

# INSPECTION REPORT

## **HARWELL PRIMARY SCHOOL**

Harwell

LEA area: Oxfordshire

Unique reference number: 123062

Headteacher: Mr Peter Cansell

Lead inspector: Mrs Rowena Onions

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> November 2003

Inspection number: 256352

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: Community  
Age range of pupils: 4 – 11 years  
Gender of pupils: Mixed  
Number on roll: 167

School address: The Styles  
Harwell  
Didcot  
Oxford  
Postcode: OX11 0LH

Telephone number: 01235 835337  
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Appropriate authority: The Governing Body  
Name of chair of governors: Mr Rob Done

Date of previous inspection: 05/05/1998

## **CHARACTERISTICS OF THE SCHOOL**

Harwell Primary School is a school of below average size, with 167 pupils on roll. The school caters for pupils from the age of four to 11 years, with a roughly equal number of boys and girls. There are no pupils for whom English is an additional language and 99 per cent of pupils are of white British background. The school is situated in the village of Harwell. Most pupils live close to the school but a number are brought to the school from neighbouring villages and the town of Didcot. The socio-economic context of the school is above average, and the percentage of pupils taking free school meals (five per cent) is below the national average. Children's attainment on entry to the foundation class is variable but currently it is broadly average. There are 31 pupils (18 per cent) identified as having special educational needs. This proportion is close to the national average. The school has pupils with a wide range of special needs and two have a statement of special educational needs. Few pupils leave or join the school between reception and Year 6. The school has an 'eco-school' award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18354	Rowena Onions	Lead inspector	Mathematics, information and communication technology, music
10329	Brian Sampson	Lay inspector	
27324	Daphne Crow	Team inspector	The Foundation Stage, science, art and design, design and technology, physical education
18498	Denise Morris	Team inspector	English, geography, history, religious education, special educational needs

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>COMMUNITY PROVISION</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>29</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school's **effectiveness** is **satisfactory**, as is the value for money it provides. Pupils achieve in a satisfactory way overall. The quality of teaching and learning are also satisfactory, but its quality varies and this causes pupils to learn at different rates. In the main, pupils with higher attainments achieve well, while the achievement of pupils with special educational need is satisfactory. By Year 6, standards are above average in English and well above average in mathematics and science. Although there are aspects of the school some parents would like improved, most feel that the school provides well for their children overall. Children like the school. The overall leadership and management are satisfactory overall, with some strengths.

The school's main strengths and weaknesses are:

- Pupils achieve well in the foundation class, in speaking and listening and in science throughout the school and in mathematics over Years 3 to 6.
- There are insufficient whole school systems to underpin and monitor the quality of teaching in lessons. As a result, its quality and its impact on pupils' learning vary too much.
- The school provides a rich and coherent programme of work that interests the pupils. As part of this, very good use is made of the local community.
- There is not a sharp enough focus on the further raising of standards. In particular, assessment is not well enough used for this purpose.
- The headteacher very successfully motivates staff to work hard to the benefit of the pupils.
- Some parents feel that their opinions and concerns are not always valued and acted upon.

The school has shown satisfactory improvement since its last inspection. Standards have risen in mathematics, science, religious education and information and communication technology. The quality of education in the foundation class, links with the community and the effectiveness of the governing body have all improved. The school has addressed the issues raised in the last report, but assessment, teachers' planning and school self evaluation need further improvement.

### STANDARDS ACHIEVED

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

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.

Children in the foundation class achieve well in all aspects of their development. They are likely to exceed the national goals by the end of their reception year. Achievement in Years 1, 3 and 6 is good, but it is only satisfactory for other year groups. Pupils' **achievement is satisfactory overall**. Standards attained by Year 2 pupils in the 2003 national tests were well below average, and pupils' achievement was unsatisfactory. These pupils are now making good progress and are making up lost ground. Current Year 2 pupils are achieving satisfactorily and are set to attain average standards by the end of the year. Year 6 pupils achieve well in mathematics and science and standards are well above average. Their achievement is satisfactory in English and standards are now above average.

**Pupils' personal qualities** are **good** overall. Their spiritual, moral, social and cultural development is good. Pupils' attitudes and behaviour are also good. They enjoy school and join in well with all that is offered. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

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

**Teaching and learning** are both **satisfactory** overall. Teaching and learning are good in the foundation class and in Years 1, 3 and 6. Differences in the quality of planning of lessons and in teachers' knowledge of subjects or how best to teach them, mean that the quality and effect of the teaching vary considerably. Teachers relate well to the pupils and try hard to interest and motivate them. Teaching assistants contribute positively, especially when they are teaching small groups. Assessment is not used well enough in reducing the variability in teaching or in showing pupils how to improve their work.

The curriculum is good. Staff make good use of visits and visitors and the linking of subjects to enrich pupils' experience. Good care and guidance is given to the pupils. Partnership with parents is satisfactory. Very good parental support has a positive effect on standards but parents do not always feel their concerns are listened to. Links with the community are very productive.

## **LEADERSHIP AND MANAGEMENT**

The **leadership and management** of the school are **satisfactory**. The headteacher provides a strong lead in the development of a wide and varied curriculum and in successfully promoting an ethos in which all are valued. Although the school is self-evaluative, there has been a lack of a sufficiently clear focus on the raising of standards to ensure that achievement is equally good in all classes. A number of underlying systems are not robust enough to ensure that this is the case. The school has identified the need for more structure and the headteacher and new deputy headteacher have begun work to provide this. The governance of the school is good.

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

Pupils like school in all its aspects very much. Parents are generally pleased with the education provided but would like to see the management of the school improved so that they receive better information and feel that their views are sought, considered and where appropriate acted upon.

## **IMPROVEMENTS NEEDED**

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

- Put in place whole school systems to regularly monitor teaching and to ensure that all is of equally good quality.
- Place a sharper focus on the raising of standards by continuing to improve the use of assessment including its use with pupils in setting targets and in the marking of work.
- Ensure that parents feel that they are consulted about the work of the school and that they are assured that their suggestions and concerns are considered and where appropriate, acted on.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils' achievement is **satisfactory** overall. Children in the foundation class achieve well, as do pupils in Years 1, 3 and 6. By Year 6, standards in English are above average and they are well above average in mathematics and science.

#### Main strengths and weaknesses

- Children in the foundation class do well in most aspects of their development.
- Over Years 3 to 6, pupils achieve well in speaking and listening, mathematics and science.
- Pupils achieve in, at least, a satisfactory way in all subjects inspected, but their achievement is variable, with good achievement being evident in some classes.
- The achievement of the current Year 3 pupils was unsatisfactory when they were in Years 1 and 2. They are, however, now achieving well and making up lost ground.
- Higher attaining pupils achieve well in Years 3 to 6.
- Although a start has been made in using assessment information to raise standards, this is still at a very early stage of development and is not yet having full impact on pupil progress.
- Many pupils benefit from good support at home that increases their achievement in school.

#### Commentary

1. Because of the small size of the year groups in the school, children's attainment as they enter the foundation class differs from year to year. Currently, attainment is broadly average, although many children have above average speaking skills. Children achieve well in all aspects of their development. Most are set to attain, and many will exceed, the national goals set for their age by the end of their foundation year.

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

Standards in:	School results	National results
reading	14.8 (17.2)	15.7 (15.8)
writing	12.5 (15.6)	14.6 (14.4)
mathematics	15.3 (18.3)	16.3 (16.5)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

2. Standards shown in this table represent a large drop in attainment from that in the previous four years. The assessments made of this year group (now Year 3) when they entered the school showed them to be lower attaining than their predecessors, but overall their attainments were average. By the time they reached the end of Year 2, the group had been taught by seven teachers. Although the changes in staffing were beyond the school's control, the lack of whole school systems to support such changes had a significant negative effect on the progress pupils made. Some of the staffing arrangements did not work well and meant that the pupils did not receive an adequate quality of teaching. Their achievement was unsatisfactory. The effects were seen in the well below average results in the Year 2 national tests. This year group are now being well taught in Year 3 and are achieving well. They are now close to attaining average standards.



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

Standards in:	School results	National results
English	26.7 (26.3)	26.8 (27.0)
mathematics	28.5 (26.3)	26.8 (26.7)
science	30 (27.4)	28.6 (28.3)

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

3. Data comparing pupils' attainment in Year 6 to their attainment in Year 2 shows that in 2003, Year 6 pupils had achieved well in mathematics and science, and their achievement was satisfactory in English. Standards were well above average in science and mathematics and average in English. Current Year 6 pupils are achieving well and are on course to maintain these standards and to improve on them in English. Standards in Year 6 had shown a gradual decline until the current year, when they recovered well. Standards are now higher in mathematics and science than they were at the time of the last inspection. Standards in English remain the same.
4. Pupils throughout the school do well in learning to speak and listen. By Year 6, they are articulate and use language well in reporting, in discussion and in refining their thinking. The development of skills and knowledge in reading, writing, mathematics, science and information and communication technology (ICT) is patchier, being better developed in Years 1, 3 and 6. This patchiness is due to a number of factors, some related to the quality of teaching (see paragraphs 13 - 18) and some to the recent turnover of staff. The school has begun to develop a tracking system that should help to identify where weaknesses are so that improvements can be made to ensure that pupils make steady progress.
5. The school has a good number of higher attaining pupils. These pupils do well especially in Years 3 to 6. They are motivated to learn and this helps them to benefit from the teaching they receive. The achievement of lower attaining pupils and those with special educational needs is satisfactory. They make satisfactory progress towards meeting the targets on their individual education plans. Data indicates that girls achieve better than boys. No evidence was found to support this during the inspection.
6. Lately the school has begun to collect data and to analyse this to help them to further raise attainment. The effect of this is beginning to show in the achievement of pupils in mathematics in Years 3 to 6 where the work is most advanced. There are good plans to extend this work, but it has yet to have full impact in all subjects.
7. Many pupils benefit from good support and interest from home. The effect of this is particularly noticeable in science. Pupils watch science programmes on the television and use computer websites to further their knowledge and understanding. They bring this knowledge and enthusiasm to school where teachers use it well to help promote good progress. There is, however, a weakness in the quality of pupils' written work in science. Pupils' make good progress and attain above average standards in some aspects of ICT, for example, researching and presenting their work. The lack of a fully implemented scheme of work means that they do not make the same good progress in all aspects of the ICT curriculum and their achievement overall is satisfactory. This is, however, an improvement since the time of the last inspection. This is also the case in religious education where achievement is now satisfactory throughout the school.

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

Pupils' attitudes, values and other personal qualities are **good**. They have good attitudes towards school and behave well. Their social and moral development is good and their spiritual and cultural development is satisfactory. Attendance is satisfactory.

## **Main strengths and weaknesses**

- The school successfully promotes good relationships.
- Most pupils behave well in lessons and about the school.
- Pupils show good interest in school life and the range of activities provided.
- A very small minority of pupils do not behave as well as they should do and have less positive attitudes to learning.
- Although satisfactory, there are some weaknesses in aspects of the provision for spiritual and cultural education.

## **Commentary**

8. The school takes care to ensure all pupils are fully included in the life of the school. Staff work hard to promote good relationships within and outside of classes. This results in pupils working and playing happily together. Pupils report that bullying is not an issue in the school. There have been no recent exclusions. Behaviour is sometimes excellent. The whole school, for example, sat very still and silently as they listened to music at the start of an assembly. This created an appropriate peaceful and spiritual atmosphere. A small number of pupils, however, sometimes do not behave as well as they could in lessons and show less positive attitudes to learning. The school, appropriately supported by outside agencies, has implemented strategies to improve their behaviour but these are not yet always successful.
9. When lessons are lively and stimulating, pupils respond with enthusiasm to their work. They co-operate well when working in pairs or small groups and persevere with tasks when they encounter difficulties. Pupils persevere well with tasks and are willing to try and try again. Discussion times provide pupils with suitable opportunities to put forward their thoughts and feelings on a variety of issues and most pupils listen to and show respect for the views of others. Pupils enjoy helping with the smooth running of the school by undertaking activities such as putting the chairs out for assembly and showing visitors around. The school council gives pupils good opportunity to take an active part in how the school develops. A wide range of purposeful activities is provided outside of lesson times. These are well supported and appreciated by pupils. An annual residential visit, for older pupils, to an outdoor pursuits centre helps to develop their independence and self-reliance, as well as engendering a team spirit.
10. The youngest children in the Foundation Class quickly learn to make choices from the range of activities on offer. They learn what is the right way to behave, to share equipment and to take turns. By the end of their foundation year, most meet and many exceed the national goals.
11. The school has developed a strong relationship with the local church and assembly themes help to provide pupils with a time for reflection and a sense of spiritual awareness. Spiritual development is not, however, systematically planned for and is not a strong feature of teaching. Provision for cultural development is satisfactory. Pupils are given the opportunity to visit places of cultural interest and to study the work of famous artists and musicians. The school has developed international links with schools in France, Romania and Sweden, which helps to broaden pupils' knowledge and understanding of different countries. But, although pupils have a reasonable knowledge and understanding of other faiths that they have studied and show them good respect, they have little understanding of the issues surrounding living in a multicultural society. This was an issue in the last inspection and has not yet been fully addressed.

## Exclusions

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Asian
Chinese

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
165	0	0
1	0	0
1	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:	5.6	School data:	0
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.

12. Attendance is satisfactory and punctuality is good. Although attendance has dropped since the previous inspection it is still satisfactory and in line with national averages and most pupils come to school on time. The school takes satisfactory action to promote good attendance and most parents ensure that their children attend regularly.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

### Teaching and learning

The quality of teaching and learning throughout the school is **satisfactory** and has been maintained since the time of the last inspection. They are, however, good in the reception class and in Years 1, 3 and 6. Although assessment is used in a satisfactory way to identify what needs to be taught in lessons, there is not yet a fully implemented system for using assessments to set targets for pupils and the overall use of assessment is unsatisfactory.

### Main strengths and weaknesses

- Although teaching is good in a number of classes, the lack of whole school systems of planning and monitoring means that there is considerable variability in its overall quality.
- Good relationships are developed between teachers and pupils that enable them to become confident learners.
- Teachers take good care to plan work in different subjects that links together, making the work more relevant to the pupils.
- The work of teaching assistants is valuable when they teach groups of pupils, they are not, however, fully utilised when the teacher is teaching the whole class.
- Some teachers have gaps in their knowledge of subjects or of the best way to teach them.
- The lack of target setting and the variable quality of marking means that not all pupils are sure of how they could improve their work.

## Commentary

13. The overall quality of teaching and learning is good in the foundation class and satisfactory throughout the rest of the school. In a significant number of lessons in the school, however, the quality of teaching is good. These lessons are well planned to meet the needs of the pupils and activities are stimulating and interesting. This means that pupils want to learn and enjoy their work. This has a significant positive impact on the quality and speed of their learning. Other lessons are, however, not as effective. Some relative weaknesses in the leadership and management of the school have an impact on the consistency of the teaching. The lack of clear systems and expectations as to the quality and extent of teachers' planning means that the quality of this varies from some of high quality to some that is poor. Where planning is good, there is a clear focus on target learning evident in the lesson and pupils are able to target their effort accordingly. Where this is not the case, there is too much emphasis on what pupils will do rather than what they will learn and activities are not always productive in promoting learning. Where lessons are less than satisfactory, pupils do not have appropriately challenging activities. In the mixed age classes, teachers do not always identify different work for pupils of different attainments within the year group and some pupils do not learn as well as they could.
14. Lack of attention to planning also means that time is not always well used in lessons. In some, the teacher talks too long to the pupils at the beginning of the lesson and this reduces time for activities. This reduces the quality and speed of pupils' learning. Because the monitoring of lessons is not as systematic as it should be, subject and school managers are not all sufficiently aware of the differences in the quality of teaching and learning between classes. The school has, however, identified weaknesses in planning in mathematics and work has begun to improve this. The effect of this can be seen in greater consistency in the teaching, especially in Years 3 to 6, where the overall quality of teaching is good.

### Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	16 (50%)	13 (41%)	1 (3%)	1 (3%)	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. In most lessons, pupils are managed well and teachers make efforts to ensure that they enjoy their work. There is respect evident in the way teachers talk to pupils and consequently good relationships exist. The majority of lessons are well managed and enable pupils to concentrate and work hard. The school has a very small number of pupils who have difficulty in controlling their behaviour. Good attention has been paid to helping teachers to manage these pupils. Some of the systems are very new and are not yet consistently used and there are occasions when too much time is given to the management of a few pupils in the class.
16. One of the most effective ways in which teachers promote learning is through the linking of lessons. This means that knowledge being taught in history, for example, is extended through pupils' work in English. As well as meaning that pupils have more opportunity to learn history, this means that they begin to see the relevance of what they learn in English. The use of ICT in other subjects has a similar effect.
17. The school has an above average number of teaching assistants. When assistants are teaching groups of pupils, they show good teaching skills and are instrumental in helping

pupils, especially those who are lower attaining or who have special educational needs to learn. Effective support in lessons ensures that these pupils have full access to the opportunities on offer. The skills of teaching assistants are, however, underused when the class is being taught together. Only very rarely are assistants asked to take part in this teaching or to help the teacher by, for example, assessing the understanding of the pupils while the teacher teaches.

18. Where lessons are very good, as for example, one French lesson seen, teachers have secure subject knowledge, which they use very well to promote pupils' learning. This is not always the case, sometimes teachers are not sufficiently knowledgeable and this means that their teaching cannot be as effective because they are unable to answer pupils' questions confidently. Occasionally teachers are teaching age groups with which they are not sufficiently familiar and they are not always sure of what they should expect of the pupils, or of the best ways to promote their learning.
19. The school has not yet put into place a system for setting pupils targets that tell them precisely what they need to do to improve their work over a period of time. The current system of target setting is not used in every class and when it is, targets are not always sufficiently precise sometimes saying, for example, 'improve my story writing', without telling the pupil how to do this. Not all pupils are able to say what their targets are because they are not used as an everyday aid to improvement. Marking, too, is not used well. Although there are examples of good marking that shows a pupil where they have met the objective for the lesson and where they could have improved their work, this is not evident in the majority of marking seen. The newly appointed deputy headteacher has quickly identified these weaknesses in assessment practice and has already sought advice and drawn up a sensible action plan for its improvement. In the foundation class, there are already consistent practices in place to assess what children can do and how well they are learning. Staff regularly collect and record information on children's experiences and achievements in the six areas of learning. This is used effectively to plan future work.

## The curriculum

The overall quality of the curriculum provided for pupils is **good**. There are good opportunities for enrichment, for example through extra-curricular activities in sport and music. The accommodation and resources meet the needs of the curriculum well overall.

## Main strengths and weaknesses

- The curriculum provided for children in the Foundation Stage is good.
- The arrangements for ensuring that all pupils benefit from the curriculum provided are good.
- The curriculum provided is made more interesting and varied in a number of positive ways.
- The length of some lessons has a negative effect on pupils' learning.
- The school employs a good number of teaching assistants for supporting pupils' work in lessons, but the skills of these assistants are not always used as well as they might be.
- The accommodation is good overall.
- There are good resources available to support teaching and learning.

## Commentary

20. The curriculum provided for children in the Foundation Stage is good. It is planned well to cover all six areas of learning and staff adapt it appropriately to meet the needs of the children. The curriculum provided for pupils in Years 1 to 6 is satisfactory and meets statutory requirements. There are, however, some weaknesses caused by a lack of whole school organisation. Insufficient thought has been given to the overall use of time. Currently, teachers are fitting lessons into the established timing of the school day. During the inspection, some overlong lessons were observed. This resulted in some poor pace in the teaching and meant that pupils

were not always learning as effectively as they could. Although most subjects have schemes of work that identify the sequence of learning as pupils move through the school, these are not always used. In ICT, for example, teachers are not using the scheme of work identified after the last inspection and there has not, therefore, been sufficient improvement in the curriculum provided in ICT. This affects standards in some aspects of the subject.

21. The headteacher and governors of the school actively work to ensure that all pupils have full access to the school curriculum. Staff involve all pupils, regardless of their differences or difficulties in the full range of school activities. Provision for pupils with special educational needs is satisfactory. Clear and specific targets are identified and the involvement of parents and pupils in the target setting process is good. Pupils play a full and active part in all aspects of school life. Targets are not always reviewed and evaluated appropriately, and there is no clear indication of how pupils' achievements are used to plan the next stage of education. Effective links are established with the LEA support services.
22. The curriculum is enhanced by good linking of work in different subjects. This means that pupils are given additional opportunities to learn, for example, by writing about a history topic in their literacy lessons. The work of the headteacher in linking with the school's community means that there is good use made of a selection of educational visits and visitors to give the pupils first hand experience of what they learn. Older pupils have the opportunity for a residential visit, which supports their personal and social development well. The curriculum is currently extended by giving Year 6 pupils the opportunity to learn to speak French, by effectively employing the expertise of a teacher on the staff. The good links with other local schools and the local playgroup means that pupils are well prepared for transfer from one school to the next.
23. There is good, regular provision of clubs and activities outside of lessons. These include a range of sporting activities, filmmakers' club, a homework club and a chess club. These are well attended and appreciated by pupils.
24. The accommodation and resources for teaching and learning are good overall. The school is well staffed with teaching assistants but in some parts of lessons they could be used more effectively to support pupils' learning. The lack of adequate technical support in information and communication technology detracts from the time available for the co-ordinator to lead the subject. The internal accommodation for children in the Foundation Stage and Years 1 and 2 is good. There is adequate accommodation for the older pupils. However, the open plan arrangement means that noise sometimes infiltrates from one class to the next. There are good well-equipped outside play areas for pupils of all ages. There is also a large grassed area for games, a 'wild area' for environmental studies and a swimming pool for use by all children. Resources for subjects have improved since the last inspection.

### **Care, guidance and support**

The care, guidance and support provided is **satisfactory** overall. In many ways, the school takes good care of its pupils. The provision of support, advice and guidance that children receive is good. The involvement of pupils in decision making about the school is good.

### **Main strengths and weaknesses**

- The majority of the health and safety arrangements are good. This includes very good child protection procedures.
- Pupils trust the adults in the school and are comfortable in seeking advice and guidance.
- The induction arrangements for pupils are good.
- Pupils are actively involved in school life. Their views are sought, valued and acted upon.

### **Commentary**

25. The school has very good procedures for child protection. The headteacher is the named and trained person. All staff are regularly briefed on relevant aspects. The school has good relationships with social services. The headteacher and governors attend well to most health and safety procedures and good use is made of outside professional help.
26. The provision of support, advice and guidance received by the pupils, based on monitoring is good. The teachers know their pupils very well and each pupil knows to whom they can turn for a kindly and comforting word. This was evident from seeing children stay behind after class to confide in their teacher. The current system of setting personal targets by the pupil with the advice of their teacher is valued particularly by older pupils and provides a good opportunity for pupils to discuss their progress with their teacher. The targets themselves, however, are of less value for the reasons given earlier in this report. From returned questionnaires, a very high majority of pupils were very positive about their school.
27. The school is very good at asking pupils their views and often use their ideas. The school council are currently suggesting improvements in the playground, which are being taken on-board. The school also holds special 'eco' days when pupils and staff discuss matters such as the school grounds, gardens, recycling and water conservation. Induction arrangements are caring and efficient. Parents and children are invited in well beforehand, shown around, introduced to teachers and given documents on what to expect. Overall, the school is a caring place within which the children can learn and this compares well with the previous inspection.

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

The school's partnership with parents, other schools and the community are **good** overall. The school has a **satisfactory** partnership with its parents and **good** links with other schools.

### **Main strengths and weaknesses**

- Parents make a significant contribution to the education provided.
- A significant minority of parents are unhappy about aspects of the school's work.
- Educational links with other schools and colleges are very good.
- The school has caring and efficient mechanisms for the transfer of pupils.

### **Commentary**

28. With the school's encouragement, parents help and support their children in many ways that help them make better progress. Many parents help with projects and topics by taking their children to libraries and museums and using websites. They are interested in the work done in school and try hard to extend this by opportunities provided in the home. Science standards, for example, are high in part because pupils are encouraged to watch educational programmes and are supported in their understanding of these by parental interest. Pupils benefit from this interest in other ways. The number of parents who come in and help with reading, art and craft, cookery, sport, visits out and residential trips is far greater than is enjoyed in most schools. The school association raise considerable funding towards resources and many of the recent developments have been at least partially funded by these means.
29. Evidence from talking to parents and taking into account comments on returned questionnaires shows that most parents have positive views concerning many aspects of school work. Most appreciate the amount of work and effort put in by staff and are particularly pleased with the range of opportunities offered to the pupils. A significant minority, however, are unhappy with aspects of the way the school is led and managed, with the information that they receive and with the way they are consulted about the work of the school.

30. Much of the dissatisfaction directed at the quality of the management of the school reflects the interest and involvement of parents in their child's education. Parents were, for example, rightly concerned about the progress being made by last year's Year 2 pupils and a number felt that their concerns were not being taken seriously. Although this was not the case, there is a need to improve parental confidence in the school's response. The school needs to find ways in which they can consult parents on a more regular basis and reassure them that any concerns are given serious consideration.
31. The school supplies parents with satisfactory information. Regular newsletters are informative for day-to-day matters, as is the school's website. Educational evenings have been held for literacy, numeracy and to provide information in advance of educational visits. Parents are always keen to come to open evenings. Written information about pupils' progress in the annual written report is only of a satisfactory standard. Although reports state what a child can do in each subject, there are rarely any targets to be aimed at.
32. The school has an open door policy that means that staff are available to talk to parents on request. Parents state, however, that the reception area of the school is often unmanned and that this feels like a barrier to access to the school and to an easy flow of information between parent and teachers. This situation was observed on a significant number of occasions during the inspection, particularly in the time before school begins in the morning. This does not do justice to the otherwise welcoming ethos of the school.
33. Links with other schools and colleges are good whilst educational links and their contribution to wider partnerships are very good. The school has a caring and efficient mechanism for the transfer of pupils. The school has very good links with the community. Evaluation of this provision is detailed in paragraphs 42-44 of this report.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **satisfactory**. The leadership of the headteacher is satisfactory overall, but there are strengths within this. The governance of the school is **good**.

### **Main strengths and weaknesses**

- The headteacher motivates staff and pupils well and his constant presence in and around the school is valued.
- The focus on raising achievement is not rigorous enough. The school is not sufficiently self evaluative and there is not sufficient systematic monitoring of performance.
- The deputy headteacher is playing a good part in helping to identify areas of strength and weakness in the school.
- The governing body fulfils its functions well, ensuring that statutory requirements are met and taking a keen interest in the school.
- Approaches to financial management are good and financial affairs are well managed.

### **Commentary**

34. The leadership of the headteacher is satisfactory, although there are some strengths and a few weaknesses within this. The headteacher's constant presence in lessons and in all areas of the school is a strength. Pupils and staff value the access they have to him and he motivates them through encouragement and support. This helps to lead to a calm atmosphere and promotes good behaviour. The headteacher is instrumental in promoting new initiatives, such as the eco-schools project, and his enthusiasm for promoting an enriched curriculum is greatly appreciated by pupils and parents as well as staff. The very successful links with the community are a result of the headteacher's work to promote these. These links not only further widen the pupils' experience, but also brings valuable support and funding into the



school. There are, however, weaknesses in developing and sustaining whole school systems, for example, in teachers' planning of lessons, to ensure that all work is of a consistent quality.

35. Management of the school is satisfactory. The school runs smoothly and there are appropriate procedures for staff development and the performance management of staff. There are, however, occasions when the school does not present to the outside world as as smooth and efficient organisation as it should. This contributes to parental opinion that there are weaknesses in the management of the school. A good contribution is made to initial teacher training. During the inspection, several students were on placements at the school, and were valuable in enhancing provision for pupils. There is a very good commitment to inclusion at the school, with equal opportunities for all individuals.
36. The school's focus on raising achievement is not systematic enough. A start has been made in analysing pupils' performance, including in the results from the annual national tests at Years 2 and 6 as well as results from optional testing in Years 3, 4 and 5. The newly appointed deputy headteacher is already playing a key role in this process. Key trends are being identified, but as the work is only at an early stage, not enough action has been taken to improve weaknesses. Self-evaluation is, therefore, currently unsatisfactory. The role of co-ordinators in evaluating the success of their subjects is variable. Good practice is developing, for example in the management of the foundation stage, but many co-ordinators are new to their roles and the impact of their work has not yet begun to take effect. Although there has been appropriate monitoring of achievement and teaching in some subjects, for example in mathematics, there is no system to further promote this. Difficulties in raising attainment have been exacerbated by staffing difficulties in recent months. These have now been solved and the school is aware of what needs to be achieved.
37. The governing body fulfils its function well. Governors work hard to promote the school and play a full and active part in decisions about school improvement. They are well organised and seek to improve their understanding through regular training. They have taken appropriate action, for example, in seeking to improve the provision in Year 2. They monitor the successes of the school and provide good support for the headteacher and senior management team. They are fully aware of the strengths and weaknesses of the school, and ensure that statutory requirements are met.

### Financial information

38. Approaches to financial management are good, ensuring that the school is well resourced, with good advance planning. Money is carefully allocated towards areas identified in the school improvement plan, although there is a lack of full costing implications. Principles of best value are fully understood, although the school does not yet seek parental views sufficiently often.

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

Income and expenditure (£)		Balances (£)	
Total income	476,454	Balance from previous year	52,530
Total expenditure	438,454	Balance carried forward to the next	38,000
Expenditure per pupil	2,609		

### COMMUNITY PROVISION

The school has **very good** links with its local community and with the wider world. They are used very well by the school to significantly enhance the learning of the pupils.

### Main strengths and weaknesses

- Community members provide valued support for the school.
- Community facilities and funding are used well in promoting pupils' achievement.
- The school uses community-based projects to enhance the development of citizenship.

## **Commentary**

39. A wide range and number of local people are warmly welcomed into the school. The local vicar comes in regularly and conducts assemblies whilst the children use the church for religious festivals and religious education lessons. Village residents come into school to assist with lessons such as drama and to hear pupils read. Some of the school clubs, for instance the Saturday morning 'drop in club', are run by local volunteers.
40. The school makes good use of the facilities and good will of local businesses. Pupils visit the local church on a fairly regular basis. A local scientific firm, for example, provides pupils with opportunities to study exciting scientific developments, such as space probes. Close links with a local environmental trust allow the school to emphasise the need to take care of the local environment and a local farmer arranges visits to his farm. Other businesses are generous in their financial assistance of, for example, the school's ICT suite.
41. Citizenship is promoted through these activities and through community links in a wider sense, for instance the sponsorship of the education of a boy in Tanzania. Links have now been developed with schools in other countries via Internet links.

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

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

Provision for children in the foundation class is **good** and has improved since the last inspection. Both leadership and management of the foundation class are good. There is a clear understanding of the needs of young children and of how best they learn. All staff work well together as a team and act as good models for the children. This has a positive effect on their learning.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Children achieve well because of the good teaching they receive.

#### **Commentary**

42. When they enter school, the personal, social and emotional development of children is generally as expected for children of their age. The good teaching ensures that they achieve well and they are well prepared for entry to Year 1. Staff provide an environment that helps children to learn the right way to behave and take responsibility for their actions. Activities are well planned to stimulate children's interest and curiosity and teaching is lively and enthusiastic. As a result, children show good attitudes to learning. They show interest and are confident to try new things. During 'free choice' time, children make sensible decisions about the activities they are going to do and many concentrate for sustained periods of time. Children are appropriately encouraged to share and take turns and most respond well to this.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Teaching and learning are good.
- Children achieve well.
- Many children have good speaking, language and communication skills.

#### **Commentary**

43. Children achieve well in this aspect and most are on course to attain the expected goals by the end of the reception year. Additionally, many children have above average speech and spoken communication skills. They speak clearly and confidently. Staff take every opportunity during activities to develop children's vocabulary further. Small adult led group sessions provide other good opportunities for children to share their ideas with an adult. In this situation, even the youngest children start to sustain attentive listening and to respond with relevant comments. Children are assisted to gain the skills they need to begin to read and to write. This includes work in linking sounds and letters, but assessments at the end of the year show a relative weakness in this aspect of their development. Staff plan appropriately to cover all aspects of this area of learning. They have a clear understanding of how best young children learn and provide well-organised and purposeful activities that motivate them and help to develop their speaking, reading and writing skills.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children's achievement is good.
- Teaching and learning are good.
- Staff provide a wide range of interesting activities to develop children's knowledge and understanding.

### **Commentary**

44. Teaching and learning are good and as a result children achieve well. Most children are on line to attain the expected goals and many children are set to exceed them. Throughout the foundation year, staff place an appropriate emphasis on teaching mathematical skills through a wide range of practical activities, songs and games. Staff are skilled at questioning children whilst they are engaged in games and activities in order to develop their mathematical understanding and to develop mathematical language. For example, when children were printing pictures, they were encouraged to think about and describe the shapes using mathematical terms such as triangle and rectangle.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

45. It was not possible to make an overall judgement of provision or standards in this wide area of learning but the work seen was good. One of the teachers was helping the younger children to draw a map related to the book they had been sharing. Another group of children were learning how to fix things together and understand the function of axles by making models of wheeled vehicles.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good.
- Children achieve well.
- Children have regular access to a well equipped outside play area.

### **Commentary**

46. Because they achieve well, most children are set to attain the expected goals and many children are set to exceed them. Children have good opportunities to develop their physical skills such as running, jumping and climbing through regular access to a secure and well equipped outside play area. More formal sessions develop skills such as throwing and catching and a few of the older children are becoming quite skilled at this.
47. Staff provide children with many activities that help children to improve their manipulative skills such as by handling small toys, a variety of tools and a range of construction materials. Some are already using paintbrushes and pencils with good control to produce paintings and drawings.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Strengths and weaknesses

- Staff provide a wide range of activities which are imaginative and enjoyable.
- Children achieve well.

### Commentary

48. Teachers provide good opportunities for the children to use a wide variety of equipment and materials to develop their creative skills and most are set to attain the expected goals by the time they enter Year 1. Teaching and learning observed was good. Children worked co-operatively to produce good quality, black and white 'friendship pictures' and others printed black and white patterns, displaying good control. Staff encourage children to discuss and evaluate their work. There is a good range of musical instruments and children enjoy using them creatively such as representing the sounds of vehicles related to their current focus on traffic and road safety. Teachers set up appropriate areas to encourage children to develop their imaginations through role-play, currently 'Harwell Hospital'. It has suitable props and equipment that add realism to learning.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Standards in speaking and listening are high and pupils achieve well in these areas.
- Standards in reading and writing are above average by Year 6.
- There is a lack of whole school planning for English, particularly for the mixed-age classes.
- Good enrichment activities make the English curriculum more interesting and effective.
- Assessment to track pupils' progress is unsatisfactory.
- The new leadership is just beginning to have a positive impact on provision.

### Commentary

49. Speaking and listening skills are developed well across the school, leading to high standards and good achievement. Lessons have a clear focus on questions and answers, which provides good opportunities for pupils to practise and improve their communication skills. Pupils' opinions are valued. This leads to confidence and an eagerness to contribute. Pupils of all abilities, including those with special educational needs and those with lower attainment, speak clearly and audibly.
50. Pupils in Years 3 to 6 achieve in a satisfactory way. Standards in reading and writing remain above average in Year 6 as they were when the pupils completed Year 2. In the 2003 National tests for Year 6 pupils, standards were above average and pupils attained more highly than pupils in similar schools. Standards have been maintained since the time of the last inspection.
51. Achievement in reading and writing in Year 2 is currently satisfactory, leading to broadly average standards. Achievement amongst the current Year 3 pupils, however, was unsatisfactory and led to them attaining well below average standards in the 2003 national tests. This dip in standards and in pupils' achievements was due to a very disturbed three years in which the class was taught by seven different teachers. Lack of whole-school

systems in relation to planning and monitoring exacerbated the effect of this. The school has identified the difficulties and has put relevant support into the class for this term, and these good plans to improve the situation are already beginning to take effect.

52. The quality of teaching and learning in English is satisfactory overall, although there are strengths and weaknesses within this. Stronger teaching is seen particularly in Years 1 and 3. In these classes, pupils benefit from some innovative approaches that promote interest and enthusiasm for literacy. Positive relationships lead to high quality interactions and good concentration, resulting in good learning. Where teaching is weaker, time is not used as well. There is a lack of whole-school planning for English which impacts on this and on pupils' progress. Lack of recent monitoring has led to some anomalies within the planning, consequently some lessons are too long and lead to restlessness and on rare occasions, difficult behaviour. Sometimes, not enough content is planned for the lesson, hence time is not always used well enough to improve standards. Planning for mixed-age classes has some additional weaknesses. Sometimes pupils in one year group have to wait too long while content for another year group is explained. The new co-ordinator is aware of these weaknesses and has begun to improve the situation by reviewing current practice.
53. The curriculum in English is broad and balanced and is enriched through a creative and often innovative approach, which enables pupils to develop their skills through some exciting visits and through access to art and music. In Year 3, for example, achievement was good as pupils composed their own imaginative stories after listening to one of Beethoven's symphonies. Their understanding of adjectives and verbs was enhanced by the vocabulary conjured up through the evocative use of music as a stimulus.
54. Assessment of pupils' work and systems to track progress over time are unsatisfactory. The new co-ordinator has begun to analyse data from the national tests to identify strengths and weaknesses within provision. This is too recent to have had an impact. Marking of pupils' work is not consistent and does not always identify necessary improvements and pupils do not know how to improve their work. Although most pupils have English targets to aim for, few of those asked could remember what their target was.
55. Leadership and management of the subject are satisfactory. Lack of recent systematic monitoring of teaching and learning has led to inconsistencies in provision, but recognition of this has been established and plans are in place to improve all aspects of the subject. The new co-ordinator has begun the task of leading the subject well but work is too new to have had an impact on provision or standards. Resources have not been audited of late and many books are tatty and in need of renewal.

### **Language and literacy across the curriculum**

56. Language and literacy are used well across the curriculum. Good opportunities are created for pupils to read and write in many other subjects. During the inspection, pupils were observed reading and researching information in history, writing in geography and in religious education, discussing artists and artistic styles in art and design, and listening carefully to music as well as to their teachers. Within each class, library areas have been created, and although the main research library is small, pupils know and understand how to use it to find information.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Pupils achieve well over Years 3 to 6. They attain well above average standards by the end of Year 6.
- Although always satisfactory, there is considerable variability in the quality of teaching pupils receive in different classes.
- Current Year 2 pupils are achieving in a satisfactory way. Pupils who were in this year group last year, however, made unsatisfactory progress.
- The recent staff changes have meant that some good leadership and management has had only satisfactory impact on the quality of education provided in mathematics.
- Assessment is not yet used as well as it could be in helping to raise standards.

### Commentary

57. Pupils in the current Year 6 group and those who completed Year 6 last year had attained above average standards when they completed Year 2. Over their time in Years 3 to 6 (Key Stage 2), last year's group achieved well and attained well above average standards in the Year 6 national tests. The current Year 6 has also achieved well and are set to attain similar standards at the end of the year. Pupils are confident with number and learn new concepts easily and effectively. They have very good mathematical thinking skills and are able to apply their knowledge to problem situations well. Almost all pupils are set to attain at least the nationally expected level (Level 4), showing that those who were lower attaining at the end of Year 2 have achieved well. Higher attaining pupils do well, although there are instances where more challenge would help them achieve even better. Although statistics indicate that girls achieve better than boys, there was no evidence during the inspection to substantiate or explain this. Year 6 standards have risen since the time of the last inspection.
58. Current Year 2 pupils are achieving in a satisfactory way. This group entered the school with average attainments and their satisfactory progress means that they are set to attain average standards by the end of the year as they did at the time of the last inspection. The disrupted education of the current Year 3 pupils meant that they made unsatisfactory progress over Years 1 and 2 and standards were well below average at the end of Year 2. This group of pupils are now achieving well.
59. Although achievement over Years 3 to 6 is good and it is satisfactory for pupils over Year 1 and 2, pupils do not make steady progress. This is linked to the quality of teaching and learning they receive. Overall, the quality of teaching and learning is satisfactory over Years 1 and 2 and good over Years 3 to 6.
60. Almost all lessons begin well. Teachers give pupils good opportunity to practise mental skills and successfully help them to become steadily more mentally agile and resourceful. Where teaching is good, activities are well planned and productive, building well on introductory teaching. In some classes, however, activities are not as well planned. In some classes, there is an overuse of worksheets and textbooks that both inhibit pupils' depth of thinking and their ability to record their mathematics. Although teachers make efforts to set different work for groups of pupils in the class, in the mixed age classes these groups are too often selected by age group rather than by attainment. This means that some pupils are not correctly challenged and this reduces their learning. In most lessons, pupils are well managed and this enables them to concentrate well. In a small number of lessons, however, too much time and attention is given to pupils who have difficulty controlling their behaviour. This affects the learning of the whole class. There is also variability in the way marking is used to help pupils understand how to improve their work and much of the practice seen was unsatisfactory.

61. Leadership and management of the subject are satisfactory. In the last five terms there have been three different subject co-ordinators and although each has worked hard to improve pupils' learning, the disruption caused by the change over of staff has reduced the speed of the change. Data is now well analysed, but the setting of targets and the tracking of the progress of individuals is only at an early stage of development and not yet having a full impact on raising standards. Monitoring of the quality of teaching has been part of the role of the co-ordinator, but the short time each has had to build a picture of what is happening in the school has reduced their ability to act to share strengths and improve weaknesses.

### **Mathematics across the curriculum**

62. The school's emphasis on cross-curricular work means that pupils have good opportunities to use their mathematical skills and knowledge in subjects such as science and design and technology. Good use is made of ICT to support learning in mathematics.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Main Strengths and weaknesses**

- Pupils achieve well throughout the school. Standards at the end of both Year 2 and Year 6 are well above average.
- Although teaching and learning in science lessons are satisfactory overall, there are some relative weaknesses within this.
- Pupils like science and this encourages them to gain knowledge and understanding of science at home.
- The amount and quality of pupils' recorded work is unsatisfactory in most classes.
- Teachers' marking of pupils' work does not help pupils to improve their work as much as it could.

#### **Commentary**

63. Standards in science have improved since the last inspection and are well above average. Discussions with pupils in Year 2 and Year 6 show that they achieve well and in relation to their ages, have very good knowledge and understanding of life processes and living things, materials and their properties and physical properties. The school is now placing more emphasis on developing pupils' skills of scientific enquiry and this is having a positive impact on their ability to experiment and investigate and standards are good in the practical aspects of this area.
64. Teaching and learning is satisfactory overall. The best teaching occurs where teachers' knowledge and understanding of the subject is secure. This is not always the case, however, and when it is not, it inhibits pupils' learning because teachers are not able to readily answer questions or structure pupils' learning as well as they might. Standards of recorded work in pupils' books, particularly the older pupils, is not in line with their ability or knowledge and understanding of the subject. This is because some teachers do not have sufficiently high expectations and marking does not always show pupils ways in which work could be improved. Teachers use science well to support the development of numeracy skills and encourage the use of correct scientific terminology. Pupils in Year 6, for example, talk knowledgeably about air resistance, aerodynamics and upthrust of water.
65. Pupils demonstrate good attitudes to learning particularly when undertaking practical work. They show interest and work well in pairs and small groups. They concentrate well and persevere with tasks even when they are finding difficulties or are not getting the results they had hoped for. The school actively encourages pupils to be interested in science. This interest



combines with very good home support and satisfactory teaching to assist pupils to achieve well. Pupils in Year 6 talked enthusiastically about the science programmes they watch on television and of what they have learnt from them. As well as this, many have regular access to computers and they make good use of the CD-ROM's and the Internet to find things out.

66. Leadership and management of the subject is satisfactory overall. The leader has good knowledge and understanding and has attended appropriate training to update her skills. She is enthusiastic to develop the subject further. However, although she monitors teachers' planning and has increased and developed resources, she has not yet had opportunity to monitor teaching and learning in classes in order to become fully effective in her role.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- In some aspects of ICT, pupils achieve well and attain above average standards.
- The lack of a consistently used scheme of work means that pupils do not achieve equally well in all aspects of the curriculum.
- ICT is used well to promote learning in other subjects.
- The need to spend management time on maintaining computers has reduced the effectiveness of other aspects of leadership and management.

### **Commentary**

67. Pupils achieve in a satisfactory way throughout the school and overall standards are average in both Year 2 and Year 6. This is an improvement since the time of the last inspection. There are aspects of the curriculum, however, in which pupils, especially those in Years 3 to 6, achieve well and attain above average standards. These included word processing skills, in which pupils attain good standards of presentation, choosing well between various options to improve their work. Pupils also achieve well in using the computer for research purposes. By Year 6, they have good knowledge of how websites work and how the information they give can be used. Pupils also use the Internet to communicate with friends in other schools internationally. Some higher attaining pupils are able to, with assistance, put together a website.
68. Because the school's scheme of work is not used in a structured and consistent way, pupils are less advanced in using the computer to monitor or control events, and achieve in only a satisfactory way in this. A recently acquired program in which pupils use the computer to write simple programs was in use in Years 4, 5 and 6. Pupils were learning to use it fast, but there was no appreciable difference in their competencies because there had been no systematic building of skills in the past.
69. Teaching and learning are satisfactory overall. Teachers have the required knowledge of ICT and are adept at exploiting pupils' enthusiasm for the subject to ensure that good learning takes place in lessons. There is good use of older or more experienced pupils to help those who are less advanced learn. Teachers' planning is, however, somewhat sketchy, particularly when planning in advance how a unit of work will build pupils' skills. There are no clear school expectations of the depth or quality of such planning and planning seen varied from some of adequate quality to some that was no more than an outline of what the pupils might do during the half term. The results of this are seen in the unsystematic way in which pupils acquire skills and knowledge over their time in the school.
70. Leadership and management of the subject is unsatisfactory. The number and quality of resources has been significantly improved since the time of the last inspection but the subject

still lacks a coherent scheme of work. Teachers' knowledge has improved since the time of the last inspection. The school has made some arrangements to provide maintenance of the many computers on site, but a lack of sufficient technical support means that the co-ordinator needs to spend much time on maintaining computers and updating software. This detracts from other functions and there has been insufficient checking of the work in school to ensure that the agreed scheme of work is being used. The development of the scheme of work was identified as an area for improvement in the last inspection and insufficient has been done to ensure the continued success of the work put in at that time.

### **Information and communication technology across the curriculum**

71. Good use is made of computers to support most other subject areas. The use of computers to research, for example, greatly expands pupils' knowledge in subjects such as science and history.

### **HUMANITIES**

72. Religious education was inspected individually and is reported in full below. Inspectors also sampled work in history and geography.
73. One history and one geography lesson were seen during the inspection. In both subjects, a scrutiny of pupils' work and of teachers' planning, as well as discussions with pupils and staff, were undertaken. The broad range of curriculum opportunities ensures that pupils develop a breadth of knowledge, understanding and skill in both subjects. The good range of visits enhances pupils' awareness of the local environment and of its past history. From the youngest class, children begin to explore the environment to develop their awareness of road safety. As they move through the school, visits to support historical studies and residential experiences to promote geographical understanding, promote enthusiasm and enjoyment of these subjects.
74. Good use is made of literacy skills in support of history and geography. Year 3 pupils were observed developing their research and writing skills as they undertook investigations into Ancient Greek Gods. Pupils in Year 1 improved their language skills as they discussed how to make their local area a safe place. The use of ICT was also seen in pupils' past work.
75. Leadership of the humanities has improved since the last inspection. Good coverage of the National Curriculum has been mapped out, and a clear action plan established to further improve the quality of education provided. Monitoring of teaching, learning and planning ensures that all pupils have equal opportunity to take part in the experiences on offer. Assessment procedures are limited to end of year judgements.

### **RELIGIOUS EDUCATION**

Provision in religious education is **satisfactory**.

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

- Religious education has a positive impact on pupils' understanding of other faiths and cultures.
- Development of literacy through religious education is good.

#### **Commentary**

76. Pupils' achievement in religious education is satisfactory. They have an appropriate knowledge of Christianity and of some other faiths. This is an improvement since the last inspection, when it was unsatisfactory for pupils in Years 3 to 6. Pupils' levels of attainment meet the requirements of the locally agreed syllabus. They have visited the local church, and take part in

a range of different celebrations and festivals of several faiths. They show appropriate understanding and tolerance of the views of others.

77. The use of literacy is an important part of religious education lessons, enabling pupils to practise and improve their reading and writing skills. They have written prayers that they read out in assembly. Good harvest poems are on display, and pupils have compared the different beliefs of Christians and Hindus. They have benefited from listening to a visitor talk about the lives of people in India, their culture and beliefs. This was followed by an 'Indian Day' in which pupils developed their awareness of Indian food, culture, dress and lifestyles.
78. The quality of teaching and learning in religious education is satisfactory with some good use of artefacts to promote interest and knowledge. Teachers have suitable knowledge and use this to provide pupils with an appropriate knowledge of Christianity and other faiths. Pupils are taught to identify similarities and differences between their own beliefs and those of others. There is an expectation that pupils will respect the opinions and beliefs of others and this is evident in pupil's conversation.
79. Leadership of religious education is satisfactory and has enabled the improvements since the last inspection. The co-ordinator is newly appointed and has not yet had an impact on the quality of the education provided but has made a good start by auditing resources and developing clear awareness of provision across the school.

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

80. During the inspection, work was sampled in each of the following subjects: art and design, music and physical education. Design and technology was not inspected.
81. In addition to observing lessons, inspectors spoke to co-ordinators about their work, spoke to pupils about what they had learnt in music and looked at completed work in art and design. Music was observed as part of two lessons during the inspection. These lessons were well taught and both assisted pupils to develop their musical knowledge well. In discussion, Year 6 pupils showed an appropriate knowledge of all aspects of the music curriculum. The music curriculum is well linked to other subjects, giving it a relevance to the pupils. A good range of peripatetic music teaching further extends work in lessons, as do recorder groups and the school choir.
82. In the two lessons observed in art and design, teaching, learning, standards and achievement were all satisfactory. Good links were made with other subjects. In Year 2, for example, pupils created pictures depicting 'The Great Fire of London' related to their studies in history. Appropriate use is made of information and communication technology to support work in art and design through, for example, use of the Internet to research the lives and work of artists. Work seen in lessons and observations of work on display were of average standard. Only limited use is, however, made of sketchbooks to develop ideas and techniques.
83. Only one lesson was seen in physical education. In this lesson, teaching and learning were good and pupils demonstrated satisfactory control and co-ordination of their movements. Discussion with the subject leader and scrutiny of planning shows appropriate use is made of national guidance and that all strands of the subject are covered. Accommodation and resources for physical education are good. There are good opportunities provided by the school outside of the school day for pupils to practice and develop their skills. Older pupils have the opportunity to try a range of outdoor pursuits during a residential visit.

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

84. Only one personal, social and health education lesson was seen during the inspection. No judgements can, therefore, be made about overall provision. The school has an appropriate programme in place that includes appropriate work on sex, drugs, personal safety and

environmental awareness. Outside agencies, such as 'The Life Education Centre' and the 'Drugs Action Team' provide valuable support. There is an active School Council, which investigates and debates issues of concern and takes responsibility for feeding back to staff and governors. Through class discussion times called 'Circle Time', pupils are able to discuss their thoughts and feelings, which helps to develop their confidence and self-esteem. They also begin to understand and appreciate the benefits of living in a harmonious community.

## 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	3
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>3</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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
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	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
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).*