

## **Addendum to the report**

An error was made in the report that was originally published. On the final page, the grade for 'Overall standards achieved' is now 4 (satisfactory) rather than 5 (unsatisfactory).

## **INSPECTION REPORT**

### **ALL SAINTS' CE PRIMARY SCHOOL**

Sutton Courtenay

LEA area: Oxfordshire

Unique reference number: 123162

Headteacher: Mrs C Price

Lead inspector: Mrs G Beasley

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> November 2003

Inspection number: 255327

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	111
School address:	Bradstock's Way Sutton Courtenay Abingdon Oxfordshire
Postcode:	OX14 4DA
Telephone number:	01235 848333
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Grimm
Date of previous inspection:	27 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

Sutton Courtenay Primary is a small village school situated on the outskirts of the village in an area of social housing. There are 111 pupils on roll including 13 children in the nursery who go to school in the mornings only. Three of the nursery children speak Italian or German as their home language and are just getting to grips with English. Many children who speak a European language leave the school after the nursery to go to The European School nearby. Pupils in Years 1-6 speak English and are mainly of white UK heritage. There is an average number of pupils who have free school meals. The proportion of pupils with special educational needs is average. Overall, attainment on entry to the school is below average because of the number of children who start with below average language skills. Most pupils come from social backgrounds which are less favourable than average. The school is involved in the Sure Start programme for children under five and the Family Literacy initiative. There has been a number of acting headteachers since the previous inspection and this has meant a considerably unsettled period since then. The new permanent headteacher was appointed in September of this year.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27899	Mrs G Beasley	Lead inspector	Science, geography, history, Foundation Stage.
9537	Mrs C Marden	Lay inspector	
27654	Mrs R Scahill	Team inspector	Mathematics, information and communication technology, design and technology, music, English as an additional language.
33007	Mrs R Langham	Team inspector	English, religious education, art and design, physical education, special educational needs.

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## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

**All Saints' Primary School is giving its pupils a satisfactory standard of education overall.**

Standards are still below average at the end of Year 6 but this represents satisfactory achievement since this group of pupils started school. Teaching and learning are satisfactory overall. Leadership and management are good and this has led to the very recent improvements that make provision satisfactory and overcome pupils' previous underachievement in the last few years. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards and achievement in mathematics are not high enough.
- Leadership and management of the headteacher are very good. She is supported well by the governing body.
- Pupils behave well and have good attitudes to their learning because provision for personal development is good.
- Consistently good teaching in the nursery and reception, and Year 5 and 6 classes results in pupils learning effectively.
- Pupils learn less than they should in mathematics in Years 1 to 4 and in English in the Year 3 and 4 class because there are weaknesses in teaching.
- Assessment procedures are unsatisfactory and assessment information is not used effectively in some lessons to match tasks to the learning needs of the pupils.
- The school cares for pupils well and staff have created an attractive learning environment.
- The senior teacher does not have a clearly defined role.

**There has been satisfactory improvement since the previous inspection**, although this has been unsatisfactory until recently. Immediately after the last inspection, the school started to address the key weaknesses, but the initiatives were not sustained. Little was done until an acting headteacher was appointed in September 2002 and a new permanent headteacher in September this year. Improvement since then has been good because the quality of leadership and management has improved considerably. Standards in information and communication technology (ICT) have improved well and now meet expected levels. Provision for spiritual development is no longer unsatisfactory but is now good. Great steps have been taken to improve the quality of teaching and learning and this has meant that achievement is now satisfactory in English and science, but remains unsatisfactory in mathematics. There are still weaknesses in some classes which need to be addressed quickly because some pupils' achievement in these classes is not good enough in English and mathematics. The weaknesses in assessment have not been dealt with sufficiently well.

### **STANDARDS ACHIEVED**

**Achievement is satisfactory.** Children start nursery with below average attainment overall. They all achieve well in the nursery and reception class and make good progress to reach the nationally expected goals in all areas of learning by the end of their reception year. Pupils in Years 1 and 2 achieve satisfactorily overall. Results in the 2003 national tests were below average in reading and average in writing. The average standards in mathematics and above average standards in science were an improvement on the previous year. This was as a result of more focused teaching and learning, especially in science. Standards seen during the inspection were average in reading, writing and science and below average in mathematics. Achievement is satisfactory in reading, writing and science but unsatisfactory in mathematics.

Standards in the juniors have been falling steadily over recent years and pupils have not been doing as well as they should. Results in 2003 national tests were higher than 2002, but remained well below average and in the bottom five percent of similar schools in English and mathematics. This fall was stopped in 2003 because the acting headteacher last year put into place a recovery plan to

address the issues from the previous inspection. This has done enough to take the school out of the bottom 5 percent band nationally. However, achievement for Year 6 last year, even with the extra support the pupils received was unsatisfactory overall. The table below does not reflect the rise in standards seen during the inspection in Year 6 pupils' work, which confirm an upward trend in the juniors. Standards at the end of Year 6 this year remain below average overall in English and science, and well below average in mathematics. However, because there is a greater than average number of pupils with special educational needs in the Year 6 group, standards reflect satisfactory achievement in English and science for this group of pupils since starting school. Achievement in mathematics is unsatisfactory. Standards in religious education (RE) and ICT are at expected levels at the end of Year 2 and Year 6, and achievement is satisfactory.

### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E*	E	E*
mathematics	D	E*	E	E*
science	D	E*	E	E

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Provision for personal development is good.** Pupils' spiritual, moral and social development is good. Cultural development is satisfactory. Attitudes to learning and behaviour are good. Attendance is satisfactory and pupils get to school on time.

## QUALITY OF EDUCATION

**The quality of education is satisfactory overall.**

**Teaching and learning are satisfactory.** Additional support and training during the past year has led to improvements in the quality of teaching across the school. There has been some success in English and science, and although there are still some unsatisfactory elements in English in the mixed Year 3 and 4 class, pupils' learning in both subjects is satisfactory. This is because teaching in these subjects is consistently good in the mixed Year 5 and 6 class and pupils learn effectively in this class. However, because the quality of teaching and learning in mathematics is unsatisfactory in Years 1 to 4, there has not been enough time for good teaching in the Year 5 and 6 class to make a difference to pupils' overall achievement in mathematics. Teaching is unsatisfactory because tasks are not always relevant to the planned learning and are often either too easy or too hard. Time is not always used efficiently leaving pupils too little time to practise their skills. Better skills in behaviour management have led to pupils behaving well in lessons. Positive relationships mean that there is a good working atmosphere in all classes. Teaching assistants are used effectively and provide good support to all pupils, particularly during group work and especially to those with special educational needs. The quality of teaching in the nursery and reception class is consistently good and the children learn well. It is very good in developing the children's personal skills and their knowledge and understanding of the world. As a result, all children are keen to have a go at new activities and try their best in their work and play.

The quality of the curriculum is satisfactory and meets statutory requirements. It is good in nursery and reception. Literacy skills are not used well enough in other subjects. Care arrangements and guidance for pupils' personal development are good. The guidance offered pupils to help them improve their work is unsatisfactory. Links with parents and the local community are satisfactory. Links with other schools are good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The leadership of the headteacher is very good. She has a very clear vision for the school's future and is building well on the firm foundations put into place last year. Subject co-ordinators are making a satisfactory contribution to improvements in their subjects. The role of the senior teacher is not clearly defined and so gives too little support to the headteacher in school improvement activities.

**The management of the school is satisfactory.** The quality of teaching and learning has been looked at closely and, in a very short time the weaknesses contributing to previous underachievement have nearly all been dealt with effectively. Governors give good support to the school and know its strengths and weaknesses very well. They are fully involved in all decisions and have good procedures for making sure that the school follows agreed policies and procedures.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are supportive of the school and have already noted a change in culture since the current headteacher took over in September. They feel welcome in school and that their contribution is valued. Pupils are more confident to talk about their work and say that they would now be happy to talk to the headteacher about any concerns.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Raise standards and achievement in mathematics throughout the school.
- Improve the accuracy and use of teachers' assessments.
- Improve the quality of English teaching and learning in the Year 3 and 4 class.
- Develop the role of the senior teacher to support the headteacher in implementing whole school improvements.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards at the end of Year 2 are **average** in reading, writing and science. They are **below average** in mathematics. Standards at the end of Year 6 are below average in English and science and well below average in mathematics. Achievement is satisfactory overall for these year groups since starting school.

#### Main strengths and weaknesses

- Standards in mathematics at the end of Year 6 are well below average because pupils underachieve in Years 1 to 4.
- Standards in English are below average at the end of Year 6, mainly because there is an above average proportion of pupils with special educational needs in this year group.
- Achievement in English in Years 3 and 4 is unsatisfactory.
- Standards in ICT have improved since the previous inspection and are now average.
- Children make good progress in the nursery and reception class and achieve well in all areas of learning.
- Pupils achieve well in Years 5 and 6.

#### Commentary

1. Children start school with below average levels of attainment. They soon catch up due to the good teaching and learning that takes place in the nursery and reception class. Most children reach the national goals they are expected to reach by the end of the reception year and are prepared well for learning when they start in Year 1. Due to particular strengths in the development of their personal and social skills, and in their knowledge and understanding of the world, all children are inquisitive and enjoy learning.

#### Key Stage 1

##### Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.2 (15.9)	15.7 (15.8)
writing	15.0 (15.1)	14.6 (14.4)
mathematics	16.7 (15.3)	16.3 (16.5)

*There were 19 pupils in the year group. Figures in brackets are for the previous year*

2. Over the last few years, pupils in Years 1 and 2 have been making satisfactory gains in their learning to achieve average standards overall in reading and writing. This is because a much higher than average amount of time has been given to reading and writing for pupils to consolidate and practise their skills. Some higher attaining pupils are now achieving the levels of which they are capable and standards and achievement are now satisfactory for this group. Despite the higher results in the 2003 national tests, standards seen during the inspection remain below average in mathematics and achievement is unsatisfactory. Assessment information is not used well enough to make sure tasks are relevant. This means that some tasks do not support learning precisely enough and higher attaining pupils in particular do not get the challenge they need to achieve well. Standards in science have improved because greater emphasis has been given to developing the pupils' scientific enquiry skills. Support from a visiting specialist teacher has helped the subject co-ordinator to raise standards and achievement to the current average levels. Lessons are practical and pupils enjoy their learning. They are fully involved in finding out for themselves what and why things happen.

## Key Stage 2

### Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	23.7 (21.0)	26.8 (27.0)
mathematics	24.0 (19.3)	26.8 (26.7)
science	27.0 (22.7)	28.6 (28.3)

*There were 20 pupils in the year group. Figures in brackets are for the previous year*

3. Achievement in the juniors gives a mixed picture. Standards rose slightly at the end of Year 6 in the 2003 national tests, and work seen during the inspection indicates continuing improvement. Good achievement in the Year 5 and 6 class means that pupils are making up some of their underachievement in English and mathematics in previous years. Lessons generally build well on previous knowledge and understanding in all subjects in the Year 5 and 6 class and pupils make good gains in their learning. Standards are still lower than they should be at the end of Year 6, because there is a greater number of pupils in this year group with special educational needs. Achievement for this group of pupils is satisfactory overall, although it is unsatisfactory in mathematics.

4. Although there has been some improvement in the last year in the quality of teaching and learning and consequently achievement and standards in Years 3 and 4, this is still not good enough in English and mathematics and achievement in this class in these subjects is still unsatisfactory overall. This is because higher attaining pupils are not making the progress they should in their reading, writing and numeracy skills.

5. While pupils develop their literacy skills satisfactorily in English in most classes, there are missed opportunities for pupils to practise these skills in other subjects.

6. Standards and achievement in science are satisfactory because teachers plan practical lessons, which engage the pupils' interests and make them want to learn. In most science lessons, pupils work in ability groups. This organisation enables teachers to target challenging questions and this moves learning forward, even if sometimes pupils do the same work regardless of previous knowledge and understanding.

7. Pupils with special educational needs achieve satisfactorily because they are given the support they need in lessons to cope with the planned work. They reach levels appropriate to their abilities in English, mathematics and science across the school. Children who speak Italian and German in nursery and reception are making good progress because the activities are well planned to suit the individual learning needs of everyone in this class. This makes sure all children are fully involved in activities.

8. Standards in ICT were too low at the time of the previous inspection and pupils' computer skills were poor. The subject co-ordinator has put the necessary improvements into place. Standards and achievement are now satisfactory representing good improvement since the previous inspection. Pupils are keen to learn and enjoy working on computers and other ICT equipment to extend their learning in a number of other subjects. Standards in RE are satisfactory overall. Bible Explorer classes, in which pupils learn the content of the Christian Bible in a practical way, are ensuring that pupils have a secure knowledge base on which to build future learning about this religion.

## **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes, behaviour and personal development are **good**. Attendance is **satisfactory**. Provision for social, moral and spiritual development is good and provision for cultural development is satisfactory.

### **Main Strengths**

- Provision for personal development is good across the school.
- Provision for spiritual development has improved since the previous inspection and is now good.
- There is good provision for moral and social development.
- Pupils have good attitudes to learning.
- Pupils behave well in lessons and when playing outside.
- There are good relationships within the school community.
- Attendance has improved well because procedures for ensuring attendance and punctuality are good.

### **Commentary**

9. Pupils are usually keen to work and most participate well in their lessons. They particularly enjoy practical lessons such as science, design and technology and art, and many pupils say that art is their favourite subject. Most pupils behave well in class and respond quickly to instructions. Although there are a few pupils who occasionally disrupt the lesson by calling out or interrupting the teacher, this is handled well and so does not interrupt the learning of other pupils in the class. Behaviour around the school is good and pupils play happily together during playtimes.

10. The Christian nature of the school underpins the good provision for pupils' personal development. The new headteacher has already raised teachers' awareness of how they can promote spirituality throughout the curriculum and this is evident in the pupils' writing. For example, poems inspired by autumn reflected pupils' awareness of the beautiful colours of nature at this time.

11. Personal, social and health education lessons contribute well to the pupils' personal development. During the year pupils explore their own and others' emotions, and this helps them to learn to respect the differences between each other and how to make sensible decisions. This results in pupils respecting each other's views and contributes to them becoming responsible citizens. The school councillors take their responsibilities seriously and put their points of view forward confidently.

12. Pupils have a good understanding of what is right and wrong. Every week a new value is introduced and referred to during the assemblies that week. These are displayed on the 'values tree' in the entrance hall to remind pupils of the value that week. This makes sure that they all consider the feelings of others and learn to think about and control their own actions. All pupils were involved in writing class rules and they all took part in a competition to write the school motto "Everyone is good at something". Pupils work well together in class because of the many good opportunities provided for them to develop their social skills, for example by discussing ideas in pairs or small groups before putting these down on paper. The Junior Carer system provides good opportunities for older pupils to look after the younger ones. The residential trip to Wales, arranged every two years for pupils in Years 5 and 6, makes a good contribution to their personal development.

## Exclusions

Two pupils were excluded last year because of unsatisfactory behaviour. Behaviour has improved and no exclusions have taken place this year.

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Black African

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
89	6	0
2	0	0
2	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	10.5	School data	0.3
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

13. The attendance of the pupils was well below the national average for 2002-2003 but a large amount of this was because two pupils attended part-time due to their special educational needs. The level of unauthorised absence was broadly in line with the national average. The school has good procedures for encouraging good attendance and has been working closely with the educational social worker to improve the attendance of a small group of pupils. This specific support has now been withdrawn as the attendance has improved and it is not now required. Attendance this term is broadly in line with the national average.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory** overall. Teaching and learning, and the quality of the curriculum are satisfactory. Arrangements for the care and welfare of pupils are **good**. Partnership with parents and the local community are satisfactory.

### Teaching and learning

The quality of teaching and learning is satisfactory overall, although there are still weaknesses in the teaching of mathematics in Years 1 to 4, and English in the mixed Year 3 and 4 class. Teaching and learning in the nursery and reception, and in the Year 5 and 6 class, are consistently good.

### Main strengths and weaknesses

- Expectations are high in nursery and reception and children are happy to have a go at new learning because the family ethos in the classroom builds their self-confidence quickly.
- Clear expectations in the Year 5 and 6 class results in pupils learning well.
- Teaching in Years 1 to 4 sometimes does not identify precisely enough what pupils are to learn.
- Assessment information is not used sufficiently well to guide pupils' progress in mathematics in Years 1 to 4 and in English in the Year 3 and 4 class.
- Time in lessons and over the week is sometimes used inefficiently.
- Behaviour is good in lessons because teachers use a range of effective strategies to engage interest and help pupils to concentrate.
- Teaching assistants effectively support learning, especially pupils with special educational needs.

### Commentary

#### *Summary of teaching observed during the inspection in 17 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	5	6	3	0	0

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

The good and very good lessons shown in the table above were observed in the nursery and reception, and in the Year 5 and 6 class. The unsatisfactory lessons were in Years 1 to 4.

14. The quality of teaching and learning in the nursery and reception class is consistently good. Teaching and learning in personal, social and emotional development and in developing the children's knowledge and understanding of the world are very good. All adults who work with the children plan exciting and relevant activities which spark the children's imaginations and engage their interests. There are good links made with skills in other areas of learning and this makes learning meaningful. The children grow in self confidence because of the quiet encouragement they are given and, as a result, are happy to have a go at new learning and activities. Resources are used effectively to support the learning. Role-play areas make a particularly strong contribution to the development of the children's personal skills and their imaginative language.

15. Pupils in Years 5 and 6 are presented with good levels of challenge and this makes them think. Planning is detailed and outlines clearly what the teacher wants pupils to learn. This provides a focus to questions and to the work of teaching assistants, who provide good support to those with whom they are working. Assessment information is used well in English, mathematics and science to organise the pupils into groups and this means that work can be matched to their particular abilities well. Marking in Years 5 and 6 gives good guidance to pupils and they therefore know what they need to do to improve their learning. Lessons seen were structured and built on pupils' previous learning well and, as a result, achievement in this class is good overall.

16. Tasks in mathematics lessons in Years 1 to 4 are not always relevant to learning and therefore pupils make insufficient progress. Work in books indicate that all pupils do the same work and although several pupils gained level 3 last year in the national tests, there is little work in books at this level this year. Planning outlines what the pupils will do rather than what they will learn and therefore some tasks are not relevant to the lesson's learning objective, with pupils often colouring in shapes and pictures, or filling in boxes. Little encouragement is given for pupils to talk about how they reached a particular answer and therefore neither pupils nor teachers know securely what pupils need to do next to improve skills and understanding.

17. Assessments are sometimes inaccurate in English and mathematics and some teachers do not always make sure that the planned activity matches the learning needs of all pupils in the class. Although pupils have targets, these are too general and do not guide learning precisely enough. Many children have the same targets regardless of previous attainment and therefore these do not provide enough challenge for some pupils. Marking is poor in two classes and does not give pupils enough guidance on what they need to do next to improve. As a result, pupils' understanding of their own learning needs in these two classes is poor.

18. In unsatisfactory lessons, teachers talked for too long and this meant that pupils did not have enough time to practise their skills and do their own work. Not enough was expected of pupils and the amount of preparation by teachers was not reflected in the same level of expectation from pupils. Often they were asked to fill in sheets with one word answers, which did little to develop their thinking. More time is given to English than would be necessary if the pace of lessons was increased and expectations of what pupils can do in the time rose.

19. Behaviour in lessons is good, especially when lessons are practical or contain interesting activities to engage pupils' interests and help them concentrate. When behaviour is satisfactory, it is because lessons are not interesting enough to keep pupils totally attentive and motivated to listen. Relationships are good and the use of humour helps pupils to stay focused and listen well in most lessons. Although a minority of pupils lack self-discipline in some lessons, this is handled well by teachers and teaching assistants to make sure it does not interrupt the learning of other pupils in the class.

20. Teaching assistants are given good guidance from teachers on how they can help and support learning in lessons. Sometimes questions are identified and this helps teaching assistants to probe the pupils' knowledge and take learning forward. This was particularly effective in the three science lessons seen. As a result of this good support, the achievement of pupils with whom they worked was good in these lessons.

## **The curriculum**

The breadth and balance of the curriculum is **satisfactory**. There is a satisfactory range of enrichment activities to extend pupils' learning beyond the classroom. The quality of the accommodation and the learning environment within the school are good. Resources are satisfactory. All statutory requirements are met.

### **Main strengths and weaknesses**

- Too few opportunities have been planned to develop literacy across the curriculum.
- There are some good cross-curricular links between subjects.
- The school has good accommodation and provides an attractive learning environment.
- The newly introduced Children's University enables pupils to participate in a good range of enrichment activities to extend their learning beyond the school day.
- The quality of the curriculum has improved since the previous inspection.

## Commentary

21. The curriculum now meets statutory requirements. There are some examples of well-planned opportunities for pupils to use literacy in some subjects. However, these are dependant on individual teachers and are limited across a range of subjects. As a result, pupils have too few opportunities to practise their basic skills in other subjects in some classes. Too much time is spent on teaching English and mathematics as separate subjects and this leaves too little time in the timetable for other subjects. Some good cross-curricular links are identified between design and technology and science. This makes learning more meaningful for the pupils in these subjects and joins a range of skills into one lesson. This is not always the case with other subjects, which tend to be taught in isolation, and therefore opportunities to link learning are missed.

22. The accommodation is good and has been used well to develop an attractive and colourful learning environment. The dedicated room for music and an ICT suite enables these subjects to be taught without interrupting the learning of other pupils in the school. The library has been developed into a welcoming area, which pupils enjoy using. Displays around the school are lively and celebrate pupils' achievement across a range of subjects. Examples of artwork, including colourful patterns in the style of Kandinsky and paintings reflecting the style and tones of Australian aboriginal art reflect the good standards in these pieces of work. Pupils talked excitedly about working with a visiting artist to create the attractive tiles displayed in the entrance to the school.

23. While extra curricular enrichment is satisfactory overall, pupils have good opportunities to extend their learning outside the school day through the newly introduced Children's University initiative, which effectively raises an awareness of lifelong learning. Parents have been appreciative of this new provision and the sessions are well attended. They include a variety of activities, such as judo through which pupils can gain awards for their achievements. There is a satisfactory opportunity for pupils to enjoy sport in a weekly club. The school football team was very successful in winning their matches played last season. The school is also justifiably proud of comments made about the very good behaviour exhibited by pupils when representing the school in sports fixtures.

24. Improvements have been made to the curriculum since the previous inspection. All subjects are now planned with clear schemes of work. Provision for ICT, which was judged to be poor in the last inspection, is now satisfactory. Provision for personal, social and health education is good. Pupils have opportunities to explore a range of appropriate topics through the SMILE programme. For example, pupils in Key Stage 1 recognised the ongoing responsibility of a caring role through thinking about their pets.

## Care guidance and support

The school takes **good** care of its pupils, provides them with satisfactory support and guidance and involves them well in the life of the school.

## Main strengths and weaknesses

- There are good procedures for ensuring pupils' care and welfare.
- Pupils receive good guidance for their personal development.
- Guidance to help pupils to improve their work is unsatisfactory.
- There are good links with outside specialists for supporting pupils with special educational needs.
- The school listens closely to pupils' views and tries its best to act on them.
- Until recently, pupils did not always trust adults to help resolve problems.

## Commentary

25. The new headteacher has quickly reviewed policies for health and safety and child protection and these draft policies are appropriate and are due to be adopted by the governors at the next meeting. Child protection procedures are good and the headteacher has booked training for all staff to update their knowledge on how to deal with any issues. There are three trained first aiders on site

and all staff will be receiving training shortly. The school regularly monitors the site for any health and safety issues and governors inspect the site at least termly and report back to the governing body.

26. Teachers know their pupils well and this contributes strongly to pupils' personal development. They acknowledge pupils' achievements in many ways, including star of the week and merit awards. Induction procedures into the nursery are good. Staff and parent agree individual induction programmes and this ensures the children receive the support they need to help them settle quickly into the routines. There are good links with the local Sure Start group and this means that many children and parents are familiar with the staff and school environment before they start nursery.

27. There are unsatisfactory procedures for tracking pupils' academic achievements and so pupils do not receive sufficient guidance on how to improve their work. Responses to the pupils' questionnaires and discussions with pupils show that, in the past, some of the older pupils were not confident that staff would deal with any problems they may have had. They relied on their friends instead. This culture is beginning to change, with the headteacher actively encouraging pupils to bring their concerns to her or to another member of staff. Pupils are responding to this and now feel that the headteacher would deal with any problems effectively.

28. The school has good relationships with specialists from external support services and this ensures the school gets the advice it needs to put suitable provision in place for pupils with special educational needs. Targets in individual learning plans help teaching assistants give these pupils the support they need in lessons to make satisfactory progress. The targets are reviewed regularly to make sure they remain relevant.

29. The school council is well established and provides a regular forum for pupils to express their ideas and concerns. The headteacher attends the council and always responds to their views. In the most recent council meeting, pupils requested having the girls' toilets painted and more small play equipment for lunchtime. These are now being investigated by the school.

### **Partnership with parents, other schools and the community**

The links with parents and the community are **satisfactory**. Links with other local schools are **good**.

### **Main Strengths and weaknesses**

- The good links with a local Beacon school have contributed well to staff development.
- Parents and especially parent governors are supportive of the school.
- There were not enough formal opportunities arranged last year for parents to discuss their children's progress.

### **Commentary**

30. The school provides a satisfactory range of information for parents, including termly class letters about what the pupils will be learning that term. These include the expectations regarding homework so that parents know what their children should be bringing home. The planned homework is relevant and increases appropriately as the pupils get older. The headteacher keeps parents informed satisfactorily about events happening in school and other relevant information through a fortnightly newsletter.

31. Annual reports about pupils' progress give parents a general idea of their children's knowledge and understanding in the different subjects, and in their attitudes and behaviour. However, there is not enough information about how well their children are doing in relation to other children nationally. There has been some confusion about how many formal opportunities there were for parents to talk about their children's work with teachers. Some parents thought there had only been one and wanted more, while others said they had attended two. This confusion was due to parents being offered the opportunity to arrange a meeting in the spring term if they wanted one, while in the summer term there was a set date when parents discussed their child's progress with the teacher



after receiving a formal report. The current headteacher acknowledges the need to review the system and is planning to provide two formal meetings a year.

32. Parents are supportive of the school and, although there is not a parent association at present, they come in and help in the nursery and reception class, and with reading in Years 1 and 2. The parent governors are very committed to the school and are keen to help the school develop.

33. The school values being a village school and takes part in village activities including the fun day organised by the vicar. The headteacher regularly contributes to the Village News that tells local people what is going on in school. The school has satisfactory links with the local church and these are still developing. The vicar comes in weekly to hold assembly and pupils regularly visit the church.

34. The school has good links with a local Beacon school and the training provided has improved teachers' skills in a number of subjects. In particular, the creative mathematics training is beginning to have a beneficial effect on pupils learning in Years 5 and 6 and has provided more challenge for the higher attaining pupils in these year groups. The headteacher also feels that the planned sessions on drama will be useful in developing more active learning styles in the classroom.

## **LEADERSHIP AND MANAGEMENT**

Overall, leadership and management are **good**. The school is led very well by the new headteacher, who has a clear vision for the direction of the school. The governing body fulfils its duties and responsibilities well. The key governors have a **very good** understanding of the school's strengths and weaknesses and are working with the headteacher to raise standards and the profile of the school. The role of the senior teacher is not developed sufficiently to be proactive in leading whole school issues.

### **Main strengths and weaknesses**

- The leadership of the headteacher is very good.
- There is a good focus on raising standards.
- The support given by the senior teacher is not sufficiently effective.
- The contribution of key governors is very good.
- Governors are clear about the strengths and weaknesses of the school.
- Procedures for monitoring and evaluating the work of the school are good.

### **Commentary**

35. The very unsettled leadership and management since the last inspection has led to a lack of strategic planning, and issues from the last inspection had not been tackled consistently until the intervention of an acting headteacher in 2002. The current headteacher is continuing this good start and has put in place the necessary measures to improve standards. There has not been enough time for these to be fully effective.

### **Leadership**

36. The new headteacher provides very clear leadership. She is knowledgeable and has a determined focus on raising standards in the school. In her short time at the school, she has continued to build on the good improvements which were introduced by the acting headteacher last year. This has begun to reverse the unsatisfactory improvement made in dealing with the weaknesses identified in the previous inspection report and overcome pupils' previous underachievement. The headteacher is enthusiastic, has a clear educational vision for the school, leads by example, and is committed to making further improvements. However, the role of the senior teacher is not developed sufficiently and does not include a contribution to whole school issues. Subject co-ordinators have been given good support to develop their role and are now beginning to contribute more to subject improvements.

## Management

37. Management of the school is satisfactory. The school has clear aims and values which have been drawn up in consultation with teachers, governors, parents and pupils. These are being used as the starting point for all developments. The main aim this year, to create a positive and purposeful learning environment, has been successfully completed. The school is a very welcoming and caring community, where all its members are valued and in which achievement is starting to improve. The pupils appreciate the 'Values Tree' displayed in the hall and the focus on a different value each week has been instrumental in improving pupils' attitudes to school. Individual and school in-service training has been undertaken by all teachers and this has led to improvements in teaching. Lessons are monitored effectively to make sure that improvements are sustained. Advisory teachers have supported teachers with their planning and have also taught model lessons for them to watch. As a result, lesson planning clearly outlines what pupils are to learn in the mixed Year 5 and 6 class and in science lessons throughout the school. Target setting and monitoring pupils' achievement have been introduced. However, this assessment information is still not being used effectively in planning for the wide range of abilities in all mixed age classes in English and mathematics. Finances are managed efficiently. The large amount carried forward is allocated for further building developments and staffing next year.

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	341,225	Balance from previous year	39,843
Total expenditure	323,321	Balance carried forward to the next year	57,756
Expenditure per pupil	2,672		

## Governance

38. The governing body is fulfilling its statutory responsibilities well. There is good balance of governors' interest and experience which serve the school very well. They are well organised and carry out their work efficiently through a range of committees. The key members of the governing body are making a major contribution to the leadership of the school and its improvement. They have a very good understanding of the current strengths and weaknesses, and are supportive in the school's commitment to raise standards and achievement, and improving the overall quality of provision. In their formal visits, governors have the opportunity to meet staff, observe lessons and discuss development of subject areas. They do this well. They monitor attainment and achievement in a focussed way, and review policies and school profiles regularly. They are fully involved in the development and monitoring of the school improvement plan.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the nursery and reception class is **good overall**. The children start in the nursery with below average levels of attainment, especially in their language skills. They achieve well to attain the national goals they are expected to reach by the end of the reception year in most areas of learning. The current reception group are exceeding these in their personal, social and emotional development and in their knowledge and understanding of the world because provision in these areas of learning is very good. The leadership and management of the Foundation Stage are good and the staff team make sure that learning is relevant and meets the needs of all children. There is a good balance between adult-led planned activities and those that the children choose and organise for themselves. There are good cross-curricular links identified on the planning and this means that the children are developing skills in a number of areas of learning when taking part in one activity. Teaching and learning are good and this ensures the good achievement for all children including those who speak Italian and German as their mother tongue. By the end of the reception year, the children are well prepared for their learning in Year 1.

#### **Personal, social and emotional development**

Provision in personal, social and emotional development is **very good**.

#### **Main strengths**

- Children are very independent and take part in the wide range of activities on offer with enthusiasm.
- All children take turns and play very well together.
- The children have high levels of self-confidence and self-esteem.
- The children care for their own personal needs very well.

#### **Commentary**

39. The children come in the morning ready to start work. They settle quickly to their play because they are interested. Nursery children quickly develop independence and, following the clear expectations of all staff, they care for their own personal needs well. The children find their own things, choose their own activities and tidy up afterwards very quickly and conscientiously. The classroom has a quiet and friendly atmosphere where the children learn to get along together through the gentle reminders to share and take turns. As a result, the nursery and reception children played well together to act out their respective roles in the train role-play area, taking it in turns to play their favourite parts of the station announcer and engine driver. Adults respond well to the children's ideas so that the 'train' visits many different places of interest. Resources ensured that a range of real life events were acted out, including holidays to the seaside, shopping trips to Abingdon and visits into Oxford. Relationships are very good and this means the children are confident to ask for help or talk about what they are doing with the adults.

#### **Communication, language and literacy**

Provision in communication, language and literacy is **good**.

#### **Main strengths**

- A good range of activities are planned well to ensure that a range of skills are developed.
- Children make good progress in their speaking and listening.
- A wide range of books ensures that the children are achieving well in their early reading skills.

## Commentary

40. The nursery children know that books tell stories and give information about many different things through spontaneous opportunities to share a book with an adult. Reception children learn early reading skills well in more formal literacy activities in the afternoon. During the inspection, the children learned about the range of different railway trains and because they live close to a railway museum this topic is of particular relevance to them. Adults skilfully draw individuals into language activities by referring to their particular interests. For example, one boy was asked the names and characters in the stories of 'Thomas the Tank Engine' and whether these types of trains could be found in the book. This encouraged him to sit and listen to the story for a good length of time. During the same activity, a model train track was used effectively to act out different parts of the story and this kept the children's attention focussed and helped them develop their concentration levels. The children took it in turns to push the trains around the track and talked about the different things they passed on the way, including going over and under bridges and through tunnels. Role-play areas extend ideas well. The children are fully included in helping to find relevant toys for these so that they can act out stories and different personal experiences. As a result, they develop their imaginative and conversational language well.

41. Stories are used effectively to spark an activity in a different area of learning. After reading about 'Chocolate, marshmallow fudge delight' in a story, the reception children made this in small groups to share with their classmates, using the book as a basis for finding out the recipe and methods for making these sweets. During the activity the adult led a conversation about what was happening as the ingredients were combined, thus developing the children's language and knowledge about how different ingredients mix together.

## Mathematical development

Provision in mathematical development is **good**.

### Main strengths

- Number activities are practical and play-based and this interests the children.
- The children are gaining good mathematics vocabulary.

## Commentary

42. A wide range of activities encourages the children to count and recognise numbers. As with activities in other areas of learning, the children think they are playing and therefore join in willingly with the tasks. This means that they are beginning to count accurately and recognise written numbers to ten and beyond in a range of situations. Some are beginning to write numbers independently by the time they join Year 1. Most children have a good knowledge of shapes because of the work they do making models from boxes, and creating pictures using triangles, squares, circles and rectangles.

## Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **very good**.

### Main strengths

- The children use computers and other equipment with confidence and have above average skills.
- The making area ensures that the children design and make a range of models.
- The children visit a number of places, and this helps them to get to know their immediate surroundings.
- The children enjoy exploring the world around them to find out about creatures and plants.
- The children have a good awareness of other cultures.

## Commentary

43. The curriculum is rich and focuses on the children learning through first-hand experiences. As a result, they learn about their immediate surroundings when going on walks into the local area, and about small plants and creatures when they explore the school grounds. The children are given many relevant activities when they learn to use computers independently to draw and print out simple pictures. Instructing a toy to deliver letters to their model houses on their play street provides an interesting activity in which to learn ICT skills. As a result, the children are fully engrossed in this activity and are keen to learn more about what the toy can do. Those who are able extend their skills well while others learn the basics ready to play with the toy by themselves at a later date. Many children choose this activity because they enjoy it so much and therefore a great majority of children learn how to move it forwards, backwards and make it turn round.

44. The children are given many good opportunities to choose from a wide range of activities, which enable them to make models that fit their own ideas and designs. Adults discuss these with them as they work, and this develops a satisfactory understanding of the design and making process ready for when they start in Year 1. The children are developing a good awareness of other cultures because learning often focuses on the different foods and beliefs of children in the class. Italian Day proved a particular favourite and parents came into the class to make pizzas for everyone to enjoy. The children were very excited to design their own pizzas and choose the toppings they liked best.

## Physical development

Provision in physical development is **good**.

### Main strengths

- The outside area is used effectively to develop the children's climbing, balancing and jumping skills.
- The range of making activities ensures that the children develop good cutting, drawing and other skills requiring hand control.

## Commentary

45. The outdoor area is well resourced and used effectively to develop the children's physical skills. The children have a good understanding of their capabilities and use a range of apparatus safely to balance, climb, jump and slide. A weekly session in the hall for reception aged children gives them good opportunity to extend these skills in a more structured environment and prepares them well for PE lessons when they start in Year 1. Good opportunities are provided for the children to draw, paint, cut and stick and this helps them develop good control with a range of equipment including crayons, brushes, scissors and pencils.

## Creative development

Provision in creative development is **good**.

### Main strengths

- The children use their own ideas to design and decorate when creating pictures and models.
- Role-play areas and other literacy activities help the children develop their imaginations.

## Commentary

46. The children were included in Arts Week last year, and the intent look on their faces in photographs showed their interest and commitment to making their very large butterfly "the most beautiful butterfly in the world". They chose sequins, glitter and paint to decorate the butterfly which is displayed prominently in the hall to remind them all of the good time they had. Paintings displayed in the classroom reflect the range of opportunities provided for the children to choose to paint what and when they like, and in activities planned by adults to record learning in other activities.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- Standards in English are broadly in line with national expectations by the end of Year 2. Achievement is satisfactory.
- Achievement in the Year 5 and 6 class is good because lessons build well on pupils' previous learning and skills.
- Achievement in the Year 3 and 4 class is unsatisfactory because there are weaknesses in teaching.
- The use of assessment information to plan work at suitable levels for all pupils is unsatisfactory.
- Time is wasted in some lessons.
- Teachers' expectations are often too low, especially for more able pupils.
- Initiatives, such as support from the LEA and extra activities taught by teaching assistants, have led to recent improvements in the quality of the curriculum and teaching and learning.
- The library is an attractive and stimulating learning environment.

#### **Commentary**

47. Having initially risen following the previous inspection, standards at the end of Year 2 in reading and writing have fallen for the last two years. In the 2003 national tests, results were below average in reading and average in writing. This is because not enough pupils reached the higher than average levels of which they were capable. Things have improved slightly in the current Year 2 and most pupils are achieving the expected national standards in reading and writing. This is an improvement since the last inspection when they were below average. Achievement is satisfactory for this group of pupils.

48. Pupils in the mixed Year 5 and 6 class are making good progress in speaking and listening, reading and writing because the quality of teaching and learning are consistently good in this class. Achievement in lessons is good. Expectations are high, so pupils are always challenged to do their best. The teacher's questioning probes their thinking and helps them to extend their ideas. As a result, pupils are confident in developing their writing skills through drafting and editing processes. Pupils are able to express their views, both orally and in writing. Questions posed when the work is marked encourage them to extend their ideas and to be critical of their own written work. Class discussions at the end of lessons provide good opportunities for pupils to evaluate each other's work and suggest how they can make further improvements. Their commentaries about books they had read, described their feelings about characters and plots in good detail. While standards are still below average for the pupils currently in Year 6, this is due to the higher than average proportion of pupils with special educational needs in this year group. Standards in Year 5 are average. Overall, this group of pupils has made satisfactory progress since entering the juniors.

49. Standards and achievement in Years 3 and 4 are unsatisfactory. While work in books appears to be of a satisfactory level, it is often identical because it is either copied or over directed by the teaching. This reflects unsatisfactory teaching overall because planned work is not matched sufficiently well to pupils' individual abilities. In the one unsatisfactory lesson seen, the teacher's expectation of what pupils could do was too low. The work set was not sufficiently challenging for more able pupils. This resulted in a loss of concentration and pupils did not learn enough.

50. The use of assessment information to plan lessons at the right level is unsatisfactory. This results in work that does not build on the skills pupils already have in some classes. Guided reading sessions in Years 1 and 2 sometimes lack focus and are poorly organised so time is wasted while pupils listen to each other read. However, because good emphasis is given to teaching pupils in the infants to sound out words, most use their knowledge of letter sounds to work out new words by themselves. This skill helps pupils to spell simple words correctly and is contributing to the average

standards in writing at the end of Year 2. Older pupils have targets for improving their work in literacy but at present these are not affecting progress sufficiently well because teachers do not always refer to them in their planning. In some instances, teachers' assessments of pupils' work are inaccurate. The key issue from the previous inspection of using assessment information to guide teachers' planning, has not been dealt with well enough.

51. Too much time is spent teaching English. Time in some lessons is wasted because teachers talk too much and leave too little time for pupils to practise their skills and get their ideas down on paper. Despite extra handwriting lessons, work in books is often untidy and poorly presented. Time is used well in the Year 5 and 6 class. There are clear, challenging activities planned for different groups of pupils and lessons are structured to extend learning and develop skills.

52. The quality of teaching and learning is satisfactory overall. Specialist teachers from the LEA have worked alongside staff and this has effectively improved teaching strategies, especially in Years 5 and 6. Partnership with a Beacon School has raised teachers' awareness of planning for active learning. Teaching assistants work effectively to deliver a wide range of extra activities to consolidate skills for pupils throughout the school, and support pupils with special educational needs in group work in lessons. Subject leadership and management are satisfactory. The new subject leader is already observing lessons and looking at pupils' work closely. She has identified what needs improving and where. There is a good plan of action for developing English, which focuses on raising achievement further.

53. The library is being developed as an attractive and stimulating learning environment. Classes visit the library regularly and this is helping pupils find their way around the library and find the books they need. There is a good range and variety of fiction and non-fiction books for pupils to borrow and take home. There are good displays of pupils' literacy work, including an extended range of poetry written by pupils in Years 5 and 6. Pupils used similes and metaphors creatively to write poems in the style of Michael Rosen about 'The Sun' and personification to write imaginative poems about 'Autumn'. Great excitement for adults and pupils alike was generated by the arrival of the vibrant new library mats during the inspection.

### **Literacy across the curriculum**

54. Planned opportunities for literacy across the curriculum are unsatisfactory. Whilst there are good links in Years 5 and 6, where literacy work is linked well with history through studies of the language and plot of 'The Tempest' by Shakespeare, links in other classes are limited. The need to develop the use of literacy skills in other subjects has been recognised in the subject's development plan.

## **MATHEMATICS**

Provision in mathematics is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards at the end of Year 2 are below average. They are well below average at the end of Year 6.
- Achievement in the Year 5 and 6 class is good because the quality of teaching and learning is good.
- Teaching and learning is unsatisfactory in Years 1 to 4 and achievement in these year groups is unsatisfactory.
- The oral part of the lessons is lively and stimulating.
- Pupils behave well in lessons because relationships are good.
- Tasks are not always relevant to what teachers intend pupils to learn.
- Assessment information is not used to plan suitable work for different groups in some classes.

## **Commentary**

55. The results of national tests at the end of Year 2 have risen since the last inspection and, in 2003, were above the national average. However, work in the lesson seen and in the pupils' books indicate that present standards are below those expected for Year 2 pupils, who are not achieving as well as they could. Pupils fill in answers on prepared pages in their books without understanding the mathematical concept behind what they are doing. Activities do not support what the teacher has planned for pupils to learn. The work in books does not challenge the more able, too little work involves problem solving and pupils are not given enough opportunity to organise their own work.

56. By the end of Year 6, standards remain well below the national average. However, there are encouraging signs of improvement because the quality of teaching and learning in the Year 5 and 6 class is good. Achievement is good in these year groups because work is suitably challenging for all groups of pupils. Higher attaining pupils are presented with good levels of challenge when solving problems and those with special educational needs are very well supported by teaching assistants so that they make similar good progress to others in the class. Work in books indicates pupils have covered a good amount of mathematics in all areas last year, and so far this year. Work is organised and presented well in this class.

57. The quality of teaching and learning is unsatisfactory overall. This is because it is unsatisfactory in two of the three classes. In Years 1 to 4, pupils' skills are not systematically developed through the group activities nor do they reflect what the teachers expect the pupils to learn. Assessment is carried out conscientiously to find out what pupils can do, but the information gained is not used well enough to match planned tasks to pupils' individual abilities. Although pupils are set targets, these are not always relevant to the work they are doing or to their abilities. Higher attaining pupils are insufficiently challenged. Inaccurate marking does not identify pupils' misconceptions or help them learn from their mistakes. Work in books and in the lessons seen does not match assessments at the end of Year 2 and Year 4. Additional training in mathematics teaching has improved the mental warm up activities at the start of lessons. Consequently lessons start well with lively counting and a variety of games and activities which motivate pupils and help them recall number facts quickly. Good relationships and positive strategies mean pupils are well behaved and willing to learn.

58. In the good lesson seen in Years 5 and 6, the teacher built effectively on previous learning about ratios that had been introduced in an ICT lesson. She explained what the pupils were expected to learn next and checked their understanding of both the tasks and the relevant vocabulary. All pupils achieved well because the most able were encouraged to investigate more complex ratios and the less able were supported by the well-briefed teaching assistants. The quality of marking in this class is good, and shows pupils how they can improve and gives suggestions for development. It is poor in the other classes and consists mainly of ticks or crosses with little guidance on how to correct mistakes.

59. Leadership and management of mathematics are now satisfactory. The school has started to deal with the weaknesses in teaching and learning in Years 1-4 and several initiatives are planned to deal with these immediately. The scheme of work has been evaluated and changes agreed.

## **Mathematics across the curriculum**

60. The development of numeracy skills in other subjects is satisfactory. Opportunities to use mathematics as part of the work in ICT are well planned. Pupils enjoy using computers and are keen to talk about what they have learned. Pupils use graphs and tables to record temperatures in geography and science, and measure materials to make models in design technology.



## SCIENCE

Provision in science is **satisfactory**.

### Main strengths

- Good emphasis is given to practical investigations and, as a result, pupils now have satisfactory scientific enquiry skills.
- Assessment information is used well in some classes to match work to the different ability groups in the class.
- Support from specialist teachers has improved the quality of teaching and learning, and leadership and management of the subject.
- Pupils use scientific vocabulary well to explain what is happening in their experiments.

### Commentary

61. Results have been falling steadily at the end of Year 6 for a number of years. This was halted last year and results in the 2003 national tests, although still well below average overall, were an improvement on the previous year. Although the results reflect unsatisfactory achievement overall since this group of pupils started school, achievement was better during last year because the school put right the weaknesses it found when monitoring pupils' work. Analysis of the pupils' answers in 2002 tests identified a weakness in their use, knowledge and understanding of scientific vocabulary. The school bought dictionaries for older pupils and this, and the teachers' greater emphasis of its use during lessons, has led to pupils' improved use of scientific vocabulary when talking about their work. Standards seen during the inspection are still below average in Year 6, but because there is a greater proportion of pupils with special educational needs in this year group, and considering their progress since they started school, achievement for these pupils is satisfactory.

62. Standards at the end of Year 2 in 2003 were well above average. This was because all pupils achieved at least average levels and an expected number achieved better than this. Work in books supports this assessment. More able Year 2 pupils last year were beginning to make links between ideas and to form conclusions from what they were seeing and doing. For example, they noted that sound gets fainter the further away it becomes. This reflects the good support provided by a specialist teacher who worked alongside the class teacher to make sure work matched individual pupil's learning needs more closely. Standards seen during the inspection are average and achievement is satisfactory. Higher than average standards are not evident so far this year in pupils' books or in the lesson seen. Assessment information was not used satisfactorily in the one lesson seen to challenge those pupils who are capable of higher standards. The lesson on pushing and pulling was planned well for interest and this motivated all pupils to take part and develop an eagerness for learning. However, higher attaining pupils were not encouraged to link ideas and form conclusions beyond the identification of whether an object worked by pushing or pulling. Most pupils' learning was satisfactory, and those with special educational needs were given good support from teaching assistants to help them make appropriate progress. This is an improvement since the previous inspection, when progress was unsatisfactory.

63. All lessons seen during the inspection were interesting and practical. This engaged the pupils and kept them attentive during lessons. All teachers use computers well to motivate pupils' interests in science and consolidate scientific understanding. Teachers use questions effectively to probe pupils' understanding and encourage them to use scientific language when talking about what is happening in their investigations. The improvement in standards and the quality of teaching and learning, which is satisfactory overall, is as a result of effective training from a specialist teacher who has taught model lessons for teachers to watch and worked with them to put more structure into their planning. Assessment information is used well in the Year 5 and 6 class to put pupils into ability groups. An assessment activity always forms the first lesson when new work is started, and the teacher uses the information well to identify accurately what pupils already know and understand, before planning the next lesson. In some classes, however, assessment information is still not used effectively to match work to pupils' previous learning, and groups do the same work regardless of

previous attainment. While pupils with special educational needs are given the support they need to enable them to learn what is planned, higher attaining pupils do not always take their learning beyond the average.

64. Leadership and management of science are satisfactory. The science co-ordinator has worked closely with an advisory teacher to identify strengths and weaknesses in science. This has led to recent improvements in the curriculum. The monitoring of pupils' progress has provided good information about how well pupils are doing and sparked discussions about whether achievement can be raised further. Teachers have higher expectations of what pupils can do. Activities are more precisely planned and closely matched to what the teacher want pupils to learn. Pupils are developing their scientific skills alongside their knowledge and understanding of scientific facts.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- There has been good improvement since the last inspection.
- Improvements in resources and staff expertise have improved pupils' learning.
- ICT is used well to support learning in other subjects.
- Assessment procedures are unsatisfactory.

### **Commentary**

65. At the time of the last inspection, provision for ICT was poor. There has been good improvement since then and the curriculum now meets statutory requirements. The quality of teaching and learning has improved and teachers plan a full range of relevant activities to develop skills in all aspects of the subject.

66. Standards in ICT are in line with national expectations by the end of Year 2 and Year 6. Pupils in Years 1 and 2 have learnt to use ICT to present their names in different ways, using a range of colours, styles and sizes of text to make them look more interesting. Pupils in Years 3 and 4 extend their learning by inserting a picture into their writing to create the front cover for a topic folder. Pupils in Year 5 and 6 have learnt to use graphs to present their results in science and understand that this information can be presented in different ways very quickly when they use the computers. A weakness at the time of the last inspection was in pupils' lack of knowledge on how to use computers to control different things. A well-planned scheme of work ensures pupils develop these skills appropriately as they move through the school. Pupils in Years 1 and 2 therefore write a simple programme to move a toy along a pre-determined pathway, while older pupils do this on computer screen. By the time they get into Year 5, pupils write simple procedures to turn traffic lights on and off in a particular order.

67. Each class has at least four sessions a week in the computer suite. This enables pupils to learn specific new ICT skills in one lesson and use them to support learning in other subjects in another. This includes using the Internet to research topics in science and RE. Some teachers use the computers well to revisit learning in lessons in a different way, such as using a multimedia presentation to consolidate and extend pupils' learning about solids, liquids and gases in science.

68. Leadership and management of ICT are satisfactory. The suite has been well planned. The informative web site was developed with the help of students from the local college. A technician, who comes in once a week, ensures the smooth running of the suite, works with pupils and supports staff where necessary. Local guidelines for the teaching and learning of the subject include a checklist for skills and identifies a range of suitable programs to support different subjects. There is a suitable policy in place to secure pupils' safety in accessing the Internet and a good code of conduct for using the suite.

## Information and communication technology across the curriculum

69. Computers and other ICT equipment are used well to support learning in other subjects. The two lessons seen were both based on work supporting other subjects and confirmed that pupils' skills are satisfactory overall.

## HUMANITIES

Inspectors looked at work in books and on display, and talked to pupils about their learning in history and geography. No lessons were seen. Evidence indicates that due to satisfactory leadership and management of both subjects, the curriculum covers what it should and statutory requirements are met. No judgement was made about the quality of provision in these subjects.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Standards in RE are in line with the expectations in the locally agreed scheme of work and pupils' achievement is satisfactory.
- The subject leader has very good subject knowledge.
- Good use is made of visitors and ICT to enrich the curriculum.
- Some opportunities for developing spirituality and respect for others' views are missed.

## Commentary

70. The scheme of work makes sure that statutory requirements are met and pupils learn what they should. Until recently, teaching has focused on pupils learning facts about different faiths, including Christianity, Judaism and Islam. Recent improvements have ensured that pupils now consider what these facts teach us in terms of the way we behave towards other people. This is helping pupils to develop a good respect for the values and feelings of others and for different beliefs and religions.

71. The quality of teaching is satisfactory overall. Planning is good and ensures that lessons contain a range of activities, which keep pupils interested. However, in one lesson an opportunity was missed to build on pupils' awareness of the feelings of others and encourage them to consider the significance of death and remembrance. While the story of 'Badger's Parting Gift' was read expressively by the class teacher, pupils were not encouraged to reflect on its meaning, even though this would have linked clearly with the assembly theme and value that week.

72. Leadership and management of RE are currently satisfactory. The subject leader has very good subject knowledge and skills in leading and managing the subject. There is a clear commitment to improve the quality of teaching and learning. Since assuming the role of subject co-ordinator for RE at the start of term, several good enrichment activities have already been introduced into the curriculum. The use of a visitor to teach older pupils facts from the Bible is proving particularly effective. In this first lesson of the new programme, the lively interactive style of the presenter kept all pupils interested throughout the lesson. As a result, they learnt a good number of facts from the Old Testament to prepare them well for their studies of Judaism. Well-planned use of ICT stimulates pupils' learning in the subject. Pupils in the Year 5 and 6 class successfully used the web site of a local church to find answers to questions they posed for themselves about 'What Christians believe'. The Internet has proved a useful source for researching Islam, and there are plans for pupils to 'study' a virtual synagogue on-line to extend learning about Judaism. Aspects of Hinduism are incorporated into a Year 5 and 6 geography study of India, providing one good cross-curricular link. Detailed action planning is already in place to increase cross-curricular links further in the school through identifying opportunities for speaking and listening, drama, role play and writing in a range of genres.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Art and design, design and technology, music and physical education were not inspected in depth and no judgements were made about overall provision. The one PE lesson observed was judged unsatisfactory. Scrutiny of planning and discussions with pupils indicate that the curriculum covers what it should and meets statutory requirements. Pupils particularly like art and design and design technology because they are practical subjects. They talked at length about the things they have designed and made. The pupils' musical instruments and artwork on display indicate that standards in these two subjects are at least satisfactory.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

No lessons were seen in this subject and there was no past work completed by the pupils that could be used to evaluate the standards achieved. As a result, it was not possible to make judgements about pupils' achievements or the quality of teaching and learning. The curriculum section of this report evaluates provision for pupils' personal, social and health education as **good**.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	5
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*