that:
 - They attain standards which are about in line with national expectations in English and mathematics
 - They attain standards which are above those expected nationally in science
 - They have good listening skills
 - Their reading skills are better than those expected nationally.
5. In the 2000 national tests for eleven-year-olds there is a wide difference indicated between pupils' performance in English and in mathematics. In English the percentage of pupils attaining the expected Level 4 and above was above the national figures. Whilst the percentage achieving Level 4 was in line with that nationally, the percentage attaining the higher Level 5 was substantially above the national score. This had the effect of raising the overall standards in relation to national averages. This is the result of the high quality teaching they receive in English in the Year 6 class. In mathematics, however, whilst the percentage of pupils attaining the expected Level 4 and above was at about national levels, the percentage of pupils attaining Level 5 was below the national figure. The effect of this was to place the school below the national average in mathematics.
6. During the past four years pupils' performance by the age of eleven has varied in the national tests. This is largely the result of the small group of pupils in each year and the differences in the number of pupils on the register of special educational needs. In English high standards have been maintained overall. They were above the national average in 1997 and 1998 but fell to below average in 1999. In mathematics standards have been more variable. In 1997 they were below average. They rose to well above average in 1998 and since then have declined to average in 1999 and below average in 2000. The main reason for this apparent decline is that the percentage of pupils attaining the higher Level 5 is lower than nationally. This affects the overall average points score in the subject. Pupils' performance in science has remained at least in line with national averages. In 1997 it was in line with national figures, rose to well above average in 1998 and fell in the next two years to above in 1999 and in line again in 2000. The school has identified that the reasons for the apparent fall in standards in mathematics and science as the high number of

pupils with special educational needs in the groups each year and this has impacted on the number of pupils attaining above nationally expected levels. Over a similar period of time pupils by the age of seven have achieved levels which have been consistent in writing and mathematics at about the national average though in both subjects levels fell in 2000 to below average in writing and well below average in mathematics. Pupils' achievements in reading have been more variable. They were above average in 1997, rose to well above in 1998, were above again in 1999 and in line with national averages in 2000.

7. Children in the Foundation Stage achieve well. By the time they enter Key Stage 1 they exceed the Early Learning Goals (ELG) in their personal, social and emotional development and in their language and literacy development. They make satisfactory progress and achieve the ELG in mathematical development, in their knowledge and understanding of the world, in their physical development and in their creative development. The children enter school at levels which are about those expected for four-year-olds. They receive good standards of teaching which enable them to make appropriate progress in their learning.
8. Between the ages of five and seven pupils make satisfactory progress in their learning and achieve standards which are in line with national expectations in information and communication technology, art, design and technology, history, geography, music and physical education. Since the previous inspection standards have been maintained in all subjects. Pupils achieve high standards in reading and identify their favourite authors. This skill is transferred to their writing when they write to their favourite authors and receive answers from them. They know that mathematical processes can be reversed to check their answers.
9. Similarly, pupils make satisfactory progress in Key Stage 2 and achieve expected standards in all subjects with the exception of information and communication technology where standards are below those expected nationally. The main reason for the lower standards in information and communication technology is that all pupils do not gain experience of the full curriculum because of a lack of appropriate resources. The school is aware of the deficit and new resources are on order. It is planned that the situation will be remedied before the end of the current academic year. Through their work in science pupils indicate good knowledge of the requirements for a healthy diet and they talk knowledgeably about the work of artists such as Picasso and Monet.
10. Pupils with special educational needs make good progress in lessons because work is well matched to their differing abilities. Pupils with specific difficulties are very well supported and this allows them often to make very good progress.

Pupils' attitudes, values and personal development

11. Overall pupils' attitudes to the school, their behaviour, personal development and relationships and pupils' attendance are all very good and are strengths of the school.
12. Pupils' attitudes are very good. They enjoy coming to school, a fact confirmed in the parents' answers in the questionnaires. Pupils are enthusiastic when they arrive and quickly settle down to work. A good example of this was seen on a day when two school buses were late and registration was delayed. While pupils in the infants played quietly with classroom toys, pupils in Year 6 worked on their own at a spelling task until the other pupils arrived. In lessons pupils are keen to answer questions and are happy to take their turn in answering when their name is called. They become involved in school activities, which they enjoy, and are keen to talk to visitors about the school, of which they are justly proud.
13. Behaviour and attitudes in most lessons vary from good to very good, but overall they are very good. Pupils are polite and courteous to visitors and hold doors open for each other and for adults. They use phrases like "excuse me" and "thank you". Only one pupil, who is on the special needs register for behavioural reasons, has been the subject of fixed term exclusions in recent years. This has only been when all other strategies for support have been tried and been unsuccessful.

14. The absence of oppressive behaviour is an excellent feature. This is largely due to the supportive and caring ethos at the school, which encourages an atmosphere of mutual respect. The older pupils help the younger ones and, if any of the younger pupils sees an incident, which they might perceive as bullying, they would tell an older pupil first, rather than an adult. Older pupils report incidents to an adult if necessary. At playtime a large number of pupils take part in spontaneous games, which they organise themselves, whilst others chat happily to each other or to the adults in the playground.
15. Pupils show very good respect for each other's feelings, values and beliefs. Not only do they listen well to the teachers and other adults in the classroom, pupils also listen well to each other. In a history lesson, for example, when the teacher, other adults and pupils took part in Victorian role-play, pupils came out to the front of the class and read a bit of information on Victorian England, which they had researched themselves. Pupils listened to each other with the same level of interest, which they had shown when listening to the class teacher.
16. Pupils show a good level of initiative and readily take responsibility. The older pupils prepare the overhead projector for assembly and volunteer to help tidy up the hall after lunchtime as well as tidying up the school site. They also take responsibility for computer software and for looking after the games' shed. Pupils successfully raise money for charities. The school is planning to introduce a school council in the near future. Older pupils support the younger ones and are particularly supportive of pupils with special educational needs. Although this aspect is good, pupils could be given more responsibility, particularly lower down the school.
17. Relationships within the school are excellent. Pupils work together in the classroom in pairs and in groups. The mutual respect shown between pupils and between pupils and adults is an outstanding feature of the school. Working together is very much a part of the ethos of the school.
18. The attendance level is well above the national average and is very good. This is an improvement since the last inspection, when it was judged as satisfactory. Unauthorised absence is well below the national average. Pupils arrive at school promptly except on the occasions when the buses arrive late, which is outside the control of pupils, parents or the school. On these occasions the time waiting for the buses to arrive is not wasted. The high level of attendance and the prompt arrival of pupils at school have a positive effect on pupils' attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching is good. There are, however, some inconsistencies in the quality between the different classes and within individual lessons, though there are no specific differences in the quality of teaching between subjects. Teaching is very good in 17 per cent of lessons, good in 51 per cent and satisfactory in 29 per cent. Teaching was unsatisfactory in 3 per cent of lessons. Standards in teaching have risen slightly since the previous inspection.
20. In the Foundation Stage the quality of teaching is good. At the time of inspection there were only eight children in the year group and they were taught alongside the younger Year 1 pupils. The teacher plans separate work for the children in the Foundation Stage within the whole class context. The children are introduced to school routines well from the beginning. They join with older children in the class for much of the time but are well supported by the learning support assistant. The children are given the opportunities to develop their learning through a range of planned activities appropriate for children of this age.

21. At Key Stage 1 the quality of teaching is good overall. It is very good in about a quarter of lessons, good in about a half and satisfactory in the other quarter. No unsatisfactory teaching was observed in the key stage. The consistently higher quality teaching occurred for the oldest pupils in the key stage. In these lessons the teacher planned lessons very well to develop pupils' learning. In a mathematics lesson, for example, whilst utilising the National Numeracy Strategy model for planning, the teacher included a good range of strategies to enable the objectives to be achieved successfully. There was work planned for pupils' differing levels of attainment all offering a good challenge to the pupils. In a Year 1 and Year 2 history lesson the organisation of a very wide range of practical activities enabled the pupils to understand well about how life was lived in Victorian times. They cleaned brasses, beat carpets and washed and pegged out their washing. This was a very good learning experience for this group of pupils.
22. In Key Stage 2 sixty per cent of lessons were good or better. There was one unsatisfactory lesson observed at this key stage. The highest quality teaching is also for the oldest pupils in this key stage. The part-time teacher for the Year 6 group exhibits high qualities. She plans well and maintains a superb relationship with her pupils. They react accordingly and the resulting levels of learning are high. Both teachers set the pupils in this class high challenges. In a mathematics lesson, for example, they are encouraged to calculate mentally to four places of decimals. They are taught the basic elements of grammar very well and the teachers encourage and support all pupils to produce their best work. In some lessons within the key stage, however, the teachers have insufficiently high expectations of what pupils can achieve. This is particularly the case of the higher-attaining pupils in mathematics lessons. The result is that by the time the pupils take the national tests for eleven-year-olds, whilst the percentage of pupils reaching the expected Level 4 is high, not enough reach Level 5. In a few lessons the balance of activities is inappropriate. The teacher spends too much time on long explanations, for example, at the expense of pupils undertaking activities. In these lessons the pupils become bored and behaviour deteriorates.
23. Throughout the school teachers manage pupils very well. Pupils, based on the excellent relationships that exist in the school, show a healthy respect towards the teachers. This results in high levels of behaviour in most classes and because of this the pupils work very well together and make good progress in their learning. The quality of planning is satisfactory for most lessons. Where better planning exists, the teachers display better knowledge of the ways in which pupils learn and arrange an appropriate range of activities in order that pupils learn well. In a Year 2 art lesson, for example, the teacher uses her knowledge most effectively when the pupils make observational drawings. They are provided with a wide range of materials from which to choose. They draw in the style of the American artist Mary Cassat.
24. Overall teachers assess pupils' work effectively in their teaching, though little marking is positive in helping pupils to improve. Teachers do not always use the information they acquire to best advantage when they plan future work for pupils. This is an area where inconsistencies are evident. At its best, marking of pupils' work is clear and gives pupils a good steer for improvement. However, there are too many instances where work is merely ticked with no developmental comments included.
25. The quality of teaching for pupils with special educational needs is good because all teachers are aware of pupils with special educational needs in their classes. Learning support assistants are used well to support identified pupils and consistently give very good quality support, which the pupils enthusiastically accept. Excellent relationships are developed which promotes good and sometimes very good learning.

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

26. The school provides a good range of worthwhile curricular opportunities, which are relevant to the pupils' needs. However, the balance of the curriculum is unsatisfactory because the school does not systematically teach the skills, knowledge and understanding needed in information and communication technology at Key Stage 2. This was a key issue at the previous inspection and has not yet been fully addressed. The school is aware of the shortcomings and plans are in place to ensure that the current Year 6 pupils have full access to the subject before they leave the school.
27. There are established policies and schemes of work for all subjects, except art and design and technology. The schemes give the teachers clear guidelines to follow. The lack of clear guidelines in art and design and technology fails to ensure the progressive teaching of skills, knowledge and understanding in these subjects. The school is beginning to adopt the new national guidelines to plan lessons. Though at an early stage of development, subject co-ordinators monitor and review the curricular opportunities to ensure that they match the pupils' needs. This is better developed in English, mathematics and science than in other subjects and shows an improvement since the last inspection. The curriculum provides equality of opportunity and access in order for all pupils to make progress except in information and communication technology at Key Stage 2.
28. The school has sound strategies for teaching the basic skills of literacy and numeracy. The national strategies for numeracy and literacy have been effectively integrated into the school curriculum. The skills gained by the pupils in literacy and numeracy are frequently reinforced in other subjects, particularly in science, art, geography and history.
29. Provision for children in the Foundation Stage is good. The teacher plans effectively to cover the Early Learning Goals (ELG) for children under the age of five. There are clear links to the National Curriculum within the reception and Year 1 class for children to make the transition effectively.
30. The provision for pupils' personal and social education is good. Relevant issues such as the importance of having a healthy lifestyle and dangerous aspects of life such as keeping oneself safe are discussed. There are appropriate policies for sex education and to make pupils aware of the dangers of drugs misuse. The school has maintained the high standards reported in the previous inspection report.
31. Pupils with special educational needs have full access to the curriculum. The school has responded to the Code of Practice and appropriate procedures for identification and assessment are in place. The system is well monitored when pupils' progress is reviewed. All pupils identified have individual education plans which contain specific and achievable targets. This makes progress easy to measure accurately. Reviews are completed regularly and parents are fully involved in the discussions about their children's progress.
32. Cross-curricular work is a sound feature of teachers' planning, which makes pupils aware of connections between the subjects they study. For example, artwork is linked with history when pupils draw 'Victorian Portraits' in Years 4 and 5. Other pupils in Year 2 link their topic 'Food and Farming' with history when they draw milk buckets from the past.
33. The school has good links with the local community. Pupils have the opportunity to visit local museums and other places of interest such as the Didcot Railway Centre. Visits within the local community are well planned to enrich the curriculum. For example, all pupils recently took part in a three school 'Millennium Mass'. Visitors enrich the curriculum further, when, for example, the local priest is invited into school to talk to the children.

34. The school provides a good range of extra-curricular activities, to develop pupils' learning. They have the opportunity to participate in a range of activities, such as singing in the choir, playing recorders, football, hockey, athletics and tag rugby. They all have opportunities to join the drama club and the environmental club. These activities are well supported by the pupils and are open to boys and girls. They make a valuable contribution to extending their learning and experiences.
35. Mutual benefits have been developed from the constructive relationships with partner institutions, such as local secondary schools and a local university. The school has a long-standing arrangement to work with a number of trainee teachers from the university each year. There are sound links between the pre-school playgroup and the early years' staff. The school is well supported by the local education authority's advisory service whose staff provides advice on curriculum development so enhancing teachers' knowledge and expertise.
36. The provision for pupils' spiritual, moral, social and cultural development is very good. It is very good for moral and social development and good for spiritual and cultural development.
37. Provision for spiritual education is well provided for in religious education lessons where the pupils gain a good understanding and appreciation of some of the beliefs of major world faiths. High quality assemblies provide pupils with good opportunities to reflect and develop their spiritual awareness. Each day prayers are said in the classroom and pupils have the opportunity for reflection. A few respond spontaneously and ask others to remember people they are 'thinking of'. There are, however, too few planned opportunities to develop pupils' spiritual awareness though a good example was observed in Year 2 as a pupil sat and waited for her picture to be printed on the computer. She sat and clasped her hands together and said, 'I am so excited!' In the school grounds there are special quiet places where pupils can sit and reflect.
38. Provision for moral development is very good. All pupils are expected to behave well, and they learn the difference between right and wrong from an early age. Adults constantly reinforce thoughtful and good behaviour. Pupils are regularly reminded about moral issues. For example, they are encouraged to notice if anyone at playtime is alone and if so, to ask them to join in their games. Pupils show high levels of respect for all adults and visitors in the school and towards each other. They are very polite and helpful to visitors. All adults, who work in the school, provide very good role models for the pupils to follow throughout the school day.
39. Very good provision is made for social development. A well-ordered framework has been created within which social development blossoms. Pupils show initiative when they organise collections for charity appeals, and dutifully look after their school as they complete daily duties. They confidently give their own points of view and listen well as others speak. All pupils show courtesy towards passing adults and other pupils as they move maturely through the school. Pupils relate well towards each other when they work together in groups in the classrooms and during the time they spend outside in the playground.
40. The provision for cultural development is good. Pupils begin to learn to value and understand their own cultural traditions through links with the community, educational visits and visitors invited into school. In religious education lessons they learn about different religions. This helps them to begin to understand the many different cultures in their school. In music lessons and during assemblies they are introduced to a range of composers and musicians. Pupils study the work of artists, such as Claude Monet and Mary Cassat, and look at art from many countries around the world, such as Aboriginal art. They confidently develop their own creative skills through art and music lessons. Pupils learn about other countries and cultures through planned topics such as the European Union Comenius Programme, where they develop links to Sweden and Spain using skills taught in information and communication technology. There is a satisfactory range of resources to promote cultural development, including religious artefacts, musical instruments and multicultural books. The spiritual, moral, social and cultural development of the children is a strength of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The care provided for the pupils by the school is good. The procedures for child protection and for ensuring pupils' welfare are very good, those for the educational and personal support and guidance for pupils are good and the procedures for monitoring academic performance and personal development are satisfactory. Overall pupils receive their education in a warm, caring and supportive environment.
42. The school's procedures for child protection are based on those of the local authority. The headteacher is the designated adult and he and one other teacher have received full training in child protection procedures. All staff have received training on special educational needs provision. The school has an appropriate relationship with the county council's social services department, who are prepared to give informal advice if asked for. The school nurse is very helpful to the school, frequently giving advice on child protection issues. There were no pupils on the "at risk" register at the time of the inspection.
43. There are very good procedures in place for ensuring pupils' welfare. The school follows the local authority's health and safety policy. The headteacher has recently carried out risk assessment for the school buildings. Staff have received training in first-aid procedures through links with the local Red Cross. Very good procedures are in place for recording minor injuries and sick pupils are cared for well.
44. The school's procedures for monitoring and improving attendance are very good. Attendance registers are computerised and the school's administrative assistant carries out careful checks. Parents apply in writing if they wish to take a child out of school for an annual holiday. Holidays during the term time are strongly discouraged. The education social worker visits the school twice a year and is available more frequently if problems arise. The education social worker monitors carefully those pupils, whose attendance has fallen below 90 per cent and analyses the reasons. Appropriate procedures are in place to follow up unsatisfactory attendance by pupils.
45. There are very effective procedures in place for monitoring and promoting good behaviour based on the Christian principles of the love of God and one's neighbours. An example on how this principle is encouraged took place in an assembly when the teacher told pupils that if they saw another pupil on his or her own in the playground they should go and talk to them and that they should look after the younger ones. This is reinforced by a comprehensive scheme for awarding merits and, where necessary, sanctions. Incorporated within this is an attitude to discourage bullying. Pupils in the playground were emphatic in their belief that bullying did not occur at the school and they would know what to do if they saw any. The school receives good service from the behaviour support team of the local education authority, as well as from the traveller support service.
46. The procedures for monitoring and supporting pupils' academic progress are satisfactory, in line with the school's assessment procedures. The school keeps a record of academic progress through the school in individual pupil files. These contain samples of work from different year groups as well as annual reports and test results. The school regularly reports to parents through parents' evenings and where a pupil's academic progress falters they look first at reasons within the school and if no reason is found there they call in the parents to look to reasons at home.
47. The school monitors and supports pupils' personal development well. They know their pupils well and problems are identified quickly. The school has a wide range of support available through the teaching staff and the learning support assistants all of whom relate well to the pupils. Counselling is available and there is very good support from the local priests.
48. An issue following the previous inspection was the establishment of clear procedures for monitoring attainment and progress. The school has made sound progress in this area.
49. The school fully complies with the requirements to administer statutory tests at the end of both key stages and these results are beginning to be analysed, particularly for English and

mathematics. This has resulted in writing at Key Stage 1 being identified as a concern and teachers have been offered appropriate training to develop the teaching of writing skills more effectively. Target setting has been introduced in all classes in English and mathematics. These targets are consistently referred to during lessons and all pupils are aware of what they are working towards.

50. Procedures for assessment in English, mathematics and science are satisfactory. Teachers regularly assess the learning in these subjects to identify what the pupils have learnt. Most teachers keep copious notes of what individuals can do, however these vary in quality. A consistent recording system of each pupil's progress has recently been introduced. Annual reports describe achievements and progress but explicit targets are not identified so that parents can give full support. The headteacher is aware of the need to monitor assessment practice more carefully.
51. Teachers identify higher-attaining pupils but this information is not consistently recorded in planning documents and these pupils are not always given work which is challenging for them. This was a weakness identified in the previous report. There are no clear procedures in place to systematically and consistently use the results of assessment to plan future teaching and learning throughout the school. In the best lessons teachers assess the learning objectives identified in their plans and record what is needed to develop learning for individuals or groups. Assessment for pupils with special educational needs is good. They all have individual education plans containing clear targets, which are well tailored to their individual needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The parents' views of the school, the effectiveness of the school's links with parents and the impact of parents' involvement on the work of the school are all very good. This is a strength of the school.
53. The parents' views of the school as indicated in the parents' questionnaire and at the parents' meeting are very good. A large majority of questions in the questionnaires were answered positively by over 90 per cent of the parents returning them. Those parents who made comments on the questionnaires had mostly positive things to say about the school. A group of parents waiting to collect their children at the end of the school day confirmed these views. The areas where some concern was expressed were the level of homework, the range of out-of-school activities and the information given to parents about their children's progress. Inspection evidence is that homework and information provided for parents are satisfactory and the quality and range of out-of-school activities are good for the age and ability of the pupils.
54. The school's links with parents are very effective. There is a wide range of good quality information provided by the school. These include a well-presented school prospectus, a full governors' annual report as well as weekly newsletters, which include the weekly dinner menu. Overall the information provided is good. Parents are kept informed of their children's progress through twice-yearly parents' evenings and the parents find school reports very informative, although they fail to identify future targets for development. Apart from official parents' evenings, parents are always welcome to discuss any individual concerns, which may arise. A very good feature of the parents' evenings is the 95 per cent attendance rate. The school contacts those parents who are not able to attend about their children's progress. The school also arranges curriculum evenings on subjects such as literacy and numeracy. The annual parents' meeting is well attended.
55. There is a very effective Parent Teacher's Association (PTA), which is very active in raising money for the school. Last year the PTA raised approximately £7000, which was used to purchase extra resources for the school. The PTA asks the school for a "shopping list" of items needed. Apart from events the PTA raises funds through "Gift Aid", which has replaced the previous covenanting system. The PTA also sends out termly newsletters, which keep parents informed about the different activities that have taken place and about future events. Many parents, including those

who live a distance away from the school, readily help at functions.

56. Parents also make a very good contribution to children's learning both at school and at home. A number of parents come into the school as volunteer helpers. A number help in the classroom by listening to pupils read as well as other activities, including accompanying children on school visits. Some fathers help with gardening at the school and it is planned that some will help with information and communication technology. Parents are involved with learning at home through pupils' homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides perceptive and sensitive leadership and has a clear understanding of the school's priorities. Leadership and management in the school are sound. The school's aims are reflected in the daily life of the school and the values expressed in its mission statement pervade all its work.
58. Several of the governors are new in their role. They all give very good support to the school. The governing body is well organised and has developed a clear and strategic view of the school. Through its committee structure it has established efficient working practices to enable it to fulfil statutory duties. Each governor has a responsibility for a curriculum area. They visit classes each term, discuss policies and schemes of work with the co-ordinator concerned and prepare a report for the governing body. They are quite knowledgeable in their respective areas. Consequently the governors have an excellent understanding of the strengths and weaknesses of the school.
59. The school development plan focuses on appropriate priorities and clearly outlines action to be taken, resource implications and timescale. The plan is put together by the headteacher and co-ordinators and discussed with governors. Realistic targets are set for improvement and the plan is monitored in staff meetings and at governing body meetings.
60. The school has made satisfactory progress in responding to the key issues set out in the previous inspection report except for the unsatisfactory improvement in pupils' attainment in information and communication technology in Key Stage 2. Schemes of work have been developed in almost all subjects. Procedures have been recently introduced for tracking pupils' individual progress across the school and for setting targets for pupils' attainment at the end of the key stage. The school is beginning to feel the benefit of this system. In these respects curriculum leadership has been improved but the monitoring of teaching and learning in the school has been insufficiently rigorous to provide the school with the necessary information on how to improve pupils' attainment, in particular their achieving the higher levels in mathematics in Key Stage 2.
61. The headteacher and deputy headteacher both have considerable class responsibilities. They liaise well together and have a formal meeting once a fortnight but although there is a clear understanding of where the school needs to improve they have not yet provided the necessary action to enable the school to meet its targets. There is at present insufficient delegation to staff with management responsibilities. Subject co-ordinators have begun to monitor lessons, particularly in numeracy and literacy though this has yet to make any significant impact. Co-ordinators scrutinise samples of pupils' work across the school and they also monitor the termly planning. They provide mutual support and meet with each other to discuss assessment and curriculum changes. Nonetheless too few checks are made each term to see that all plans follow through to rigorous lessons, so identifying the action necessary to improve standards in the school.
62. Governors and staff have been trained in requirements for performance management and are well prepared. There is a draft performance management policy that is being considered by the governors this term and plans are in place for performance review of staff next term. The staff are all well experienced and have long service at the school. They regularly undertake professional

development training. Support staff provide good support to teachers and pupils. All who work at the school do so in the best interests of the pupils. The match of number, qualification and experience of the staff to the requirements of the curriculum is good. The school has built successful relationships with a local initial teacher-training institute and students are welcomed into the school each year.

63. Financial planning in the school is very good. There are sound systems in place to ensure that the school's priorities are effectively linked to the budget. The school's financial administrator provides good support to the headteacher and to the governors. The governors and headteacher ensure that grants for specific purposes are used for those educational developments intended. The school uses the principles of best value well when purchasing resources and services. The school office is on the Internet and overall the school makes satisfactory use of new technology.
64. The accommodation is generally attractive and well appointed but one classroom is under-size and another suffers constant disruption from activities taking place in the adjoining hall. There is no suitable space to accommodate pupils when they feel unwell. Displays of pupils work in classrooms and shared areas enhance the appearance of the building and provide further opportunities for pupils' learning. Overall the quantity and quality of learning resources are satisfactory though they are inadequate for information and communication technology and art. Resources are well maintained and carefully stored.
65. In view of the quality of education provided, the standards achieved and the effectiveness with which resources are used, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The governing body, headteacher and staff should build on the many strengths of the school in order to:
- Raise standards in information and communication technology at Key Stage 2 by:
 - Ensuring that resources are available to implement fully the programmes of study of the National Curriculum
 - Developing staff expertise through a planned programme of training
 - Planning activities which develop pupils' skills in word processing and control and monitoring
 - Monitoring and evaluating the quality of teaching and learning
 - Raising staff's expectations of pupils' achievements
(see paragraph numbers: 9, 26, 60, 81, 121, 122, 124, 126)
 - Improve the use of teachers' assessments of pupils' work to develop planning by:
 - Devising a series of measures to assess effectively pupils' learning in all subjects
 - Formulating and implementing planning strategies indicating how assessments may be best used
 - Closely monitoring teachers' planning to ensure the inclusion of assessment opportunities
(see paragraph numbers: 24, 100, 109, 113)
 - Improve the monitoring of the school's performance by:
 - Delegating more responsibility for monitoring performance in individual subjects to the co-ordinators
 - Developing a strategic plan to identify specific targets and how they are to be met
 - Regularly evaluating the progress made in the school's performance to meet the targets set
(see paragraph numbers: 61, 105)
 - Eliminate the inconsistencies in teaching by:
 - Monitoring more rigorously the teaching and learning
 - Identifying specific objectives with individual teachers in order to develop their teaching skills.
(see paragraph numbers: 19, 24, 84, 90, 100, 105)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	59

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	51	29	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		147
Number of full-time pupils eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		29

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	2
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000			19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	17	14	17
Percentage of pupils at NC level 2 or above	School	89 (82)	74 (82)	89 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	16	15	14
Percentage of pupils at NC level 2 or above	School	84(73)	79(95)	74(82)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	10	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	20	15	20
Percentage of pupils at NC level 4 or above	School	95 (61)	71 (67)	95 (83)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	15	15
Percentage of pupils at NC level 4 or above	School	48 (72)	71 (67)	71 (83)
	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	122
Any other minority ethnic group	17

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	6.6
Number of pupils per qualified teacher	22.3
Average class size	24.5

Education support staff: YR – Y7

Total number of education support staff	11
Total aggregate hours worked per week	135

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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	1999-2000
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	£
Total income	239311
Total expenditure	246491
Expenditure per pupil	1712
Balance brought forward from previous year	20070
Balance carried forward to next year	12890

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

147

Number of questionnaires returned

90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	28	3	0	0
My child is making good progress in school.	51	39	8	0	2
Behaviour in the school is good.	49	48	2	0	1
My child gets the right amount of work to do at home.	32	44	18	4	2
The teaching is good.	59	40	1	0	0
I am kept well informed about how my child is getting on.	53	35	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	23	7	1	0
The school expects my child to work hard and achieve his or her best.	58	41	1	0	0
The school works closely with parents.	47	43	8	1	1
The school is well led and managed.	59	37	1	0	3
The school is helping my child become mature and responsible.	54	41	4	0	0
The school provides an interesting range of activities outside lessons.	31	51	8	3	7

Summary of parents' and carers' responses

Almost two-thirds of parents responded to the questionnaire. This is a strong indication of the support given to the school. The responses were very positive in supporting this view. The areas which give most rise to concern are the provision for homework and out-of-school activities and the information parents are given about the progress their children make. Inspection evidence supports the very positive views held by parents and indicates that there is good provision for activities beyond the statutory curriculum, that pupils are given appropriate amounts of homework and that parents are kept sufficiently well informed about their children's progress. They are given opportunities to meet teachers twice annually and receive very full annual reports on the progress their children are making.

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

67. There were eight children under five in the reception and Year 1 class during the inspection. The school admits children into the reception class at the beginning of the term in which they have their fifth birthday. The children make pre-school visits in the term before they start school. Good links are established with pre-school groups and nurseries in the locality. Routines are well established and children settle well to school. Provision for children under five in the mixed reception and Year 1 class is carefully organised and knowledgeably planned to meet children's learning needs for the Foundation Stage. The class teacher has the good support of a nursery nurse and children take part in all school activities. Children in the Foundation Stage achieve well and by the time they begin statutory schooling exceed the Early Learning Goals in their personal, social and emotional development and in their language and literacy development. They achieve the Early Learning Goals in other areas of their development. This is due to the overall good quality of teaching they receive.
68. Children are introduced to the routines of the school in a sensitive and caring manner. Experiences and activities provided are appropriate for children in the Foundation Stage. Lessons are planned so that the whole class is taught together while activities are introduced and they are then split into appropriate groupings according to their stage of development. Outline planning indicates that lessons for children in the Foundation Stage take account of the areas of learning for young children but the stepping stones for the ELG do not feature prominently in the objectives for those lessons. Pupils are assessed on entry to school. There are good informal systems for assessments that are used to record children's progress and assist in planning future lessons. The local authority's system for assessing children in the Foundation Stage is being introduced but is not yet in operation.

Personal, social and emotional development

69. Children's personal, social and emotional development is good. Children are keen to learn. They are attentive and respectful to their teachers. They are helpful and obedient in lessons, when it is time to tidy up and they respond well to new ideas. Children co-operate well when in small groups or on the carpet listening to stories. They take turns, and understand and happily comply with the class rules for behaviour. They are sensitive to the feelings of others. They persevere with tasks and are eager to complete them.

Communication, language and literacy

70. Children grow in confidence when they ask and answer questions. They listen attentively to stories, songs and rhymes. They listen attentively to their teachers and to each other when working together or listening to accounts on the carpet at the start of the day. Children display good use of vocabulary when discussing their work in junk modelling or recounting a visit to the local market. They generally talk in sentences and articulate clearly and confidently. Role play opportunities in the 'shoe shop' are used well and children make up their own stories and assume roles of shop assistant and shopper confidently within them, changing their vocabulary to match the occasion. Books are well loved and are used carefully. Children are aware that pictures and words have meaning and most of them are well ahead in their learning of letter sounds. They are using known letter sounds in their attempts at early writing and with help some can write a sentence. Letter formation is given good attention and pupils are developing a good style in making first attempts at lower case letters in their name either by drawing in the sand or by using pencil and crayon. Others copy or over write teacher written text carefully. Children are making good progress throughout the language and literacy elements of the curriculum because of the good quality of teaching they receive. They exceed the expected levels by the time they reach the age of five.

Mathematical development

71. Children's achievement in mathematical skills is in line with expectations. Children match and compare numbers to ten. They recognise numbers on a dice and can make the correct number of jumps accordingly. They sort and count everyday objects, learn number rhymes and songs and are beginning to develop a mathematical vocabulary. They are developing a sound basis for dealing with liquid measures in their activities that involve filling and pouring.

Knowledge and understanding of the world

72. As a result of the good quality teaching they receive children have a range of experiences and they make sound progress to meet the expected standards. Children use artefacts from past times to develop understanding that things change over time. They know that they were once 'toddlers' and that now they are 'in school' just as in the past their parents were also 'in school'. They have a growing understanding of family and events such as a baptism of a younger brother. In science they record the sounds that they hear and the animals that they know. They observe trees in the playground and plants that are growing. They know that when they run fast their heart beats faster. They are making the expected progress in their knowledge and understanding of the world.

Creative development

73. In their creative development children express their ideas through paint and colouring. They choose from a range of materials when making their model of the market stall and explore shape and form as they construct the stall. Finishing techniques provide opportunities for their creative skills to be further expressed. Their observational drawings of artefacts in history display a growing confidence in representational art. They are taught well to mix colours but they do not use this knowledge sufficiently in their expressive work. They explore texture and shape when they do rubbings of bricks and drain covers. In music they sing simple songs from memory well. They are making the expected progress in their creative development.

Physical development

74. In their physical development children handle tools such as scissors, pencils, brushes and the computer competently and are able to mould malleable materials into shapes of fruits such as pineapples. They move confidently around the classroom and the playground, showing an awareness of space and of others. In physical education lessons they run, skip and jump in varying directions. They are aware of others and know how to avoid contact when running fast. They go over and under apparatus and are beginning to appraise their own efforts. They respond well to instructions. They have an attractive outside area for the use of large play equipment, although this was not used during normal playtimes during the inspection. Children are making satisfactory progress in their physical development.

ENGLISH

75. Standards achieved in English are typical for seven- and eleven-year-olds and are slightly lower than those reported in the previous inspection. Results in the 2000 national tests show that at the age of eleven, standards were very high when compared to those in similar schools and that pupils achieve very high standards in comparison with the national averages. The percentage of pupils who reached the higher level was well above the national average. The very high results last year are due to the very good teaching in Year 6. Observations show that when Year 6 pupils receive this very good teaching, learning is very good and they make very good progress during the lesson. As yet, the high quality teaching has not had time to impact on standards for the current Year 6 group. At the age of seven, pupils' results in the year 2000 show standards to be in line with the national average in reading but below the national average in writing. The percentage of pupils who reached the higher level in reading and writing was close to the national

average. When compared with similar schools standards were below average in reading and well below average in writing.

76. Inspection findings broadly reflect the standards in the previous report but are lower than the 2000 test results at the end of Key Stage 2 and are slightly higher than the results at Key Stage 1. They indicate that at the end of both key stages the level of attainment for reading and the development of listening skills are above the national average, though it is in line with the national average for speaking and writing. At Key Stage 1 the teaching of writing has been identified as a weakness after analysis of the recent national test results. The co-ordinator is aware of this weakness and teachers are due to receive training to develop the quality of teaching for this area. Observations show that teaching does not effectively promote the use of basic punctuation when writing in Key Stage 1.
77. By the end of Key Stage 1, most pupils talk confidently, listen well to instructions and communicate appropriately with each other and the adults who work with them. Learning is good during lessons when teachers engage all pupils in answering questions in class discussions. As they get older pupils show greater confidence and develop their ideas thoughtfully. By the end of Key Stage 2, they listen attentively, responding accurately to questions and begin to use their skills to justify their viewpoint. There are many examples of speaking and listening skills being well planned for in other subjects. A good example was in a Year 6 geography lesson when, after working in groups pupils were required to nominate a 'speaker' to provide feedback to the class. Speaking and listening skills are generally well promoted. Most teachers have consistently high standards regarding the importance of correct listening and this results in most pupils in both key stages developing good listening skills.
78. Standards in reading are above the national average by the end of both key stages. By the age of seven, pupils read a wide range of different texts and discuss enthusiastically the stories they hear. Most read with confidence and demonstrate good understanding. Pupils of all abilities identify the title and author of the books they read and begin to use their knowledge of sounds to help them. Many are able to predict what might come next in the stories they read. Their love of reading is transferred to their writing activities as in Year 1 they write letters to their favourite authors and are delighted when they receive letters back. As they get older pupils show good understanding of various texts such as the poem 'Silver' by Walter de la Mare as they discuss the text maturely. In Year 3 and 4, when reading and later writing poems the teaching focuses on 'feelings' and the good pace to this lesson improves reading in the whole class. Pupils show positive responses to learning as they suggest using the thesaurus to find extra words to develop their poems. More able readers develop higher order reading skills such as predicting events and use the texts to justify their ideas. Lower-attaining pupils generally use the initial sound or blend of a word to help them decipher unknown words. Reading records are satisfactory overall. The better records have comments in them, which indicate what the pupils need to do in order to develop reading skills further.
79. At the end of both key stages standards in writing are in line with those seen nationally. By the age of seven, pupils begin to write in sentences and most have some idea of when to use a capital letter and a full stop but they do not consistently apply this knowledge when writing. Learning in lessons is sometimes hindered when teachers do not promote this adequately, in particular at Key Stage 1. Pupils spell familiar words independently and begin to use wordcards and dictionaries to help them. Most pupils begin to form letters correctly and many develop a good cursive script when writing. Older pupils in Year 6, write for a wide range of purposes and audiences. They write letters of complaint, play scripts, poems and about stories they have heard, for example, why we celebrate Bonfire Night. In lessons where pupils write for a wide range of different purposes, the learning is good. In the Year 4 and 5 class, for example, learning is good when the lesson is well resourced, thus allowing pupils to listen to poems and look at photographs of foxes before starting to write. After reading about Macbeth pupils develop interesting cartoon stories of scenes from the play. They write about and discuss the story showing sound understanding. In all year groups pupils develop an idea of writing notes, poems, instructions, stories and summaries of events. Pupils develop appropriate skills in drafting and re-drafting work as they move through the school.

80. Pupils with special educational needs make good progress in relation to their individual targets and often make even better progress when they receive very good quality support from the adults who help them. These pupils are well supported through the detailed individual action plans, which contain literacy targets and are well focused to the pupils' individual needs. The learning assistants support these pupils well.
81. In the last report a key issue was to allocate sufficient time for information and communication technology across the curriculum. This continues to be an issue in English. Pupils in both key stages have too few opportunities to develop skills, knowledge and understanding and use information and communication technology to support their work. This is because teachers do not systematically plan for it in English lessons and the planning is not rigorously monitored to recognise this.
82. Pupils have opportunities in lessons to develop drama skills. A good example was seen in Year 1 and 2 as they use animal glove puppets to talk in a small group and then to perform to the whole class. In Key Stage 2 pupils have the opportunity to go to a drama group after school.
83. Pupils' attitudes to learning are positive in both key stages. They listen and behave well because all teachers expect high standards of behaviour. Pupils enjoy their lessons, are well motivated and respond well to tasks they are given. This has a very positive impact on pupils' learning.
84. The quality of teaching varies slightly between the key stages and is overall satisfactory at Key Stage 1 and good at Key Stage 2. It is sometimes very good in Year 6. Teachers effectively implement guidance and materials of the National Literacy Strategy into their teaching. In most lessons teachers show good subject knowledge and support staff are used effectively. Where teachers do not promote basic skills writing is not as good as it should be. Lessons are well planned and activities are well resourced and matched to the pupils' needs. These all enhance learning, which is overall good. Questions are challenging and teachers manage their classes very well with high expectations regarding behaviour. Marking is generally supportive and in the best examples tells the pupils what they need to do in order to improve. Classroom displays celebrate pupils' work and in the best instances reinforce literacy skills taught. Teachers keep sound day-to-day assessments on individual pupils.
85. Management in English is good. The literacy co-ordinator has monitored the teaching of English. All classes have group targets in English which are referred to during the lessons and even the youngest pupils are aware of the targets they are working towards. Assessment procedures for English are sound but teachers do not consistently evaluate their lessons. In the best lessons evaluative comments on planning forms indicate that assessment information is used to inform future teaching and planning. However there is no consistent approach where assessment systematically informs the next step of learning in English. The library is a stimulating learning environment with an appropriate level of books. Resources are of good quality and are used well. The English curriculum is enhanced by visits to the local theatre.

MATHEMATICS

86. At the time of the previous inspection most pupils, by the time they left the school at age eleven, achieved levels which were appropriate for their age. Current inspection evidence confirms this to still be the case. However, when results of the year 2000 national tests are compared to the national average, pupils' achievement is below that of all schools and well below that of pupils in similar schools. The predominant factors affecting these results is the high level of pupils on the special educational needs register in that year, approximately 25 per cent, and the low percentage of pupils who attained the higher Level 5 in the tests. Whilst the percentage of pupils attaining Level 4 and above was close to the national level of 72 per cent, only 14 per cent attained Level 5 compared to the national average of 24 per cent. In analysing the results, the school identified three pupils who failed to attain the higher level by single marks. Had these pupils achieved the Level 5, the overall achievements would put the school in line with national averages though it would remain well below average in relation to similar schools. Over the past three years pupils'

performance has been slightly above that of pupils nationally, largely because of the exceptionally high attainment of pupils in the 1998 tests.

87. In the national tests for seven-year-olds in 2000, pupils attained levels well below the national average in relation to all schools and to similar schools. The school's results over a period of time, however, show little variation year by year. From 1997 to 1999, pupils attained standards which were close to the national average, but in 2000 standards fell substantially. The school is aware of this and identifies the problem as an overall low-attaining group. This is supported by the similar results in other tests they have taken. Good support is given to the high number of pupils identified as having special educational needs in both key stages with appropriate targets set for them on their individual education plans.
88. By the time they reach the age of seven, pupils have a firm understanding of the basic rules of number. In Year 1 they begin to link objects and figures using one-to-one relationships. They add single-digit numbers by adding on and record their findings accurately. They recall number facts to ten using addition and subtraction and double numbers up to six add six with the more able pupils extending this to $10 + 10$. Pupils in Year 2 develop an understanding of the relationship between addition and multiplication. In a Year 2 lesson, for example, the teacher uses well prepared resources to enhance the pupils learning and understanding. They add columns and rows together and then record their findings as multiplication sums. The higher-attaining pupils are aware of reversals and know that, for example, 3×4 is the same as 4×3 . The lower-attaining pupils, however, find difficulty in relating and adding the columns and rows together accurately. Whilst the development of learning in number is positive, there is insufficient emphasis placed on learning about shape, measures and in handling data. The school is aware of this and strategies are in place to extend the range of learning opportunities for these parts of the curriculum.
89. Pupils continue to make satisfactory progress in their learning in Key Stage 2. In Year 3 pupils multiply 2-digit numbers by ten, realising that in this process each digit moves one place to the left and the zero replaces the units as a place holder. The more able pupils continue the process and multiply 3-digit numbers by ten accurately. Pupils in Year 4 and Year 5 make calculations using numbers to 150 when they double and halve numbers. They use an appropriate range of strategies to complete their task and check their results carefully. In a Year 6 lesson, pupils are given challenging work when they make investigations about the properties of numbers. They use appropriate mental calculations to arrive at a set answer. Pupils in this lesson have to find the minimum number of steps taken when subtracting and reversing numbers to end with the answer 495. In another Year 6 lesson pupils sequence a range of numbers following a set pattern. For example, they are given a short sequence and have to decide the relationship between the range of numbers. One group of high-attaining pupils halve a range of numbers starting at 5. They continue with the sequence working mentally to four decimal places (0.3125) and checking their calculations. An analysis of pupils' work indicates that they make satisfactory progress over periods of time. In Year 2, for example, pupils learn about 2-dimensional shapes. They know the names and some properties of such shapes as a square, a triangle and a circle. They make measures of weight and length with accurate estimations. They make a start in using data collected to create pictograms and simple graphs. By the time they reach the age of eleven pupils know the names and properties of a range of both 2-dimensional and 3-dimensional shapes. They use fractions and decimals, adding and subtracting in their calculations. They translate data they collect into graphs and charts.
90. The quality of teaching is good overall though it is inconsistent in both key stages. Where the highest quality teaching occurs, the teachers plan challenging work for their pupils. The pace in these lessons is brisk and the teachers have high expectations of pupils' work. The very good relationships which exist between pupils and between pupils and their teachers is a positive element in the progress the pupils make. There is a strong element of mutual respect and because of this the pupils settle to work very quickly and maintain high levels of concentration on their work. Where the quality of teaching is satisfactory, teachers are less sure in their own knowledge of the subject and this results in slower rates of learning. In a Year 3 lesson, for example, the teacher spends too much time on protracted explanations at the expense of pupils' working time. The result of this is that pupils do not make as much progress in this lesson as

they could. Whilst teachers plan to the requirements of the National Numeracy Strategy, there has, in the past, been an over-emphasis on the teaching of number. This has resulted in pupils not fully utilising all possible knowledge when working out problems. The school has analysed the results of the national tests and has, rightly, highlighted this as a weakness in the mathematics curriculum. This has been addressed and teachers now plan to cover more fully the whole range of requirements. There has also been an over-reliance on commercially published material at both key stages; on worksheets for infant pupils and from textbooks for the juniors. The teaching observed during the inspection, however, indicates that the school has realised the need to undertake more direct teaching and teachers rely on the use of commercial materials less than previously.

91. Numeracy is used satisfactorily in other subjects. When pupils take part in science lessons, for example, they make graphs of their findings. In design and technology lessons pupils measure their materials before they cut them out and make their models.
92. Pupils with special educational needs make good progress in their learning. This is largely because of the high level of classroom support they receive and the targets identified for them in their individual education plans.
93. The co-ordinator has been in post since the introduction of the National Numeracy Strategy. She has undertaken the appropriate training for its implementation and has led school based training for the rest of the staff. The local education authority's advisory staff has been closely involved in the monitoring of standards and has given effective support to the staff on how standards can be raised. This is having a positive impact on the quality of teaching, though it has yet to have any significant impact on standards overall.

SCIENCE

94. Standards in science in Key Stage 1 are good and in Key Stage 2 standards are in line with the national average. In the previous inspection in 1996 standards were judged to be mostly in line with the national average in Key Stage 1 and in Key Stage 2 pupils results were judged to be barely in line with the national average. This indicates satisfactory progress in the intervening period.
95. In the National Curriculum tests and teacher assessments in 2000, pupils' results were below average at the end of Key Stage 1 and well below average when compared to similar schools. Judgements during the inspection indicate an improvement in standards in Key Stage 1. In Key Stage 2, pupils' results were about in line with the national average and above average for the proportion of pupils who attained the higher Level 5. However, in comparison with similar schools pupils' results were below average and for the proportion of pupils who attained Level 5 they were broadly in line with the average. The Key Stage 2 results are similar to those judgements made during the inspection.
96. Through well-structured lessons that focus appropriately on practical activities in Key Stage 1, pupils develop sound skills in recording and explaining their findings. They make suggestions and simple predictions about which paper will be most absorbent. Challenging teaching ensures that pupils have a good understanding of the need to test ideas. Some pupils remind their teacher that a test must be 'fair'. Many pupils offer suggestions on which components need to be kept the same to ensure this. They understand that a bulb lights up when a complete circuit has been made. They handle batteries, clips and pipettes with care and concentration when they make circuits and test absorption. Pupils' learning is good. They are attentive, listen carefully and are enthusiastic about the activities. Pupils respond positively to the teacher's clear instructions for observing safety.

97. Pupils' work over time indicates that the full range of the curriculum is planned and that they make good progress. Pupils know that materials have a range of uses and that plants need light and water to thrive. They know that animals can be divided into sets with similar characteristics and they know the importance of exercise in maintaining a healthy body. Some of the youngest pupils know that their heart beats faster with exercise.
98. Key Stage 2 pupils continue to make satisfactory progress in their practical activities but during the inspection some lessons concentrated on class discussion for too long a time at the expense of the practical activities. Year 6 pupils, nonetheless, experience good opportunities to set their own tests when they work together in small groups for the main part of the lesson. Their skills in following through investigations are well developed. Pupils measure carefully, carry out repeat observations to check their results, and present their findings in charts. Teaching focuses well on the use of scientific vocabulary. Pupils respond positively using scientific statements to explain their findings on friction. Pupils in Year 3 and Year 4 know what constitutes a healthy diet. They know which foods to eat to plan a healthy diet. Pupils understand the beneficial effect of eating plenty of fruit and vegetables. Year 5 pupils are knowledgeable about the causes and effects of friction and can explain how different surfaces affect the movement of the same object. They have very positive attitudes to learning in Key Stage 2.
99. In past work there are frequent examples of pupils carrying out tests in all elements of the science curriculum. Pupils are developing sound skills in recording and making predictions. They understand the main functions of the human and plant organs and that, materials can be divided into liquids, solids and gases. However, there is limited use of information and communication technology in presenting information in science. All pupils have equal access to the curriculum.
100. The quality of teaching is good in Key Stage 1 and mainly satisfactory in Key Stage 2 with some examples of good teaching. The overall curriculum for science is well planned. Assessment tasks at the end of a term or topic provide staff with useful information but there is less evidence that ongoing assessment is used in the weekly planning. Different tasks were provided for less able pupils in some lessons observed but in past work, there was less evidence of different work being planned for higher attainers.
101. The co-ordinator has analysed recent results. Weaknesses have been discussed with staff. As a result targets are set for all pupils for end of key stage attainment and these are monitored from year to year but this system is new and the benefits are just beginning to be apparent. The co-ordinator provides valuable support to other teachers but does not monitor the quality of teaching in lessons. Consequently important information on how pupils are acquiring knowledge and understanding at different stages in the school is not identified.

ART

102. Pupils' attainment in art is in line with the expectations of the National Curriculum by the end of both key stages. All pupils make sound progress. These standards broadly reflect the standards from the last inspection although they were previously slightly higher at the end of Key Stage 1. Since the last inspection an enthusiastic co-ordinator has been appointed who has a clear vision of what is needed to improve the standards further. Teachers are looking at the new national guidelines but at present they do not have a consistent plan to ensure the progressive teaching of skills, knowledge and understanding in art. The co-ordinator is aware of the need to monitor what is being taught more closely and that this will have a positive impact on improving standards. Resources are satisfactory in quantity and quality to support teaching and learning.
103. Teaching is satisfactory overall. It was only possible to observe two lessons, both in Key Stage 1. Judgements are based on discussions with teachers and pupils and a scrutiny of planning and the large amount of work on display around the school. In one of the lessons seen the teaching was judged to be very good. The lesson was very well resourced and pupils' observational skills were particularly well developed as they carefully drew a pupil dressed as 'Mary holding baby

Jesus'. The class was very well managed and the pupils were seated in a semicircle so that they all had an excellent view of their 'model'. The teacher has developed very good relationships with the pupils and their mature attitudes to learning, the careful observational drawing skills they have developed and their very good behaviour resulted in very good learning and progress by the end of the lesson.

104. In Year 1, pupils safely use scissors and glue as they develop colourful three-dimensional paper sculptures. They all make hedgehogs using clay. Observational drawings are developed well in Year 2 as they draw human figures. Artwork is closely linked to their history topic as they use pencils to draw milk buckets 'from the past'. After a visit to see HMS Victory, pupils drew and carefully coloured Nelson and his ship. By the end of Key Stage 1, pupils confidently use a variety of techniques and materials and develop artwork of which they are proud. In Years 3 and 4 pupils use chalk and make hot and cold pictures of volcanoes and deserts. They learn to work together as they paint a pattern in a group. Pupils in Years 4 and 5 link their history topic about 'Victorians' with art as they draw detailed 'Victorian Portraits'. The whole school studies Claude Monet and develops their own lifelike 'Monets'. By the end of Key Stage 2, pupils increase their knowledge of famous artists as they study the work of Picasso using paints and pastels. All use a wide range of materials, tools and techniques. They show increasing accuracy to detail when drawing and painting. Sketchbooks are beginning to be used appropriately in Key Stage 2.
105. All pupils have satisfactory opportunities to work in clay. There is some evidence to show that information and communication technology is used to support the curriculum in Key Stage 1. Pupils in Year 1 and 2 use paint programs independently to develop artwork. Art skills are used well in other subjects, such as in English, history, and geography. There is no monitoring of teaching, consistent monitoring of planning or assessment procedures in the subject. Visits enrich the curriculum when, for example, pupils in Year 6 visited a local artist who talked to them about his work and life as an artist. Throughout the school, art displays create an attractive visual environment and clearly demonstrate the sound progress pupils make in all year groups.

DESIGN AND TECHNOLOGY

106. Standards in design and technology are in line with expectations at the end of both key stages. In the previous report standards were similar but weaknesses were identified in the design section of the curriculum.
107. In Key Stage 1, pupils experience a range of practical tasks in which they have opportunities to consider their chosen design, such as making finger puppets. Year 1 pupils design a pattern for a snake and use construction kits. Year 2 pupils choose materials, assemble parts and use joining techniques. They draw instructions for recycling paper that show the process of pulping paper and pressing it. They refer to their plans as they explain and discuss the method and design of the finished product. Pupils talk about what they like or dislike about what they have made. They are enthusiastic about their designs for their papier-mâché plates. Pupils handle scissors and glue sticks safely. They discuss paper-folding techniques as a means of decoration and also for joining. They are making satisfactory progress.
108. In Key Stage 2, pupils in Year 3 make simple wooden frames as a basis for making vehicles. They practise measuring and cutting techniques. They know how to sand the wood to prepare it for finishing. Pupils in Years 4 and 5 design and plan musical instruments to make, identifying the materials to be used. Year 6 pupils generate ideas for marketing a product. They plan and sequence what they are going to do taking into account users' views and make choices accordingly. They design packaging, measuring and adjusting their plans as they proceed. Pupils are making satisfactory progress.

109. In the single lesson observed the quality of teaching was good. The teacher prepared interesting tasks to motivate pupils and this helped pupils to concentrate well. Good opportunities are provided for pupils to learn skills and there are high expectations for behaviour. There is equality of access for all pupils including those with special educational needs. Teachers have clear long-term plans for the subject but lesson planning is not sufficiently detailed in its reference to the programmes of study for design and technology. There is no scheme of work at present although one is planned for next term. Consequently there is a lack of consistency in the planning across the school.

GEOGRAPHY

110. In the previous inspection standards in geography were in line with national expectations and pupils made satisfactory progress. In the current inspection only one lesson was observed in a Year 6 class and there is too little evidence to make a judgement on teaching. However, discussions with pupils and scrutiny of planning and work suggests that pupils make satisfactory progress in their learning and by the end of both key stages achieve standards which are in line with national expectations.
111. In Key Stage 1, planning shows that pupils study the clothes they wear and discuss why they wear them. They begin to develop the idea that we wear different clothes in different weathers. In Year 2 the pupils look at maps of the British Isles and name the countries and the seas. Close links are evident with history when pupils in Years 3 and 4 in following a history topic on Ancient Egypt study the continent of Africa as part of their work in geography. There are similar links in Year 4 and 5 as the class looks at how life was in Victorian times. Pupils develop map skills as they look at a world map. Geography promotes pupils cultural development well because in Year 6 they compare where they live with their contacts in Sweden and Spain. In Year 4 pupils learn about what it is like in India. The school uses the local area well as they look at settlements in Didcot, Wantage and Oxford.
112. There is insufficient evidence to make a judgement on teaching overall but in the single lesson observed teaching was judged to be satisfactory. The teacher's subject knowledge is sound as questions are asked to assess pupils' understanding of rivers in the world. There are good opportunities for pupils to work together as a group, and develop speaking and listening skills as they appoint a 'speaker' to feedback to the class after they have developed a 'fact file'. Resources are used well and the high quality relationships within the class support learning well.
113. Planning is over a two-year cycle because of the mixed year groups in some classes. Each class has brief guidelines from which teachers work. However, these lack sufficient detail though they show a slight improvement since the previous inspection. There is insufficient monitoring of teaching and planning to ensure the progressive teaching of skills, knowledge and understanding. This was identified as a weakness in the previous inspection report. Resources are satisfactory but information and communication technology is not used sufficiently to enhance learning in the subject.
114. Visits enrich the subject well and promote the social development of pupils. Yearly residential visits, for example, allow pupils to develop topics they have covered in school such as the River topic. In one class an informative geography display greatly enriches the learning environment, though this is not consistent throughout the school.

HISTORY

115. Standards in history are in line with expectations at the end of both Key Stage 1 and Key Stage 2. In the previous inspection standards were judged to be above expectations.
116. History is taught through topics and it alternates on the timetable each term with geography. There is much enthusiasm in the school for the teaching of history. Teachers make their own collections of artefacts. They use role-play in lessons as an important technique to develop pupils' understanding of the key elements in history.
117. Key Stage 1 pupils are beginning to be aware of chronology. They have an understanding of the passing of time that they can relate to themselves and to events in their own lives. They know that things were very different 100 years ago. Their opportunity to carry out tasks in a Victorian household enabled them to understand change. They know facts from important events in the past such as the 'Fire of London'. They compare modern hospitals with nursing in the time of Florence Nightingale.
118. Key Stage 2 pupils develop understanding and knowledge of ancient history through their study of The Greeks and Ancient Egyptians. They learn aspects of the past through their knowledge of farming seasons in ancient Egypt and studying how people lived at that time. They use their knowledge of hieroglyphs when they write a prayer for assembly. They develop empathy with Victorian children when they re-enact a Victorian classroom. Pupils consolidate their understanding of change when they report on 'new inventions' in electricity and the zip fastener. They empathise with children in the past when they discover the need for a hand and nail inspection at school.
119. Pupils make good progress in learning facts and also in understanding changing attitudes. Their learning is good. Pupils are enthusiastic about history. They behave well in class and respond well to the teachers.
120. Teaching in history is good overall. In lessons where pupils are actively involved in their learning it is very good. This is because these methods enable all pupils to learn effectively. Lessons are planned appropriately from the scheme of work. Historical skills are outlined in the long-term planning but there is insufficient evidence that they form a major part of ongoing assessment in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Pupils' attainment in information and communication technology is in line with national expectations at the end of Key Stage 1 and pupils make satisfactory progress. At Key Stage 2 pupils make insufficient progress and achieve standards below national expectations. This is a similar picture to the judgements made in the last inspection and insufficient progress has been made in the intervening period. The main reason for the lack of progress is that basic skills and knowledge are not systematically planned for and taught throughout Key Stage 2. Although the school had adopted clear guidelines for teachers, lessons are not regularly planned for each week. There is little evidence to show that the subject is used to support other areas of the curriculum.
122. At Key Stage 2, word-processing skills are not systematically taught. Pupils have few opportunities in drafting their work directly onto the computer. There is now a co-ordinator for the subject and he has identified the need to purchase resources in order to teach all parts of the National Curriculum. At present, however, the school lacks the necessary resources to teach the measurement and control elements of the National Curriculum. There is little evidence to show that pupils use information to develop graphs and charts on the computer.

123. In Key Stage 1, only a few pupils were seen working on the computers but planning indicates that the teachers are using the guidelines to plan lessons to develop skills and knowledge. For example, in Years 1 and 2 pupils use the computers to help share ideas by working with sound, images and text. They use a music program and compose and listen to musical phrases. Pupils use art programs and confidently develop their own pictures by using paintbrushes and by spraying paint. They confidently print their efforts. They use appropriate programs and operate the mouse when gaining information. Pupils begin to develop basic word-processing skills. However, there is little evidence of consistently well-planned opportunities to utilise the use of information and communication technology in other subjects.
124. In Key Stage 2 there were only a few observations of pupils working on the computers in the classroom. Pupils generally work at a level lower than expected for their ages in particular when completing word-processing tasks. Many pupils in Year 6 have had limited experience of working on the computers. Most have a sound idea of how to print work but many have little idea of saving work and retrieving information. Whilst talking to a group of pupils, approximately half indicated that they have sent an e-mail and approximately a third have used the Internet. Two-thirds said that they could change the font and colour of texts. During the last four months two-thirds said that they had not been on the computer during class time. Discussions with a number of Year 6 pupils showed that they have few experiences of working on the computers at school. Most have computers at home. A scrutiny of previous work shows limited experiences in all year groups.
125. There is too little evidence to make a judgement on teaching. However, pupils' responses to present and previous tasks are enthusiastic, and observations show that when given the opportunity they work well in pairs on the computers. There are few displays, which promote the development of skills, knowledge and understanding connected to information and communication technology.
126. The headteacher is the co-ordinator for this subject. He is aware that the guidelines need to be closely followed in order that the progressive teaching of skills, knowledge and understanding takes place. He is also aware that planning needs to be closely monitored to ensure that this happens. Teachers and learning support assistants are in the process of receiving training to develop their skills and knowledge and by the end of this academic year the school will be resourced sufficiently to teach the National Curriculum.

MUSIC

127. It was only possible to observe two class lessons and one for all the infants during the inspection. Additional evidence was gained through listening to pupils sing and play recorders in assemblies, and observing pupils working with the local education authority music support staff. This evidence clearly indicates that standards at the end of both key stages are about in line with those expected nationally. Satisfactory progress has been maintained in the subject since the previous inspection though the quality of teaching observed during the inspection was good overall.
128. By the age of seven, pupils sing enthusiastically and tunefully. They put in the appropriate actions when they sing "Do your ears hang low?" and this helps to maintain the rhythm well. The lesson for all the infant pupils moves at a fast pace with high expectations of performance from the teacher. She encourages the pupils to sing with clear diction after appropriate warming up exercises. The pupils continue to sing tunefully when asked to vary the dynamics of their singing. They continue to perform the actions associated with the song, when asked to sing silently in their heads. They maintain the beat and the rhythm well without the stimulus of the piano.
129. By the age of eleven pupils continue to sing well and their musical experiences are extended to enable them to create their own beat and rhythm to accompany songs. They are able to continue with the beat when other pupils in the class play different rhythms and ostinatas. When they experience difficulty over more complicated rhythms in a Year 4 and Year 5 class, the teacher rightly changes the focus of the lesson in order to ensure that the pupils make appropriate progress in their learning. Pupils gain benefit from this strategy. At the end of the lesson pupils

are given opportunities to appraise their own and others' performance in the lesson. They are very aware of the need to ensure that they do not criticise unfairly, though they are honest and supportive in their comments. In a Year 6 lesson pupils develop their earlier learning when they maintain pulse and rhythm more accurately, using a range of untuned percussion instruments to great effect. Their listening skills are well developed and they make appropriate comments to other pupils when they work together in groups to create accompaniments to songs.

130. There is a good range of extra-curricular activities for the pupils to enjoy making music. The staff organise recorder lessons for different ability groups and the older pupils play very well. They play recorders of different pitch and maintain their own part successfully against the other parts played. The co-ordinator leads the school choir for their practices and performance very effectively. Each term the school participates in a day of music with other primary schools in the area. This has a positive effect on the standards in the school. The local education authority maintains instrumental tuition for some pupils at the school. Pupils are given the opportunity to learn the oboe, violin and viola and many learn to play the instruments. The quality of teaching is such that the pupils reach a high standard of performance.

PHYSICAL EDUCATION

131. At the time of the previous inspection standards were in line with those expected nationally at the end of both key stages. In the intervening period satisfactory progress has been made and pupils currently achieve similar standards to those at the time of the previous inspection. During the inspection it was only possible to observe a small range of lessons for the infant and junior pupils. The overall level of teaching and learning in these lessons, however, supports the satisfactory levels of progress made over a period of time.
132. At Key Stage 1 pupils begin their lessons with a warm up session involving running and stretching movements. They develop basic skills of running forwards, backwards and sideways, and this range of movement is extended when they skip. They have an awareness of the space around them and begin to use it well when they move about the hall. They listen to the instructions given by the teacher and react accordingly to words such as "forwards" and "backwards". Pupils begin to handle apparatus in a sensible way. They know the rudiments of safety in physical education lessons. Pupils make sure that they carry the mats, benches and box with care for themselves and others.
133. In Key Stage 2 pupils develop the skills they have learned lower down the school. In a lesson for Year 3 and Year 4 pupils, for example, pupils show skills and understanding of various parts of their bodies and how they can be used for balancing. They create a sequence of movements, for example, in which they balance on a "patch" of their body before linking that balance with one involving a "point". The links are well thought out to create an overall good sequence of gymnastics movement. Pupils handle a wider range of apparatus with increasing care. The overall learning in this lesson, however, is unsatisfactory, as the teacher spends too much time on explanations of what is required. This results in too little time being available for the pupils to develop their sequences of movement as well as they could. In a Year 5 and Year 6 lesson, however, the rate of learning is good. This is the direct result of the fast pace to the lesson and the high expectations the teacher has of the pupils' performance. A high level of challenge is set for pupils in this lesson and this creates an atmosphere whereby the pupils want to make the greatest progress possible within the lesson. They work very well in pairs and small groups to create movements which are synchronised with each other and which form reflections of their partner's movements. In this they use the space available well.

134. The previous inspection report highlighted the lack of swimming instruction as a key issue for action. The school now complies with the statutory duty for swimming to be taught before pupils reach the age of eleven. There is an appropriate policy for the subject and a commercially produced scheme of work is used effectively to maintain learning throughout the school. The subject curriculum is well supported by the range of extra-curricular activities organised. There are teams for netball and football which participate in matches against local schools. Each week staff organise classes for sports training.
135. Close links have been established with a local sports' college which is supporting the school in developing the scheme of work for the subject.