

INSPECTION REPORT

RADLEY C OF E VC PRIMARY SCHOOL

Church Road

Abingdon

Oxfordshire

LEA area: Oxfordshire

Unique reference number: 123157

Headteacher: Mrs R Benton

Reporting inspector: Mrs Janet Sinclair
19824

Dates of inspection: 19 – 21 November 2002

Inspection number: 250941

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11 Years
Gender of pupils:	Mixed
School address:	Church Road Radley Abingdon Oxfordshire
Postcode:	OX1 43QF
Telephone number:	01235 520814
Fax number:	01235 520814
Appropriate authority:	Governing body
Name of chair of governors:	Mrs A Coleman
Date of previous inspection:	5 June 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19824	Mrs J Sinclair	Registered inspector	Mathematics, design and technology, music, religious education, English as an additional language	The school's results and achievements How well are pupils taught?
14324	Mr M Hudson	Lay inspector		Pupils' attitudes behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20963	Mrs J Keiner	Team inspector	Science, information and communication technology, special educational needs, geography, Foundation Stage curriculum	How well is the school led and managed?
1085	Mr J Laver	Team inspector	English, art and design, history, physical education, educational inclusion	How good are curricular and other opportunities.

The inspection contractor was:

Serco QAA

Herringston Barn,
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Radley Church of England Primary School is a much smaller than average primary school and serves the small village of Radley, near Abingdon. At present there are 75 boys and girls on roll between the ages of four and 11 years. This is an increase of 50 per cent since the previous inspection. A good number of those who start in the reception class do not remain until the end of Year 6. There are few pupils from minority ethnic backgrounds and none for whom English is an additional language. Although a wide range of attainment is represented, attainment on entry is average over time with a good number of pupils with special educational needs in each year group. Currently there are 20 per cent of pupils with special educational needs, mainly with specific learning and emotional and behavioural difficulties. This is an average proportion. This is the lowest number of pupils with special educational needs since 1998 with normally around 35 per cent falling into this category. There are no pupils with a Statement of Special Educational Needs, which is below the national average. Around four per cent of pupils are eligible for free school meals, which is well below the national average of 19 per cent. The school has a newly opened joint partnership Foundation Unit, which is open in the mornings and caters for children of reception class age. In the last two years, four staff have been appointed, with a similar number leaving; this is a huge turnover for such a small school. The number of pupils who join or leave the school at other than the normal times of admission/transfer is also high.

HOW GOOD THE SCHOOL IS

Radley Primary School provides a satisfactory quality of education for its pupils, but is not yet fully effective in all aspects of its work. Teaching is sound with some good features, and a supportive learning environment has been created. The provision for children in the new Foundation Stage Unit is good, with some very good features and, consequently, these children are achieving well. Overall the school is satisfactorily led and managed and provides satisfactory value for money.

What the school does well

- There is good provision and teaching for children in the Foundation Stage.
- Pupils have very good attitudes to school and behave well as a result of the school's good provision for their moral, social and cultural development.
- The school promotes very good enthusiasm and a good degree of personal responsibility in its pupils as a result of its provision.
- Parents and the community make a good contribution to the pupils' learning through their well-organised and productive fund-raising activities and their involvement in the work of the school.

What could be improved

- Attainment in science in Years 5 and 6 is too low because the school is not helping these pupils to develop their scientific knowledge systematically and sequentially.
- Attainment in information and communication technology (ICT) in Years 1 to 6 is lower than it should be because the school is not covering all strands of the National Curriculum and pupils are not taught in a manner that will develop these skills systematically.
- Assessment is not used well enough by teachers to plan lessons and activities that match the different learning needs of all the pupils in the class.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the last inspection in June 2000 when it was found to be underachieving. The school is no longer underachieving and has responded satisfactorily to the issues raised. This is in spite of high staff turnover and, consequently, many changes in subject leadership responsibilities. Standards in English and mathematics have risen more quickly than the national trend. Although standards in science have not yet risen at the end of Year 6, they are rising in Years 1 to 4 due to a greater emphasis on teaching the skills of scientific enquiry. There has been some improved provision in ICT and staff have had training, although with the high level of staff turnover this is an ongoing need. This is not having an impact on standards as the subject is not consistently taught, new staff do not have a good enough subject knowledge and work is often left unfinished. Standards in ICT are unsatisfactory, as they were at the time of the last inspection. There has been a significant improvement in the provision and teaching for the Foundation Stage. It is now good with some significant strengths. Teaching is mainly satisfactory as it was at the time of the last inspection. Although the school has had many changes of staff since the last inspection, the headteacher has managed to maintain stability and effect improvements within this situation. The school is satisfactorily placed to further improve and is on course to meet its targets, which are suitably challenging.

STANDARDS

Only nine pupils took the national tests in Year 6 in English, mathematics and science in the year 2002, which is too small a number to make comparisons with the national averages. However, over a three-year period the trend in English and mathematics has been upwards and standards are now at the national average. Standards in science have improved only slightly over a three-year period and remain well below the national average. In comparison with similar schools, standards are below average in English and mathematics and well below average in science. However, in most year groups there is a good proportion of pupils with special educational needs and this adversely affects results. Pupils start school with average levels of attainment and achieve satisfactorily in English and mathematics at the end of Year 6 whilst their achievement in science remains low. This is very much linked to weaknesses in the two-year rolling programme for teaching science, which does not build on pupils' skills systematically. Standards are average in all other subjects except ICT and the design strand of design and technology, where they are below average. The initiative to raise standards in ICT has been hampered by staff changes, lack of subject knowledge and insufficiently rigorous systems to help staff to teach the subject. In the 2002 national tests for pupils in Year 2, standards were average in reading, writing and mathematics. In science, teacher assessments showed standards to be average overall. This is a similar finding to the inspection. Inspection evidence shows that by the end of Year 2, standards are average in all subjects of the curriculum except ICT where they are below average. Pupils are achieving satisfactorily except in ICT where their achievement is unsatisfactory. Standards in the reception class are above average with most children likely to meet or exceed the Early Learning Goals by the time they start Year 1. Children are achieving well in this new purpose-built Foundation Stage Unit. There is no significant difference in the attainment of boys and girls, and pupils with special educational needs achieve satisfactorily. The school makes good provision in literacy and numeracy for the pupils it has identified as talented.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils, including those with special educational needs, are very positive about what the school has to offer them and they work conscientiously.
Behaviour, in and out of classrooms	Good. Pupils behave well in and around the school and respond well to the school's expectations. Children in the reception class behave very well.
Personal development and	Good. Pupils get on well with their teachers and each other. Older pupils

relationships	are keen to take on responsibility and do this well through the school council. It is very good in the reception class where children are fully encouraged to be independent and the quality of relationships is very good.
Attendance	Unsatisfactory. However, much of this was due to two pupils who were consistently absent and have now left. There have been four exclusions involving one pupil with severe behavioural problems.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is satisfactory. Although over half of the lessons seen were good or better, it is evident from reviewing pupils' work over time that teaching is satisfactory rather than good. The quality of teaching and learning seen is similar to that of the last inspection, however, there have been many staff changes since that time with very few teachers in school now who were in post at that time. Teaching is satisfactory in English across the school and good in mathematics in Years 3 to 6 and the numeracy and literacy strategies are used well to plan work to meet the differing learning needs of pupils. Teaching in science is mostly satisfactory enabling most pupils to achieve satisfactorily, but over time it is unsatisfactory in Years 5 and 6 due to weakness in the curriculum. Teaching is unsatisfactory in ICT as not all strands of the subject are taught and not enough time is given for pupils to complete or develop their work. There are some weaknesses in the teaching of some subjects in the Years 1/2 class due to the teacher's lack of subject knowledge and insufficiently detailed planning to help this. Teaching for children in the Foundation Stage has improved significantly and is now good, and children now make good gains across the areas of learning, showing great enthusiasm and concentration in all activities. This is due to the fact that reception age children are taught in a Foundation Stage Unit rather than with Year 1 pupils and the quality of teaching and learning is clearly focused on the Early Learning Goals. In the very good lessons seen in the reception class and in Years 3 to 6, the teachers demonstrated very good classroom management, planned lessons well and matched the work very well to pupils, thus ensuring that all were fully included in the lesson. In these lessons, there are very good relationships and teachers are enthusiastic and challenging in their expectations. As a result, pupils display high levels of interest and concentration, are keen to work hard and respond to questioning and activities well. Where teaching is unsatisfactory, the teacher's subject knowledge is weak and work is not well matched to pupils' needs leading to a lack of challenge, particularly for the higher attaining pupils. In most lessons, outside literacy and numeracy, too little use is made of assessment information, including that learned from marking pupils' work, to guide planning and ensure that pupils know what they need to do to improve their work. As a result, pupils do not always make the progress of which they are capable and sometimes lose interest. There is a satisfactory amount of homework set, but much of it is in the form of worksheets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The curriculum is satisfactory and mainly broad and balanced apart from weaknesses in science. The school does not meet statutory requirements to teach all strands of the ICT curriculum. .

Provision for pupils with special educational needs	Satisfactory overall. Pupils' individual education plans are good and provide specific targets to improve their learning. Good provision in the Foundation Stage.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Good provision for personal, moral, social and cultural development strongly supports pupils' learning. Provision for spiritual development is satisfactory.
How well the school cares for its pupils	There are satisfactory procedures for child protection, health and safety. Assessment procedures are satisfactory and are used to inform curricular planning in English and mathematics. There are not good enough procedures in all other subjects.

The school has a good partnership with parents and provides them with good quality information. Parents and the community very successfully raised funds for the school's joint partnership Foundation Stage Unit.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has worked hard to improve the overall provision for pupils since the previous inspection. This has been difficult due to the many staff changes and the fact that she has no deputy or caretaker in school to provide any support. This has also impacted on subject responsibilities with regular changes to the subject management roles, which require ongoing training. However, all staff now in place are working hard as a team in order to raise standards and provide a good quality education.
How well the governors fulfil their responsibilities	Satisfactory overall. They are led by an enthusiastic Chair and are supportive of the school. However, they need to develop their role as a critical friend, become more involved in monitoring standards and in holding the school to account.
The school's evaluation of its performance	Satisfactory. The school analyses its performance in national tests and mostly takes appropriate action to secure improvements.
The strategic use of resources	Satisfactory. The school is adequately staffed, financial control is sound and special grants are well directed towards the school's priorities. The principles of best value are soundly applied in most areas, but more account could be taken of comparison with similar schools.

The teaching assistants provide good support in lessons and make an effective contribution to pupils' learning. The school has done much to improve the toilets, but the infant flooring is old and retains unpleasant odours. The outside area has been developed well with a pond and adventure play area. Resources are adequate except for insufficient computers for pupils' use.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none">• Their children like school, behave well and are making good progress.• The teaching is good and parents are well informed about how their children are getting on.• They feel comfortable about approaching the school on any issue.• The school expects their children to work hard and achieve their best and they are becoming mature and responsible.	<ul style="list-style-type: none">• The amount of homework.• The range of activities outside lessons.

The inspection team agreed with most, but not all of the positive comments. Children only make satisfactory rather than good progress and teaching is mainly satisfactory. In terms of what parents would like to see improved, the inspection team found that the homework provided and the range of activities outside school are satisfactory overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. From examining the school's data, the judgement is that in any year group, attainment on entry is average overall. Although pupils' attainment on entry to the school is slightly above average, the school has a high level of turbulence with a good number of pupils leaving at the end of Year 2. Additionally the school has a good number of pupils with special educational needs who start school other than at the normal time. The children in the new Foundation Stage class are achieving well across all areas of learning as a result of the very good curricular provision and good teaching they receive. By the time they leave the Foundation Stage, at the end of the reception year, they are on course to attain well above what is expected at the end of the reception year. Children consolidate their learning and add breadth and depth to it throughout the year.
2. The significance of comparative test results or teacher assessments as measures of a school's performance depends on the number of pupils in a year group. Given the small year groups in this school (normally less than ten in any year) and the number of pupils with special educational needs within a year group, too much emphasis should not be placed upon any one year's test results.
3. In the National Curriculum tests taken by pupils at the end of Year 2 in 2002, results were average in reading, writing and mathematics. Teacher assessments for science were below average at the expected Level 2 and well above average at the higher Level 3. Compared with schools with a similar proportion of free school meals, standards were below average in reading and mathematics and well below average in writing. When the three years 2000 to 2002 are taken together, standards were high in 2000 and 2001, but dipped in the 2002. However, there were a large number of pupils with special educational needs in the 2002 year group (five out of 16).
4. Inspection findings indicate that standards of work for pupils currently in Year 2 are average in all subjects except ICT. This is similar to the findings of the previous inspection except that standards have risen in science and are now average. This is due to the fact that the school now places a much greater emphasis on developing pupils' skills of scientific enquiry. Pupils are achieving satisfactorily in all subjects except ICT where pupil achievement is unsatisfactory. The school is not meeting statutory requirements to teach all strands of the subject, with pupils mainly developing only word-processing skills and control of devices.
5. In Year 6, standards have been improving at a rate faster than the national trend in English and mathematics so that they are now at an average level. This is because teachers make good use of the National Literacy and Numeracy Strategies, lessons are well planned, teaching is good and work is well matched to pupils' differing learning needs. Standards in science have remained well below average, although they have risen in line with the national trend. When compared with similar schools, standards are below average in English and mathematics and well below average in science. Standards in science at the end of Year 6 have remained a key weakness since the last inspection in spite of a great deal of work being done to improve the curricular provision. This is because the organisation of the two-year rolling programme that the school has in place is not ensuring that pupils' skills are developed systematically. This is a problem, which mainly affects Years 5 and 6. The attainment of pupils in Years 3 and 4 is average.
6. Inspection evidence shows that standards in Year 6 are average compared with the national picture in all subjects except in science where they remain well below average, and ICT and the design strand of design and technology, where they are below average. The school is not meeting statutory requirements to teach all strands of ICT. It is not taught systematically, not always well matched to pupils' learning needs and too often, work is left unfinished. Pupils achieve satisfactorily except in science at the end of Year 6 and ICT across the school where their achievement is unsatisfactory.

7. The school is making good provision in literacy and numeracy for the pupils it has identified as talented. They join an older group of pupils where the level of work matches their learning needs more accurately.
8. At the last inspection, provision for pupils with special educational needs was reported as good, with pupils making good progress against their targets for attainment because of the good support they received. Since then, there have been many staffing changes, including a change in the leadership and management of special educational needs, with the post holder having only very recently taken up the post in the term of the inspection. Pupils make good progress against their targets in English and mathematics because of the support they receive in these classes, and because teachers' planning in these subjects is usually well matched to the range of abilities in each class. In all other lessons, they achieve satisfactorily.

Pupils' attitudes, values and personal development

9. Since the last inspection, pupils' attitudes have improved and they are now very good and a strength of the school. Pupils are very happy to learn and settle quickly into lessons. They respond eagerly to challenge, sustain interest and enthusiasm, and most remain fully attentive in classes and assemblies. Pupils are very well motivated, show a high degree of commitment and stay closely focused on the tasks that they are given. They enjoy learning activities such as using weather picture cards in reception. They take pride in their efforts and are keen to share their pleasure in achievement. Pupils offer constructive ideas, listen to what others have to say, and their contributions to discussions are often thoughtful and imaginative; for example, when considering the significance of 'light' in religious worship. Parents confirm that their children like school and work hard. Pupils' very positive attitudes substantially enhance their learning.
10. Pupils' behaviour is good, having been very good at the last inspection. There are presently no exclusions and parents are happy with the standards achieved. Pupils understand school and class rules and most respond willingly to what is expected of them. The atmosphere within the school is calm, orderly and purposeful and pupils use corridors and cloakrooms responsibly. They respect property such as computers and displays. In lessons and assemblies some younger pupils can become distracted and fidgety, however, older pupils remain engaged and well behaved. Playtimes are boisterous, but good-natured and pupils are not intentionally rough or reckless. At lunch, pupils are well mannered and friendly, making it an enjoyable social occasion. Pupils are polite and pleasantly inquisitive with visitors, opening doors for them and offering help. Older pupils exercise increasing self-discipline and this benefits their attainment and progress. During the inspection there were no signs of abuse, harassment or aggression.
11. Pupils' personal development is good. Most pupils are self-assured and confident, and older pupils organise themselves effectively. The few pupils who lack confidence or are socially insecure respond well to the advice and support of staff. From the time they start school, pupils are encouraged to show initiative and make choices; for instance, from the range of free-play activities in the Foundation Stage. Some opportunities for independent work continue thereafter, topic research being an example. Pupils enjoy responsibility and carry out the duties they are given with enthusiasm and pride. Classroom tasks develop pupils' self-regard, while house-related and whole-school tasks such as monitoring lunchtimes enhance their corporate commitment and make them feel important. Discussions of issues like bullying and litter control improve pupils' social awareness. They appreciate the purpose of charities, benefit from visits and community events and have a growing sense of citizenship. Pupils noticeably mature as they progress through the school.
12. Relationships, which were very good at the last inspection, are now good. However, many staff are new to the school and relationships are still being forged. Pupils are treated with respect and they flourish under the consistent and sensitive approach of staff. Pupils trust and have affinity with their teachers and readily confide in them when they are worried or perturbed. Relationships within peer groups are positive and friendly, and those from different social backgrounds interact easily. There are many constructive and harmonious relationships. Pupils understand feelings and have marked respect for different values and beliefs. They are caring and considerate when others are upset or

hurt. In lessons, boys and girls co-operate happily and girls play in the school football team. At playtime, older pupils monitor the play activities of younger ones. At lunchtime pupils sit comfortably together at mixed tables of younger and older pupils of both genders. All relationships are enriched during visits, events and extra-curricular activities. Pupils with special educational needs are fully integrated into the school community

13. Attendance is unsatisfactory. In the last school year it was below the national average while unauthorised absence in the same year was above the average. Both rates are worse than at the last inspection. The main reason for the unauthorised absence is that several pupils were consistently absent over a protracted period of time. They have now left the school. Punctuality is satisfactory and lessons begin on time. Registration is prompt and efficient, pupils answer politely and there is an orderly start to the daily sessions.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is good in the reception class. It is satisfactory overall in Years 1 and 2, although a small proportion of lessons seen during the inspection was unsatisfactory. Although the teaching seen in Years 3 to 6 varied between satisfactory and very good, a review of pupils' work and teachers' planning shows that teaching is mainly satisfactory over time. This is a similar finding to the previous inspection in terms of quality of teaching. Teaching and provision for children in the reception year has improved significantly as they are now taught separately from the Year 1 pupils and the curricular provision is more suited to their learning needs.
15. Teaching is satisfactory in English, religious education and geography in Years 1 to 6 and in mathematics and science in Years 1 and 2. It is good in art and mathematics in Years 3 to 6 and unsatisfactory in ICT across the school. Teaching in science is unsatisfactory in Years 5 and 6 due to weaknesses in planning lessons to match pupils' different learning needs or ensuring that their skills are developed progressively. There was not enough teaching seen to judge the quality of teaching in history, music or physical education across the school or art in Years 1 and 2.
16. The quality of teaching and learning in the reception class has significantly improved since the last inspection. It is now good across all the areas of learning. Almost all the teaching observed was good or very good. Lessons are very well planned and the teacher's high expectations ensure that children achieve well. Children are constantly being challenged to think for themselves and there is a strong emphasis on developing independence. Good relationships have been forged with the pre-school group ensuring a smooth transition between the two. The teacher makes careful and accurate assessments across the areas of learning and uses this well to ensure that children are appropriately challenged. Pupils with special educational needs are quickly identified and given good support.
17. Teaching in English and literacy in Years 1 to 6 is satisfactory, although individual lessons seen during the inspection were mainly good or better. In most lessons, teachers make good use of the literacy strategy, manage pupils well and provide well-paced lessons. They use questioning effectively to involve all pupils in discussion and match tasks well to pupils' differing learning needs. Occasionally, where teaching was less effective, as in Years 1 and 2, higher attaining pupils were not challenged enough and the pace of the lesson was too slow. Over time, not enough attention is given to marking work in order to help pupils to improve and pupils are allowed to continue to make basic errors in spelling and punctuation.
18. Teaching and learning in mathematics and numeracy are satisfactory for pupils in Years 1 and 2 and good for pupils in Years 3 to 6. In Years 1 and 2 not enough attention is given to ensuring that work is well matched to pupils' differing learning needs and, as a result, lower attaining pupils sometimes struggle. Teaching is good in Years 3 to 6 because teachers plan lessons well, use effective questioning and ensure that work is well matched to pupils' differing learning needs. As a result, pupils concentrate well and work hard. Teaching assistants provide good support to small groups of pupils, particularly those with special educational needs. The main weakness in teaching is insufficient use of marking to help pupils to improve their work.

19. Teaching and learning in science are satisfactory in Years 1 to 4 and unsatisfactory in Years 5 and 6 because the two-year cycle of curricular planning does not ensure that pupils' skills are developed progressively, and work in lessons is not always well matched to pupils' differing learning needs. Where the teaching was good, work was planned well to match pupils' differing learning needs; there was good discussion and good questioning, which enabled pupils to discuss their ideas and share what they had found out about their work. In the unsatisfactory lessons, too much was planned for the time available, planning does not meet the needs of all pupils and questioning is ineffective in promoting pupils' learning. A general strength of teaching across the school is the teaching of scientific enquiry, and this is a good improvement in the teaching of science since the last inspection.
20. The teaching of ICT is unsatisfactory over time because not all strands of the curriculum are taught, teachers' planning does not take account of pupils' different levels of skill, teachers' subject knowledge is not good enough and pupils have too few opportunities to develop sustained work. This is a similar finding to that of the previous inspection and the school has not made sufficient improvement in teaching the subject. However, staff changes have made it difficult for the headteacher to ensure that all new staff are trained appropriately and because of so many staff changes this is an ongoing problem. More detailed planning for each year group across the school and clear assessment to inform that planning would benefit staff with limited subject knowledge. Teachers use ICT across the subjects of the curriculum, but generally in a superficial manner. There is a need for all co-ordinators to be involved in ICT provision for their subjects
21. There are some elements of teaching that distinguish satisfactory, good or very good lessons. In the satisfactory lessons the pace was slower than in the good lessons and there was not enough attention given to matching work accurately to pupils' differing learning needs. In the good and very good lessons the teachers' planning was detailed with clear learning intentions that were shared with pupils, work was well matched to their learning needs and the lessons were well organised and managed. In all these lessons there were strong relationships between the pupils and teacher, which enabled pupils to take risks and express views and ideas freely. In the very few unsatisfactory lessons, the teachers' inadequate subject knowledge did not promote sufficiently demanding work to meet pupils' differing learning needs.
22. In literacy and numeracy, teachers give detailed guidance to support staff on how to work with the pupils with special educational needs on tasks planned for them, and the support staff know and work well with the pupils they support. They liaise well with the teachers after lessons, reporting on how well pupils achieved. However, in other subjects, particularly those with a high literacy and mathematical content, teachers' planning frequently does not address the needs of the pupils with special educational needs. Where the pupils do not have direct adult support, they make similar progress to their peers. Teachers do not make enough use of the school's ICT facilities to enable pupils with special educational needs to achieve more.

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

23. The range and quality of learning opportunities are satisfactory overall, although good for the Foundation Stage, as planning is clearly and imaginatively based on the Early Learning Goals and related guidance and good use is made of the outdoor area. The experience that reception age children receive when attending school for mornings only is effective in promoting their development and preparing them for the next stage of their education. However, when afternoon provision is combined with lessons for pupils in Years 1 and 2, it is unsatisfactory and does not meet their needs. The school is aware of this and is putting appropriate measures into place to resolve it.
24. The curriculum is unsatisfactory overall for pupils in Years 1 to 6 as it does not meet statutory requirements to teach all strands of ICT. In ICT pupils do not adequately cover certain areas such as reviewing, evaluating and modifying their work. Additionally, in science, although pupils by the end of Year 6 cover the necessary content, the rolling programme is so constructed that they do not develop their skills progressively. Otherwise, the curriculum for pupils from Years 1 to 6 is

mainly broad and balanced, as at the time of the previous inspection, and it covers most of the areas of the National Curriculum and religious education.

25. Provision for pupils with special educational needs is satisfactory overall, although it is very good for children in the Foundation Stage. In most lessons pupils with special educational needs get satisfactory support and their progress is monitored effectively in subjects such as English and mathematics. They get good support to help them to reach the targets set in their individual education plans, otherwise their progress is similar to their peers
26. Although policies and schemes of work exist for most subjects, the quality of teachers' planning is variable. The school caters effectively for mixed-age classes in most subjects with a 'rolling programme', which ensures adequate coverage in most subjects, but results in less coherence in science. Planning does not take sufficient account of prior attainment in foundation subjects and, therefore, the needs of all pupils are not always met. Therefore, although most pupils achieve satisfactorily in most subjects, the match of work to pupils' needs is not always appropriate, so that the curriculum is not consistently inclusive. This does not apply to English and mathematics, where work is usually well matched to pupils' capabilities, especially for older pupils and those identified as talented. The school's provision for promoting literacy and numeracy is, therefore, satisfactory.
27. Provision for personal social and health education is good and includes provision for drugs and sex education. The school uses a comprehensive scheme of work effectively.
28. A satisfactory range of extra-curricular activities adds to pupils' experiences in school. An outside organisation runs a football club, but the school itself does not run sports clubs to enhance provision for physical education. There is a gardening club run by a member of the local community. There are a range of events such as science and book weeks and regular visits, often with a particular subject focus. For example, last year the school trip to Bournemouth had a science and geography focus and pupils visited Pizza Express as part of a design and technology project. There are visits to the school such as the West Midland Children's Theatre Company, and talks from organisations such as the fire service. There are good links with the local church, including services for events such as Harvest Festival.
29. Links with the community are good. Contributions from local organisations such as the Women's Institute and from the parish have helped to provide accommodation and resources for the Foundation Stage. The community takes pride in the school and local people support school events as well as raising funds to enhance provision. Gardeners from the village created the Millennium Garden for the school. The school has satisfactory, although not extensive, links with other educational institutions. The school is part of a cluster and takes part in joint activities with other schools; for example, musical events in Oxford. It also makes use of the facilities at the local independent secondary school, and their students provide welcome support for the school library.
30. Provision for personal, spiritual, moral, social and cultural education is good overall, generally maintaining the strengths identified in the previous inspection. Spiritual provision is satisfactory. The school's Christian values are highlighted in its aims. Pupils explore various themes and values in class and whole-school assemblies; for example, the 'seven values' designed to get pupils to reflect on and develop qualities such as self-esteem and sensitivity to others. Pupils are encouraged to experience delight in words and to explore a range of experiences through writing poetry. Teachers act as good role models by listening carefully to pupils and getting respect in return. Relationships are good and pupils value each other's views.
31. Provision for moral and social development is good. The school gives a high priority to moral development and successfully develops pupils' moral awareness in a variety of ways. Assemblies are used to get pupils to reflect upon moral values such as taking personal responsibility. Teachers have high expectations of pupils' behaviour, and develop good citizenship through encouraging pupils to discuss the importance of virtues such as 'compromise' whilst at the same time encouraging pupils to express their views confidently in discussion. Teachers and other staff

are good role models and treat pupils with respect. In return, pupils respond well, behaviour is good and the school's discipline policy rarely has to be invoked. School rules are prominent in classroom displays. Pupils are given opportunities to exercise personal responsibility by acting as monitors and they combine this with a strong sense of social responsibility by taking part in a wide range of activities in the local community and beyond. These include acts of charity such as Red Nose Day and a sponsored walk for Kosovan refugees. Pupils also enjoy taking part in events such as local music festivals. Strong relationships are a feature of many lessons, and pupils co-operate well in group and paired work activities. Pupils also have the opportunity to show personal and social responsibility through involvement in the school council.

32. Provision for cultural development is good. The varied programme of visits, which are linked to classroom topics, such as the geography and science trip to Bournemouth, helps to promote pupils' cultural awareness as well as their subject knowledge and understanding. Work in art and music also strengthens awareness of pupils' own cultural traditions; for example, by introducing pupils to the work of well-known artists. There has been a successful French week. Pupils' awareness of other cultural traditions is also encouraged; for example, by a link established with a Ugandan school, leading to an exchange of information between pupils. Pupils learn about other cultures and traditions by visits such as the one organised to the Oxford synagogue. Resources have been chosen to give pupils a wider perspective on other cultures; for example, the provision of dual-language books in the library. Pupils have a good level of knowledge and understanding of other ethnic groups in an increasingly multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Procedures for child protection and pupils' welfare are satisfactory overall. Provision was good at the last inspection, so this is a deterioration overall. The school has a strong sense of responsibility, staff know pupils well and pastoral care is a high priority. Pupils feel safe, nurtured and secure. Procedures for accidents, illnesses and medicines are satisfactory and sufficient staff have current first-aid qualifications. Pupils have regular medical checks. Child protection arrangements are good. The policy is clear and known to staff. The child protection officer is appropriately designated and trained, and links are established with the requisite agencies.
34. Health and safety procedures are satisfactory. The health and safety policy is comprehensive and staff have a satisfactory awareness of health and safety matters. Good road safety procedures are practised and police and fire officers talk to pupils about safety issues. Cleanliness within the school is satisfactory and hazardous substances are properly managed. The boys' lavatory by the Years 1/2 classroom, however, is unhygienic and needs attention. All equipment and appliance inspections are up to date and fire exits are clearly marked, although the boiler room is used to store some inappropriate resources, such as paint. Risk inspections are carried out, emergency evacuations practised and security arrangements periodically reviewed.
35. Procedures for monitoring and supporting pupils' personal development are very good and a strong feature of the school. Circle time, during which pupils express themselves freely, is used to develop confidence and self-image, while discussions on topics such as 'conservation' broaden their worldly understanding. Pupils with personal or social difficulties are identified and given support, and their achievements and aspirations are monitored as they progress through the school. To help younger pupils to become self-assured and collaborative, they are given classroom duties like tidying books and sharpening pencils. Older pupils undertake whole-school tasks; for example, as assembly and lunch monitors, which develop their individual and collective responsibility. The school house system successfully promotes corporate endeavour. Pupils' efforts and achievements are recognised at weekly celebratory assemblies. Personal development is further enhanced through club activities and school and community events.
36. The school's procedures for monitoring and improving attendance continue to be satisfactory. The school promotes good attendance and pupils' absences and punctuality are carefully checked. Most parents observe the absence procedure and ensure that their children arrive at school on time. The school contacts parents who do not follow the correct procedure. Parents are reminded in newsletters of the educational disadvantages of pupils taking holidays in term time, but neither

these disadvantages nor the importance of punctuality are mentioned in the prospectus. A late book is not kept. Attendance registers are neatly maintained, albeit some unauthorised absences are incorrectly recorded. The education welfare officer visits the school regularly.

37. Procedures for monitoring and promoting good behaviour are good. They were very good at the last inspection; at that time the school was putting policies and procedures in place to counteract poor behaviour. These are now well established. The behaviour policy is positive in approach. It defines standards and expectations and includes a balanced range of rewards and sanctions. Staff implement these with consistency and common sense. The school's approach to good behaviour has a positive effect on pupils' learning. The policy is supplemented by school and class rules, which are displayed. Play activities are well supervised and good wet weather arrangements are in place. The school's procedures for monitoring and eliminating oppressive behaviour are good and no groups or individuals are unfairly treated or disadvantaged. The equal opportunities and racial harassment policies are fully inclusive and the bullying statement is forthright and clear. Pupils are well aware that any signs of abuse, harassment or aggression will be dealt with firmly.
38. The school's assessment procedures are satisfactory overall. Assessment procedures for children in the Foundation Stage are good, being closely and accurately related to the Early Learning Goals. All teachers use the Oxford Pupil Profile to assess pupils' progress across the subjects of the National Curriculum. Teachers judge attainment against the appropriate levels, although practice is not always consistent between teachers or across subjects. Optional national tests are taken in English and mathematics in Years 3, 4 and 5. Procedures for assessing attainment in ICT are unsatisfactory. Although teachers assess some of the relevant skills and knowledge, other strands are not assessed, particularly for pupils in Years 1 and 2. These strands include the comparison of the use of ICT inside and outside school, and the ability of pupils to review and modify their work. Assessment procedures in science are also unsatisfactory for pupils in Years 3 to 6. Although teachers indicate coverage of content, they do not clearly indicate pupils' attainment and progress.
39. The school's overall use of assessment as a means of raising standards is unsatisfactory. Teachers' assessments, and data obtained from national tests taken by pupils, are used to influence planning and groupings in subjects such as English and mathematics. For example, high attaining pupils in Year 4 have been identified from assessment tasks and now benefit from joining literacy and numeracy lessons with pupils in the class above. However, although the school sets short and long-term targets and tracks pupils' progress towards achieving them, assessment information is not used constructively in several areas. The use of assessment data in science and ICT is not used effectively to plan for higher attainment and achievement in these subjects. There is insufficient use of assessment in foundation subjects to plan appropriate work for pupils of different ages and levels of ability within the mixed-age classes. For example, pupils studying history in Years 1 and 2 are sometimes set the same tasks, which do not take account of the more developed skills of pupils in Year 2. Therefore, although there have been some positive developments in the use of assessment, there has been limited progress overall since the previous inspection.
40. The school is effective in identifying pupils with special educational needs and complies with the most recent national guidance on registering and assessing their needs. The recently appointed co-ordinator for special educational needs has worked very effectively with specialist support from the local education authority. Prompt access to good external support enables the co-ordinator to obtain good advice on ways to support the pupils. Pupils' needs are well documented, and appropriate learning targets are set in clearly written individual education plans. All staff involved in teaching and supporting the pupils have access to the information they need about the pupils' needs and learning targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents' views of the school have continued to be good. The parents' meeting was well attended while the response to parent questionnaires was particularly good. Opinions expressed at the

meeting, through the questionnaires and during the inspection show that parents are positive in supporting the school's provision for their children.

42. Parents say that the school is well led and managed, teaching is good and their children work hard and make good progress. Parents confirm that their children enjoy school, they are becoming more responsible and mature and their behaviour is good. Parents further affirm that they are happy with the home-school links and the information they receive on their children's progress. They contend that it is easy to approach school staff with questions and problems. Parents support the amount of homework their children are given and are content with the range of school activities offered outside lessons. Evidence gained during the inspection upheld most, but not all of these views. Teaching, leadership and management and children's progress were judged to be satisfactory rather than good.
43. Since the last inspection the school has succeeded in maintaining its very good partnership with parents. The relationship is fully inclusive and a strong feature of school life. Parents' views are sought through discussions, questionnaires and a suggestion box. The links are reinforced through pre-school contacts and the 'Rascals' after-school club. Pupils' academic, personal and social learning are markedly enhanced.
44. The quality of information provided for parents, including that on pupils' progress, is good. Regular notices and newsletters keep parents up to date with school activities and forthcoming events. Curriculum workshops are held; for example, on mental mathematics, and there are two parents' evenings each year. Teachers are always willing to talk to parents about pupils' work after school. School reports are good. The reports give a clear commentary on pupils' efforts and achievements by subjects, as well as general remarks on their attitudes and behaviour. Realistic targets for improvement are set in English, mathematics and science. Pupils' and parents' comments are not included. The prospectus is attractively presented, imparts useful information and meets statutory requirements. Parents know the school's complaint procedure. The governors' annual report has two minor omissions; one relating to action on previous resolutions and the other to progress on the post inspection school plan.
45. The impact of parental involvement in the work of the school continues to be good. The school greatly values the part parents play in pupils' education and encourages their interest in all aspects of school life. Although few parents help in classes, they do accompany educational visits, attend assemblies and work in their own time to improve school facilities. Some parents assist with club activities such as road safety initiatives and cycling proficiency. Home-school reading diaries are well kept and many parents help their children with homework. The home/school agreement is properly inclusive, albeit not all parents comply with their undertakings about attendance and punctuality. The Radley Primary School Association is active and attracts very good support for its fund-raising and social events. The money raised is spent on projects such as the adventure area and school resources for design and technology.
46. Most parents understand the importance of their role in reinforcing the school's education of their children and they are happy to contribute both to the learning process and to the life of the school. Their support enriches the school's work and benefits pupils' attainment and progress.
47. Parents of pupils identified as having special educational needs are promptly involved in contributing to the assessment of their children and are kept informed about the steps taken to help them. They are also advised on how to support their children's learning targets at home. They take part in the required regular reviews of their progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher and staff provide satisfactory leadership and management of the school, and this is a similar finding to the previous inspection. Satisfactory action has been taken to maintain and improve the school's performance since the last inspection. The headteacher has successfully managed a period of staff turnover and maintained good staff teamwork. She has strengthened and improved the role of subject co-ordinators. This was a key issue at the last inspection; co-

ordinators now regularly check teachers' curriculum planning and pupils' progress. However, the criteria they are using does not help them to focus accurately enough on the progress made by pupils in relation to National Curriculum requirements, and to identify key strengths and weaknesses in teaching. For example, checks on pupils' workbooks do not identify what levels pupils are attaining and how much progress pupils of different abilities are making over time in subjects other than English and mathematics. Most teachers have had additional training for their roles since the last inspection; this is ongoing due to staff changes. The headteacher also now regularly observes and checks the quality of teaching. However, judgements about the quality of teaching observed are sometimes over-optimistic. This is holding back the further improvement of teaching. In addition, the effective co-ordination of some subjects, such as geography, has been affected by staff changes, with new staff not yet trained for or fully carrying out their role of checking and improving teaching and attainment in their subject. Additionally, they have not yet had an opportunity to identify ways in which ICT can be used more effectively in their subjects in order to contribute to raising overall standards in ICT. This is currently being discussed with the co-ordinator.

49. The leadership and management of provision for special educational needs are good. Although the co-ordinator has been in post for only a very short time, and has had relatively little experience in developing provision for special educational needs, she has benefited from very good training and support from local education authority specialists. This has enabled her to review and improve the accuracy of the information for pupils with special educational needs. All pupils now have up-to-date plans, based on consultations with parents as well as staff and pupils, with appropriate targets for progress. She has a clear view of what is needed to improve the provision for these pupils further, particularly through the creation of a handbook of guidance for staff. The co-ordinator is also aware of the need to improve her knowledge of how ICT can be used to support those with special educational needs.
50. The school's evaluation of its performance is satisfactory overall. Satisfactory use is made of school development planning to identify priorities and monitor progress towards them. Although the headteacher has recently reviewed the school's management systems and performance, some of the very positive judgements she has made about their quality are not backed up by evidence, particularly about their impact on raising standards. For example, her review of the school's performance management system rated it very good, despite not presenting supporting evidence that it was helping to improve the quality of teaching and pupils' progress. Performance management for the headteacher and staff are in place and whole-school targets have been agreed, with a focus on raising standards.
51. Provision for educational inclusion is satisfactory overall. Pupils with special educational needs are given good support to reach their specific learning targets, and talented pupils are extended in subjects such as English and mathematics. However, in many lessons not enough attention is given to pupils' differing learning needs so these lessons are not fully inclusive. The school has an appropriate policy for race equality and takes opportunities to promote this through assemblies and religious education.
52. The school makes satisfactory use of new technology. It has adopted a computer-based system for tracking pupils' progress in English and mathematics in relation to their previous test results. This is useful in helping the school to set targets for progress in these subjects and to identify pupils and year groups whose progress is falling behind those of others. More remains to be done on analysing the detail of the test outcomes, and pupils' work done in class, in order to identify areas where and reasons why pupil progress is very varied, such as different strands of the science curriculum. The headteacher has also begun to use computer systems to document school planning and reviews. She is keen to develop the strategic use of ICT as a leadership and management tool and is developing her knowledge of how to do this by attending courses on the use of ICT in school leadership.
53. The governors play a satisfactory role in fulfilling their responsibilities. Since the last inspection, the Chair of Governors has successfully led the improvement of the governing body through the establishment of a more effective committee structure, which ensures that governors hear reports

on the school's monitoring of the quality of teaching and pupil progress. The Chair of Governors also takes good action to ensure that individual governors are well briefed. The governors and staff now work together through a dedicated planning day to agree the school development plan, which sets the improvement priorities for each year. These include appropriate priorities, such as improving attainment in science and ICT, and the school's use of finance is tied to these priorities. However, they do not yet set clear objective criteria for judging how successful the school's action on the planned priorities is; for example, in relation to how much the actions taken improve pupils' attainment and progress. Additionally, they do not evaluate the outcomes accurately enough in terms of value for money obtained, at the end of each year cycle. This is partly because they are still at an early stage of thinking about how best to manage and plan ahead for best use of the variable funding that results from the yearly variations in group sizes in this small school. Link governors for literacy, numeracy, the Foundation Stage and special educational needs provide a link between these areas of the school's work and the governing body. However, there are not yet well established and effective procedures for them to report back to the governing body on such issues as the extent to which provision is improving, and how pupils' progress is being improved.

54. The governing body are aware of many of the strengths and weaknesses of the school. They are aware of improvements in standards in English and mathematics and the difference that the Foundation Stage class has made to provision for these children. Through their involvement in school development planning and their committees, they are finding out more about its work and provision for subjects, and this is developing. However, they do not yet do their own analysis of the data from the annual national analysis of the school's attainments, or compare the results with those of similar schools. The governing body is, therefore, not focusing enough on such continuing areas of underachievement such as science at the end of Year 6. Because the governing body is still over-reliant on the headteacher as their main source of information, they have not identified that the school is not meeting its obligations to deliver the whole of the National Curriculum in ICT. They are also not aware that too little has been done to ensure that pupils know the rules of safe and legal Internet use in and out of school.
55. There is currently no member of staff nominated to deputise for the headteacher, and the school does not have a senior management team. This places a heavy burden on the headteacher and the governors are aware that action needs to be taken to ensure that there is a nominated person who can deputise for the headteacher if the need arises, and provide support in management.
56. Since the last inspection, the headteacher, staff and governors have made good progress on improving provision for the Foundation Stage. A partnership between the on-site independent pre-school and the school has been established with the support of the local education authority. A new purpose-built classroom for the Foundation Stage has been converted from part of the old school kitchens, partly funded by national funds, with a further substantial part of the funding raised by the governors and parents. This has played a major role in enabling the present good provision for children in the Foundation Stage to be established. Other funding received by the school has been used appropriately for the purpose intended. This has included national funding for ICT training of teaching staff. The school regularly evaluated its continuing training needs for the use of ICT since the funded training ended, particularly since there have been many staff changes. Funding from government grants for ICT provision has enabled the school to establish networked computers in every classroom. There is now a need to consider the most cost effective ways to use government funding to increase pupils' opportunities to use ICT.
57. The school provides a satisfactory quality of education through its satisfactory teaching, very good ethos and care of its pupils and good involvement of parents, the church and the community. This helps to ensure that pupils have very good attitudes to school, work very well together and achieve satisfactorily overall by the end of Year 6. The school, therefore, gives satisfactory value for money.
58. The school's educational priorities are supported well through the school's careful financial planning. This is a similar finding to the previous report. The school now employs a bursar to deal with all financial matters regarding the budget. She checks all financial information for its accuracy, provides the headteacher and governors with summary statements on the budget and

completes the monthly monitoring report required by the local education authority. Spending decisions are based on the priorities set in the school development plan. As governors are fully involved in this process, they know where major expenditure occurs. The finance sub-committee meets termly to consider budget updates and review the summary of accounts.

59. Although there appears to be a large underspend, most of this was money which had to be returned to the local education authority. Additionally, staffing costs are currently lower than expected. This is due to the many staff changes, which constantly changes the school's profile and staffing costs. Very good fund-raising by the school and the local community, combined with a government set up grant, has enabled the school to convert the kitchen into a purpose-built Foundation Stage Unit. This has been very effective use of money as these children are now very well provided for.
60. The principles of best value are practised satisfactorily overall. The school evaluates its performance in national tests and has started to compare itself with similar schools in terms of costs. It consults with parents; for example, on improvements to the building. Additionally, the governors consult parents on the school's overall provision at the annual governors' meeting for parents. They seek competitive tenders for all major works.
61. In terms of bureaucratic demands on the work of the school, the headteacher considers that there is information overload and not enough time for any new initiative to be fully embedded before the next one arrives.
62. The school continues to have a high level of staff changes as was noted at the time of the last inspection. There are perfectly legitimate reasons for this, but it does cause difficulties in a small school, particularly in relation to subject co-ordination, as staff do not always have the opportunity to fully develop their roles. There are several part-time teachers in school and a teacher providing temporary cover for a maternity leave. This does not cause any major difficulties as staff liaise well with each other to ensure that pupils' learning needs are addressed. The headteacher has managed these changes very well as parents have not at any time raised staff change as an issue. Staff share a commitment to improvement, and good teamwork is evident. There is a satisfactory system to induct new staff who settle in quickly to the school routines. Learning support assistants are used well to support pupils with special educational needs. Most subjects are satisfactorily resourced with books and equipment except ICT, where there are still not enough computers for pupils to use in order to practise their skills. The accommodation is satisfactory overall. There is good outside accommodation that has been imaginatively developed to include a pond, Millennium Garden, a wooded area and an adventure play area. There is now a secure play area for the reception class children and this is a good improvement since the last inspection. The main building has been improved with the creation of a reception class and the school has been creative in decorating the toilets. However, the toilets smell due to the porous flooring that is in need of replacement. The old building is used satisfactorily as a library and resource area, but many of the resources are untidily stored and books are old and in need of replacement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further and enable pupils' to achieve more, the governing body, headteacher and whole-school team need to:

*improve attainment in science in Years 5 and 6 by:

- ensuring that the two-year curriculum planning for science enables all pupils to develop their skills systematically and sequentially;
- ensuring that teachers use accurate assessment information to plan work that meets pupils' differing learning needs.
(paragraphs 4, 5, 19, 92, 93, 94, 95)

*improve attainment in information and communication technology (ICT) in Years 1 to 6 by:

- ensuring that pupils cover all strands of the National Curriculum and are taught in a manner that will develop their skills systematically;
- improving teachers subject knowledge through effective training;
- ensuring that teachers plan lessons and activities that meet pupils' differing learning needs;
- ensuring that the subject co-ordinator has a clear understanding of levels of attainment in order to assess pupils' learning needs accurately;
- ensuring that all subject co-ordinators contribute to the development of ICT in their subjects.
(paragraphs 4, 5, 6, 20, 24, 117, 118, 120)

*use assessment to inform curricular planning in order to meet the differing learning needs of pupils more accurately and raise their attainment by:

- ensuring that lesson planning focuses on what pupils of different ages and ability already know and are expected to learn next;
- ensuring that all subject co-ordinators are clear about levels of attainment in their subjects and assess pupils' attainments accurately;
- using marking more effectively to help pupils to improve their work.
(paragraphs 19, 20, 39, 112, 120, 124, 125, 132)

*The school has already identified these as priorities in the school development plan.

In addition, the governing body may wish to include the following for possible inclusion in its action plan:

- improve the toilet facilities for pupils; (paragraph 34)
- improve the design strand of design and technology for pupils in Years 5 and 6 so that they attain satisfactorily. (paragraphs 6, 102, 103)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
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	0	3	12	11	2	0	0
Percentage	0	11	43	39	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	75
Number of full-time pupils known to be eligible for free school meals	3

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	18

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	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.7

Unauthorised absence

	%
School data	0.6

National comparative data	5.4
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

The requirement to report on standards at the end of Year 2 and Year 6 is lifted because the number of boys and girls in the year groups is 10 or fewer.

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	74	4	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	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)	4.45
Number of pupils per qualified teacher	19.48
Average class size	19.5

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	67

Financial information

Financial year	2001/2002
----------------	-----------

	£
Total income	186,475
Total expenditure	182,485
Expenditure per pupil	2,570
Balance brought forward from previous year	33,415
Balance carried forward to next year	37,406

Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	3.9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.28
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	75
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	28	0	0	3
My child is making good progress in school.	54	39	4	0	3
Behaviour in the school is good.	43	48	6	0	3
My child gets the right amount of work to do at home.	35	46	13	2	4
The teaching is good.	61	31	4	0	4
I am kept well informed about how my child is getting on.	52	39	6	3	0
I would feel comfortable about approaching the school with questions or a problem.	70	22	4	4	0
The school expects my child to work hard and achieve his or her best.	59	35	0	0	6
The school works closely with parents.	51	36	9	2	2
The school is well led and managed.	61	26	7	2	4
The school is helping my child become mature and responsible.	59	33	2	0	6
The school provides an interesting range of activities outside lessons.	38	42	15	0	5

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

63. At the last inspection, although provision for children under five was satisfactory, weaknesses were identified, which led to it being made a key issue for improvement. This was partly because children under five were taught in the same class as Year 1 pupils, and the methods and teaching organisation were often inappropriate for the younger children. In addition, there was not a dedicated outdoor or indoor play area for this age group, so that children had too few opportunities for active play, including play with large-scale equipment and wheeled toys.
64. Since then, the school has made the improvement of provision for the Foundation Stage a major development priority. With government funding, and the strong support of the local education authority, a partnership project has been established with the on-site pre-school, and an area of the school kitchens converted to form a spacious, well-equipped classroom for the Foundation Stage. Foundation Stage children now start in the September of the year in which they are five. It opened in January of this year and there are currently eight children attending on a part-time basis. A secure outdoor hard surfaced play area for these children has been created, which links the pre-school and the new school classroom. It also provides opportunities for the school's children in the Foundation Stage to use the facilities of the pre-school, including its garden, at times planned by the staff. The school has appointed a co-ordinator for the Foundation Stage, who works very closely with the staff of the pre-school in planning work for the children in the school, based on half-day attendance in the mornings. Planning is closely and imaginatively based on the national Early Learning Goals and the related national guidance for this age group. In the current school year, since almost all the children will reach their fifth birthday only during the summer term, there are plans to extend the summer term schedule to three full days and two mornings each week.
65. Provision for the Foundation Stage is now good, with many very good features, which is a substantial improvement since the last inspection. It is now a strength of the school. However, in the exceptional situations where children under five presently spend the whole day in the school, they spend their afternoons in the same class as Years 1 and 2 pupils. Although there is some limited planning by the teachers of that class of learning activities linked to the Early Learning Goals, it does not provide satisfactory learning experiences to sustain them through the afternoon and the school week, and the learning methods and forms of organisation are inappropriate for them. The school is aware of the need to improve this aspect of the provision.
66. The quality of teaching and learning has also substantially improved since the last inspection, and is now good overall. Almost all teaching observed was good or very good, and no unsatisfactory teaching was observed. Learning activities are very well planned, and the Foundation Stage teacher's very high expectations and emphasis on promoting the children's independence results in children constantly being challenged to think for themselves and achieve well. She works well with staff from the pre-school to enhance the range of learning opportunities the children have during the planned periods when they have access to the shared outdoor area and the pre-school's facilities. She also has very good relationships, making time to share information every day, and taking care to make regular contact through phone calls with the few parents or carers who do not personally bring their children to school. The attainment on entry of children currently in the Foundation Stage is above average. During the few months that the new class has been established, there is already evidence from the careful and accurate assessments made by their teacher that they are making good progress, particularly in mathematical development, personal, social and emotional development, and communication, language and literacy. Pupils with special educational needs are rapidly identified and the Foundation Stage teacher works closely with the SENCO and the local authority support service for special educational needs to provide accurate assessments and good learning support. Most children are on course to well exceed the Early Learning Goals in each area of learning by the end of the Foundation Stage. They are adding breadth and depth to their learning as well as making good progress.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

67. Children achieve well in this area of learning and are likely to exceed the Early Learning Goals by the end of the reception year. Most children start the school day very confidently, partly because their teacher creates such a welcoming environment. They 'sign in', writing their names on a whiteboard as they enter, and there are name labels to help those who are still at the early stages of learning to write their name. Because the start of the day is open to parents and carers to accompany their children, there is a relaxed atmosphere in which children quickly find something to fascinate and engage them. The teacher makes very good use of shared social times like registration and snack time to create a happy and trusting atmosphere where she and the children relate to each other very well. Her calm respectful and good-humoured manner provides a very good model, which the children follow. During snack time, for example, the children sit with their teacher around a table, and they talk freely about mealtimes at home and school and the snack foods they prefer. They take turns in pouring juice for each other and taking around a plate of snacks, for which they thank each other. Their teacher also uses snack time to widen the children's appreciation of other cultures. During the inspection, she used snack time to introduce the children to some miniature poppadoms as a snack food. The children enjoyed tasting them, comparing them with the crisps they were used to eating, and talking about what they had learnt recently about Diwali as a festival celebrated by Hindus in India and in England. During planned whole-class learning activities, such as learning about books and letter sounds, the children sit quietly in a circle around their teacher. They sit peaceably alongside each other when playing with puzzles and apparatus set out on tables, and they share a turn at the computer. The children almost invariably show kindness, support and understanding towards each other, respecting their differences and preferences. For example, when the children were playing a guessing game where one child had to work out the name of a shape for which the others gave clues, they cried out with delight each time a child got the name right. During the inspection, only one instance was seen of a child making an unfriendly comment towards another child. The children dress themselves when preparing to go outside and most manage their own physical hygiene.

Communication, language and literacy

68. Children start with above average levels of attainment. They achieve well and are likely to attain well above what is expected by the end of the reception year. Children enjoy talking about, listening to and joining in the start of day learning activities when they learn about books and letters. They hold and turn the pages of books correctly. They know and recognise the title of a familiar book they have been sharing and can talk about why they enjoy the book. The teacher plans these activities and others, throughout the morning, which help the children to learn and recognise the sounds of letters in words. Most rapidly identify the first letter of the day of the week when they talk about the weather at the start of the day, and many can also identify the last letters of familiar words. All the children recognise the letters on cards that their teacher shows them, and most can name some words, which begin with the letter. They recognise their own name written on the whiteboard when the teacher holds it up to use as a register. The teacher's very skilful questioning and encouragement of the children to share their ideas and express their views leads to many of them commenting very thoughtfully on what they think or plan to do; for example, in drawing patterns with chalk, or explaining what they are going to choose to do when they play outdoors. A typical comment by one child after completing a drawing was, 'Oh, I forgot to write my name on mine'. The teacher also uses a large puppet very effectively as a prompt to get the children to explain to the puppet how to choose the right shape or how to pick out the sound with which a word begins. They take turns in the class discussions and rarely interrupt each other. As well as writing their names, they do pretend writing when they play make-believe games. Some children form letters correctly and are beginning to label their work.

MATHEMATICAL DEVELOPMENT

69. Children start school with above average levels of attainment. They achieve well and are likely to attain well above what is expected by the end of the reception year. A wide variety of resources are used to teach the children and no opportunity is lost to reinforce their mathematical knowledge. For example, during snack time, their teacher encourages them to recognise how long

one minute takes by taking turns each day to choose a number point on the clock from which they start to follow the minute hand as it goes around the clock, putting their hands up correctly at the point when it completes its circuit. During the inspection, children were learning to recognise, name and describe the characteristics of mathematical shapes. Children confidently correctly identified shapes, saying things like, 'That's a hexagon. It's got six sides and six corners'. They also knew that a circle has no corners. They were able to give clues to a classmate in a 'guess my shape' game that enabled him to identify the right shape by the description they gave of how many sides and corners it had. They count how many children are in the class, and how many are away each day. They also know that the teacher and the children together make a group of people, and can say how many people, as well as how many children, are in the class. They match the correct printed number to a group of bricks. They know that the Rangoli patterns they are studying and drawing as part of their learning about Diwali have symmetrical forms with matching elements on each side of a line drawn halfway through the pattern, and some pupils can create some symmetrical elements in the patterns they draw or create using a computer. They program instructions to make a robot toy go forwards, backwards or turn around and change direction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

70. Children achieve well in this area of learning as they consolidate their learning and add breadth to it. They are likely to attain well above what is expected by the end of the reception year. Through their conversations about what they do out of school, they learn about the work people do, such as working in shops or surgeries. However, there is scope for them to learn more by inviting visitors such as a nurse, dentist or veterinary surgeon to bring in the tools they use and the work they do. Children recognise similarities and differences in the weather every day, noting whether the day is cloudy or bright, windy or calm and how cold or hot it feels. They enjoy opportunities to look carefully at plants and fruits and to comment on the colour and texture of foods they try. They know that foods such as fruit and vegetables are better for them than crisps and hamburgers. They know that it is important to clean their teeth and wash their hands after using the toilet. They have opportunities to observe and talk about living creatures. Children select the right tools to use when helping to plant some bulbs. They use a variety of computer programs and equipment, handle the mouse competently and know how to print a pattern that they have created. Their teacher is very skilled at ensuring that they learn how to use the computer independently, and where they need guidance, she helps them to recognise the right icons to click without directly operating the computer for them.

CREATIVE DEVELOPMENT

71. Children achieve well in this area and most are in line to start the main school with attainments well above what is expected for pupils entering Year 1. Their teacher plans well to ensure that each day they have a good variety of forms and media to experiment with, including crayons, chalks, pencils, felt pens and paint. Some children make patterns with blocks of colour and lines, whilst others are beginning to represent familiar objects and creatures such as houses and cats. Most children choose colours carefully to make patterns they like. Children use a variety of construction kit elements, such as stickle bricks and wooden blocks to plan and build elaborate 'buildings', such as imaginary palaces and rooms. Dressing up clothes and pretend play corners, such as a pretend doctor's surgery, help the children to imitate adult roles and act out fantasy stories. Their teacher uses major themes well, such as learning about Diwali, to introduce patterns and art objects from different cultures. The teacher reads and tells a good range of stories and shares rhymes and songs with the children, using tapes and CDs to supplement the range of familiar songs, rhymes and stories they know. There is a range of simple instruments they play. There is scope for visits by musicians and for using more tapes and computer clips of classical music and music from different world traditions to extend the range of musical sounds on which the children can draw.

PHYSICAL DEVELOPMENT

72. Children make good progress and are in line to start Year 1 with attainments well above what is expected for pupils entering Year 1. The joint planning by the Foundation Stage teacher with the pre-school staff provides well for children to enjoy moving freely outdoors, to run, jump, balance and climb, to throw and catch balls and to move in a range of different ways. Most children kick a ball with a good level of accuracy. In the week of the inspection, they explored moving a large play parachute, enjoying seeing the impact of their actions on the parachute's movements. Their teacher's emphasis on the importance of co-operation and moving carefully enabled them to do more. By co-ordinating their movements, they were able to get the parachute to rise slowly or quickly. By co-operating in moving, they were able to keep a ball in the centre of the parachute, and they whooped with enjoyment and excitement as they succeeded. Children also enjoy playing games, such as 'What's the Time, Mr Wolf?' that require them to control their movements carefully so that they can freeze or run fast at the right moment. The children also show good control of small movements; for example, when holding a felt pen or crayon, or when fitting small bricks together. Almost every child holds a pencil with a correct firm grip, which helps them to make well-formed letters when writing their names.

ENGLISH

73. Overall provision in English and literacy is satisfactory. Standards at the time of the previous inspection were broadly average and achievement was satisfactory. The national tests for 2002 showed that the standards of pupils by the end of Year 2 were average. The 2002 tests showed that standards were also average for pupils by the end of Year 6, and in line with the results for similar schools nationally. Although attainment data in English was below the level of 2001, the high number of pupils with special educational needs accounts for this. The overall trend in attainment in English in recent years has been slightly above the national trend, reflecting progress due largely to the school's success in implementing the National Literacy Strategy.
74. The evidence of the inspection is that standards in English are average for pupils at the end of Years 2 and 6. In terms of their attainment on entry this represents satisfactory achievement for pupils of all levels of ability, including those with special educational needs, although some talented pupils make good progress overall.
75. Standards by the end of Year 2 are average in speaking, listening and reading. There are wide variations in standards in writing, but they are average overall. Pupils read with reasonable standards of accuracy and fluency and they enjoy talking about their likes and dislikes in reading. All read confidently at their level and take their reading books home regularly. When asked to respond in lessons, they converse with a satisfactory level of standard English. Pupils of all levels of ability make satisfactory progress in improving the range, quality and accuracy of their writing. By the end of Year 2, most can produce their own basic storybooks, and improve the accuracy and consistency of their handwriting well. The developing range of vocabulary is evident in descriptive accounts of topics such as 'Pets' and pupils' likes and dislikes. Higher attaining pupils in particular learn to write creatively, producing imaginative stories such as those found in 'The Magic Wand'. Lower attaining pupils make least progress in producing accurate and independent writing.
76. Standards by the end of Year 6 are also average. Many pupils enjoy reading, demonstrating appropriate fluency and accuracy. Higher attaining pupils read widely using both fiction and non-fiction and are developing their research skills. They are able to self-correct when necessary, although relatively few read with expression. Speaking skills are good. Teachers put considerable emphasis on encouraging pupils to discuss and respond in class, and many do so well, speaking clearly and confidently, and they learn to substantiate their opinions well. They also listen well to each other. These qualities were observed when pupils in Years 5 and 6 reported back on a story they were writing, and also when the same pupils were discussing similarities and differences between people in a lesson on personal, social and health education. Pupils make good progress in learning the conventions of a structured and constructive debate. For example, higher attaining pupils learned how to structure an argument and speak confidently using a wider than normal range of language. The development of writing skills is satisfactory overall. The range of pupils' writing increases as, for example, they learn to write alternative endings to stories such as 'Toothy

the Cat'. Pupils show satisfactory progress in learning different styles of writing; for example, formal and informal styles, as when learning how to draft a letter or using direct and reported speech. When producing imaginative poetry such as 'Concrete' poems, they appreciate the potential of various literary devices such as 'similes' and 'alliteration'. Whilst most pupils show a developing confidence in using a range of language and styles, they make less progress in maintaining accuracy. Many higher as well as lower attaining pupils continue to make careless errors in the spelling of everyday words, and in basic punctuation.

77. The overall quality of teaching in English across the school is satisfactory over time, although it was good or better in individual lessons seen during the inspection for pupils in Years 3 to 6. This is because not enough attention is given to marking work in order to help pupils to improve, and pupils are allowed to make basic errors in spelling and punctuation. Where teaching is good, it is characterised by several qualities, and results in good learning by well-motivated pupils. Teachers have good classroom management skills, very good relationships with pupils, and activities remain very focused and well paced, with frequent changes of emphasis. Teachers use questioning effectively to involve all pupils in discussion, and to reinforce and extend understanding; for example, of new vocabulary. They match the tasks well to the needs of different pupils, and are assisted ably by support assistants in monitoring pupils' progress and giving good guidance on how pupils can improve their work. In the best lessons, teachers encourage the development of independent learning skills and active involvement, so that the learning becomes a shared experience. This was very evident in a Years 5/6 lesson in which pupils were writing their own section of a war story. At each stage they were encouraged to debate and evaluate their ideas, and as a result, made very good gains in confidence as well as creating and analysing various ideas. The effective use of resources and careful matching of tasks to pupils' ability was also a feature of a Years 3/4 lesson in which pupils created calligrams. The teacher skilfully built up pupils' enthusiasm through a colourful presentation of key ideas. Where the teaching and learning are less effective, the teachers' expectations of higher attaining pupils are insufficiently challenging. The pace of learning is too slow, as when Year 2 pupils wrote a story, following an over-long teacher's introduction, which did not add to the existing knowledge of higher attaining pupils. Most pupils have a positive attitude to their work, and this helps their learning in the majority of English lessons.
78. Leadership and management in English are satisfactory. The co-ordinator has carried out some monitoring of teaching and ensured that teachers have appropriate professional development. She has ensured that the literacy strategy has been implemented fully in all classes. The use of ICT is limited: although some pupils were observed word-processing their work or playing literacy games, during the inspection. It is obvious that several pupils lack confidence or independent learning skills when using computers. There is good moral and social provision. Pupils are constantly encouraged to co-operate, as when working with their 'speaking partners', and to develop independent learning skills; for example, learning the meanings of words from dictionaries and sharing the results with others. Assessment is generally used well to ensure that pupils are given the right match of work, and as a result, some Year 4 pupils have been successfully integrated into literacy classes at a higher level. However, the quality of everyday marking is variable and sometimes unsatisfactory, as it does not give sufficient indication of how well pupils have done and how they can improve. Literacy is used satisfactorily across the curriculum; for example, in empathetic writing in religious education and history.
79. The quality of teaching and the quality of leadership and management are broadly in line with what was inspected in Year 2000. In the meantime there have been positive developments in the implementation of the National Literacy Strategy and the quality of provision for older pupils is improving. Therefore, there has been satisfactory improvement since the previous inspection.

MATHEMATICS

80. By the end of Years 2 and 6, standards are average and pupils, including those with special educational needs are achieving satisfactorily overall, although there are pockets of good achievement. For example, the school has identified three talented pupils and made good provision for their learning and they are achieving well as a result. Although there are fluctuations year on

year, given the small numbers of pupils in each year group and the number of pupils with special educational needs within these, the school's trend in standards in mathematics over a three-year period is above the national trend.

81. This is an improvement since the previous inspection for pupils in Year 6, and a similar finding for pupils in Year 2. The school is working hard to improve standards in mathematics. Lessons are well planned, good use is made of the National Numeracy Strategy, work is mainly well matched to pupils' learning needs and assessment is used to inform planning. Additionally there are booster classes for pupils in Year 6. However, the school has had significant staff changes over a short period of time and this has hampered progress. Staffing is now more settled and with the good teaching seen, standards and achievement are set to improve. There is no significant difference between the attainment of boys and girls.
82. A review of pupils' work shows that by the end of Year 2, higher attaining pupils work with numbers up to 100, measure using standard units such as metres and kilograms and use simple fractions such as one half and one third. They know the two, five and ten times tables and know how to complete and analyse a block graph. In current work, higher attaining pupils recognise odd and even numbers, work with numbers up to 100 and are beginning to grasp the idea of place value. They use 100 squares to find two-digit combinations to make one hundred. Average and lower attaining pupils write horizontal addition sums using single digits, recognise odd and even numbers within 20 and are beginning to use standard units of measurement. However, when the work is not sufficiently well matched to pupils' needs, lower attaining pupils in particular struggle with the work. In some of the measuring tasks teachers do not place enough emphasis on drawing straight lines and this affects the accuracy of measurements.
83. Pupils in Year 6 have completed a good amount of work in their books. Higher and average attaining pupils round numbers to two decimal points and multiply and divide two-digit numbers by ten and one hundred. They have good mental recall of multiplication and division facts and doubling and halving of decimals. Most can convert fractions with a common denominator and work out fractions such as $\frac{1}{10}$ of £25. They are competent in solving problems and are developing their understanding of proportion. In their work on shapes they know the names and properties of a variety of triangles; for example, they know that an equilateral triangle has three equal sides and angles. Lower attaining pupils round numbers to the nearest ten, have mental recall of multiplication and division of numbers up to 20, work out simple fractions of numbers and use pictorial representation to demonstrate ratio and proportion. Most pupils use and understand mathematical vocabulary such as 'product' and 'multiply'. They apply their mathematical skills well; for example, when they use the 24-hour clock productively to solve problems involving bus timetables.
84. The quality of teaching in lessons observed is good. A review of pupils' work confirms the good quality of teaching in Years 3 to 6. However in Years 1 and 2 teaching is satisfactory over time as not enough attention is given to ensuring that work is well matched to pupils' differing learning needs. As a result, lower attaining pupils sometimes struggle with the work and do not always achieve well enough. The good aspects of teaching observed were:
 - well-planned lessons with clear learning intentions that were shared with pupils at the outset so that they were clear about what they were expected to learn;
 - work that was well matched to pupils' differing learning needs ensuring a good level of challenge and good inclusion for all in the lesson;
 - good questioning to prompt pupils to explain the strategies used in solving mathematical problems;
 - well-organised and managed lessons so that learning was optimised;
 - good use of teaching assistants to help groups of pupils.
85. As a result, pupils were enthusiastic and enjoyed the challenge of the activities. For example, in a Years 5/6 lesson pupils were keen to complete their bingo cards and enjoyed the challenge of converting the 24-hour clock to everyday time. They were also very keen to explain the strategies they used in working out mathematical problems such as six times twenty-seven. Pupils in the

Years 1/2 class very much enjoyed the physical activity in their mental mathematics session. In these lessons, pupils concentrate really well and show good application to their work.

86. The main weakness in teaching that affects overall learning is insufficient use of marking to help pupils to improve their work. Teachers generally mark pupils' work using praising comments or occasionally by referring to the lesson objectives. This is helpful to the teacher, but is not sufficiently specific at showing pupils what they need to do next in order to improve their work. There is also not enough emphasis on pupils correcting inaccurate work, even though the teacher sometimes suggests this. This was a weakness that was identified in the previous inspection that has not been fully addressed. Additionally, in whole-class parts of lessons teachers do not always ensure that their questioning meets the needs of all pupils so that sometimes, lower attaining pupils in particular, are not fully involved.
87. Pupils use their numeracy skills satisfactorily across the curriculum; for example, to create graphs and display data in ICT and draw graphs relating to exercise and read meter measurements in Newtons in science. Some use was made of ICT in lessons observed during the inspection; for example, pupils in Years 5/6 were learning how to use spreadsheets and pupils in the Years 3/4 class were using a game from the Internet to work out multiplication sequences within a 100 square. However, they were not fully confident in its use. Mathematics contributes satisfactorily to pupils' social development through the appropriate opportunities given for co-operative work.
88. Co-ordination is satisfactory. The co-ordinator for the subject is new and has taken on the role in a temporary capacity. This is due to the many staff changes that the school has had, which has necessitated teachers taking on different roles. However, she has ensured that all staff have attended the five-day numeracy course, including those who only started in the school in September 2002. She is monitoring plans to ensure that work is appropriately covered and work is well matched to pupils' differing ability. Sound assessment procedures are in place and these are used effectively in most instances to plan work for children of differing ability. A particularly good example of this is the school's provision for the talented pupils in Year 4.

SCIENCE

89. Standards in science at the last inspection were below average overall, and well below average in Year 6. The results of the 2002 National Curriculum tests for Year 6 show that the number of pupils reaching the expected Level 4 has improved, although this is still below the national average. The proportion of Year 6 pupils attaining the higher Level 5 is very low compared with schools nationally and those in similar schools. The 2002 teacher assessments for pupils in Year 2 show that standards in science remain below average overall. However, the proportion of Year 2 pupils who reach the higher Level 3 has risen considerably since the last inspection, so that it is now high compared with schools nationally and with similar schools. The results show that these higher attaining pupils obtain very high results compared with other schools in investigative aspects of science, which is a considerable improvement since the last inspection.
90. By the end of Year 6, pupils' achievement has been, and remains, less than might be expected. Since the last inspection a much greater emphasis has been put on developing the skills of scientific enquiry. However, progress is held back by the present system of curricular planning. Because of the mixed-age classes, planning is based on a two-year cycle using national guidelines. These guidelines are designed for single year groups and include progressive development of skills year to year. As a result, depending on the phase of the two-year cycle, some year groups do more advanced work in their first year than they do in the next. In some cases, this results in pupils having to tackle work for which they have not built the necessary foundations in their previous year. For example, the current Year 6 pupils previously did studies of evaporation, which involved them in plotting complex graphs of evaporation rates. In the current year, they are doing studies of food groups at a much more elementary level, including completing such tasks as sticking pictures of foods into grids for different food groups. This results in the current Year 6 pupils having achieved much higher levels of attainment in Year 5. Consequently, higher attaining pupils in Year 6 are not making much progress this year. In addition, lower attaining pupils and those with special educational needs in Year 6 did not make much progress

last year, as the work was too difficult for them. This largely accounts for the low levels of overall attainment in the national tests and in pupils' work seen. Evidence from work over time shows that teachers do cover all aspects of the science curriculum and do their best to teach the subject content well.

91. By the end of Year 2, on the basis of a review of pupils' work and standards seen in lessons, pupils' attainment is average. This is an improvement since the last inspection and since the most recent teacher assessments. Pupils usually enter Year 1 with knowledge and understanding of the world at the average level for their age. In a lesson seen for Years 1 and 2 pupils, most were able to describe typical features of different types of wooden objects they investigated, such as whether they were shiny or dull, hollow or solid. Higher attaining Year 2 pupils were able to identify independently and label drawings of a range of metal and wooden objects with appropriate descriptions of their features. They could identify similarities and differences between some objects, such as shiny and non-shiny metal objects. However, lower attaining pupils in Year 2, those with special educational needs and a good number of pupils in Year 1 were able only to describe the key features of wooden objects with adult support. A review of pupils' work showed that the present Year 2 pupils were doing more advanced work in their previous school year than in this current year. They studied life cycles and habitats, and created simple graphs showing how many centimetres a rolled ball travelled on various surfaces. Pupils current workbooks show that, this term, both Years 1 and 2 pupils were doing identical studies of features of their bodies such as their eye colours, and used a simple computer graph program to record the number and range of eye colours in the class. This work was based on national guidelines designed for Year 1 pupils. Although the amount of investigative work undertaken shows improvement since the last inspection and this is leading to an improvement in standards, the lack of consistent progression in pupils' work overall is currently leading to pupils making less progress than that of which they are capable.
92. By the end of Year 6, standards in pupils' workbooks and in lessons observed remain well below average overall. Pupils' recorded work in the current Years 5 and 6 often consists of simple descriptions and statements of cause and effect, rather than drawing out the conclusions from experiments they have undertaken. Pupils often spend a great deal of lesson time laboriously hand drawing graphs, such as a graph of the relationship between heart rates and amounts of exercise undertaken, when these could be done more rapidly and productively using computer graphing packages. They do not write comments on what the graphs show. The lower attaining pupils do not reach the expected standard in these topics because, despite the time they spend, they do not complete their work. Graphs they draw are not labelled, and they copy out questions they are to investigate without having time to answer them. Although this early in the term not all aspects of science have been covered, planning shows that all the attainment targets will be covered.
93. Teaching and learning in lessons observed was satisfactory. However, teaching over time is unsatisfactory in Years 5 and 6 due to weaknesses in the curricular planning cycle and matching work closely to pupils' needs. Good teaching was seen in a Years 3/4 lesson on the properties of magnets. The teacher had planned a good range of tasks for different ability groups, so that higher attaining pupils were set tasks that were more scientifically demanding, such as having to compare systematically in a chart the relative amounts of force exerted by bar and horseshoe charts. Lower attaining pupils were set a task based on recording the number of paperclips in a chain a magnet could lift. Good use of an end of lesson review enabled a high attaining pupil to share with the class his discoveries about the way in which magnets placed with their repellent poles touching 'flipped like a rocket'. The teacher led a good discussion, which enabled other pupils to comment on the forces of pushing and pulling involved. Her good questioning enabled pupils to discuss their ideas on magnets, such as whether magnetism can 'leak' from one magnet to another, and whether magnets lose their magnetism if they are used to magnetise other objects. Good recording charts devised by the teacher enabled pupils to record accurately the key variables they investigated, such as the number of strokes taken to magnetise objects of different sizes. Pupils' attainment in this lesson was above average due to the teacher's detailed planning to match pupils' differing learning needs and her good questioning. In a satisfactory lesson on investigating the air resistance involved in dropping and throwing paper darts, pupils were helped to focus on how to conduct a 'fair' test, and they learnt some features that affect how resistance

affects dropped and thrown objects. However, too much was planned for the time available, so that pupils did not record their work well or make computer graphs of their results as intended. Most teachers' lesson planning does not meet the needs of the full range of groups in the classes, because it is not based on targeting the pupils' existing levels of attainment. Although teachers commendably plan to develop pupils' literacy and numeracy skills in science lessons, and good work using graphs is incorporated, some of the tasks they set are often not well enough matched to pupils' capabilities and they take up too large a proportion of lesson time. Teachers give good feedback in lessons, and make good use of end of lesson reviews to draw out key scientific points. However, comments on pupils' written work often focus on their language, or point out that work remains to be completed, without subsequent checks being made to ensure that it is finished, rather than on the scientific content of their work.

94. Leadership and management are satisfactory. Because of staff changes, the school currently has two co-ordinators for science, one of whom has led the subject over the last year, but is due to relinquish the post because of other leadership responsibilities. The other co-ordinator is new to the school. Both co-ordinators have very good subject knowledge and are strongly committed to improving attainment. Since the last inspection, the school has benefited from support by local authority advisers, which has helped the school to improve its teaching of investigative science. However, they have been less helpful in aiding the school to plan for the mixed-age classes. The co-ordinators have worked hard on many fronts. They have improved resources, organised a science week, given advice to staff on how to teach specific topics and drawn up a science development plan that expands the priorities for improving science identified in the school development plan. They have analysed the results of the 2002 tests taken by pupils in Year 6, and as a result, they have identified the need for pupils to improve their skills in data analysis, and in drawing conclusions from information as well as improving their knowledge of photosynthesis. Currently, they are in the process of checking planning and patterns in attainment, but they need a clear set of criteria to enable them to be more effective in these tasks. Due to the large number of staff changes, monitoring of teaching has been difficult, however, once again they will need a clear set of criteria if they are to improve teaching and raise standards. The school's present system of assessment is not particularly useful in helping teachers to set clear targets as it is not fully based on National Curriculum requirements.
95. There have been some good improvements in attainment in Year 2, since the last inspection. However, issues involved in the two-year cycle and the lack of progress made by pupils in Year 6, means that the subject has not improved enough since the last inspection.

ART AND DESIGN

96. There was no evidence of the work of younger pupils and no lessons for pupils in Years 1 and 2 could be observed during the inspection, therefore, no judgement can be made on standards by the end of Year 2. However, standards of pupils by the end of Year 6 are average, with pupils of all levels of ability achieving satisfactorily.
97. By the end of Year 6, pupils make sound progress in developing their ability to do accurate observational drawing, often modelling the work of well-known artists. For example, they produce repeated patterns in the style of William Morris, and use Matisse for inspiration. In so doing pupils learn to experiment with different shades of colour as well as black and white. Some evocative studies of a good standard were achieved when pupils attempted paintings in the style of Monet. There is clear evidence of pupils gaining confidence and skill in using a variety of media; for example, using graphite pencils and pastels and developing an eye for detail. They also learn a variety of styles and techniques; for example, experimenting with line, texture, colour and tone when drawing plants.
98. No judgement can be made on the overall quality of teaching in art and design, because only one lesson could be observed during the inspection. However, in that lesson pupils in Years 3 and 4, having been introduced to the work of Van Gogh and O'Keefe, made good progress in learning how to critically evaluate a piece of art for its qualities such as symmetry and colour. They then worked with enthusiasm as they investigated the qualities of a range of materials including crepe paper

and textiles as they made their own flower patterns. The teacher managed the process skilfully so that pupils of all ages and levels of ability made good gains in their ability to analyse and evaluate as well as develop their practical skill.

99. Leadership and management are satisfactory. The co-ordinator is enthusiastic, but opportunities to monitor standards and teaching throughout the school are limited, as art and design is not a current priority for development. There is limited assessment in art and design, apart from the summative assessments made using the local education authority's art and design assessment tick list. Art and design makes a good contribution to cultural provision by introducing pupils to the work of well-known artists, and social provision is also good, with pupils learning to work together well. There is little evidence of information and communication technology being used in art and design except for the graphical representations of a snail based on the work of Matisse.
100. There was limited observation of art and design in the previous inspection, but the quality of provision seen then has been maintained and, therefore, there has been satisfactory improvement.

DESIGN AND TECHNOLOGY

101. Standards are average at the end of Year 2 and pupils achieve satisfactorily. They are average in the making aspect of the subject at the end of Year 6 and achievement is satisfactory, but standards in the design aspect of the subject are below average and pupil achievement is unsatisfactory. No judgement was made in the last inspection as no teaching was seen and there was no evidence of pupils' work. Although no lessons were seen during this inspection, pupils' current work and work kept from the previous academic year was reviewed, discussions were held with the co-ordinator and planning was seen in order to come to a judgement.
102. Pupils in Year 1 learn how to make a fruit salad and they describe what they like in simple terms. By the time they are in Year 2, they explain the process involved in making fruit salad and are aware of the safe use of tools; for example, keeping their finger out of the way when chopping using a knife. They are able to talk about their experience. For example, 'I like the apple flesh best' or, 'some fruits had pips in them'. Evidence from the previous year's work shows that pupils in Years 1 and 2 make wheeled vehicles and winding mechanisms using appropriate tools, techniques and materials. Pupils in the Years 3/4-class study a variety of cards to explore the use made of text and graphics. They make pop-up cards, evaluating the easy or difficult parts of the process. Some pupils describe how to make a lever, giving clear instructions. Occasionally, plans include side and bottom views, but overall, diagrams are labelled simply. By the end of Year 6, pupils complete simple evaluations of work they have undertaken; for example, a fairground wheel. They make comments such as, 'We would do the main structure again as it could not hold the weight of the wheels'. In addition they make designs for slippers and musical instruments. However, there is no evidence that pupils produce step-by-step plans for their work or that their sketches have any more detail or clear accurate measurements than earlier work done in Years 3 and 4.
103. The co-ordination of the subject is satisfactory overall. The co-ordinator is fairly new to the role, but has already organised all the resources so that they are fully accessible to all staff. She attended training to ensure that planning met with the requirements for Curriculum 2000 and used national guidelines to plan work across the school. Each teacher now has a folder with a complete set of plans for their class. However, these do not give enough information on the development of skills in order to ensure that pupils develop them progressively. The whole-school staff have recently undertaken training in design and technology to improve their expertise. The co-ordinator has not as yet monitored plans, standards or quality of provision, but is aware that the subject needs further development and that staff need support in this. As yet, she has not had the opportunity to put this in place due to many staff changes and the low priority accorded to this subject. There is some assessment undertaken based on guidance from the local education authority, but this has not helped either the staff or the co-ordinator to identify the weaknesses in design. The co-ordinator does not yet have a clear enough understanding of expected standards for pupils in Years 2 and 6 and this is necessary if she is to monitor standards effectively. There was limited evidence for the use of ICT.

GEOGRAPHY

104. Standards at the last inspection were in line with those found nationally. Since then, they have been maintained, with most pupils in Years 2 and 6 attaining average standards in geography. Better use is being made of ICT sources, such as the Internet, to support the subject. Improvement since the last inspection is satisfactory.
105. By the end of Year 6, pupils' achievement is satisfactory. Relatively little curriculum time is given to geography, which is taught as part of a humanities curriculum in which history and geography are taught in alternating half-termly units. However, the use of national guidelines is effective and ensures that pupils cover appropriate topics at a satisfactory depth.
106. By the end of Year 2, standards reached by pupils are average. They recognise key local buildings and geographical features through study walks around Radley. They begin to build an awareness of a distant country through following the journey of their headteacher to the USA, and tracking the journey of a toy bought there back to their school. Through a seaside visit, they learn about coastal features. They begin to draw simple maps and diagrams based on their journeys to school.
107. By the end of Year 6, standards are average and pupils achieve satisfactorily. Pupils know and name key features of land types and land uses in a range of regions of the world, including the Indus Valley and the Himalayas. They use globes and atlases to investigate the climate holidaymakers will find in popular tourist destinations in Spain, the USA and Australia. They study the way in which the modern housing and drainage systems of a particular north Indian village compare with archaeological evidence that shows how it existed in ancient times, making very good links with their historical studies. They use atlas and Internet searches to find different land types within specific continents, such as deserts, savannah and moorland. Pupils also use the Internet to exchange e-mails with a teacher who previously worked at the school and who is now touring the world, which helps to bring alive their appreciation of the different climates she encounters in places they are studying, such as Australia. Through local studies, they learn how decisions about land use can be complex and controversial, such as how a local area is being developed.
108. Teaching and learning is satisfactory. Teachers usually work from plans, which are intended to cover a sequence of lessons rather than being designed to meet the learning needs of the pupils, so that they do not always provide well enough for the range of needs in the mixed-age classes. Pupils usually work in groups. Where these are formed to enable a good combination of pupils of approximately the same ability to work with some higher and lower attaining classmates, pupils make good progress because good teamwork enables them to help each other. For example, pupils from a large Years 5 and 6 group working together on a report on the Andes mountain range divided the work up well amongst themselves and ensured that everyone did tasks they could complete successfully. However, a pairing of two lower attaining pupils in the same class set to search for Internet sites about the mountain range they were studying had too little understanding of the text of the sites they found to select the material they needed. While many tasks set, such as writing reports and reading and writing tourist brochures and e-mails help to develop pupils' literacy skills, some written tasks are not well thought out. For example, a review of pupils' work showed some lower attaining pupils had spent all their time copying out questions that they did not then have time to answer. In some cases, pupils, including high attaining pupils, give only minimal descriptions of the environments they study. Teachers give helpful feedback in lessons on pupils' oral work. In a lesson for Years 5 and 6 pupils, the teacher skilfully focused the end of lesson discussion on the key landscape features of mountains that the pupils had identified. Teachers' marking of pupils' workbooks is satisfactory. It usually indicates to pupils what they have shown they know and understand. However, too little advice is given on how they could develop and improve their work.
109. The leadership and management of the subject has been affected by recent staff changes in the school and is currently unsatisfactory. This is because the recently appointed co-ordinator, has

not had time to fully acquaint herself with what is happening in the subject across the school because of other subject responsibilities. She is aware that she needs further training in order to fulfil her role more effectively. Resources for geography are satisfactory, although there is scope to develop the range of library and ICT resources to support the subject, particularly with reference to mapping and investigative skills.

HISTORY

110. There was too little evidence available during the inspection to make a judgement about standards for pupils at the end of Year 2. Only one lesson could be observed, and in that lesson the standards achieved were below average and learning was unsatisfactory, principally because the activities were not sufficiently challenging for higher attaining Year 2 pupils to significantly increase their knowledge and understanding. By looking at a selection of artefacts of household objects, pupils were able to recognise some differences between life about 100 years ago, however, pupils were not given sufficient opportunity to consider how or why the objects had changed.
111. Although no history lessons could be observed for pupils in Years 3 to 6, there was sufficient evidence from the pupils' past work to show that standards by the end of Year 6 are satisfactory for pupils of all levels of ability, both boys and girls, and they achieve satisfactorily overall. Pupils show satisfactory knowledge and understanding and a command of historical skills. Pupils make satisfactory progress in extending their knowledge and understanding of features of everyday life in societies ranging from the Ancient Egyptians and the Vikings to the Victorians and post-1945 generations. They also develop a basic sense of chronological development through constructing timelines, and acquire some understanding of the causes and consequences of changes; for example, in popular entertainment. Due attention is given to the development of appropriate skills and an understanding of concepts. Pupils learn to analyse different types of first and second-hand evidence such as photographs; for example, in order to investigate life in late Victorian times. They also learn to distinguish between fact and opinion. Higher attaining pupils in particular demonstrate good progress in developing independent learning skills through doing research on topics such as the Viking invasions, and in compiling extended projects on life in late twentieth-century Britain. They often achieve a good level of empathetic understanding. Attitudes are good, with pupils clearly taking a pride in their work.
112. The co-ordinator is relatively new and has had limited opportunity as yet to develop the subject. She has not yet monitored standards or teaching. Assessment is satisfactory overall, but does not help teachers to show the progress that pupils make in skills development. Planning is based on national guidelines and is satisfactory. It ensures appropriate coverage of the subject, but planning for individual lessons does not take sufficient account of the differing learning needs of pupils in the mixed-age classes. However, there is little evidence of the use of ICT in history. The subject makes a good contribution to developing pupils' moral and social understanding; for example, by considering issues such as child labour in a historical context.
113. The satisfactory standards observed in Year 2000 have been maintained and, therefore, there has been satisfactory improvement in history since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Standards at the last inspection for pupils at the end of Years 2 and 6 were below average. Since then, there has been no improvement in standards, which remain below average for pupils in both Years 2 and 6 and pupil achievement is unsatisfactory. As at the last inspection, this is partly because pupils have too little time to develop their knowledge, skills and understanding and the school does not cover all the required aspects of the National Curriculum. It is also partly because of continuing staff changes, and teachers' insecure subject knowledge, so that pupils are not able to benefit as they should from the improved ICT resources that the school has acquired.
115. By the end of Year 6, pupils' achievement has been and remains less than expected. There are a number of reasons for this. Firstly, pupils have too few opportunities to develop sustained work at increasingly sophisticated levels as they go through the school, because they spend too much time in simple word-processing or finding information on the Internet. Although pupils now have more opportunities than at the time of the last inspection to use ICT to support their subject studies, they do not usually review and evaluate their work systematically so that they do not develop increasing understanding. For example, they do not reflect on what they learnt from a computer graph they have created compared with the information they originally collected. Because individual pupils only have small amounts of time actually using the school's computers, they usually complete only very brief tasks and others they begin are not completed. In addition, in Years 1 and 2, pupils do not consistently have regular individual opportunities to develop the range of tasks for which they should be using ICT, such as learning to search for information on CD-ROMs.
116. Standards by the end of Year 2 are below average. Pupils enter Year 1 with knowledge and understanding of the world at the average level for their age, with many having learnt to use some simple ICT facilities through their pre-school education or at home. Most learn how to use a music composition program to compose simple sequences of music and use graphics programs to create images and patterns. They use sequences of commands to move a robot toy and use their word-processing to write their names or short sentences. Year 2 pupils asked about how they use computers at school comment that they mainly use it 'for writing something in best'. Pupils rarely review or evaluate their work, or describe how ICT is being used inside or outside school. In one discussion observed in an ICT lesson during the inspection, it became clear from pupils' comments that their use of ICT at home was much more advanced than the uses they were being introduced to at school.
117. By the end of Year 6, standards remain below average. An exception to this was the very good work done by Year 5 pupils in the previous school year, using a desktop publishing program to create well designed mini-posters and invitations for an exhibition of the work of the artist Andy Goldsworthy. The pupils' work showed that they had carefully considered how to use bold blocks of colour, simple shapes and well-placed lettering to make an impact on the likely audience for art exhibition posters. They used only the features of the program that added to the quality of their designs. Pupils use word-processing competently and independently, and save their work, but they rarely use it to draft and revise extended writing or reports on investigations. Too little work is done on learning to use computer-based control and sensing systems to explore such applications as controlling models and monitoring environmental changes, such as temperature and humidity. There is not enough time given to interpreting their findings when they use spreadsheets or computer-created graphs and they do not evaluate what they find. Year 6 pupils who discussed their work in ICT with inspectors were unable to use a spreadsheet independently to set up a simple division formula. When they find material on the Internet, pupils do not do enough to compare how reliable and effective it is as a source compared with the books they use. In addition, because teachers encourage pupils to incorporate downloaded material from the Internet directly into their work, the school is inadvertently leading them to disregard copyright restrictions. Because too little is being done to teach pupils the rules of safe and legal Internet use, some pupils think there are no rules to follow.
118. The quality of teaching and learning in ICT is unsatisfactory overall. In the Years 1/2 class, this is partly because Years 1 and 2 are taught ICT together, and teachers' planning does not take

enough account of the very different levels of skill and experience the pupils have. There is also too little use of the computers to give pupils individual experience and practise. In one unsuccessful lesson observed, the teacher spent most of a short lesson time planned to introduce the use of word banks in a 'talking' word-processor program. She laboriously reviewed with the pupils what the keyboard and mouse were used for, although it emerged from a brief discussion at the end of the lesson that most pupils regularly use computers at home and are familiar with a range of applications. Although there is some use of computer programs to enhance learning in subject lessons, it is not used as effectively as it could be.

119. Although evidence of some good and satisfactory teaching and learning was seen during the inspection in Years 3 to 6, a review of pupils' work shows that over time it is unsatisfactory. Pupils do not develop their skills progressively and some of the required areas of the National Curriculum are not being covered. There are also some weaknesses, which limit the effectiveness of the teaching seen. For example, in a science lesson for Years 3 and 4 pupils on investigating the properties of bar and horseshoe magnets, a higher attaining pupil was set to find Internet sites about magnets. He found a site, which showed doughnut-shaped magnets. He did not understand why they were called doughnut magnets, and was not given an opportunity in the end of lesson review to share what he found and for the class to consider whether they would have any different properties from the magnets they worked with. In some cases, planned opportunities for pupils to use ICT do not take place, such as those planned as part of the silent reading time. Pupils' work in ICT is not usually marked and they are rarely given enough advice on how to improve and develop their work.
120. Leadership and management and overall provision for ICT are all unsatisfactory. Statutory requirements are not met, because the curriculum as taught is not covering the required strands on reviewing, changing and evaluating pupils' work as it progresses, the use of ICT in and out of school and the use of computer control and sensing systems. Planning systems do not take enough account of the range of learning needs in the mixed-age classes, and for building on the potential of pupils' home use of computers. The subject co-ordinator has improved provision through the purchase of some additional equipment, such as an interactive whiteboard and a digital projector. However, much of the new equipment, including a digital microscope, a camera and computer control and sensing equipment, is not being used because new staff have not been trained to use it. Although the school staff completed the national training programme for teachers in ICT use, since then there have been many staff changes, and many new staff lack knowledge and confidence in how to use effectively the school's equipment. The school still has too few computers to give pupils the opportunities they need to practise their skills and do extended work. The school has assessment procedures in place, but they do not cover all the National Curriculum requirements. Additionally, the co-ordinator and teachers sometimes make inaccurately high assessments of pupils' attainments. This is not helpful to teachers in planning work to match pupils' needs. The co-ordinator needs a clear understanding of expected standards at the end of each year if she is to monitor standards effectively

MUSIC

121. The school's timetabling arrangements gave no opportunity to observe the teaching of music apart from a whole-school singing assembly. Teachers in Years 3 to 6 retained some recent compositional work from pupils, but it is not possible to make overall judgements on standards from this. Therefore, no judgements can be made on standards or teaching and learning. The curriculum, however, is appropriately planned using national guidelines ensuring coverage of all strands of the music curriculum.
122. In the singing assembly, which the musical director for the parish and the headteacher took, pupils sang well with good clear enunciation. They sang the carols they were learning in tune and with good expression. Satisfactory attention was given to breathing exercises and listening and repeating notes in a sequence. During the lesson, pupils' singing improved; with greater clarity in their singing and a developing sense of the shape of the melody.

123. From discussions with pupils in Year 6, it is obvious that they enjoy music lessons. They talked about using instruments to make a rhythm and described how they had listened to classical music to determine what it was attempting to portray; for example, a rainforest. In the Years 3/4 class, pupils composed music using their own form of notation and used a key to indicate where the music was scary or loud and jolly. They listened to music to note how instruments were played.
124. The subject is co-ordinated satisfactorily. The co-ordinator monitors plans to ensure that the subject is taught on a regular basis and according to the agreed units of work. Planning using national guidelines supports the teaching of the subject, but this does not always provide satisfactorily for the differing learning needs of pupils in mixed-age classes. There is some evidence from the school's records, that ICT is used to support music. For example, pupils in the Years 1/2 class have used ICT to record and play sounds. The music curriculum is enriched through peripatetic teaching of the keyboard provided by the local education authority, recorder club, involvement in the school choir and participation in events such as the Oxon 'Festival of Voices', singing in the local church and the school's Christmas concert.

PHYSICAL EDUCATION

125. Only two physical education lessons could be observed during the inspection, a games lesson for pupils in Years 1 and 2 and a gymnastics lesson for pupils in Years 5 and 6. Therefore, as in Year 2000, no overall judgement can be made upon standards, provision, or the quality of teaching and learning, although in the two lessons observed, standards were average and pupils' achievement satisfactory.
126. In the games lesson observed, younger pupils made satisfactory progress in developing their basic ball skills, learning how to throw and catch a ball with increased consistency and accuracy. Pupils enjoyed the activities, which were suitably challenging for all pupils, including those with special educational needs, although some younger pupils were not very good at listening carefully to instructions. In the gymnastics lesson observed with older pupils, good progress was made. Pupils learned how to put together, perform and evaluate a series of simple controlled movements on and off small apparatus. They made good progress in most areas because the teacher's class management was good, keeping the pupils focused well, and she also used good questioning and modelling in order to reinforce understanding. Least progress was made in pupils' ability to make a controlled and balanced landing off apparatus. The emphasis put upon pupils planning collaboratively and constructively evaluating each other's efforts made a good contribution towards developing pupils' social awareness and sense of responsibility.
127. Leadership and management in physical education are satisfactory. The new co-ordinator is enthusiastic, but has not had opportunities to monitor standards or teaching effectively. Planning is satisfactory, but assessment requires further development in order to plan work to meet pupils' needs more effectively. Although an outside organisation provides football coaching, there is currently a limited range of extra-curricular activities and no inter-school sport. Literacy skills, particularly those of speaking and listening, are effectively addressed in physical education, and numeracy skills, particularly counting, are also encouraged. There is no evidence that ICT is used to support physical education.
128. The standards observed in the previous inspection have been maintained and, therefore, there has been satisfactory improvement.

RELIGIOUS EDUCATION

129. Standards are in line with the expectations of the locally agreed syllabus at the end of Years 2 and 6 and all pupils, including those with special educational needs, achieve satisfactorily. This is a similar finding to that of the previous inspection. Although only two lessons were seen during the inspection, pupils' work in books was analysed, and discussions were held with the co-ordinator and pupils in order to come to judgements.

130. Pupils in the Years 1/2 class are given opportunities to explore the importance of religious festivals. They know what is involved in the Jewish Shabbat meal and the importance of the various items; for example, the Kiddush Cup. Through this they learn about the importance of special times spent as a family sharing food. They have a sound understanding of the stories Jesus told such as 'The Good Samaritan'. In response to their Harvest Festival, they write simple prayers of thanks for food. In Years 3 and 4, good links are made with literacy as pupils write about the feelings they would have had as one of the disciples during the storm at sea. For example, 'I was scared to death and Jesus saved me' and 'Jesus stood at the side of the boat and said calm and stopped the wind and it was silent, I wish I could thank him in some way'. They consider the baptism of Jesus from John the Baptist's reluctant point of view. It is obvious from their responses that pupils enjoyed this and learned a great deal through the exploration of the feelings of others. In their study of Hinduism, they learn about the story of 'Rama and Sita' and the struggle of good over evil; for example, 'Rama is good because he got Sita back, Ravannah is bad because he got Sita – I'll bet he looks ugly'. Pupils in Year 6 know about the different parts of a church and their significance in different celebrations; for example, the use of the font for christenings. One pupil clearly describes the reason for stained glass windows, 'They tell a story to help people who can't read'. Most know that people use the church to be quiet and to pray. They know that pilgrimages are special journeys made to shrines, and in particular have considered why people make pilgrimages to Lourdes.
131. Only two lessons were seen, both in the Years 3/4 class. One was good and the other was satisfactory. The lessons were well planned and good use was made of resources to help pupils to a clearer understanding of some of the symbolism and practices involved in the Hindu 'Festival of Light'. Good links were made with Christianity and its use of candles to symbolise 'light'. Sound use was made of ICT to create Rangoli patterns using a paint program. The main weakness in the satisfactory lesson was a rather superficial handling of the religious content of some aspects of the lesson; for example, pupils doing Mendhi patterns had no idea of their significance.
132. The co-ordination of the subject is satisfactory. The co-ordinator has ensured effective planning using the locally agreed syllabus and given staff support materials to help to guide lessons. She monitors teachers' weekly plans to ensure that the subject is covered in accordance with the school's agreed programme. The school uses the Oxford pupil profile to assess pupils' progress at the end of each unit of work, but does not use this information to plan for the differing learning needs of pupils within the mixed-age classes.