

INSPECTION REPORT

CHRISTOPHER RAWLINS CE AIDED PRIMARY SCHOOL

Adderbury, Banbury.

LEA area: Oxfordshire

Unique reference number: 123186

Headteacher: Mrs R McCready

Lead inspector: Mr D G Watts

Dates of inspection: 15 to 17 September 2003

Inspection number: 255812

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 aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	173
School address:	Aynho Road Adderbury Banbury
Postcode:	OX17 3NH
Telephone number:	01295 810497
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Donald Higham
Date of previous inspection:	January 1999

CHARACTERISTICS OF THE SCHOOL

Christopher Rawlins is a Church of England Voluntary Aided school situated in the village of Adderbury just south of Banbury, Oxfordshire. The school is a smaller than average primary school with 173 pupils on roll from reception to Year 6. Most of the pupils are from a White British background. The school serves the village but has recently attracted a number of pupils from the surrounding areas and is growing due to an improved reputation within the community. Last year, 32 pupils joined the school other than at the usual starting time and seven left. The mobility of pupils is high for a school of this size and type. The school has been particularly successful in giving pupils a new start from other schools. The proportion of pupils with special educational needs is below the national average overall but the proportion varies between year groups. Two pupils have statements of special educational needs. The proportion of pupils with English as an additional language is very low. The number of pupils eligible for free school meals is in line with the national average. Pupils enter the school with a range of attainments, but attainment is broadly average. The school has a higher than usual number of pupils who are cared for by foster parents. The arrangements include both long and short term. The current headteacher took up her post in January 2000, one year after the previous inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22092	Derek Watts	Lead inspector	Mathematics, information and communication technology, design and technology, English as an additional language.
1311	Barry Wood	Lay inspector	
25019	Doreen Butterworth	Team inspector	English, science, art and design, music.
12394	Carole May	Team inspector	Geography, history, physical education, Foundation Stage, special educational needs.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **fairly effective** school which is improving. It provides **sound value for money**. Pupils enjoy school, have very good attitudes and behave very well. Pupils' achievement is satisfactory overall but with recent improvements in teaching there are signs that achievement is rising. Teaching and learning are now good. The leadership and management of the school are good overall and the headteacher provides very good leadership, which has resulted in good improvements since the last inspection.

The school's main strengths and weaknesses are:

- By the end of Year 6, standards are well above average in art and design and above average in music and physical education.
- The headteacher provides very good leadership, clear direction and has with staff created effective team work and a positive ethos
- Pupils' attitudes and behaviour are very good overall.
- Teaching is good in Years 1 to 6 and as a result, pupils learn effectively.
- Provision for pupils with special educational needs is good and pupils achieve well.
- Effective partnerships with parents, the community and other schools have been established and these contribute well to pupils' learning and development.
- Standards are still below average in writing by the end of Year 2 and Year 6.
- The planning and provision for children in reception are underdeveloped.

The school has made good improvements since the last inspection in January 1999 and has responded well to the issues recommended for action. Under the leadership of the relatively new headteacher, the school has clearer direction, a positive ethos and good teamwork among the staff. Teaching has improved from satisfactory to good and pupils' attitudes and behaviour have improved to very good levels. The planning of the curriculum has improved but areas such the Foundation Stage for reception, design and technology and information and communication technology require further work. The significant improvements place the school in a good position to raise achievement further, particularly in writing. Parents and the community now have much greater confidence in the school than at the time of the last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	D	A	A
mathematics	D	D	D	E
science	C	B	D	D

*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.*

Pupils' achievement is **satisfactory** overall. Pupils with special educational needs are achieving well because of the good support they receive. In the 2003 tests, results improved in mathematics and science and fell in English. National comparative data is not yet available. Caution should be taken when interpreting test results because the school has small numbers in each year group and the composition of year groups varies. Tests results in the past show variation in standards between subjects in the same year group, indicating inconsistencies in the quality of teaching, and this has led to some underachievement. Under the current leadership, teaching has improved and this is

beginning to raise achievement. Standards in reception are average and most children are on course to reach the expected early learning goals by the end of reception. Children are achieving satisfactorily. Standards in the current Year 2 are above average in reading, average in mathematics and science but below average in writing. In the current Year 6, standards are average in speaking and listening, in reading, mathematics and science. Standards are below average in writing.

Pupils' personal qualities are **good** overall. Their attitudes and behaviour are very good. **Pupils' spiritual, moral, social and cultural development** is **good**. Attendance is also good.

QUALITY OF EDUCATION

The **quality of education provided by the school** is **good**.

Teaching and learning are good overall. Teaching and learning are satisfactory in reception, good in Years 1 and 2, and good in Years 3 to 6 with examples of very good teaching. Very good teaching was seen in English, mathematics, art and design and music. Where teaching was very good, teachers were lively and enthusiastic which motivated and engaged pupils. Skilful questioning was used to challenge pupils' thinking and check their understanding. Work was well matched to pupils' different attainment and needs and so all pupils were suitably challenged. The management of behaviour is good throughout the school. In some lessons such as geography, history and science, work is not so well matched to attainment and needs. Teachers' expectations of what pupils can achieve in writing could be higher.

The school's curriculum is satisfactory overall. The curriculum for children in reception is underdeveloped and does not take sufficient account of the areas of learning. The curriculum for Years 1 to 6 is sound. Provision for personal, social and health education and the arts is very good. The curriculum is enriched by a good range of extra-curricular activities, visits and visitors. Provision for pupils with special educational needs is good. Information and communication technology (ICT) is not used sufficiently in other subjects and design and technology (DT) is not as well developed as other subjects. Opportunities for pupils to apply numeracy skills across the curriculum are limited. The school's good accommodation is bright and attractive.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall.

The headteacher provides very good leadership and direction for the school. She has been particularly effective in building teams, creating a positive school ethos and building partnerships with parents, the community, other schools and the local education authority. Senior staff and co-ordinators are developing well. Monitoring, evaluation and improvement planning are good. Financial planning and control are good. The governing body is effective, supportive and has a clear understanding of the school's strengths and weaknesses. Statutory duties are fulfilled.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views about the school. Parental confidence in the school is now high. Pupils like their school and are proud of it. They find adults in the school helpful and approachable. Teachers are fair and listen to their ideas. Pupils find other children friendly.

IMPROVEMENTS NEEDED

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

- Raise standards further in English and mathematics by giving priority to writing, improving English teaching in Years 1 and 2 and providing more opportunities for pupils to apply and develop numeracy skills across the curriculum.
- Improve the planning and provision for children in reception.

- Improve provision for DT and ICT, and the use of ICT across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are broadly average in the core subjects by the end of Year 2 and Year 6. Overall, pupils are achieving satisfactorily throughout the school. Under the leadership of the headteacher, there have been recent improvements in teaching and assessment procedures. Teaching is now good but the improvements are too recent to have had a long term impact on achievement. This is why achievement is satisfactory rather than good.

Main strengths and weaknesses

- Standards in art and design are above average by the end of Year 2 and well above average by the end of Year 6.
- By the end of Year 6, standards are above average in physical education and music.
- Pupils with special educational needs achieve well.
- Standards in writing are below average throughout the school.
- Pupils are not applying and consolidating their numeracy skills sufficiently in other subjects.
- Pupils are not applying and developing ICT skills sufficiently across the curriculum.

Commentary

1. Children's attainment on entry to the reception class is broadly average. Most children are achieving satisfactorily and are on course to meet the expected goals by the end of reception.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	15.9 (16.9)	15.8 (15.7)
Writing	15.2 (15.7)	14.4 (14.3)
Mathematics	16.1 (17.5)	16.5 (16.2)

There were 17 pupils in the year group. Figures in brackets are for the previous year

2. The 2002 Year 2 National Curriculum test results were in line with the national average in reading, above average in writing and below average in mathematics. These results were the same when compared to similar schools. In the 2003 tests, the results were better in reading, similar in mathematics but lower in writing. However, national comparative data is not yet available. Last year's Year 2 had a higher proportion of pupils with special educational needs than usual and fewer than usual higher attainers. No pupil in last year's tests attained the higher than expected Level 3 in writing.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	28.6 (26.2)	27.0 (27.0)
mathematics	25.8 (26.2)	26.7 (26.6)
science	27.8 (29.1)	28.3 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

3. National Curriculum test results fluctuate, particularly in Year 6, due to the due to a number of factors. Firstly, the proportion of pupils with special educational needs varies considerably from year to year. Secondly, most year groups are small and so one pupil's performance can have a marked effect the whole year group's results. Thirdly, the school now has a higher than usual number of pupils joining the school at different times. A high proportion of pupils who join the school later are lower attainers. However, the National Curriculum tests for Year 6 show variations in results between the core subjects in the same year group. This is due to inconsistencies in the teaching in the past and the test results indicate some underachievement when results are compared to those of similar schools, particularly in mathematics.
4. The findings of the inspection are that standards in speaking and listening are broadly average by the end of Years 2 and 6 and pupils are achieving satisfactorily. Standards in reading in the current Year 2 are above average and these pupils are achieving well. Standards in reading in Year 6 are average and pupils are achieving satisfactorily. Standards in writing are below average across the school and pupils are not achieving as well as they should. Much of the written work is based on exercises to develop spelling and grammar. There are insufficient opportunities for pupils to apply and develop skills in writing more extensively.
5. Standards in mathematics are broadly average by the end of Year 2 and Year 6 and pupils are achieving satisfactorily. Teaching and the mathematics curriculum have improved recently and there are positive indications that achievement is improving. However, the changes are recent which is why achievement is satisfactory rather than good. The school is now in a good position to raise standards and achievement further. Pupils' opportunities to apply and develop numeracy skills across the curriculum are insufficient.
6. Standards in science are average by the end of Year 2 and 6 and most pupils are achieving satisfactorily. Standards in ICT are also average across the school and achievement is satisfactory. Pupils are not using and developing ICT skills sufficiently across the curriculum.
7. Standards in art and design are a clear strength of the school. Standards are above average by the end of Year 2 and pupils achieve well. By the end of Year 6 standards are well above average and pupils' achievement is very good. Pupils are very well taught and are given good opportunities to work with a variety of materials, media and techniques.
8. Music and PE also have areas of strength. By the end of Year 6, standards are above average and pupils achieve well because of the very good teaching from a visiting music specialist. By the end of Year 6, standards in PE are above average and pupils achieve well because of good teaching and a variety of sporting opportunities on offer.
9. Pupils with special educational needs generally attain standards that are below average. However, these pupils achieve well overall, and particularly in English and mathematics, because work is well matched to their needs and they receive effective support from teaching assistants. In other subjects pupils with special educational needs achieve satisfactorily.

Pupils' attitudes, values and other personal qualities

Pupils ' personal qualities are good overall. Pupils' attitudes and behaviour are very good. Their moral and social development are very good and their spiritual and cultural development are good, making these aspects of the pupils personal development good overall. Pupils' attendance at school is good and their punctuality satisfactory.

Main strengths and weaknesses

- Pupils are proud of their school and have a very good understanding of the high expectations of the headteacher and staff.

- Pupils' attitudes and behaviour in the classroom improve to a very good level as they progress through the school, and contribute well to their interest and concentration.
- Pupils' very good behaviour outside the classroom effectively supports the school's smooth running.
- Pupils' very good relationships contribute well to their enjoyment and fun in learning.
- The very good moral and social provisions have positively shaped the pupils' attitudes and behaviour.
- Pupils want to attend school, but the attendance of a small minority of pupils is poor and affects their progress.
- Teachers do not systematically plan opportunities for the spiritual, moral, social and cultural provision in their lesson.

Commentary

10. The school is making a determined effort to focus parents on bringing their children to school regularly, and most parents respond conscientiously. The headteacher is aware that attendance falls if the school does not bring it to parents' attention consistently. The school works closely with the Education Social Worker to improve attendance.

Attendance in the latest complete reporting year 2001/02 (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.1
National data	5.2	National data	0.2

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

11. The headteacher has produced major positive changes in pupils' attitudes and behaviour since her arrival. High expectations of pupils' attitudes and behaviour are clear, and understood by pupils, staff and parents. The school has effective policies and procedures for promoting positive personal qualities and all staff consistently apply these. In classes, children in reception and pupils in Years 1 and 2 have good attitudes and behaviour, whilst pupils' attitudes and behaviour in Years 3 to 6 are very good. Pupils with special educational needs are indistinguishable in attitudes and behaviour from other pupils. All pupils listen well to their teachers and show high levels of concentration when working alone and good co-operation when working in groups. Older pupils say that 'maths is fun' and all enjoyed dressing in costumes during a Tudor History Day. Around the school, pupils behave very well and are polite to adults. They play safely together without fear of harassment. Pupils value each other's differences and contributions, either in the classroom or in the many activities and school teams. They show obvious respect for their environment, of which they are justifiably proud. Pupils are given meaningful opportunities to take responsibility and older pupils are eager to complete an application form to be a 'Buddy' or an office helper.
12. There is a well-developed provision for spiritual, moral, social and cultural education, backed by very good personal, health and social education. However, not all opportunities, particularly for the spiritual provision, are specifically planned. All pupils know the difference between right and wrong and are taught strategies for conflict resolution. The school's ethos is strong in valuing the individual and growing the pupil's confidence and self-esteem, but within the context of co-operation and teamwork. The school is an energetic force in the local community and pupils want to respect their own cultural roots and traditions as well as appreciate art, music and theatre. However, opportunities for pupils' multicultural education are meaningful but limited.
13. Prior to their entry to the Foundation Stage, most children are given a good start by attending the on-site pre-school. Their progress in achieving the Foundation Stage's Early Learning Goals in personal, social and emotional development is only average due to the planning not conforming to national guidelines. Children's attitudes and behaviour are generally satisfactory,

but there is a marked improvement when tasks and activities are more appropriately structured to their needs.

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	161	0	0
White – any other White background	4	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	0	0
Any other ethnic group	1	0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good overall.

Teaching and learning

The quality of teaching and learning are good overall. Teaching is satisfactory in reception and good in Years 1 to 6. Teaching is best in Years 3 to 6 where it is good with examples of very good teaching. The quality of teaching has improved from satisfactory to good since the last inspection. Assessment is satisfactory overall.

Main strengths and weaknesses

- The teaching of mathematics is good throughout the school.
- The visiting specialist music teacher provides very good teaching.
- The teaching of art and design is good in Years 1 and 2, and very good in Years 3 to 6.
- Teachers manage pupils' behaviour well throughout the school.
- The application and development of pupils' numeracy skills across the curriculum are insufficient.
- Work is not always well matched to pupils' different levels of attainment in science, geography and history.
- ICT is not used sufficiently to support teaching and learning across the curriculum.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	10	8	1	0	0

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

14. Teachers generally have a good knowledge and understanding of the National Curriculum subjects and how to teach them effectively. Some teachers show considerable knowledge and expertise in subjects such as mathematics, art and design and music. Their own enthusiasm motivates and inspires the pupils. While satisfactory overall, there are some weaknesses in the

knowledge and understanding of the areas of learning for children in reception. As a result, the curriculum is taught as more formal subjects such as literacy, numeracy, art, music and so on rather than under the required areas of learning. This results in some activities not being totally suitable for children's age and stage of development.

15. In Years 1 to 6 lessons are well planned. Clear learning objectives are identified and effectively shared with the class so that pupils know what they are to learn. Learning outcomes are sometimes less clear in reception. Lesson planning in subjects such as science, geography and history does not always take sufficient account of the different levels of attainment in the class. As a result, not all pupils are appropriately challenged and they make sound gains in their learning rather than good.
16. The quality of teaching in English is good overall. It is satisfactory in Years 1 and 2 and good in Years 3 to 6. Throughout the school pupils are given good opportunities to speak and listen. Pupils acquire new vocabulary and express their ideas and opinions. The teaching of reading is effective and pupils acquire and consolidate reading skills. In writing, expectations of what pupils can achieve are not high enough, particularly in Years 1 and 2, and pupils are given insufficient opportunities for extended writing for a range of purposes. This has an adverse effect on standards in writing.
17. The teaching of mathematics is good throughout the school with very good examples in Years 4 to 6. Teachers are effective in developing pupils' mental skills at the beginning of lessons. Activities and tasks are well matched to pupils' different levels of attainment so all pupils are suitably challenged. Pupils make good and very good gains in their learning. Teaching of mathematics has improved recently due to effective leadership by the co-ordinator and the school's effective partnership with the local education authority's numeracy team. These improvements are beginning to raise pupils' achievement. However, opportunities for pupils to apply and develop numeracy skills in other subjects are limited. .
18. Teachers use a range of methods and approaches to promote effective learning. Explanations and instructions are generally clear and informative. Pupils listen attentively and make good gains in knowledge and understanding. In the best lessons, teachers are lively and enthusiastic. This motivates the pupils. Skilful questioning is used to challenge pupils and check their understanding. The use of ICT to support teaching and learning across the curriculum is insufficient. Teaching assistants are well deployed and make an effective contribution to pupils' learning, particularly for those with special educational needs. Pupils make particularly good gains in their learning in English and mathematics.
19. Throughout the school, teachers expect and insist on good behaviour. Teachers manage pupils well in reception and in Years 1 and 2. Pupils are very well managed in Years 3 to 6 and this leads to positive behaviour.
20. The school's systems to assess and record pupils' attainment and progress are sound overall. Targets are set and reviewed each term in English and mathematics. These are shared with pupils and their parents. The school makes good use of non-statutory National Curriculum tests. Systems to track pupils' progress in English, mathematics, science and ICT are now in place. The school has made good progress in its assessment procedures since the last inspection but the improved procedures are not yet sufficiently well established to have a positive influence on standards and achievement. Assessment systems in other subjects are less well developed. Subject co-ordinators have begun to collect samples of pupils' work and assess these against National Curriculum levels. Pupils' work is marked on a regular basis and comments of encouragement are provided. However, marking often lacks guidance on how pupils could improve.

The curriculum

The curriculum is satisfactory overall.

Main strengths and weaknesses

- Provision for personal, social and health education is very good.
 - The planning of the curriculum for children in reception is unsatisfactory.
 - Provision for art and design, and participation in the arts, is very good.
 - Music and PE provision are good.
 - The DT curriculum is not as well developed as other subjects.
 - There is good provision for pupils with special educational needs.
 - Good provision for curriculum enrichment.
 - Pupils are well prepared for their move to secondary school.
 - The school's good accommodation is safe, attractive and supports effective teaching.
21. The Foundation Curriculum for children in reception is unsatisfactory. Planning does not take sufficient account of the six areas of learning. In particular, there are insufficient opportunities for creative and imaginative activities where younger children learn through play.
 22. The curriculum for Years 1 to 6 is satisfactory in terms of breadth and balance. All National Curriculum subjects plus health and religious education are taught. The school meets statutory requirements. The planning of the curriculum is sound and has improved since the last inspection under the leadership of the new headteacher. The planning of English is satisfactory but opportunities for extended writing are too few and this has an adverse effect on standards in writing. The mathematics curriculum is good and the school has adopted and implemented the National Numeracy Strategy well. There are insufficient opportunities for pupils to apply and develop numeracy skills in other subjects, particularly in science and DT.
 23. The provision for art and design is very good and this has a positive impact on the standards achieved. Furthermore, art is used well to support learning in other subjects. For example, pupils in Year 3, 4 and 5 made some impressive three-dimensional artefacts including a large mummy when studying the Egyptians. The high quality art work is well displayed throughout the school. The provision for music and PE are good and this contributes to the above average standards attained by the end of Year 6.
 24. The ICT curriculum is effectively planned but the computer suite only has nine computers so only half of the class can use this at a time. The school has clear plans to extend this provision to a 15-station suite in Spring 2004. ICT is not sufficiently well used to support teaching and learning across the curriculum. The DT curriculum is not as well developed as other foundation subjects and the subject at present does not have a co-ordinator. As a result, the subject has a low profile and opportunities for pupils to work with a full range of materials, tools and components are limited, particularly in Years 2 and 6.
 25. The school includes all pupils well into school activities regardless of age, gender, background or attainment. The provision for pupils with special educational needs is good. In English and mathematics the curriculum is tailored well to the needs of groups and to individuals. Pupils are supported well by additional adults and work well matched to their needs both in class and in small groups. Where a greater level of support is needed, pupils are provided with one-to-one tuition by the special educational needs co-ordinator.
 26. The provision for personal, social and health education is very good and the strong emphasis that the school places on this has contributed to the development of a strong school ethos and very good pupil attitudes and behaviour. The school effectively uses the local education authority's scheme called 'Smile'.

27. There are sufficient teaching and support staff with relevant qualifications to teach the curriculum and resources are adequate. Pupils transferring to secondary education are well prepared through a unit of work called 'Preparing for Change' and by a series of visits to their new school. The teacher in Year 1 plans afternoon sessions and activities appropriately based on play to accommodate those pupils who have just transferred from the Foundation Stage.
28. The curriculum is enriched by a good range of additional activities, visits and visitors. These include planned enrichment days for art, science and history, together with the good use of the school and local environment. There are good opportunities for sport with sports days and older pupils take part in sports events such as netball, football and cricket tournaments, district sports and a swimming gala. These contribute significantly to the good partnership the school has with the local community and the parents. .

Care, guidance and support

The school ensures pupils' care, welfare and health and safety well. It provides them with sound support and guidance and involves them well in its work and development.

Main strengths and weaknesses

- The school is a safe environment for all pupils because of good health and safety procedures and the keen awareness of staff.
- The school minimises the external risk to pupils through vigilant staff using good child protection procedures.
- The headteacher and staff have a very good knowledge of their pupils and offer them sensitive and individual pastoral care.
- Pupils are soon made to feel part of the school through good induction procedures.
- The school makes determined efforts to listen to pupils and value their views as part of the school family.

Commentary

29. The last inspection identified some weaknesses in the support, guidance and welfare of pupils. They have been eliminated through recently developed systems and procedures, which are well implemented by diligent and caring staff. The school receives good support from outside professional agencies and the headteacher is skilled in negotiating external resources into the school for the benefit of pupils with problems.
30. Child protection procedures conform to local statutory guidelines and training is up to date so that the school is vigilant regarding risks to children. The headteacher, governor and site supervisor undertake regular audits of the school premises and the school undertakes risk assessments for many activities.
31. The headteacher and staff give a high priority to the pastoral care of all pupils. Pupils feel very secure that they can trust their teachers and other adults to listen with a sympathetic ear to their problems and anxieties. Many pupils told the inspectors of their happiness in the school and the fun of learning in a safe environment where they have firm friends. The school buddy system is part of the school's culture and allows older pupils to be responsible for the security of younger pupils without adult intervention.
32. The arrangements for assessing pupils' attainment and progress are satisfactory. Teachers identify pupils with special educational needs and they develop good individual educational plans with pupils and parents. The tracking of pupils' personal development is informal, except for pupils with individual educational plans. There is good feedback and discussion of issues between the teacher and the headteacher at internal staff meetings.

33. The induction of pupils new to the school is good. A significant number of pupils join the school later in the year and it is very careful to integrate them into school life quickly and sensitively. This skill has been recognised by the local education authority when they use the school for children who have been taken into care. Some parents appreciate the school's efforts in giving their child a successful fresh start when there have been problems at another school. The school has been particularly successful in this area.
34. Pupils are well aware of their individual academic targets and feel that they can influence their performance. However, teachers do not agree individual non-academic targets with pupils and only occasionally set whole-class targets for personal development. The school has a good record in consulting with pupils on wider school issues that affect them, and has plans in the future to develop a school council.

Partnership with parents, other schools and the community

The partnership with parents is good, and there are satisfactory educational support programmes for parents. The links with the local community are good. The links with other schools are very good.

Main strengths and weaknesses

- There is a good and improving partnership with parents.
- The new headteacher and staff have worked hard to produce a very high level of parents' satisfaction with the school and a very low level of dissatisfaction.
- Parents' confidence in the school has grown significantly since the last inspection through good communications and the headteacher's integrity in dealing with their complaints.
- The school has a very good relationship with The Warriner Schools Partnership, which smoothes the transfer of pupils to secondary school.
- All pupils benefit greatly from their numerous contacts with the local villagers and community.
- Historically, the school has lacked confidence in systematically asking for the views and ideas of parents.

Commentary

35. The headteacher gives a very high priority to developing relationships with all parents. This has now converted into a large positive move in parental satisfaction levels and a significant reduction in the parental dissatisfaction that was reported in the last inspection. Parents show increasing confidence in all aspects of the school and particularly the way in which the headteacher confronts and deals promptly with their problems and complaints. They feel that their role as a parent is valued and respected.
36. The statutory information for parents is good and is often supplemented by colour photographs and graphics that show the essential ethos and character of the school. Annual reports to parents are comprehensive statements of what children can do in all National Curriculum subjects and contain academic targets for the following year. Parents feel comfortable with the feedback opportunities they have with the school and recognise their children and their achievements.
37. The majority of parents assist pupils with homework, but the headteacher recognises that the school could do more in supporting parents to help their children at home. This is now a significant part of the school development plan for the present year. There is a hard core of parent helpers in the school and the parent teacher association is energetic in fund raising.
38. Links with the local community are thriving, to the mutual benefit of the pupils and the villagers. Relationships with the local church are increasingly good through the joint efforts of the new vicar and headteacher. Both the church and the adjacent countryside are important resources

for the practical teaching of some subjects of the National Curriculum. The school is well used as a facility by local societies, and for evening classes for parents.

39. The school gains great benefit from its membership of the Warriner Schools Partnership, which includes ten primary schools and one secondary school. School staff develop the curriculum through joint discussions with other school staff and receive joint training. The very close relationships produced within the partnership and joint activity days assist a seamless transition between primary and secondary schooling for most pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership of the headteacher is very good. The leadership and management by senior staff and subject co-ordinators are good. The governance of the school is effective.

Main strengths and weaknesses

- The headteacher provides very good leadership.
- The governing body is supportive, well informed and carry out their duties effectively.
- Teamwork among the staff and governors is strong.
- There is very good leadership in art and design and good leadership and management in mathematics, music, PE and special educational needs.
- The leadership and management of the Foundation Stage are less effective than other areas of the school.
- Monitoring, evaluation and improvement planning are good.
- There is no co-ordinator for DT and so the subject has a lower profile.

Commentary

40. The governors are an effective team and collectively have considerable experience and expertise. They are committed, supportive and under the leadership of the current headteacher are better informed and more involved in the management of the school. The governors have a good knowledge and understanding of the school's strengths and weaknesses and are very much aware that standards could be higher.
41. The headteacher provides very good leadership. She has a vision and high aspirations for the school. Her vision and direction have a high emphasis on a strong and positive school ethos and providing high quality teaching in order to raise achievement for all pupils. The leadership and direction of the school have improved considerably since the arrival of the current headteacher.
42. Strategic and development planning is good and firmly focused on raising achievement, particularly in writing, mathematics and in challenging higher attainers.
43. The headteacher has inspired the pupils, staff, governors and parents with her direction and enthusiasm. A particular strength of the headteacher has been the building of effective teams among the staff and governors and effective partnerships with the parents, community and local education authority. As a result, staff are generally more confident and morale is considerably higher than reported during the last inspection. The quality of teaching and pupils' behaviour has improved. Furthermore the headteacher and staff have regained the confidence of parents and the local community; so much so that the school is now attracting more pupils.
44. Mathematics, music, art and design, and PE co-ordinators provide effective leadership. The co-ordination of other subjects is satisfactory, and the co-ordinators' roles are developing soundly. There is no DT co-ordinator and this adversely effects the development and the profile of the

subject. The leadership and management of the Foundation Stage curriculum are less effective than other areas of the school.

45. The management of the school is good overall. The school's self-evaluation provided prior to the inspection was thorough and effective. The school has used the local education authority's advisory service well in order to monitor and review the school's performance. The monitoring of teaching by the headteacher, local education authority advisers and some co-ordinators is good and has led to improvements in teaching. The school is now carefully analysing National Curriculum test results more effectively in order to identify strengths and weaknesses in pupils' learning. This information is now being used to inform and modify future planning and teaching. The improvements in teaching and assessment have not yet had a longer term influence on pupils' achievement. The school has effective procedures for the performance management of staff. Targets for staff are appropriately linked to the school improvement plan and individuals' professional development needs.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	375 383	Balance from previous year	61 841
Total expenditure	345 237	Balance carried forward to the next	30 145
Expenditure per pupil	1 962		

46. Financial planning and management are good and support the school's priorities for improvement. The governors are effective in this area and provide valuable experience and expertise. The school's administrator is effective and efficient and uses management systems well to plan and monitor the school budget. The school's financial data shows a larger than usual carry forward but this has been carefully planned for a new teacher and considerable improvements for ICT and library provision.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is satisfactory overall. On entry to the reception class, whilst there is a wide spread of ability, children's level of attainment is broadly average. They make sound progress and most are on course to meet the Early Learning Goals by the end of reception. This position is similar to the time of the previous inspection, but since then there have been national changes to the curriculum for children in the Foundation Stage. The school has recently made changes in class organisation and resourcing to accommodate these. A well-equipped, secure outdoor play area with covered veranda and all-weather play surface has been provided and is shared with the on-site pre-school group. The school has very good plans for further improvements to be effected during the forthcoming year to create a unified Foundation Stage incorporating both the pre-school and reception class. There is an inexperienced teacher in the reception class and, whilst the teaching observed was satisfactory overall, there is an incomplete understanding and appreciation of the national requirements. As a result, lessons are currently timetabled as discrete subjects with an overemphasis on the more formal aspects of education. Other, more experienced staff support the class teacher, but, at present, the educational value of high quality play is not fully appreciated. There is a clear distinction between work and play, and outdoor activities are not planned for. This has an adverse effect on the progress that the children make.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Relationships are good and as a result most children have already settled in well.
- Children know where resources are kept and are able to select what they need.
- Children concentrate well when engaged in tasks that capture their interests.
- Opportunities to develop independence are limited.

Commentary

47. Most children have had experience of pre-school education and have already settled into the reception class well. Teaching is satisfactory; the teacher has appropriately high expectations of behaviour and intervenes appropriately whenever small disagreements occur. The teacher has a very pleasant manner towards the children and relationships are good. The children have good attitudes to school and their disposition for learning is good. However, too few opportunities are provided for independent learning and developing social and emotional skills. Children are not given sufficient responsibilities such as self-registration, preparing snacks or being 'monitors' responsible for tidying areas of the classroom or putting away the outdoor equipment. This slows down the rate of progress. This is largely due to the nature of the curriculum and the management of time. Nevertheless, children usually behave well and conform to adults' expectations. When children are engaged on a task that really interests them their concentration span is good. When they are bored or tired they are articulate enough to let the teacher know and she provides alternative activities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Children's spoken language is generally above average.

- There is a good range of picture books and jigsaw puzzles to help promote communication, language and literacy skills.
- There is an over concentration on the more formal aspects of reading and writing.

Commentary

48. The teaching of this area of learning is satisfactory overall. Appropriate attention is paid to the teaching of initial letter sounds and early reading and writing skills and as a result the children make satisfactory progress and are likely to attain the Early Learning Goals by the end of the year. However, there are insufficient exciting and stimulating opportunities provided for children to practise their language skills in their play. The school uses a good range of resources such as picture books and jigsaw puzzles to promote children's communication, language and literacy skills. For example, the large book 'Going on a Bear Hunt' was shared effectively with the class but opportunities to use role play or the outdoor areas to further motivate the children and bring the story to life were missed. Whilst writing materials are available everyday these are not sufficiently exciting and children do not have an attractive writing area where children have ready access to a range of different tools and equipment. Whilst there is now a wide range of high quality picture books available, a higher profile could be given to reading by displaying a range of stories about bears.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- There is a good range of high quality number games.
- Staff use part of the number lessons to play these games with the children and interact with them well.
- Children are required to sit still for too long during number lessons and the pace is slow.

Commentary

49. Teaching and learning are satisfactory and the children are likely to attain the Early Learning Goals by the end of the reception year. Maths lessons are broken up into a range of appropriate activities, using high quality maths games. However, in the lessons observed, although the singing of number songs and rhymes was planned for, this did not happen. Also the pace of the lessons is slow and children are required to sit and concentrate for too long. In one lesson observed the children made it plain that they did not want to play board games with the staff any longer. The teacher responded well to this and shortened the lesson to let the children play outside. However, opportunities to promote mathematical skills outside are lost because outside activities are not planned for. Opportunities are missed to develop skills such as counting, number recognition and early addition through play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- All aspects of this area of learning are addressed.
- The outside play area is ideal for promoting knowledge and understanding of the world.
- There is a good range of construction toys.
- The curriculum for this area of learning is enhanced throughout the year by a wide range of visits out of school.

Commentary

50. It was not possible to make a judgement about the teaching and learning of every aspect of this wide area of learning, but in those aspects observed teaching is satisfactory and the children make sound progress. Computer skills are taught well and achievement satisfactory. Children are able to click drag and drop using simple computer programs that are well matched to their age and stage of development. The use of construction toys by the children was random rather than constructive. However, children have regular opportunities to experiment with these and with woodwork tools. During the inspection one boy made a very fine wooden aeroplane completely unaided. Regular trips out of school take place and photographic evidence from these show that they enhance the curriculum very well; and that every aspect of knowledge and understanding of the world is addressed. The results of last year's assessments show that most children attain the Early Learning Goals by the end of reception. Achievement is satisfactory in all aspects of this area of learning.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Both the resources and the opportunities that are provided for developing physical skills are good.
- Provision for the development of children's fine control skills such as handling a wide variety of tools is weaker.

Commentary

51. Standards in this area of learning are as expected. Teaching and learning are good. Children are given opportunities to develop gross motor skills in their outdoor play and in the weekly formal lesson. During the inspection children were observed riding bikes and tricycles with co-ordination and control, playing with bats and balls. Two boys were seen playing cricket and bowling and batting with a reasonable degree of accuracy for their age. Other children were observed pitching beanbags into buckets with great concentration as they tried to improve their aim. From time to time adults engage in these activities with the children to help improve their skills. The children using the woodwork tools demonstrated more variable skill. For example, the boy making the aeroplane was very adept at using tools, but the rest experienced differing degrees of success. This is reflected in their pencil control where the standard of pupils' drawings reflects the wide spread of ability in the class. Inside the classroom there are satisfactory opportunities to develop fine motor skills because pencils and paper, small construction toys, jigsaws, and modelling clay are constantly available. However, scissors, staplers, glue and paint are not regularly available to the children and their experience in using these is limited.

CREATIVE DEVELOPMENT

Provision for creative development is **unsatisfactory**.

Main strengths and weaknesses

- There are opportunities to develop dramatic and imaginative play both inside and out.
- Whilst painting is regularly available in the outside area in fine weather, opportunities to develop all aspects of creativity within the classroom are limited.

Commentary

52. There is a limited range of opportunities available to the children within the classroom. Dramatic and imaginative play is available in 'The Bears' Cave' and the children use this with great enjoyment every day. However, during the inspection no adult was seen to engage in playing with the children to raise the quality of their play and foster imagination and creativity.
53. Whilst children have the opportunity to play with modelling clay both inside and out, painting facilities are only available outside. There is no creative table where cutting, sticking, collage and junk modelling is available to the children on a daily basis. Art is planned to take place once a week. In the satisfactory lesson seen, the class teacher planned an adult directed task of making bears' caves out of cardboard boxes and paper mache. In this lesson, the headteacher supported the class teacher and was working with a group of children. She fostered their conversational skills well and helped them to maintain concentration. However, this kind of activity does not happen often enough. There are also too few musical and dance opportunities available to the children. They take part in a weekly singing session together with the children from the Year 1 and 2 classes, and the teaching and learning in the lesson observed was satisfactory. However, children were not seen singing rhymes and songs in their classroom during the inspection although these had been identified on some lesson plans and, there are no opportunities to experiment with musical instruments within the classroom.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Overall provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards in reading are above average in the current Year 2.
 - Standards in writing are below average by the end of Years 2 and 6.
 - There are good opportunities for pupils to listen and speak in a range of different situations.
 - Opportunities for pupils to develop lively, imaginative and extended writing are insufficient.
 - Teaching and learning are good in Years 3 to 6.
54. In the current Year 2, standards are average in speaking and listening and most pupils are achieving satisfactorily. In reading, standards are above average and pupils are achieving well. Standards in writing are below average and pupils are not achieving as well as they should. . In the current Year 6, standards are average in speaking and listening and in reading and pupils' achievement is satisfactory. Standards are below average in writing and pupils are not achieving as well as they should. Standards are similar to those reported during the last inspection although reading standards in Year 2 were judged to be average last time. The school has satisfactorily addressed the weaknesses in spelling, handwriting and presentation identified during the last inspection. Pupils with special educational needs achieve well because they receive effective support.
55. Teaching in Years 1 and 2 is satisfactory and pupils make sound gains in their learning. Lesson planning identifies clear learning intentions, which are effectively shared with the class. Pupils are given good opportunities to develop speaking and listening skills. For example, a Year 1 teacher used a puppet effectively to develop vocabulary and spelling. The pupils were motivated and enjoyed correcting the puppet's mistakes. In reading a large book 'Where's my Teddy' pupils expressed opinions about the feelings of the teddy. The teaching of reading in small groups of pupils is effective. In writing, there are insufficient demonstrations to show pupils how to plan and structure their story. . In the writing of poetry, there are too many examples are copying poems rather than creating their own. In some lessons, pupils take too long to settle and this slows down the rate of learning. Opportunities for pupils to write imaginatively and at

length for a range of purposes are insufficient. As a result pupils write very short stories with little detail and little use of interesting words. Pupils develop a fluent and joined style of handwriting. Expectations of what pupils can achieve in writing are not high enough.

56. Teaching in Years 3 to 6 is good overall and sometimes very good. In a Year 5 and Year 6 lesson, the teacher was lively and enthusiastic. Humour was used well and the very good relationships with the class helped to sustain pupils' interest in a challenging learning situation. In this exciting and stimulating lesson, the poem by Walter de la Mare was used to demonstrate how language changes over time and by the end of the lesson, they had a good understanding of 'The Listeners'. The pupils read the poem well and used pens to highlight unfamiliar words, discussing and comparing these with modern language. In drama they used their own language skills to convey an impression of their earlier discoveries of the situation, imagery and characterisation within the poem and began to feel its atmosphere. The pupils listened with concentration, questioned each other, described events clearly and spoke confidently.
57. Throughout the school, teaching assistants are used well and provide effective support particularly for pupils with special educational needs. These pupils make good progress in lessons in language and literacy skills.
58. Much of the written work seen in all year groups was exercises to develop pupils' spelling, grammar and punctuation. In the main, there are too few opportunities for pupils to use and apply their skills to write at length or for interesting purposes. Pupils in Year 4 sustain an argument against smoking, but do not use longer and more complex sentences or imaginative words. By the end of Year 6 pupils compile their own anthologies of poems on various subjects. When writing about 'Night', one pupil saw night as 'a comforting spirit granting us the wish of rest', while another wrote that 'night is a heartless beast, with a merciless soul'. Generally though, this quality of writing is the exception and because the teachers are not aware of what pupils can achieve, standards are too low for the average and higher-attaining pupils.
59. Work is marked regularly, but the marking is not related to the National Curriculum criteria or lesson objectives. Comments of encouragement for good work are given but comments on how pupils could improve their work are less frequent.
60. The co-ordinator is an enthusiastic and skilful teacher, who is committed to school improvement. Leadership and management are sound and improving. Teaching has been monitored in partnership with the local education authority' advisory service and this has had a positive effect on teaching. The school has introduced an effective system to assess and record pupils' attainment but this is not yet fully established and so is not yet having a marked effect on standards. National Curriculum test results are now being more thoroughly analysed and information is being used to guide future planning and teaching. The school has a good range of reading books.

Language and literacy across the curriculum

61. Teachers provide good opportunities for pupils to develop language skills across the curriculum. Whilst there are opportunities for pupils' to apply and develop writing in other subjects such as history, science and PHSE this is not fully exploited in order to help raise achievement in writing. The school has not yet fully realised the potential of word processing for drafting and editing written pieces.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The mathematics curriculum is well planned.
- Teaching and learning are good with very good examples in Years 4 to 6.
- There are insufficient opportunities for pupils to apply and develop numeracy skills across the curriculum.
- Assessment and target setting are good.
- The subject is well led and managed.

Commentary

62. Teaching and the mathematics curriculum have improved recently due to effective action planning and a positive partnership with the local education authority's advisory service. The improved provision is having a positive influence on teaching and learning but improvements are not yet having a longer term influence on pupils' achievement.
63. Standards by the end of Year 2 and Year 6 are broadly average. Most pupils, including higher attainers, are achieving satisfactorily. The recent improvements to teaching and the curriculum form a firm basis to raise standards and achievement further. At the time of the previous inspection standards were judged to be average at the end Year 2 and above average at the end of Year 6. Results in the Year 6 National Curriculum tests indicate that standards were below average from 2000 to 2002.
64. The quality of teaching is good overall with some very good examples seen in the Year 4/5 class and the Year 5/6 class. Lessons are well planned and clear learning objectives are identified and shared with the class. Pupils are clear about what they are to learn. Most lessons begin with a brisk introduction to sharpen pupils' skills of mental arithmetic. Teachers' instruction and explanations are clear and informative and pupils make good gains in knowledge and understanding of mathematical operations. In the best lessons, teachers are lively and enthusiastic. Mathematics is brought to life by providing real life problems for pupils to solve. Skilful questioning challenges the pupils and checks their understanding. In the main activities, challenging and interesting tasks are well matched to the different levels of attainment. Pupils with special educational needs are provided with effective support from teaching assistants. These approaches help to ensure that all pupils are appropriately challenged. There are some good examples where pupils use ICT to support teaching and learning in mathematics. For example, pupils in Year 1 use ICT to increase their understanding of place value and in Year 4 pupils gather data about pupils' height and shoe size. This information is entered onto a spreadsheet and converted into a graph. When teaching is occasionally satisfactory rather than good, the structure and pace of the lesson is less effective. Pupils sit on the carpet for too long and some become restless. Questions and tasks are not sufficiently varied to challenge the different range of attainment. In particular, higher attaining pupils are not stretched. Pupils make satisfactory gains in their learning rather than good.
65. The subject is effectively led and managed by an enthusiastic co-ordinator. She leads by example in her teaching. The co-ordinator, local education authority link adviser and members of the numeracy team have effectively monitored teaching. The school has introduced good systems for assessing and tracking pupils' attainment and progress. The school is now effectively analysing National Curriculum tests results in order to identify strengths and weaknesses in pupils' learning. This information is used effectively to inform future planning and teaching.

Mathematics across the curriculum

66. Pupils' opportunities to apply and develop numeracy skills across the curriculum are insufficient. In subjects such as science opportunities are frequently missed for measuring,

recording data, producing graphs and interpreting results. There is little evidence of mathematical work in DT, history and geography.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- The broad curriculum covers the knowledge and understanding pupils require.
- Drawings and diagrams in pupils' books are well presented.
- There are insufficient opportunities for pupils to plan and carry out investigations of their own.
- Work is not always sufficiently well matched to pupils' different levels of attainment.
- Not enough use is made of ICT for pupils to communicate their findings.
- Opportunities for pupils to develop and use their mathematical skills are limited.

Commentary

67. Standards by the end of Year 2 and Year 6 are average and pupils are achieving satisfactorily. Standards by the end of Year 2 are the same as those reported during the last inspection but standards have fallen from above average to average by the end of Year 6.
68. During the inspection, teaching was only seen in Years 1 and 2. The quality of teaching in the two lessons seen was good. The purpose of the lessons was made clear so that pupils knew what they were to learn. Teachers' questioning techniques were effective and pupils had good opportunities to share their knowledge with the class. Pupils in Year 2 conduct simple experiments involving materials and friction. Pupils have opportunities to reach expected levels but there is insufficient extension work for higher attainers.
69. By the end of Year 6 pupils show a good knowledge and understanding of topics such as plants and changes in materials. They produce well-labelled diagrams, attractive tables and notes. Pupils' work is neatly presented. However there are insufficient opportunities for pupils plan and carry out investigations of their own and this impedes the development of scientific skills. Opportunities for pupils to apply numeracy skills in scientific work are insufficient. The school has introduced a clear system for assessing and recording pupils' attainment. However, assessment data is not yet consistently used to plan pupils' learning and to meet the needs of different abilities. Teachers regularly mark pupils' work but marking does not always provide guidance on how pupils can improve.
70. The leadership of the subject is satisfactory. A science club, a science day and exhibition enrich the science programme. The co-ordinator is committed to raising achievement further. She views pupils' work and analyses national test results. Opportunities for her to observe and support teaching are planned.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- The computer suite only has nine computers and so only half a class can use this.
- The school has clear plans to extend the computer suite in Spring 2004.
- ICT is not used sufficiently to support teaching and learning across the curriculum.

Commentary

71. Standards by the end of Year 2 and Year 6 are broadly average and most pupils, including higher attainers and those with special educational needs, are achieving satisfactorily. Standards are the same as those reported during the last inspection. However, expectations of what pupil should be able to do are now higher.
72. The teaching of ICT seen was satisfactory. Pupils were given clear instructions and demonstrations. They were attentive and were given sound opportunities to practise and develop ICT skills. Pupils worked collaboratively in pairs at computers. Pupils' work was examined and discussions were held with pupils and staff. In Year 2, pupils enter data about themselves on a pictorial database. The enter information such as gender, hair colour, age height and shoe size. Pupils save and print the finished product. Pupils in Year 4 use word-processing well to produce a report of a scientific investigation. They import illustrations of science equipment to enhance their presentation. Pupils in Year 6, produce a multimedia presentation about themselves to pass on to their secondary school. Also in Year 6, pupils use a control program to control events using inputs and sensors. They create a set of instructions so that a light comes on in a lighthouse as it gets dark and turns off at dawn.
73. The leadership and management of the subject are satisfactory. The school has a computer suite but it only has nine computers. This causes some difficulties as only half of the class can use the facility at one time. There is also one computer in each classroom. The school has clear plans to have a 15-computer suite in place for Spring 2004. Recent training using New Opportunities funding has increased teachers' confidence and skills. The school has an appropriate system for assessing and recording pupils' attainment and is developing a portfolio of pupils' work in order to monitor standards and coverage of the curriculum the work is assessed against National Curriculum standards but not all work is dated or the ability of the pupil given.

Information and communication technology across the curriculum

74. Whilst there some good examples of pupils using ICT to support their learning, particularly in mathematics and art and design, in the main the use of ICT to support teaching and learning across the curriculum is underdeveloped.

HUMANITIES

75. History and geography were sampled through examination of pupils' work. This showed that in both subjects standards at the end of Years 2 and 6 are average and pupils' achievement satisfactory. The work in pupils' books is very well presented, but in each year group pupils are given exactly the same work regardless of ability. This means that not all pupils are appropriately challenged. Marking is generally just ticks with the occasional 'Well done'. There are no constructive comments to show pupils how to improve or extend their work. However, all work seen shows that pupils have a very positive attitude to both subjects. In Year 6, especially, the pride pupils take shines out from the page. Here, sketches and diagrams are neatly executed and well annotated. Handwriting is neat and spelling and grammar generally correct. Pupils are allowed to use their initiative and bring humour and imaginative touches to their work. For example, during the topic on the Egyptians, pupils wrote instructions about how to embalm a body. The first instruction one boy wrote was, 'Wait for your subject to die. Don't get bored and just kill him.'
76. During the inspection, there was a 'Tudor Day' for Years 3 to 6. The day was led by three visiting 'Tudors' who were extremely knowledgeable and made the day great fun. Pupils were enthralled and maintained their interest and motivation throughout the day. In discussion the next day, pupils remained enthusiastic and could recall every little detail of the very packed day. They were surprised at the technology involved in making toys in Tudor times. Their comments included: 'It was great fun.' 'Totally fascinating - too much to remember!' 'I could just enjoy the

day all over again.' 'A good way of education -it was fun.' 'Fantastic - really cool.' It was clearly a very successful day in which the pupils learned a great deal.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Art and design and music were inspected in full and are reported below. Design and technology (DT) and physical education (PE) were sampled.
78. In DT, standards of work seen in Year 2 and Year 6 are average and most pupils are achieving satisfactorily in the development of designing, making and evaluating skills. Pupils in Year 3 and 4 designed and made string puppets based on characters from Egyptian myths. This was a good example of DT work linking with history and cultural development and the finished products were colourful and impressive. However, the subject does not have a co-ordinator. As a result, DT is not a high profile subject and the curriculum is less well developed than other foundation subjects such as art and design, music and PE. The range of learning opportunities in Years 2 and 6 particularly is limited.
79. In PE, standards in Year 6 are above average and pupils are achieving well. Standards have improved since the last inspection when they were judged to be average. Most pupils easily exceed the nationally-expected 25 metres standards in swimming. The school recently won a recent swimming gala held by the Warriner Partnership. Pupils also take part in inter-school matches within this partnership. In a Year 4/5 lesson seen, the teaching was good and pupils demonstrated above average standards in ball skills and teamwork. A number of extra-curricular activities enhance the PE programme and these include Morris dancing, netball, rounders, football and athletics. The curriculum is further enhanced by an annual residential visit for Year 6 where pupils take part in outdoor adventurous activities. Adderbury Tennis Club have worked with pupils from Year 4 and this positive link with the community has increased pupils' interest and skills in tennis.

Art and design

Provision in art and design is very good, and the high quality artwork makes a significant contribution to the environment and ethos of the school.

Main Strengths

- By the end of Year 6, standards are well above average and pupils achieve very well.
- Standards by the end of Year 2 are above average and pupils' achievement is good.
- Teaching and learning seen were very good.
- Pupils are given good opportunities to work with a range of materials, media and techniques.
- Art is well integrated with other subjects.
- The subject is very well led and managed.

Commentary

80. Two lessons were seen in art and design in Years 3 to 6, but it was not possible to see any lessons in Years 1 and 2. However, from the wealth of pupils' work available, standards at the end of Year 2 are above average and well above average by the end of Year 6. Standards have improved since the last inspection when they were reported to be above average by the end of Year 2 and Year 6.
81. The teaching in Years 3 to 6 is very good. All pupils in Years 1 and 2 achieve well, and as they move through Years 3, 4 and 5 into Year 6 achievement is very good. This achievement is a consistent development because all teachers make good use of the detailed scheme of work and the support of the subject co-ordinator. In one very skilful lesson, the co-ordinator demonstrates the skills needed to draw an animal from observation; she challenges and

inspires her pupils to produce their best work throughout this well planned and carefully structured session. The pupils respond very well to every challenge she offers because they are aware, from her comments, that she values them and their efforts. They observe carefully and improve on the work of the previous week, by trying out a variety of drawing tools. A teacher in Year 5 inspires her pupils to research aboriginal art. From a close look at some works of art, they notice how dots and patterns are used, to then create their own stunning paintings that are of a very high standard.

82. There are vibrant displays of pupils' work in all parts of the school. Much of the work is inspired by visits to exhibitions and areas of interest in the local area. One visit to look at sculptures is used to create some impressive work in three-dimensional form, from paper mache animals to wire sculptures of insects and people. A collage of a fire-breathing dragon hangs in the hall, with scales and claws made from nails, screws, cogs, chains and tiny wheels. A study in the school grounds results in some textile work where the pupils weave some carefully chosen coloured wool to create a variety of animal habitats. All areas of the school contain attractive displays of pupils' work and even the outside is not forgotten when masks and gargoyles are made from clay to hang on the walls. All of these displays make a walk around the school a true delight.
83. The subject is very well led and managed by an enthusiastic co-ordinator. This very effective leadership has a positive impact on the quality of teaching and the high standards attained.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6 and pupils achieve well.
- The teaching by the specialist music teacher is very good.
- Resources are good and are well used.
- Budget constraints mean specialist teaching is now on alternate weeks.

Commentary

84. Standards in music are average by the end of Year 2 and pupils are achieving satisfactorily. By the end of Year 6, standards are above average and pupils achieve very well. The visiting specialist music teacher provides good and very good teaching and this contributes to the above average standards in Year 6. Unfortunately, due to budget constraints this teacher only visits the school very fortnight rather than every week. Standards have improved since the last inspection when they were judged to be average by the end of Year 2 and 6.
85. Teaching in Years 1 and 2 is satisfactory, and when taught by the specialist teacher, it is good. In a singing lesson for Foundation Stage children, Year 1 and Year 2 pupils, good links were made to the PSHE curriculum when children were taught a song about learning to smile. The children enjoyed singing action songs, remembered the words and came in at the right time. The flow and pace of this lesson was disturbed at the beginning by too many unnecessary interruptions from the teacher. However, the good teaching of a Year 2 class by the specialist teacher began immediately with a rap tune and developed well, with full involvement by the pupils throughout. The pupils particularly enjoyed their meeting with the 'Flapping Ghost' and thought of ways to create ghostly music with their bodies and a range of percussion instruments, while singing their ghostly song.
86. Teaching is very good in Years 3 to 6. All pupils in music lessons listen and concentrate; they enjoy these lessons and behave very well. These pupils achieve particularly well, considering that a number have special educational needs and some have difficulties with co-ordination.

The music specialist knows the pupils well and plans the lessons and activities according to their particular needs.

87. The expert teaching of some pupils in Year 5 captures their interest and attention right from the start. They are challenged to improve their singing and so respond with greater enthusiasm, they particularly enjoy their introduction to cyclic patterns within a piece of music, and they are able to identify them and say that 'lots of different patterns keep on coming in and then dropping out'. This develops into creating their own rhythmic patterns, combining them in their own composition and devising some notation to represent 'eggy bread soldiers' or 'Shreddies -sh-sh'. The use of quiet music sets the tone well for the school's act of worship, and the pupils sing in tune and with enthusiasm.
88. The music specialist leads by example and is particularly effective in supporting and developing teachers. There is some instrumental tuition and a recorder club for those pupils who wish to take part and there are lively musical events for parents during the year, such as 'Rock around Christmas' and a summer production of 'Bugsy Malone'. Since the last inspection, the school has succeeded in raising the prominence of music. A co-ordinator has been appointed and the quality of teaching has made a good improvement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

89. The provision for personal, social and health education is very good and the strong emphasis that the school places on this has contributed to the development of a strong school ethos and very good pupil attitudes and behaviour. Under the leadership of the current headteacher, the school's ethos and pupils' attitudes and behaviour are much improved since the last inspection. The school uses the Oxfordshire framework for PSHE, named 'Smile', effectively. This is well timetabled throughout the school, providing effective sex and relationships education, and many classes use 'circle time' to explore relationships. Teaching and learning are good and pupils make good gains in acquiring social skills and knowledge and understanding of health issues. Visiting tutors from the 'Life Education Caravan' support the school's provision for drug and health education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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