

INSPECTION REPORT

SUNNINGWELL C OF E PRIMARY SCHOOL

Sunningwell, Abingdon

LEA area: Oxfordshire

Unique reference number: 123161

Headteacher: Mr S Handley

Reporting inspector: Mr P Kemble
7269

Dates of inspection: 11th-13th November 2002

Inspection number: 248435

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Dark Lane Sunningwell Abingdon Oxfordshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mr G Tilzey
Date of previous inspection:	2 nd February 1998

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities	
	Mr P Kemble	Registered inspector	Mathematics, Science, Information and communication technology Design and technology, Geography, Physical education, Special educational needs	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
	Mrs E Jay	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Educational inclusion, including race equality
	Mrs L Brookes	Team inspector	Foundation Stage, English, Art and design, History, Music, Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sunningwell Church of England Primary School is a smaller than average school. There are 80 pupils on roll, including 5 children in the Foundation Stage. There are 36 boys and 44 girls. The number on roll is higher than at the time of the previous inspection, reflecting the school's increased popularity in the local area. Pupils attend the school from the village of Sunningwell, as well as from several villages in the surrounding area as a result of parental choice. The school has achieved a good reputation for the way it works with pupils with special educational needs and some parents have chosen the school for this reason. Almost half the pupils (45 per cent) attend from an army camp situated in Abingdon. Many of these pupils join the school at times other than reception and often stay for less than three years. These high levels of pupil mobility have a significant impact on the way that the school is managed and organised. Pupils who do not come from the army camp are drawn from largely owner occupied homes. Children's level of attainment on entry into reception is about average. However, the level of attainment of pupils who join the school in other year groups is more variable and tend to be below average over time. There are 15 pupils (18.8%) on the register of pupils with special educational needs, a figure which is below the national average. There are no pupils with statements of special educational need. All pupils are from white ethnic backgrounds. Ten per cent of pupils who are not from army families are eligible for free school meals, a figure below the national average.

HOW GOOD THE SCHOOL IS

Sunningwell Church of England Primary School is a good school with many strengths. Standards in English and mathematics are above average by the end of Year 2. Standards in information and communication technology, design and technology, music and physical education are above those expected for pupils of their age by the end of Year 2 and Year 6. Overall, pupils, including those with special educational needs, make good progress when compared with their levels of attainment on entry into school. Good progress is the result of the good quality of teaching, excellent teamwork amongst teaching and non-teaching staff, good provision for pupils' personal development and an excellent commitment amongst all staff to improve further. The school is very well led and managed by the headteacher. The school's links with parents and the local community are strong. The school gives good value for money.

What the school does well

- Standards in English and mathematics are above average by the end of Year 2. Pupils achieve well in information and communication technology, design and technology, music and physical education by the end of Years 2 and 6.
- Leadership and management by the headteacher are very good, and he is very well supported by staff and governors.
- The quality of teaching and learning is good overall, and is often very good.
- Pupils' attitudes to their work and to school are very good; behaviour is good. Pupils have very good relationships with each other and with all adults in the school. Levels of attendance are good.
- Provision for pupils with special educational needs is very good and they make good progress.
- Provision for pupils' spiritual, moral, social and cultural development is good overall.
- Standards of care are very good.
- Pupils benefit from the school's very good links with parents and the local community.

What could be improved

- There are not enough opportunities for pupils, and for higher attainers in particular, to follow their own lines of enquiry, devise their own investigations and experiments and solve problems.
- Activities in science, geography, history and religious education lessons do not always take full account of pupils' varying levels of attainment.
- Other subjects of the curriculum are not used effectively enough to promote pupils' literacy and numeracy skills.

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 a good improvement since the previous inspection in February 1998. This is mainly due to the headteacher's leadership, improvements to the quality of teaching and learning and improvements to curriculum provision. Weaknesses identified in the last report have been dealt with successfully. Teachers' curriculum planning is now based on good quality schemes of work. Teacher appraisal plays a significant part in improving the quality of teaching and learning. There have been other significant improvements since the last report. Standards in information and communication technology, design and technology, music and physical education have improved and are now above expectations by the age of seven and eleven. Numbers on roll have increased. As a result, there has been a rise in the number of teaching and non-teaching staff appointed. The work of subject co-ordinators is having a greater impact on pupils' standards. Provision for special educational needs pupils is better than it was.

STANDARDS

The number of boys and girls taking the national tests and assessments at the age of seven and eleven each year is often less than ten. Consequently, comparison of the school's results with national averages and those of similar schools is not a reliable measure of achievement. In addition, many of the pupils from army families rarely spend more than three years in school. This means that standards fluctuate over time to an even greater extent than might be expected as a result of the small numbers in each year group. For example, only three of the current Year 6 pupils have been in the school since reception. So results over time in English, mathematics and science, show considerable variations from year to year. Pupil movements are fewer in Years 1 and 2. This is reflected in more consistency in the results of national tests and assessments by the end of Year 2 since 1998. Standards in reading, writing and mathematics have often been above or well above the national average. 2002 results show them to be above average. School data shows that, when achievements are compared with level of attainment on entry into school, almost all make good progress. Standards in English, mathematics and science in Year 6 at the time of the inspection were average and it is likely that, if all the pupils remain in school until then, they will achieve the targets set by the school in the 2003 national tests for pupils aged eleven. During the inspection, standards in reading, writing, mathematics and science in Year 2 were above average.

Children in the Foundation Stage make good progress and achieve well in communication, language and literacy and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. In the Foundation Stage and in Years 1-6, pupils are keen to learn and often concentrate well. They work hard and tackle tasks with great enthusiasm.
Behaviour, in and out of classrooms	Good. Pupils are mainly polite and courteous to each other and to all adults in the school. A small minority of pupils in Years 4-6 is occasionally noisy and restless in lessons.

Personal development and relationships	Good. Relationships amongst pupils are very good and they show respect for each other, especially older pupils for younger ones. Pupils co-operate well in group activities and assemblies.
Attendance	Good. There are very few instances of unauthorised absence. Registration meets statutory requirements.

Pupils' very good attitudes to their work are a characteristic of virtually all lessons. They are especially notable when pupils are engaged in practical activities, for example in science, design and technology, music and physical education, when they sustain a good pace to their learning and concentrate for long periods of time.

TEACHING AND LEARNING

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

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

During the inspection, twenty-six lessons or parts of lessons were observed. The quality of teaching and learning was at least good in seventeen of these, including nine lessons that were very good. Two lessons were judged to be excellent and one lesson was judged to be less than satisfactory. Good lessons were seen in all classes. Excellent teaching was seen in mathematics and in special educational needs provision. Very good lessons were observed in the Foundation Stage, mathematics, science, music and physical education.

The quality of teaching and learning is good overall and meets the needs of all pupils well. The teaching of basic skills in literacy and numeracy is good. Pupils write imaginative poems and stories from an early age. However, other subjects of the curriculum are not always used as well as they could be to promote pupils' literacy skills, particularly when there is an overuse of worksheets. Numeracy skills are taught well because teachers plan enjoyable and motivating activities that stimulate pupils' interest. The quality of teaching and learning is good in English, mathematics, design and technology, information and communication technology, music, physical education and religious education. It is satisfactory in science and geography. There was insufficient evidence gathered during the inspection to judge the quality of teaching and learning in art and design and history. Teachers have high expectations of pupils' academic and social achievements. Work is generally matched well to pupils' needs, providing them with good levels of challenge, although this is not always the case in some science, geography, history and religious education lessons. Teamwork amongst all teaching and non-teaching staff is excellent. Consequently, pupils requiring additional support benefit from well-planned tasks taught by the special educational needs co-ordinator and learning support assistants. The needs of pupils who spend only a short time in school are very well met by all staff. The level of respect that teachers show pupils is excellent and contributes significantly to pupils' very good attitudes and their good rate of progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Pupils' learning in the Foundation Stage and in Years 1-6 is extended very well through an outstanding programme of lunchtime and after school clubs, visitors and day trips.
Provision for pupils with special educational needs	Very good. Pupils' special needs are identified at an early age and well-planned programmes of work established. Pupils joining the school other

	than in reception soon have good quality individual education plans drawn up to support their learning. A good start has been made in identifying more able pupils and preparing specific activities for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Promotion of pupils' spiritual development is very good. It is good for their moral, social and cultural development. Pupils' all-round development is promoted very well through many aspects of school life, reflecting the strong Christian atmosphere.
How well the school cares for its pupils	Very well. Teachers know their pupils very well and respond quickly to their personal, emotional and social, as well as their academic, needs.

The school plays a significant part in the life of the local community. This is reflected in the considerable financial and social support the school receives from parents and members of the local community, and in the many occasions when pupils take part in, and contribute to, local events.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a very clear direction to the life and work of the school. Staff work hard and carry out their duties and responsibilities effectively. Teamwork and a commitment to improvement are excellent amongst all staff and governors.
How well the governors fulfil their responsibilities	Very well. Governors are well informed and have a good understanding of the school's strengths and areas for improvement. They give very good support to the headteacher and staff.
The school's evaluation of its performance	Effective. The headteacher, staff and governors look critically at the school's achievements. Their decisions each year about priorities are well documented in the school development plan. Action is decisive and progress monitored and evaluated systematically.
The strategic use of resources	Very good. The headteacher and governors use staffing, accommodation and learning resources effectively and efficiently to promote high standards. Best value is sought in all expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school, make good progress and behave well. Standards of teaching are good. Teachers have high expectations of children's academic and social achievements. Children are helped to become mature and responsible. The school deals effectively with questions or problems. The school is well led and managed. 	<ul style="list-style-type: none"> The amount of homework set is not appropriate. The school does not keep parents well enough informed about their children's progress. The school does not work closely enough with parents. The numbers of children in Class 3 are too many.

Inspectors agree with all the aspects that please parents. The amount of homework is judged to be typical of most primary schools and that it contributes well to raising pupils' literacy and numeracy standards. Information for parents about school life and their children's progress is judged to be very good, as are the school's procedures for involving parents in their children's learning. Inspectors agree that the number of pupils in Class 3 is large. However, procedures implemented by the school to manage and organise pupils' learning are judged to be very good, including the effective use of the knowledge and expertise of several members of staff and visitors to the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children in the Foundation Stage achieve well, make good progress overall and benefit from stimulating activities and very good levels of care. They receive a good start to their school life and enter Year 1 well prepared for work on the National Curriculum. During Years 1-6, pupils make good progress in English and mathematics and satisfactory progress in science when compared with their levels of attainment on entry into school. Pupils benefit from good teaching in all classes, particularly of basic skills in English and mathematics. As a result, pupils' achievements in speaking, reading, writing and numeracy are above the standards expected by the end of Year 2. Standards are average by the end of Year 6, but are affected by the high numbers of pupils who join and leave the school (referred to as pupil mobility), particularly in Years 4, 5 and 6. Pupils from army families often spend less than three years in school, but careful attention to their particular needs means that almost all make good progress.
2. Pupils benefit from very good levels of educational inclusion. Pupils of all capabilities, gender and background have equal access to all that the school has to offer. This is reflected in the good overall progress made by pupils throughout the school. Pupils of all capabilities generally receive appropriate levels of challenge in lessons. This is especially so for average and lower attaining pupils. Levels of challenge for higher attaining pupils are more variable. They are good in English and mathematics, but are not always so effective in other subjects. Pupils with special educational needs make good progress towards the targets in their individual education plans because of the good support they receive from teachers and learning support assistants in classrooms or in groups withdrawn from lessons.
3. Children in the Foundation Stage vary in their attainment on entry into reception but, over time, levels are in line with the national average. Staff are successful at settling children quickly into daily routines. High expectations of what children can achieve, coupled with very good levels of care and concern for their welfare, lead to children achieving well and making good progress in their personal, social and emotional development. This helps children to concentrate and put good levels of effort into their work and play. By the time they enter Year 1, most children have achieved, and many have exceeded, the expected standards in communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. Speaking and reading skills are particularly well developed.
4. The number of boys and girls who take the national tests and assessments at the age of seven and eleven each year is often less than ten. As a result, comparison of pupils' achievements at the end of Year 2 and Year 6 from one year to the next with all primary schools and those of similar schools is not valid. School data obtained from an analysis of the results of school and national tests and assessments shows that pupils typically make good progress from their level of attainment on entry. Targets set by staff are usually achieved. Inspection evidence confirms the good progress.
5. Scrutiny of school and national data shows that there are no significant differences in the attainment of boys and girls. However, the data does show that pupils from army families tend to achieve slightly lower results over time in national tests than pupils who spend their entire primary career in the school. Results of national tests by the

end of Year 2 are more consistent than those by the end of Year 6, and this reflects the impact of greater pupil mobility amongst older pupils than younger pupils. The school has worked hard over some years to minimise the effects of mobility on pupils' achievements and the success of these efforts is shown in the mainly good rates of progress made by pupils from army families.

6. There has been a good improvement in standards overall since the previous inspection. Good rates of progress in the Foundation Stage have been successfully maintained. Standards in English and mathematics by the end of Year 2 have improved from average to above average. Standards in design and technology, information and communication technology, music and physical education have all shown improvements since the previous inspection and are now above average. Standards in these subjects have risen because of improvements to the schemes of work on which teachers base their lesson plans, training teachers have received related to national initiatives and higher expectations of what pupils can achieve. Targets set each for pupils' achievements by the end of Year 6 in national tests each year are met.
7. Inspection findings are that, by the end of Year 2, standards in speaking and listening, reading, writing, mathematics, design and technology, information and communication technology, music and physical education are above those expected of pupils of their age and pupils achieve well. Standards in science, art and design, geography, history and religious education are in line with expectations. By the end of Year 6, standards in design and technology, information and communication technology, music and physical education are above expectations. Standards in English, mathematics, science, art and design, geography, history and religious education are in line with expectations. Throughout the school, pupils achieve well in their knowledge and understanding of spelling, grammar, punctuation and number facts.
8. Pupils make good progress overall as a result of good teaching. In English and mathematics, teachers' subject knowledge is good. Activities are interesting and motivating and close attention is paid to the teaching of basic skills. In design and technology, information and communication technology, music, physical education and religious education, subjects in which pupils also make good progress, teachers' enthusiasm is conveyed to pupils and promotes good levels of concentration and effort. In design and technology, skills are taught step-by-step with a good range of resources and relevant projects linked to classroom themes. Achievements in information and communication technology result from regular access to a good range and quality of resources. Pupils' good standards in physical education are the result of the very effective use of the school site and an excellent range of extra-curricular activities. In subjects where progress is mainly satisfactory, such as science, geography and history, teachers' lesson plans over time promote the extension of pupils' knowledge of facts and information rather than developing skills, such as scientific enquiry and problem solving, through practical tasks.
9. Overall, pupils' basic literacy and numeracy skills are good. Teachers have made good use of the national guidelines for these subjects. As a result, pupils write well punctuated sentences, often with correct spellings, and have a good knowledge of number facts and multiplication tables. Standards of speaking and listening are above those expected in all classes. The quality of whole class discussions is invariably good as pupils confidently answer questions and voice their views and opinions. Handwriting standards are satisfactory, and pupils are successfully encouraged to use joined script and to write in pen from an early age. Opportunities are missed to

promote pupils' literacy skills in other subjects, partly due to the overuse of worksheets in subjects such as science, geography and history. There are not enough occasions when pupils use their number skills to solve problems.

Pupils' attitudes, values and personal development

10. In the last inspection report, pupils' attitudes, behaviour and personal development were described as being satisfactory. Attitudes to school have improved considerably and are now judged to be very good. Behaviour and personal development have also improved and are now good. All parents who answered the questionnaire before the inspection agreed that their children like school, that behaviour is good and that the school expects children to work hard. These positive views were confirmed in the parents' meeting and during the inspection.
11. Pupils often arrive early for school and settle down to the activities provided by the teachers. A large proportion of pupils, including those who have special educational needs, stay on at school for after school clubs, emphasising the pupils' enthusiasm for the school's generous provision. Pupils work hard and stay on task. They work well together. For example, in a lesson for Years 4-6 pupils, in which pupils were making string prints of moving figures, pupils discussed each other's designs and helped one another quietly in a mature and sensible way. Pupils develop skills of working independently, for example when using the Internet to research topics and extend their knowledge. Pupils are asked to comment on their annual report, thus giving them an opportunity to reflect on their work and progress. The school has recently established a School Council. This consists of representatives from each year; enabling pupils to discuss such matters as the equipment in the new playground and whether or not it is practical to have pets in school.
12. Pupils behave well for the great majority of the time, although a small minority of pupils in Years 4-6 occasionally loses concentration and becomes restless. There have been no exclusions. In the playground, the play of a few pupils becomes over boisterous. However, the school is aware of this and there is a great deal of quiet discussion and counselling of pupils who have not yet absorbed the high standards of behaviour expected by the school. An example of typically good behaviour was observed on Remembrance Day, in a moving assembly, in which all pupils were not only quiet and attentive, but very still, creating an atmosphere for worship and an opportunity to reflect on the theme of sacrifice. Pupils respond well to the praise given by staff. The relationships between staff and pupils are good. For example, pupils approach staff when they have any problem and are confident that the staff will respond immediately and constructively.
13. Pupils generally support each other well and are tolerant of those who have difficulties. Bullying is not an issue in the school nor have there been any racial incidents. Pupils respect the values and beliefs of other people. Pupils often talk about their own experiences of living in other countries, and this helps them to learn about other peoples' cultures and beliefs.
14. Reception children settle in very quickly when they start school, especially those joining from the nearby pre-school group. They quickly absorb the work ethic in the school, treat each other with kindness and enjoy helping. They respond well to the small responsibilities given to them, such as putting out the home books at the end of the day. They play happily together in their separate playground. Many pupils join the school at a later stage of their education, and the school's very good 'buddy' system, together with the constant vigilance and support of the teachers, helps these pupils to

settle in and adjust to the school routines and expectations. Pupils quickly take a full part in the life of the school. Older pupils enjoy taking on responsibilities, such as helping in assemblies and with the class libraries. The daily task of clearing the hall after lunch and sweeping the floors is done diligently, although several pupils said this is the least popular task they are asked to do.

15. Attendance has improved since the last inspection from being satisfactory to good, and is now above the national average. Commendably, there is almost no unauthorised absence. Pupils are not only punctual for school, but almost all arrive early, ensuring a prompt start to lessons.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching and learning is good overall. Twenty-six lessons, or parts of lessons, were observed during the inspection. Seventeen were judged to be good or better, including seven which were very good and two which were excellent. Of the remaining nine lessons, eight were satisfactory and one was less than satisfactory. Teaching is good overall in the Foundation Stage and in Years 1-6. The quality of teaching and learning is good in English, mathematics, design and technology, information and communication technology, music, physical education and religious education. It is satisfactory in science and geography. There was insufficient evidence gathered during the inspection to make valid judgements about the quality of teaching and learning in art and design and history.
17. The quality of teaching and learning has improved since the previous inspection, when just under a half of lessons were judged to be good or better and ten per cent of lessons were less than satisfactory. Improvement is due to better subject knowledge, for instance in design and technology and information and communication technology, greater breadth and balance in the curriculum and higher expectations of what pupils can achieve.
18. The quality of teaching and learning is good overall in the Foundation Stage. It is successful because activities are well matched to children's needs, based on a thorough assessment of children's capabilities shortly after entering reception. Activities are often stimulating and motivating, with high levels of challenge, particularly in the promotion of children's literacy and numeracy skills. For example, children showed evident enjoyment as they played a game called the Bean Game that helped them to recognise numbers. Praise and encouragement are used very well to encourage hard work and concentration and to raise children's self-esteem. As a result, children speak, write, count and draw with increasing confidence. Links with parents prior to their children starting school are very good. There is a caring, friendly atmosphere in the classroom, mainly because of the excellent teamwork between the class teacher, other teachers who take lessons and the learning support assistants. Children's academic and social development are promoted well as a result of the good balance between teacher-directed and play activities.
19. The quality of teaching and learning in Years 1 and 2 is good overall. Pupils benefit from teachers' good subject knowledge. This means that pupils are motivated by enthusiastic teaching and their questions are answered with confidence. Year 1 pupils are taught in the same classroom as the Foundation Stage children. The teacher's careful planning and organisation includes the management of the reception children's learning experiences as well. This is successfully achieved through excellent teamwork amongst all adults and the very good relationship that the teacher has with her pupils, creating a calm working atmosphere which helps pupils in both

year groups to achieve well. A good example of this was seen in a literacy lesson. Year 1 pupils concentrated hard and their effort was considerable as they joined the reception children to look at the illustrations in a book with their teacher. They continued to focus well on their tasks as they tackled individual group activities whilst the reception children worked with a learning support assistant.

20. Year 2 pupils are in the same classroom as Year 3 pupils. The teacher manages the organisation of pupils' learning well, despite the different expectations of the National Curriculum for these two age groups. Lessons are carefully planned so that activities meet pupils' needs well. This is particularly evident in literacy and numeracy lessons. For example, a very good numeracy lesson was characterised by a wide range of different tasks for Year 2 and Year 3 pupils, so that special educational needs pupils, lower attainers, pupils of average ability and higher attaining pupils were all challenged by their work. The class teacher and two other members of staff gave good levels of personal attention to pupils as they worked. Questions are used effectively to promote pupils' thinking and move them on in their learning. As a result, whole class sessions at the start of lessons often stimulate pupils to settle quickly to their practical tasks and achieve well throughout the rest of the lesson.
21. The quality of teaching and learning for pupils in Years 3-6 is good overall. Effective management and organisation of learning, as in the other two classrooms, is a key factor in the promotion of good progress and achievement amongst pupils. Pupils in Years 4-6 are in one class together, and numbers are quite high. This is because fewer pupils from army families left the school than had been expected. The class teacher and school staff have responded well to the situation. Pupils benefit from lessons taught by several members of staff, with additional support from learning support assistants; there are only a few occasions each week when the whole class is taught together. Teachers plan lessons very carefully together so that the progressive development of pupils' skills between year groups is maintained. Resources are of good quality and quantity. Particularly good use is made of information and communication technology to support pupils learning.
22. Teachers have been successful in using aspects of the National Literacy and Numeracy Strategy guidelines to teach basic skills well so that, for example, pupils have good knowledge and understanding of spelling, grammar, punctuation and number facts. Planning for English and mathematics lessons is good, with different activities to suit the varying needs of pupils in each year group in each class. Opportunities are missed to make more use of other subjects of the curriculum to promote pupils' literacy and numeracy skills. This is mainly due to the way that worksheets are used during group activities in, for instance science, geography and history lessons. Worksheets are a helpful resource in sustaining pupils' concentration and effort when teachers are focusing on other pupils in the class, but at times they restrict the application of pupils' literacy and numeracy skills and the freedom to express their thoughts and opinions. Homework is used well to support the development of pupils' literacy and numeracy skills. The quality of teachers' marking is satisfactory. Often teachers' comments consist of words designed to praise, but they do not always indicate to pupils what they need to do to improve.
23. Special educational needs pupils are taught very well throughout the school. Teachers have very good knowledge and understanding of pupils' capabilities and needs. Very good use is made of the generous allocation of learning support assistants in the way that they support pupils' learning and record pupils' progress during lessons. The special educational needs teacher makes a significant contribution to pupils' achievements. For example, she was observed giving excellent

support to a pupil with learning difficulties during a class lesson, and her sensitive but firm encouragement helped him to take a full part in the activities. Teachers follow the requirements of pupils' individual education plans well and activities are often closely matched to specific needs. Pupils with behavioural or emotional problems receive very good levels of care and attention from all staff. Teachers monitor changes in pupils' personal development or behaviour closely and take action to avert any likely problems.

24. Pupils' past work shows that higher attaining pupils are generally well challenged by their work in English and mathematics. In other subjects, they often have to tackle the same work as other pupils before moving on to more difficult tasks. This limits the number of occasions when pupils are able to follow their own lines of enquiry, devise their own investigations and experiments or solve problems. Teachers have identified some pupils as having particular talents and have made a good start in adjusting curriculum provision to extend their learning.
25. Teachers promote the school's agreed aims, values and policies very well. They have high expectations of pupils' academic and social achievements. In particular, the respectful way they treat all pupils is an important contributory factor in promoting pupils' good achievements. Teachers value pupils' contributions in discussions, during assemblies and in club activities. As a result, relationships between teachers and pupils are very good and pupils develop very good attitudes to their work.

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

26. At the time of the last inspection the school was found to be providing a broad and balanced curriculum which met requirements. The most important weakness related to subject schemes of work, which lacked guidance for teachers on the progressive development of pupils' skills. Satisfactory progress has been made, both in improving the quality of schemes of work and in the range of extra-curricular activities to extend pupils' learning experiences. There has also been an improvement in the curriculum provision for pupils with special educational needs. Other subjects of the curriculum are not always used well enough to promote pupils' literacy and numeracy skills.
27. The curriculum is broad, balanced and meets the requirements of the National Curriculum and of the locally Agreed Syllabus for religious education. There is very good provision for pupils' personal, social and health education, including sex education and drugs education. The quality and range of learning opportunities are good for pupils at all stages in their education. All pupils have equal access to the curriculum. Teachers' planning to meet the wide range of year groups and capabilities in each class is good so that there are no unnecessary repetitions of work or omissions in the provision. All subjects have schemes of work, most of which are based on national guidance. They provide a good basis for teachers as they plan their lessons by outlining learning purposes, activities, resources and recommended timings for each subject. Cross-curricular links are good and information technology is used well to support learning.
28. Nearly 20 per cent of pupils in the school have been identified as having special educational needs, most of whom have learning difficulties. The school responds very well to the new Code of Practice for pupils with special educational needs. A study of the special educational needs register, pupils' individual education plans, discussions with the special educational needs co-ordinator and school staff indicate that most pupils are making good progress towards meeting their individual learning targets.

Provision is particularly good for pupils who have problems with learning in English and mathematics. Pupils receive support in lessons from the co-ordinator or from learning support assistants, or sometimes they are withdrawn from the class and work in small groups. Their curriculum, although slightly different in some aspects, is no less stimulating and is invariably linked to work followed by the rest of the class. Provision for pupils with behavioural and emotional difficulties is equally as comprehensive and detailed, and they make the same good progress towards the targets set.

29. Almost half of the pupils in the school are from army families. Typically, pupils spend no more than three years in school. Pupils of varying ages join the school at different times during a school year. Staff are very aware of the difficulties that pupils face in moving from school to school and have very good procedures to try and minimise the disruption to pupils' education. Discussions with parents and a study of records from previous schools, if these are available, help teachers to establish pupils' academic and social attainments. The special educational needs co-ordinator is involved should pupils appear to have learning or other difficulties. Pupils are linked with another pupil in their new class, called a 'buddy', and the buddy helps them settle into school routines quickly. School records show that virtually all the pupils from army families make good progress during the time they are in school.
30. The school is mainly successful at meeting the needs of all pupils. Levels of challenge in activities are usually good for pupils of differing capabilities and are one of the main reasons why so many pupils make good progress and achieve well, especially in English and mathematics. Challenge for higher attaining pupils is sometimes less well matched to their needs in science, geography, history and religious education when activities are whole class based, with little variation in the tasks planned. The school is aware of this and, as part of its strategy to improve provision, identifies pupils who are considered to be more able in a wide range of subjects. Provision made for them is satisfactory overall, but this is a developing area of school life and the quality of provision is steadily improving.
31. The school has very good links with the community, particularly the local Anglican church. Pupils visit parts of the community when, for instance studying settlements in geography. They go further afield to visit museums in Oxford and other places of historical interest. Pupils benefit from the school's good links with local primary and secondary schools. They join in sporting and musical activities with pupils from other schools and staff gain in knowledge and expertise through curriculum links.
32. A significant addition to the curriculum is the excellent range of after school clubs and activities. Provision is impressive considering the size of the school. Parents are very pleased with the provision and the hard work and dedication of the staff in organising and running sporting, creative, technological and musical activities, all of which make a significant contribution to their children's learning.
33. The provision for pupils' spiritual, moral, social and cultural development is good overall and has improved well since the previous inspection. Spiritual opportunities are very good and found throughout the curriculum. During the inspection, assemblies, science, design and technology, music and religious education lessons provided uplifting moments. Assemblies led by the headteacher are excellent in the way that they promote a knowledge and understanding and tolerance of other people's values and beliefs. The work of all staff and the example they give to pupils make a significant contribution to the provision for pupils' spiritual development.

34. Moral aspects of life are promoted well and have a positive influence, not only on pupils' behaviour, but also on their attitudes and relationships with each other. Personal, social and health education themes are sometimes linked to assemblies, when themes such as honesty and forgiveness are promoted. On one occasion, a member of staff role-played different behaviour and attitudes sometimes identified in pupils, and this subsequently was shown to have had a significant impact on the approach to school life of one particular pupil who had difficulties with relationships. Opportunities for social development are good, particularly through the very many after school activities, field trips and visits. Assemblies and school concerts are other occasions which promote social development well. The buddy system helps new pupils settle into school and develops social skills very well.
35. The attention the school gives to pupils' cultural development is good. Displays of artefacts and pictures, used in a wide range of subjects, are successful in stimulating pupils' interest so that they learn about different cultures in the United Kingdom and around the world. Pupils from army families are often asked to talk about countries they have visited and what they have seen. However, opportunities are missed to make more use of information and communication technology to make links with children in contrasting localities in the United Kingdom and abroad, through the use of the Internet and email.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The high standards of care noted in the previous report have been successfully maintained and improved, and are now judged to be very good. Parents express great appreciation for the care and support that their children receive from the school. The commitment of all adults to pupils' welfare was very evident during the inspection. The constant vigilance of staff and their detailed knowledge of their pupils play a vital part in pupils' welfare. Two people in the school have received training in child protection, and one is the named person for this important matter. The training has been shared with staff, who are familiar with the local education authority's procedures.
37. The high level of pupil mobility poses difficulties for staff, especially when they receive inadequate information from other schools about pupils' achievements. However, staff work hard to assess pupils' capabilities and quickly settle pupils in and include them in all aspects of school life. The good relationships that exist between staff and pupils mean that pupils are supported and cared for in any difficulties they have. Teachers use group discussions, called circle time, to discuss problems as they arise. Special sessions are organised when pupils are having particular difficulties, such as a number of fathers from army families leaving to undertake a tour of duty.
38. Procedures for monitoring attendance and personal development are good. Registers are meticulously marked and checked, and the school secretary telephones parents if the school has concerns about absent pupils. There are, however, no consistent ways in which very good or improved attendance are noted and celebrated. The procedures for monitoring personal development are mainly informal, but nevertheless effective, because staff know their pupils very well. Pupils with special educational needs are identified early on in their school life, and their progress is very carefully reviewed and recorded. A section in the annual reports to parents summarises the achievements that all pupils have made during the year, and sets targets for further development and progress.
39. Procedures for monitoring behaviour are satisfactory. Written records of both good and poor behaviour are maintained for pupils who are giving particular concern.

However, for the older pupils there is a lack of consistency in the way rewards and sanctions are administered. This is one of the reasons for the occasional inappropriate behaviour of a few pupils in lessons and in the playground.

40. There is a well documented health and safety policy, and regular checks are made of the premises; fire, electrical and play equipment are regularly checked. A sufficient number of staff are trained in first aid. During the inspection, pupils were seen to be properly cared for after minor playground accidents and parents informed about any injuries.
41. Procedures for monitoring and assessing pupils' attainment and progress are good and have improved well since the last inspection. The school uses the local education authority's record system for recording the achievements of pupils. Assessments of pupils' attainments are undertaken soon after children enter reception or other year groups. A detailed assessment system, introduced by the assessment co-ordinator and headteacher, helps staff to follow, or track, the progress pupils make in English, mathematics, science and information technology. Collections of pupils' work over time are a very helpful method of showing progress, and staff annotate individual pieces of work, assessing them against the levels of attainment in the National Curriculum. Information gathered is being used increasingly effectively to set targets for individuals and groups of pupils. The results of National Curriculum test and assessments at the end of Years 2 and 6, and the results of optional national tests in Years 3, 4 and 5, are analysed to identify strengths and areas for improvement in pupils' learning. All pupils are assessed in literacy and numeracy every term.
42. As a result of these procedures, helpful adjustments are made to planning to focus on identified weaknesses. This is a characteristic of planning for English and mathematics and, to some extent, science, design and technology, information and communication technology and physical education. In other subjects of the curriculum, assessment procedures are not so rigorous and have less impact on standards. Staff are aware of this and are working with the assessment co-ordinator to transfer the good practice in English and mathematics to other subjects, such as geography, history, music and religious education, where assessment procedures are more informal.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The close and effective partnership between school and parents noted in the previous inspection report has continued and improved and is now judged to be very good. The parents' questionnaires show that parents think the school is well managed and led, that they are kept well informed about their children's progress, and that they feel comfortable about approaching the school with any problem. Parents at the pre-inspection meeting, and parents spoken to during the inspection, emphasised that the school is one in which parents are always welcome and their contribution to their children's education appreciated. Overall, the close partnership between parents and school, maintained through frequent dialogue, parents' support of their children's education and through fund raising, makes a substantial contribution to pupils' education.
44. During the inspection, many parents were seen to come into school before the beginning of the school day. This time is used well to exchange information about children, as well as being a brief, but pleasant, social occasion for parents, staff and children. There are two formal opportunities a year for parents to meet teachers. Very

close links are maintained with parents of children with special educational needs, and regular meetings are held with parents to review progress and set new targets.

45. The information provided for parents is very good. The school prospectus is a valuable source of information, particularly significant in view of the many pupils who join the school at varying stages of their education. Regular newsletters keep parents well informed about school events and sporting achievements. Newsletters are used effectively to involve parents more closely with the life of the school by sharing details, for example, of school finances. Teachers of younger pupils keep in touch with parents on a daily basis through the home reading books. A useful booklet is given to parents on how to help their children with homework. The amount of homework set is in line with that found nationally and, in spite of some parental concerns, is effective in promoting pupils' learning, particularly in reading, mathematics and science.
46. A small minority of parents expressed concern about the amount of information provided by the school about their children's progress. Inspectors judge these concerns to be unjustified. End of school year reports are of a high standard, giving an outline of the work covered and details of what pupils can do. There is a section recording personal development and behaviour, and targets for older pupils. This section is used both for praising achievement and progress but also for making direct comments on areas of a pupil's work or behaviour that require improvement. There is a section for both parents and pupils to comment, and most do so.
47. There is a very active Friends of the School association, which organizes social and fund raising events, and takes responsibility for the finances involved in the running of the after school clubs. Considerable funds are raised for the school, which are used to increase staffing and to buy equipment for the school. Parents give good support to their children at home, particularly with their reading. A few parents are able to offer help on a regular basis in the school and more parents help with school outings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. Under the headteacher's very good leadership, the school has made good progress since the previous inspection. Improvements are largely due to the clear educational direction provided by the headteacher to the life and work of the school. He presents an excellent role model to staff and pupils in the level of his commitment and enthusiasm. He promotes the school aims and values very well through his participation in assemblies and the time he gives to individuals and groups of pupils when they have problems or worries, reflecting a significant emphasis on pupils' personal as well as their academic development. The results of his effective leadership are seen in the good provision for pupils' spiritual, moral, social and cultural development, the successful inclusion of pupils of all capabilities, backgrounds and gender in school life and the good breadth and balance of the curriculum. Consequently, pupils develop confidence from the time they enter school, have very good attitudes to school and achieve well.
49. The headteachers' successful leadership is evident in the excellent quality of teamwork he has promoted amongst staff and governors. For example, curriculum subjects are reviewed as a team, with the teacher responsible for the subject taking the lead in staff meetings. Learning support assistants and members of the governing body are also consulted. As a result, decisions made and policies agreed are implemented consistently by all staff. The benefits to pupils are seen, for example, in the improvement to standards in mathematics, design and technology, music and physical education since the previous inspection.

50. The school is very well managed by the headteacher. He has a significant teaching commitment, which limits the amount of time he is able to spend monitoring and evaluating the life and work of the school. However, he has established very good procedures which are effective in gathering information on the school's progress towards targets set in the school development plan. He has achieved this by careful delegation of responsibilities to all teaching and non-teaching staff. Subject co-ordinators work very hard, looking at pupils' work, monitoring lesson plans and occasionally observing colleagues teach. Most of the staff work at some time with classes other than their own, and this is an effective way for co-ordinators to develop knowledge and understanding of standards. The headteacher maintains an overview of school improvement through his own work as a subject co-ordinator, and by analysing with staff the information gathered about standards and the quality of teaching and learning. As a result of these procedures, pupils have benefited from improvements to resources, for instance in information and communication technology, to the planning of interesting and motivating activities and to the wide range of opportunities available to them after school.
51. Another good example of the way the headteacher and staff are continually looking to improve standards is shown by recent improvements to assessment procedures. The National Literacy and Numeracy Strategies have been implemented well and good procedures are in place to monitor and evaluate their effectiveness. Subject co-ordinators' depth of understanding about strengths and areas for improvement in pupils' attainment and progress is greater in English and mathematics than it is in other subjects. This is because these areas of the curriculum are reviewed on a regular basis, whereas other subjects are reviewed less often, a typical situation in a small school with small numbers of staff. However, the headteacher is aware of this and, along with his colleagues, is working on ways to manage and organise assessment procedures, in subjects such as geography and history, so that information gathered gives a clearer picture of specific skills that require improvement.
52. The management and support of pupils with special educational needs is very good. The co-ordinator has established an effective network of links with external agencies. Along with her contacts with pupils and their parents, this has led to a helpful understanding of families in the local area. This knowledge is particularly useful in working with special needs pupils from army families, when pupils may only be in school for a short time. As a result, procedures for early identification of needs are very effective so that children joining the school in reception, or in any other year group, are quickly but carefully assessed. The special educational needs co-ordinator works very well with teachers and learning support assistants in identifying needs and establishing appropriate levels of support. Programmes of work are recorded in considerable detail in pupils' individual education plans, based on the results of school and external tests and observations. Progress towards the targets set in the plans is regularly reviewed and monitored. Parents are kept well informed about their children's achievements. As a result of these effective procedures and arrangements, pupils with a wide range of behavioural, emotional and learning difficulties often make good progress and achieve well.
53. Learning support assistants play a significant role in the management and organisation of pupils' learning. They make an excellent contribution to the effective co-ordination of special needs support, as well as in supporting pupils of all abilities in lessons and after school clubs. During the inspection, lessons were characterised by

very effective liaison between teachers and learning support assistants, working together to reinforce and extend pupils' learning.

54. At the time of the previous inspection, governors' procedures for monitoring and evaluating the life and work of the school were reported to be satisfactory. The part that governors play in school life has improved significantly since then. Led by a very enthusiastic, knowledgeable and hard working chair of governors, members of the governing body develop a very good understanding of the school's strengths and areas for improvement. They achieve this by regular informal and formal visits to the school, through curriculum links with staff, and attendance and involvement in school events. In order to improve further procedures for identifying priorities for development and monitoring and evaluating school improvement, governors have recently formed a steering group, consisting of the chairpersons of the various sub-committees.
55. Governors play an important part in shaping the future direction of the school. For example, they are currently assessing the implications of all children entering the school at the beginning of the year in which they become five, rather than in the three September, January and Easter intakes at present. They have already looked at possible ways of extending the accommodation, as well as how staffing and resources might be affected. This sensible forward planning is helpful in setting future priorities and provides a basis for effective and efficient financial planning.
56. The school development plan is well documented and gives good guidance to governors and staff in implementing short and long term priorities. It clearly identifies responsibilities, targets, success criteria and budgetary allocations. The headteacher and governors are successful in obtaining additional finances available to the school from national initiatives, as well as making very good use of finances raised locally through school events and parent initiatives. For example, the Friends of the School funded the recent purchase and installation of an interactive whiteboard and there are plans to purchase others in the future. Application of the principles of best value is an integral part of governors' work. They compare the school's results with those of others and look for good value for money when making purchases. The school's income per pupil is high, reflecting its small size, but it uses resources very well and gives good value for money.
57. There is a good match of teachers and learning support assistants to the demands of the curriculum. All staff are well qualified. Commitment amongst staff to school improvement is excellent and provides an inspiration to pupils. The school has a deliberate policy to employ an above average number of teachers for its size and to employ as many learning support assistants as possible. This policy is intended to keep the pupil to teacher ratio low and to provide as much support as possible for the unique circumstances of pupils from army families and for pupils with special educational needs. The deployment of staff is managed effectively, particularly in the way pupils' learning in the Years 4-6 class is organised. The school is clear about its spending priorities and has made financial provision to maintain staffing levels in the foreseeable future.
58. The school inducts new staff well. A teacher on the graduate teacher training programme has been very well integrated into the life of the school and is very well supported. All staff have had recent relevant training in line with their requirements established through performance management procedures and the school development plan.

59. Accommodation is maintained to a good standard and is used effectively to promote the good quality of teaching and learning. Classrooms are of a reasonable size, with areas set aside for information and communication technology, creative activities and reading. Pupils' work is displayed to good effect in classrooms and the school entrance. The school hall is small, but the space available is used well to accommodate a library and computer workstations. It is also used for whole school gatherings, physical education lessons, teaching of small groups of pupils and for lunch arrangements. The hall is well equipped for physical education, but lessons require constant vigilance by teachers to make sure that pupils work in safety because of the small space in which to move. Externally the accommodation is very good. An enclosed secure area for Foundation Stage children, and a play area for all pupils, are both covered with an all-weather surface. In addition there is a hard play area, a good sized playing field and outdoor activity equipment. Accommodation in the main building has been adapted to suit pupils with physical disabilities, but the temporary classroom has not.
60. Learning resources are mainly of good quality and quantity. Teachers use them effectively and efficiently and these make a significant contribution to pupils' learning. There is a good range of fiction and non-fiction books in the library and in classrooms. There is a good number of computers, hardware and software and pupils have regular access to information and communication technology equipment. Consumable materials, such as those used for art and design and design and technology, are regularly replaced. Children in the Foundation Stage benefit from a wide range of equipment for indoor and outdoor use. Storing of resources is a problem. However, staff have worked hard to make most resources readily available for pupils and adults and to encourage careful handling and safe use of them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To further improve standards, the governors, headteacher and staff should:

1. Provide more opportunities for pupils, and higher attainers in particular, to follow their own lines of enquiry, devise their own investigations and experiments and solve problems.

(Paras: 2, 8, 24, 30, 96, 97, 103, 118, 143)

2. Use other subjects of the curriculum more effectively to promote pupils' literacy and numeracy skills.

(Paras: 9, 22, 26, 84, 85, 96, 118, 124)

3. Use assessment information more effectively, in subjects such as science, geography, history and religious education, to plan activities that take greater account of pupils' varying levels of attainment in each class.

(Paras: 42, 51, 109, 114, 120, 136)

OTHER MATTERS FOR CONSIDERATION BY THE SCHOOL

1. Improve the standard of behaviour of a small minority of pupils in Years 4-6.

(Paras: 12, 39, 101)

2. Ensure that teachers' marking is consistently developmental and constructive in all classes.

(Paras: 22, 86, 125)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	8	8	1	-	-
Percentage	8	27	31	31	3	-	-

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	80
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	15

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	21
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.8

Unauthorised absence

	%
School data	0.01

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

The numbers of pupils taking National Curriculum tests and assessments has been very small, ie less than ten. The test results of such small numbers of pupils are not a reliable guide to the standards pupils achieve. The test results are not therefore published.

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

The numbers of pupils taking National Curriculum tests and assessments has been very small, ie less than ten. The test results of such small numbers of pupils are not a reliable guide to the standards pupils achieve. The test results are not therefore published.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	80	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.1
Number of pupils per qualified teacher	20:1
Average class size	27.33

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	88

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	213961
Total expenditure	216966
Expenditure per pupil	2975
Balance brought forward from previous year	5158
Balance carried forward to next year	2153

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0.70

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	3		
My child is making good progress in school.	69	21	7		3
Behaviour in the school is good.	72	25	3		
My child gets the right amount of work to do at home.	41	34	15	7	3
The teaching is good.	62	31	7		
I am kept well informed about how my child is getting on.	48	34	12	3	3
I would feel comfortable about approaching the school with questions or a problem.	72	25	3		
The school expects my child to work hard and achieve his or her best.	69	31			
The school works closely with parents.	55	31	14		
The school is well led and managed.	76	17	7		
The school is helping my child become mature and responsible.	69	25	3		3
The school provides an interesting range of activities outside lessons.	69	31			

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

62. The provision for children in the Foundation Stage is a strength of the school. Children are given a very good start to their school life. The inspection took place in the early weeks of children's first term in school, but standards in each of the six required areas of the Foundation Stage curriculum, called early learning goals, are generally in line with expectations for this age.
63. Many of the children have already attended the village pre-school provision. There is very good liaison between the pre-school staff and the school prior to children's entry into reception. The class teacher visits the pre-school group, which is located on the school site, and children make regular visits to the school, for example to share a story with the younger members of the class. This partnership ensures that both pre-school and reception staff are working together towards the early learning goals, and it has a positive effect on children's levels of attainment on entry to school. Children's levels of attainment vary from year to year but, over time, they are mainly in line with the national average.
64. Children are admitted to reception in September, January and Easter in the year in which they are five, starting part-time and quickly increasing to full-time attendance. Information from assessments made of children's attainments soon after joining the class is used to evaluate standards on entry and to ensure progress towards the early learning goals. Clear, detailed records of the children's progress are kept and the information gained is used to plan appropriately for their needs. A good, well-balanced curriculum, carefully linked to the national guidelines, called stepping stones, which outline the stages of learning towards the early learning goals, helps children to make good progress and achieve well.
65. From evidence seen, it is likely that, by the time they enter Year 1, all children will reach the nationally expected standard in all of the recommended areas of learning. A strength of the provision is the partnership between teaching and support staff and the impact that this has on children's learning. The quality of teaching and learning is frequently good or better and such a consistent standard promotes good progress. For example, well planned group activities and effective use of other teachers and learning support assistants means that children often receive good individual attention.

Personal, social and emotional development

66. Children make good progress in their personal, social and emotional development and, by the time they enter Year 1, are likely to achieve, or even exceed, the expected standard. The strength in provision lies in the good quality of teaching and learning and the very good relationships between adults and children. For example, staff know each child extremely well and cater for their individual specific needs. This makes children feel important and valued. As a result, they work together in a friendly and supportive manner and show respect for each other, adults and visitors.
67. They are given many opportunities to develop their independence and accept responsibility. For example, they are encouraged to prepare and organise the resources and equipment for the activities staff have planned for them. Children are well behaved and sustain concentration when working. They play well with others,

share and take turns. Children respond well to adults. They are learning to follow instructions, to listen carefully to what they are told and they begin activities eagerly and with good enthusiasm. They take responsibility for a range of duties, including taking the register back to the office, and tidying up at the end of sessions.

68. Staff create a secure environment, where expected behaviour is clearly identified. Rules are clearly established and children soon become used to teachers' expectations. Children have good manners at lunchtimes and politely ask the lunchtime staff for help.

Communication, language and literacy

69. Children make good progress and, by the time they enter Year 1, are likely to achieve, and almost all exceed, the expected standards. The quality of teaching and learning is good, with a strong emphasis placed by all staff on correct vocabulary and many opportunities to speak, write and read. Good teaching observed during the inspection was characterised by a close match of activities to children's needs.
70. Children are lively and articulate and eager to talk to adults and share their experiences. They take part in discussions and answer questions confidently. Their vocabulary is expanding rapidly through the use of good questioning by adults. Through the use of carefully chosen stories, they are beginning to recognise an increasing number of words in familiar contexts, and making basic links between sounds and letters. Staff speak clearly, enabling children to hear different sounds. Children enjoy listening to stories and readily share books with each other and adults. There is a broad range of books in the classroom, which are accessible to children and can be borrowed to take home. Talk is used to good effect by adults, showing that they value what all children have to say and questioning is used well to extend learning. A variety of writing materials is supplied and children are encouraged to write freely. For example, they have helped to make lists of requirements for the Health Centre role-play area in the classroom.

Mathematics

71. Children make good progress and, by the time they enter Year 1, are likely to achieve, and almost all exceed, the expected standard. The quality of teaching and learning is good. Children benefit from taking part in whole class sessions with Year 1 pupils, but have their own planned activities to promote their early number skills. Well structured activities have an impact on standards. For example, children play purposefully with building bricks, a variety of apparatus, computers and other resources to consolidate and extend their learning. Children play enjoyable games to reinforce counting skills and are becoming familiar with mathematical vocabulary. For instance, they enjoyed an activity where they practised splitting items into different sized groups using numbers to 5. They used mathematical vocabulary well. Children are beginning to write numerals, and computer programmes are used effectively to reinforce mathematical concepts. For example, children competently matched on-screen the Three Bears, from the Goldilocks story, to different sizes of bowls, cups and beds.

Knowledge and understanding of the world

72. Children make good progress and, by the time they enter Year 1, are likely to achieve, and almost all exceed, the expected standard. The quality of teaching and learning is good, with a wide range of motivating activities that develop enquiring and interested children.

73. Children enter the school with a good understanding of the world around them. They are already developing an awareness of the pattern of the days of the week, months of the year and the seasons. Good use is made of the school's extensive grounds and rural location to promote awareness of nature. For example, in a very good lesson, children were helped to identify a range of natural items associated with autumn. Their descriptive skills were promoted very well in an activity where they wore a blindfold, or closed their eyes, and described the items they handled. Their awareness of the wider world is promoted well through the use of simple maps and by visitors from outside organisations, such as the Fire Service. Computer skills are developing well with children learning to use programs independently and to control the mouse to 'click and move' items.

Physical development

74. Children make good progress and, by the time they enter Year 1, are likely to achieve, and almost all exceed, the expected standard. Children are provided with a wide range of activities to promote their physical development. The quality of teaching and learning is good overall, but more could be demanded of children when using outside play equipment or during physical development lessons.
75. Children handle pencils, brushes, scissors and glue tentatively when they first enter reception, but quickly become confident users with careful guidance by staff. The classroom is spacious and here, and in the hall, children are developing an awareness of space, and of themselves and others, as well as learning to move with confidence, safety and imagination. They have their own dedicated outdoor area, which can be used in most weathers, and which has a range of large wooden exercise equipment. The children use this with confidence and have good opportunities to improve their climbing and balancing skills. They also benefit from access to equipment in other parts of the outside areas.

Creative development

76. Children make good progress and, by the time they enter Year 1, are likely to achieve, and almost all exceed, the expected standard. The quality of teaching and learning is good. Children benefit from a stimulating environment and access to a wide range of materials and equipment.
77. There are many opportunities for children's self-expression through painting and drawing, and in the use of building bricks and construction equipment. Teachers make a feature of displaying work to encourage pride, self-esteem and achievement and appreciation of each other's efforts. Children sing with enthusiasm and enjoy playing percussion instruments. Children play co-operatively in the role-play area. They enter enthusiastically into the varied roles of the Health Centre, making telephone calls and recording appointments, and welcoming the opportunity to examine and bandage adult staff!

ENGLISH

78. Pupils' standards in speaking and listening, reading and writing by the end of Year 2 are above the national average. By the end of Year 6, standards are in line with the national average. At the time of the previous inspection, standards were reported to be average by the end of Year 2 and above average by the end of Year 6. However, because of the small number of pupils in each year group, and the significant impact

of pupil mobility in Years 3-6 in particular, standards vary from year to year. This means that comparing standards then with standards now is not a valid method of judging school improvement.

79. The results of national tests for Year 2 and Year 6 pupils over time confirm variable standards from year to year. They show that standards tend to be more consistent by the end of Year 2 than by the end of Year 6 because there is less pupil mobility amongst these pupils. School test and assessment data shows that, when pupils' achievements each year are compared to their levels of attainment on entry into reception, or in other year groups, almost all make good progress. Pupils with special educational needs make good progress towards the targets in their individual education plans. There are no significant differences in the achievements of boys and girls.
80. Throughout the school, standards in speaking and listening are good. Pupils listen attentively to their teachers and each other when working in pairs and in groups. They make good progress in listening because teachers are skilled in explaining things to them. For example, teachers speak clearly and reinforce instructions, ensuring that all children understand and participate. Constant emphasis on listening skills, particularly in pupils' early years in school, means that the majority progress well. By the end of Year 6, most pupils speak clearly and confidently, contributing well to discussions and answering questions fully. Higher attaining pupils are articulate, able to conduct themselves well in discussions and have the assurance to put forward their own opinions and discuss and summarise the results of research.
81. Standards in reading are above average by the end of Year 2 and average by the end of Year 6. Many Year 2 pupils use a range of skills well to decode unfamiliar words. Higher attainers read with fluency and expression and correct their own mistakes. A few pupils are still working hard to learn the basic connections between sounds and letters, but all children heard reading during the inspection read independently, and with some degree of fluency. Classrooms containing Years 1 and 2 pupils have an extensive range of books to attract and motivate pupils. Year 1 pupils are successfully encouraged to select books to take home to share with their families. Parents give good support to their children with reading skills and this has a significant impact on the good progress they make.
82. Most pupils in Year 6 are independent readers and many read aloud fluently and with good expression. They have preferences for particular authors and place fiction books accurately into different categories. Higher attainers are beginning to discuss the books they read and make comparisons of work by favourite authors. Opportunities to read regularly are given and children show enthusiasm for these sessions. They are supported by a good range of books in the classroom, all of which, while showing signs of being well-read, are in good condition. There are suitable non-fiction books to support research and develop literacy skills, including dictionaries and thesauruses. Although standards are no better than satisfactory because of the small number of pupils working at higher levels, good teaching of, and provision for, reading helps pupils to make good progress during their time in school.
83. Standards of pupils' writing are above average by the end of Year 2 and average by the end of Year 6. A recent focus by staff on writing standards has resulted in an overall improvement in standards, which was evident in examples of pupils' past work over the last twelve months. Good quality stories and poems written by pupils in all three classes was seen. Work on display in classrooms shows good examples of creative writing. For example, in Year 2, pupils have been practising their letter-writing

skills, pretending to be a character in a television programme for schools. They empathised well with the character they were pretending to be. Spelling was of a good standard. In Years 4 and 5, pupils were observed making notes from a variety of non-fiction texts and composing slogans against child labour in India. Samples of poetry by pupils in Year 6, on the theme of 'My favourite place' showed perceptive thought, with one or two examples of highly original thought.

84. Pupils in their early years in the school are making good progress in their writing through regular practice, such as labelling drawings and recording news. They have good opportunities to write independently, such as booking appointments in the 'Health Centre'. As they progress through the school, pupils are successfully encouraged to attempt different forms of writing, such as reporting, and making brochures and books. There are some example of the effective use of writing in subjects other than English, but it is not promoted as well as it might be, influenced by the over-reliance on worksheets. Information and communication technology supports developing literacy skills well and in some samples of work it was clear that the use of computers had helped pupils to improve the standard of their work through editing and re-editing their texts.
85. The quality of teaching and learning is good overall. National Literacy Strategy guidelines are used well to teach basic skills of grammar, punctuation and spelling in all classes. Opportunities are missed, however, to make best use of other subjects of the curriculum to extend pupils' writing skills. In the best lessons, work is well matched to the range of learning needs in the class. Teachers choose texts that interest pupils and provide a good balance of activities to develop speaking and writing skills. For example, in a very good reception and Year 1 lesson, pupils shared a book with their teacher, gaining much enjoyment from the illustrations, which included characters from many of their favourite tales. Teachers sustain a good pace to lessons and this is successful in sustaining interest and motivation. In Year 6 pupils have regular extended writing sessions where thoughtful input by various teachers ensures that their creative writing skills are promoted well. Pupils with special educational needs and lower attaining pupils are supported very well by teachers and learning support assistants. They are encouraged to makes responses and are well challenged by their independent group activities.
86. When lessons are less effective, but are nevertheless satisfactory, pupils have to sit and listen for too long and they become restless. The final session of lessons, when teachers review with pupils what has been learned, is sometimes cut short because not enough time has been allowed for it. On these occasions, the impact of the lesson on pupils' learning is reduced. Teachers' marking varies in its quality and is inconsistent. Some is developmental, making it clear to pupils what they need to do to improve, whereas some gives positive praise but no indication of standards.
87. The co-ordinator provides good leadership. She has a good overview of standards and achievements in all classes. Procedures for assessing pupils' attainment and progress are good and the information used effectively to focus teachers' planning on areas for improvement. Test results are carefully analysed and pupils' progress is tracked and recorded. Effective monitoring of standards is enabling the school to provide a consistent standard of teaching and learning for all its pupils, including those who are higher attainers and those with special educational needs. There are examples of the good use of computers to assist literacy throughout the school. The school has built up a good collection of resources for English, including a wide selection of reading schemes. These include books from other cultures. There is a

good stock of non-fiction titles in the library. A recent audit of books was conducted and new stock purchased to improve identified gaps in provision.

MATHEMATICS

88. At the time of the previous inspection, standards were reported to be in line with the national average by the end of Years 2 and 6. Weaknesses were identified in the lack of challenge for higher attaining pupils, pupils' skills in the recall of number facts at Key Stage 2, the scheme of work and teachers' marking. There has been a satisfactory improvement since then. The scheme of work is now good and based securely on national guidelines. Levels of challenge are mainly good and a focus on the teaching of mental and oral mathematics has improved pupils' skills at Key Stage 2. As a result, standards by the end of Year 2 are above average and pupils make good progress. Pupils make good progress in Years 3-6, but the impact on pupils' achievement of the high numbers who leave and join those year groups over time is reflected in average standards overall by the end of Year 6.
89. The high levels of pupil mobility, and the small numbers of pupils who take the national tests and assessments at the ages of seven and eleven each year, make comparisons with national averages and those of similar schools unreliable. What the results do show is that they are more consistent by the end of Year 2 over time, where there is much less pupil mobility, and have remained above or well above average since 1998. End of Year 6 results show fluctuations from above to below average over time. There are no significant differences in the performance of boys and girls. However, school data shows that pupils who enter the school in reception tend to achieve better results than those pupils who spend only a short time in school. Pupils with special educational needs make good progress as a result of very good support from teachers and learning support assistants.
90. The quality of teaching and learning is good overall. Of the six lessons seen during the inspection, two were judged to be good and two very good. One lesson was satisfactory. One lesson for pupils in Years 4-6 was judged to be excellent. Pupils benefit significantly from these good standards of teaching, particularly in their confident use of numbers and the development of very good attitudes to their work. As a result, when compared with their levels of attainment on entry into school, pupils, including those with special educational needs, make good progress.
91. One of the main reasons for the good progress that pupils' make is teachers' skill in matching work to pupils' needs. This was evident in a lesson for Year 1 pupils. The teachers' plans clearly identified pupils' varying levels of attainment and tasks had been planned to move pupils on to the next appropriate stage of learning. Two pupils worked on a computer program which consolidated and extended knowledge and understanding of putting numbers in the correct order. Two higher attaining pupils studied pictures of rods, representing tens and units, to work out numbers. They enjoyed the challenge and worked hard, taking pride in their achievements when they successfully completed the task. Other pupils used number rods to create patterns that increased and decreased in size, whilst others used an abacus as they worked on numbers less than 20. The teacher and a learning support assistant worked very well with individuals and groups of pupils, using questions effectively to prompt pupils' thinking. At the end of the lesson, the whole class came together to review what had been learned and to celebrate pupils' achievements.
92. In an excellent lesson for Years 4-6 pupils, the challenge provided by activities planned for the different capabilities of pupils was a key factor in helping all pupils to

make good progress and achieve well. Pupils were successfully motivated and interested by the opening whole class session, in which the teacher made very effective use of an interactive whiteboard to demonstrate how pupils might quickly work out how many objects were included in some rectangles. Pupils' took part keenly and several soon saw that multiplying the number of objects in a long row by the number in a short row gave the overall number. This meant that pupils tackled their group activities with enthusiasm and maintained concentration for long periods of time. Tasks were well supported with appropriate resources and helpful worksheets. Behaviour was very good as pupils worked by themselves or with others. As a result, all pupils made good gains in their knowledge and understanding of how to calculate the perimeter and area of regular and irregular shapes.

93. By the end of Year 2, pupils show good recall of number facts. They use these well to tackle simple problems. They speak confidently as they explain how they have achieved their answers. Many pupils are familiar with numbers to 100 and beyond and apply addition, subtraction and multiplication well to money problems. Good progress is being made in dealing with simple division. For example, Year 2 pupils were observed working on sharing activities. They responded well to their teachers praise and encouragement and the positive, challenging atmosphere of the lesson. The special educational needs teacher provided excellent support for special educational needs pupils, one of whom shouted excitedly: 'I've done it!' A learning support assistant helped a group of lower attainers well, one of whom exclaimed: 'This is a piece of cake!'
94. By the end of Year 6, pupils' levels of attainment are wide. Many of these pupils have been less than three years in the school and so their progress in learning has been interrupted. Higher attaining pupils use a range of strategies to solve problems and recall number facts quickly and competently. Lower attaining pupils use basic number skills satisfactorily, and are familiar with a range of two and three-dimensional shapes and standard measures. However, they are not skilful at using their knowledge and understanding to solve problems.
95. Excellent teamwork amongst teachers and learning support assistants makes a significant contribution to the standards achieved. This is often of particular benefit to pupils from army families. Learning support assistants are well trained and are given considerable levels of responsibility in dealing with individuals or groups of pupils. This means that pupils often gain significant benefit from personal attention during lessons. This has been achieved well in the class for Years 4-6 pupils. Despite the wide range of capabilities present in this large class, careful management and organisation of lessons and effective use of other staff mean that there are very few occasions during the week when all pupils are together for a mathematics lesson. For example, during the inspection, eleven Year 5 pupils benefited from a pacey, interesting lesson with another teacher in the hall, whilst the Year 4 and Year 6 pupils worked with the class teacher and a learning support assistant in their classroom.
96. Good use is made of information and communication technology to support pupils' learning. For example, pupils are familiar with using databases to enter information and present it in the form of graphs and charts. Other subjects of the curriculum are used satisfactorily to promote pupils' numeracy skills, but opportunities are missed, for instance in science, design and technology and geography, to involve pupils, particularly higher attainers, in problem solving situations.
97. The subject co-ordinator provides good leadership. He has led staff well in the implementation of the National Numeracy Strategy. Staff are now at the stage in the

subject's development when they are making further adjustments to the national guidelines to best suit the needs of pupils at the school. Procedures for assessing pupils' achievements and for monitoring and evaluating the quality of teaching and learning are good, and help the co-ordinator to have an informed view of strengths and areas for improvement in pupils' standards. He is aware that more needs to be done to promote problem solving in mathematics, as well as in other subjects, and has useful plans to improve provision in this respect.

SCIENCE

98. At the time of the previous inspection, standards were reported to be satisfactory by the end of Years 2 and 6. Standards as shown by the results of national tests and teacher assessments have fluctuated since then, but the small number of pupils in each year group and the effects of pupil mobility, especially in Years 3-6, make comparisons with the performance of past year groups unreliable. Inspection evidence shows that standards of the present Year 2 and Year 6 pupils are similar to those at the time of the previous inspection and are in line with the national average. Pupils, including those with special educational needs, make satisfactory progress. There are no significant differences between the performance of boys and girls. Pupils develop a satisfactory breadth of knowledge across all the required areas of learning, but do not have enough opportunities to investigate and experiment.
99. Pupils in Years 1 and 2 develop satisfactory levels of knowledge and understanding about life and living processes, materials and their properties and physical processes. For example, pupils know what constitutes a healthy diet, are familiar with the five senses and know the names of parts of a plant. Year 1 pupils were observed in a lesson about the sense of touch. Their behaviour was excellent as they were blindfolded in turn and felt items from a collection of autumn objects, such as flower heads, brambles, leaves and feathers. The teacher used the activity to promote pupils' literacy skills well in the skilful way she encouraged them to speak. One child said: 'It felt round and lovely and soft and I thought – it's a flower!' Another said: 'The shiny bits (thorns) are like pins'. Pupils had the confidence to ask for clarification when, for instance a pupil asked: 'What is a bud?'
100. Year 2 pupils enjoy learning about themselves. Pupils were interested by their teacher's range of information she presented about teeth. They showed good levels of interest and concentration as they learned about the different materials from which teeth are made. One higher attaining pupil asked if enamel was stronger than metal and, after his teacher's reply, said: ' So some metals are stronger than enamel, some are just as strong and some are not so strong'. Pupils past work shows that they do not have enough opportunities to investigate and experiment and this means that overall, by the end of Year 2, their knowledge of scientific facts is better than their understanding of scientific concepts.
101. Standards are similar in Years 3-6. Past work shows that pupils' learning has been more about content than enquiry. Consequently, by the end of Year 6, levels of knowledge are often good, but understanding of how to make tests fair and the ability to make predictions and draw conclusions from results are not sufficiently well developed. Teachers are aware that there needs to be more opportunities in lessons for pupils to investigate and experiment. As a result, future lesson plans are being adjusted to focus more on skills of scientific enquiry. Pupils are not used to planning, preparing and carrying out investigations in a systematic and methodical way. This was evident in a lesson for pupils in the Years 4-6 class, where the lesson was spoilt by pupils' poor behaviour as they responded in an immature and excited way to an

investigation into reversible and irreversible change. However, these pupils' past work shows that the teacher is developing with them a common format for recording the results of investigations which is helpful in providing a structure to their work.

102. The quality of teaching is satisfactory. The management and organisation of the different ages and abilities in classes is very good, with effective use of learning support assistants to give guidance and support to pupils with special educational needs and lower attainers. Teachers brief learning support assistants very well so that support is directed where it is most needed. Care is taken to use the correct vocabulary in lessons.
103. Planning provides satisfactory opportunities for pupils to use skills, such as arithmetic, measure and data handling, extending pupils' numeracy skills. However, pupils' past work shows that worksheets are often used on occasions when pupils, and particularly higher attainers, could be given greater freedom to find out and write about themes for themselves. Information and communication technology is used well to support pupils' learning. A good example was seen in a lesson for Years 4-6 pupils, where some pupils searched the internet for information about reversible and irreversible changes. Opportunities are missed for pupils to wordprocess the results of their research or investigations.
104. The subject co-ordinator provides good leadership. Science activities reflect the school's aims and values well in that they create positive attitudes and a desire to learn amongst pupils. Procedures for monitoring and evaluating standards and the quality of teaching and learning are effective and have drawn the attention of the co-ordinator to the need for more activities that promote scientific enquiry. Similarly, procedures for assessing pupils' attainment and progress are good and the information is being used well to include more investigations in teachers' planning, particularly activities that provide more challenge for higher attainers.

ART AND DESIGN

105. Due to time tabling arrangements, only one art and design lessons was observed during the inspection. It is not possible therefore to make a judgement about the quality of teaching and learning. Judgements of attainment standards are therefore based on scrutiny of work, conversations with children, and a study of displays throughout the school, together with collections of photographs. Standards in art and design by the end of Years 2 and 6 are in line with expectations and pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the time of the previous inspection.
106. Art is often linked to other subjects of the curriculum or class projects, with small groups of pupils working at art activities whilst the rest of the class tackle other subjects. For example, a group of reception and Year 1 pupils was observed using oil pastels to draw portraits of their favourite characters from a range of familiar stories. Work was of a satisfactory standard, with proportions generally good and features, such as eyes and mouths, placed correctly. Pupils were also seen making a collage from a selection of different materials. The approach to art and design is effective in making pupils' task relevant in the way that they support learning in other areas of the curriculum. It also means that teachers teach techniques and skills to a few pupils at a time, giving them good individual attention.
107. The culmination of this steady build-up of pupils' skills is an annual 'Art Attack' week. The whole school, together with staff, parents, governors, and many people from the

local community, takes part in a broad range of activities, with an exhibition of completed work held in the school hall at the end of the week. Photographs show children and adults participating in varied activities including, for example, woodwork, modelling, and painting to music. Visiting artists add their expertise. Much of the resulting work is of a good standard.

108. Pupils are provided with other opportunities to tackle art and design work and to experience different materials and media. Pupils benefit from a well attended weekly art club, which is part of the after school provision. Pupils of all ages were observed expertly hooking rag rugs and sewing cross-stitch. Cross-curricular links are further strengthened through the annual mathematics Christmas decorations group.
109. The co-ordinator provides satisfactory leadership. She is successful in helping teachers plan a range of interesting activities each term and in planning the annual art week. The curriculum covers the requirements of the National Curriculum well and staff make effective use of national guidance in the subject scheme of work. There are good links to other subjects. The school displays pupils' work in an annual exhibition in Abingdon and pupils in all year groups send in entries. Procedures for assessment are largely informal each term, but the annual art week is used well as a major focus on pupils' achievements. Satisfactory use is made of information and communication technology to support pupils' learning. Resources are good throughout the school and regularly audited and supplemented.

DESIGN AND TECHNOLOGY

110. At the time of the previous inspection, standards were reported to be in line with expectations with good teaching in Key Stage 2 and in reception. There has been a good improvement since then as a result of adjustments to teachers' planning, so that activities are linked more closely to class themes. As a result, the quality of teaching and learning is good overall and pupils' standards are above those expected by the end of Years 2 and 6. Pupils, including those with special educational needs, make good progress.
111. Pupils' benefit from teachers' good subject knowledge and expertise. As a result, Year 2 pupils develop good skills in cutting, measuring and joining a range of materials. Their understanding of mechanisms is particularly good. For example, pupils were observed reviewing with their teachers what they had achieved over a series of lessons to create moving monsters. Pupils talked knowledgeably about pneumatics and air pressure. They confidently explained how some of their models worked. Higher attaining pupils had a simple knowledge and understanding of molecules and explained how these behaved as a syringe was pushed and pulled to make parts of a model move. Year 6 pupils handle different materials competently and have a good knowledge and understanding of the design and make process and how progress needs to be monitored and evaluated as a project continues.
112. The quality of teaching and learning is good. Pupils achieve well because of the thoroughness with which techniques and design principles are taught. Teachers plan activities that help to provide pupils with a progressive development of their skills between year groups and key stages. For example, pupils in the Years 4-6 class made good progress in extending their skills because the teacher had planned a variety of activities which took account of pupils' different stages of development. Whilst some pupils worked with their teacher on ways to improve the design of fairground ride models and incorporate electric motors, other pupils worked on

designing and making human shapes with coiled string and glue. In both of these activities levels of challenge were good and pupils achieved well as a result.

113. Teachers are successful at linking design and technology activities to class themes and this has the effect of making pupils' tasks relevant. For example, Years 2 and 3 pupils had designed and made models of a good standard based on a history project about the Victorians. Their moving models illustrated very well the conditions in which children were expected to work as they hauled carts full of coal in mines and crawled up and down chimneys to clean them out. Past work shows many examples of activities which have captured pupils' imaginations and helped them to achieve well. For example, Years 2 and 3 pupils worked on ways of pushing Humpty Dumpty off the wall using air pressure. They spoke with considerable pleasure about how original designs had required adjustment after the failure of balloons to topple him.
114. The subject is well led by the co-ordinator. Improvements since the previous inspection to the curriculum, resources and teaching methods have been successful in raising standards as well as pupils' interest. The subject is used well to promote pupils' personal development from an early age through co-operative group activities. Teachers sometimes use these occasions to choose which pupils work together, for instance to improve an individual pupil's behaviour or emotional development through the positive example shown by others. Satisfactory use is made of information and communication technology to support pupils' learning. Assessment procedures are effective and information used well to focus teachers' planning on individual or groups of pupils to develop particular skills. This is helping teachers to assess more quickly the levels of attainment of pupils who come from other schools so that they soon begin to make good progress in lessons.

GEOGRAPHY

115. At the time of the previous inspection, standards were reported to be in line with expectations by the end of Year 2 and Year 6. These standards have been maintained. Pupils, including those with special educational needs, make satisfactory progress. In the previous report, it was pointed out that the school did not have a scheme of work to help teachers plan a progressive development of pupils' skills. There has been a satisfactory improvement since then in the quality of teachers' planning and a scheme of work has been developed. Pupils now benefit from activities that take greater account of their previous learning.
116. Teachers base their planning on national guidelines, which are helpful in providing pupils with good coverage of the required curriculum. Effective use is made of the local area for field work and for developing mapping skills. Teachers plan their lessons carefully to look for ways to make tasks interesting and relevant. For example, reception and Year 1 pupils were observed in a lesson which continued a class theme of holiday destinations. Pupils sat around a large map of the world. The teacher produced a wide range of fruit and vegetables and helped pupils to decide where in the world the produce was most likely to have been grown. Pupils enjoyed placing the fruit and vegetables on the map. This activity was fun and, although the concept of climatic regions was a difficult one for these young pupils to grasp, it helped them to make satisfactory progress in their knowledge and understanding that some countries are hot and some are cold. Higher attaining pupils recognised and named some countries by their shape. Most pupils knew that blue on the map was sea, that white represented cold areas and green showed forests.

117. Pupils in Years 4-6 were observed studying life in a village in India. They showed satisfactory knowledge and understanding of some of the significant differences between children's lives in the Indian village and their own lives in and around Sunningwell. The lesson was helpful in drawing pupils' attention to climatic, economic and social similarities and differences between the two locations and extended their learning well.
118. The quality of teaching and learning is satisfactory. In projects and themes studied, teachers often plan links with other subjects of the curriculum and there is evidence in pupils' work of literacy, numeracy and information and communication technology skills being used. However, the quality and quantity of written work is variable throughout Years 1-6. There is not as much free writing and drawing as might be expected in pupils' books and folders because work is often dominated by the use of worksheets. This means that pupils, and higher attainers in particular, do not get enough opportunities to gather their own information from books and maps, limiting the use of the subject to promote pupils' literacy skills. Good use is made of information and communication technology to promote pupils' enquiry skills, particularly through use of the Internet.
119. Teachers make good use of the experiences of many of the pupils from army families to extend pupils' knowledge and understanding of the world. For example, pupils who had recently been to the Falkland Islands to visit their father had talked to rest of the school about the visit. Pupils often bring artefacts in to school that either they, or their parents, have brought back from different countries, such as a set of robes from Afghanistan.
120. The subject co-ordinator provides satisfactory leadership. She is new to the post and has not had time to make a significant impact on provision. She has sensibly identified the need to gain further knowledge and expertise in the subject so that she can make a contribution to raising pupils' standards. Teachers know their pupils well, but work is not always matched closely enough to pupils' needs, particularly those of the higher attainers. This is because assessment procedures are largely informal. However, a good start has been made in assessing individual pupils' levels of attainment more effectively, rather than recording the areas of the subject that pupils have covered, by, for instance, sampling pupils' work to evaluate standards.

HISTORY

121. By the end of Years 2 and 6, pupils attain standards that are in line with national expectations. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the time of the previous inspection. Due to timetable limitations, only one history lesson was observed so it is not possible to make valid judgements about the quality of teaching and learning. Judgements about standards are based on a scrutiny of pupils' past work and studies of displays in classrooms.
122. Pupils in Years 2 and 3 are currently studying the Victorians. No lessons were observed, but classroom displays record work on life in Victorians times. Good cross-curricular links are made and children have, for example, made silhouette portraits, a technique popular in Victorian England. Pupils have made working models of a good standard in design and technology lessons, showing how children worked in mines and swept chimneys. Their general knowledge is further enhanced in literacy lessons through watching a television programme for schools which is set in the Second World War.

123. By the end of Year 6, most pupils attain standards that are in line with expectations, and they make satisfactory progress. Many expertly use a range of source material to develop historical perspectives on, for example, life in India in ancient and present day. During a literacy lesson, pupils were observed using books, fact sheets and the internet to research information about the life of poor children and child labour in India. Work in the class was well matched to pupils' different capabilities and, as a result, all were able to participate in a final discussion of what children need as distinct from what they would like. Standards in the written recall of historical facts are generally satisfactory
124. Teachers' enthusiasm for the subject is strong. Subject knowledge is good. Pupils' benefit from stimulating and interesting activities as a result and this helps them to make good progress. There is a suitable mix of direct teaching, successfully coupled with opportunities for children to research topics for themselves. However, there is an over-reliance on worksheets at times, so that literacy skills are not always promoted as well as might be expected. The subject is generally well resourced with a good range of books. Good use is made of visits to local museums. Use of the interactive whiteboard is helping pupils in Years 4-6 to share knowledge through access to the Internet.
125. The co-ordinator provides enthusiastic leadership. Termly planning is successful in providing broad coverage of the National Curriculum and an interesting range of learning opportunities. Key skills of interpretation, enquiry and chronology are generally developed suitably by teachers. There are examples of good cross-curricular links involving geography, religious education, information technology and literacy. Procedures to record and evaluate pupils' progress, while informal, are satisfactory overall. However, the quality of teachers' marking is inconsistent, for instance with grammatical and spelling errors generally uncorrected in pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. At the time of the previous inspection, standards were reported to be in line with expectations by the end of Years 2 and 6. Weaknesses were identified in teachers' subject knowledge and in the subject scheme of work. There has been a good improvement since then. A well planned programme of staff training, improvements to the quality of teaching and learning and an up-dating of resources and equipment have led to pupils achieving standards above those expected by the end of Years 2 and 6. Pupils, including those with special educational needs, make good progress.
127. By the end of Year 2, pupils use computers confidently to wordprocess simple text, paint a picture and explore simple adventure games. Pupils competently instruct a floor robot to follow commands and achieve a particular goal. Pupils practice spelling and number facts and produce graphs and pictograms during lessons. Teachers make effective use of the number of computers available in each classroom to provide pupils with regular access and encourage pupils to experiment and try techniques out for themselves. As a result, progress is good. Pupils handle the mouse well, controlling the cursor effectively to run programs. Pupils change text size and fonts, print and save their work.
128. In Years 3-6, pupils continue to make good progress because of the many opportunities they have to practice and refine their skills. Teachers organise pupils' learning well so that skills are taught to individuals or small groups of pupils over time. Opportunities are then planned in lessons for pupils to use the new skills in a practical

way. During the inspection, there were many occasions when pupils were observed extending their skills by these methods. For example, in a Years 4-6 mathematics lesson, pupils moved from paper and pencil desk exercises to calculate the perimeter or area of shapes, to computers, where they programmed an on-screen turtle to produce shapes of specific dimensions. Year 6 pupils showed good levels of skill as they quickly typed instructions and made alterations and adjustments. One Year 6 pupil helped a higher attaining Year 4 pupil to use the program, illustrating well the very good relationships that exist amongst pupils. Teachers use information and communication technology well in this respect to promote pupils' personal development in all classes by encouraging co-operation and sharing at computer workstations.

129. The quality of teaching and learning is good. Pupils benefit from teachers' good subject knowledge and confidence with computers, a significant improvement since the last inspection. Information and communication technology is an integral part of pupils' learning from reception onwards. Computers are invariably switched on in classrooms or the hall. Pupils use them before lessons start in the morning and many pupils benefit from their use during the after school clubs. Another reason for pupils' good progress is the range and quality of resources. Staff have gathered an impressive range of software, all of which has been carefully matched to the requirements of the curriculum in each year group, and linked to work in specific subjects. The regularity with which pupils use the software is clearly seen in the information and communication technology log books kept by pupils in the Years 4-6 class, where they record the name of the software and the subject it was used to support, such as science or design and technology. There are at least three computer workstations in each classroom and an additional four stations sited in the school hall.
130. Pupils are confident users of the Internet to research for information to support their learning. Years 4-6 pupils had found much useful information about life in India to support their work in geography. They have looked for information about particular authors and often search for information about themes being studied in history. Pupils do not use e-mail as much as might be expected, for instance to link with pupils in other schools in the United Kingdom or abroad. Discussions with pupils and a study of their previous work show that wordprocessing skills are good.
131. The co-ordinator leads the staff very well in maintaining the subject's high status in the life and work of the school. He has responded very effectively to weaknesses highlighted in the previous report to establish a good quality scheme of work supported by a wide range of accessible resources.
132. Staff work extremely well as a team in the way that they use information and communication technology to support pupils' learning. For example, the special educational needs co-ordinator is also the assessment co-ordinator, and is using technology well to evaluate assessment data and identify needs. The teacher of the Years 4-6 pupils is making very good use of a recently installed interactive whiteboard to bring an extra dimension to lessons. During the inspection, the teacher was seen using the board well, for instance to make teaching points in mathematics and demonstrate scientific phenomena using a small camera linked to the screen. Pupils also use the interactive whiteboard with rapidly increasing confidence and competence. The subject scheme of work provides good support for teachers as they plan their lessons. Assessment procedures are good and pupils benefit from activities that are well matched to their needs.

MUSIC

133. Standards by the end of Years 2 and 6 are above those expected for their ages. Pupils, including those with special educational needs, make good progress. This is a significant improvement since the last inspection, and from falling standards in recent years. There are good opportunities for pupils to take part in a range of extra-curricular activities, including membership of the school choir, and less common activities such as handbell ringing. A group of girls regularly attends weekly choir practice, which takes places during the lunch hour. Only one lesson was seen during the inspection, so it is not possible to make a judgement about the quality of teaching and learning. However, high quality teaching from a visiting music specialist during the inspection produced an exhilarating session in which pupils were responsive, achieved good standards and sang tunefully. Some pupils benefit from individual instrumental lessons.
134. Weekly visits from a specialist music therapist, who is also a school parent, make a significant contribution to the standards achieved by pupils. In a lesson for Years 2 and 3 pupils, the visiting teacher encouraged pupils to play instruments in different rhythms and volumes, sometimes with piano accompaniment. Pupils showed a developing awareness of how to react to a conductor's hand signals. Awareness of note value was entertainingly promoted through the use of hand puppets, Samuel Semibreve and Milly Minim. Pupils showed enthusiasm and enjoyment throughout the lesson and behaviour was excellent. Pupils in Year 6 are beginning to use rhythm notation to record their work.
135. Pupils have good opportunities to perform. They benefit from termly class performances and participation in an annual performance with other schools from the local cluster of primary schools. Photographs and programmes show pupils participating in the Music for Youth Schools Prom at the Royal Albert Hall. Pupils also have the opportunity to take part in a thanksgiving service for the local children's hospice. They have made their own instruments and painted pictures in response to music during Art Week. They have regular opportunities to listen to different types of music at assemblies.
136. The subject co-ordinator offers good support to the music specialist and is responsible for the general promotion of the subject. Planning each term has a theme of rhythm, pitch or composition. Assessment procedures are largely informal, but are satisfactory. A review of resources shows that they are good and that the range of instruments includes many from other cultures.

PHYSICAL EDUCATION

137. At the time of the previous inspection, pupils' standards were reported to be in line with expectations. They were no better because teachers' plans did not take enough account of pupils' individual needs. There has been a good improvement since then. Teachers have a good knowledge and understanding of what pupils need to do to improve and, as a result, standards are above those expected for pupils of their age by the end of Year 2 and Year 6. All pupils, including those with special educational needs, make good progress.
138. Pupils benefit from a broad and balanced curriculum, based on a good quality scheme of work that provides effective coverage of all the required areas of learning. An extensive range of extra-curricular activities, including football and netball coaching, makes a significant contribution to the breadth of the curriculum and the

development of pupils' skills. Teaching and non-teaching staff, parents and professionals from sporting organisations train pupils to use equipment correctly and play games in a competitive but sporting manner. Levels of inclusion are good and pupils of all capabilities take a full part in the planned curriculum.

139. The quality of teaching and learning is good. The school makes effective use of the skills and expertise of the headteacher, who is responsible for taking Years 1-6 pupils for many of their physical education activities. Lessons follow a common format, with a vigorous warm-up session at the beginning, followed by a range of activities planned to develop particular skills and final cool-down exercises to relax the body. This good practice is helpful in encouraging pupils to take care of themselves and to understand the importance of health and safety. For example, Year 2 pupils were observed preparing for gymnastic activities. The teacher led them through a stretching and bending routine, explaining as he did so the purpose of each body movement. This successfully encouraged pupils to take part in subsequent floor and apparatus exercises sensibly but energetically and they achieved well. Pupils in Years 4-6 were observed practising and refining their basketball skills on the school playground. The activities were well planned so that there were very few occasions when pupils were not moving or active and they made good progress as a result.
140. Teachers have high expectations of pupils' attainments and these make a significant contribution to the standards pupils achieve. For example, in a gymnastics lesson for Years 2 and 3 pupils, the teacher provided a good role model by working in bare feet because he expected pupils to do the same. He set high standards of behaviour and pupils concentrated well and worked hard because they were not expected to chatter. The teacher used praise very well to encourage pupils to attain the standards he set. Pupils with special educational needs made good progress because of the close attention the teacher gave to them at certain times during the lesson. As a result of teachers' enthusiasm and high standards, pupils have very good attitudes, take part keenly and are proud of their achievements.
141. By the end of Year 2, pupils show good control of their bodies and move nimbly over and under floor apparatus. They have a good awareness of each other when moving at speed. They make good progress in their ability to land safely from a height, bending their knees and making graceful movements. By the end of Year 6, pupils show good levels of agility as they climb, jump, turn and twist on floor apparatus and ropes. Swimming records show that standards achieved by pupils are good, with a high proportion of pupils achieving the required 25 metres, and several swimming further than this. In games, despite the small number of pupils, the school achieves notable successes in competitions with other schools in the local area. Dance activities are promoted well in lessons and in school concerts and performances.
142. The subject is very well managed by the co-ordinator. He leads staff effectively in extending pupils' skills throughout the year in gymnastics, games, athletics and swimming. Pupils benefit from resources of good quality and quantity. The subject is used very well to promote pupils' personal development through co-operative group activities, the enjoyment of success and the raising of pupils' confidence and self-esteem. A good start has been made by the school during lessons and activities organised during the after school clubs in providing additional opportunities for more able pupils to extend their skills.

RELIGIOUS EDUCATION

143. Standards by the end of Years 2 and 6 are in line with the expectations of the locally Agreed Syllabus. Pupils' progress, including that of pupils with special educational needs, is good because of the good quality of teaching and learning and interesting activities. Stimulating and motivating assembly themes enhance learning and achievement. There are good opportunities for all pupils to learn new knowledge, but older pupils are not always given sufficient opportunities to extend their writing and to carry out independent research.
144. At the end of Year 2, pupils know about the Christian faith and stories of the birth and life of Jesus. They study symbols from other religions and other forms of religious expression such as Hannukah, Guru Nanak and Diwali. By the end of Year 2, their knowledge is developing well. In a Years 2 and 3 lesson, pupils demonstrated good recall of previous work, which they related to their study of Diwali and the story of Rama and Sita. Candles and incense were used effectively to create a contemplative atmosphere. By the end of Year 6, pupils have built on these foundations well and their written work shows coverage of Islam and Hinduism. However, it is difficult to assess individual achievement since the reliance on worksheets means that some questions require only single word answers.
145. The quality of teaching and learning is good. Planning is thorough and demonstrates coverage of the requirements of the Agreed Syllabus. In general, work is well planned to cater for the mixed age classes, with most pupils achieving well. Pupils with special educational needs are given good support by their teachers and learning support assistants and are fully included in all activities. Good displays of pictures, artefacts and books are helpful in extending pupils' knowledge and understanding.
146. The co-ordinator provides good leadership. He has very good subject knowledge and gives good support and guidance to staff as they plan their lessons. Activities are often linked to other subjects of the curriculum, which helps to make them relevant to pupils' work. The subject is used very well to promote pupils' personal development, with emphasis on respect for other people's values and beliefs, kindness, caring and sharing and in this respect the subject promotes the aims and values of the school extremely well.