

INSPECTION REPORT

LEAFIELD CE PRIMARY SCHOOL

Leafield, Witney

LEA area: Oxfordshire

Unique reference number: 123109

Headteacher: Mrs Lesley Ryde

Lead inspector: David Law

Dates of inspection: 19 – 21 January 2004

Inspection number: 256715

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
Number on roll:	74
School address:	The Green Leaffield Witney Oxfordshire
Postcode:	OX29 9NP
Telephone number:	01993 878273
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Appropriate authority:	The governing body
Name of chair of governors:	Dr Owen Green
Date of previous inspection:	8 February 1999

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average size school of 74 pupils – 43 boys and 31 girls. Attainment on entry to the Foundation Stage is generally average. There are four classes in the morning comprising: Foundation Stage children, a Year 1 and 2 class, a Year 3 and 4 class and a Year 5 and 6 class, but in the afternoon there are three classes as the Foundation Stage children are taught alongside Years 1 and 2 pupils. There are five teachers, including the headteacher. All pupils are of White British ethnic origin. Ten pupils have special educational needs (SEN), and this is broadly average, and one pupil has a Statement of Special Educational Need. The nature of pupils' SEN is mainly related to specific or moderate difficulties with learning. The proportion of pupils entitled to a free school meal is well below average at 2.8 per cent. The mobility of pupils is low; the proportion of pupils entering or leaving the school is below national averages. The school received an Achievement Award in 2002 as a result of improved standards in the end of Year 6 national tests.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20575	David Law	Lead inspector	English as an additional language Special educational needs English Science Art and design Geography History Religious education
9958	Tim Page	Lay inspector	
22575	Martin Golds	Team inspector	Foundation stage Mathematics Information and communication technology Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a caring school with a positive ethos that values all its pupils and makes satisfactory provision for them. Standards in reception and in Years 3 to 5 are above national averages in mathematics and science and pupils achieve well. There has been a significant improvement in Year 6 national test results since 2001. Teaching and learning are good in the reception class and in the Year 5 and 6 class, but there are weaknesses in Years 1 and 2, where standards in writing and mathematics are below average. Leadership and management are satisfactory and the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Links with parents are very good and they are highly satisfied with the school
- Well above average standards in the end of Year 6 tests
- Pupils achieve well in science because of good teaching
- Relationships are very good – pupils are well cared for
- The school sets high expectations for pupils' conduct and they behave well
- Provision for pupils' spiritual, moral, social and cultural development is good
- Below average standards in writing and mathematics in Years 1 and 2
- ICT resources are unsatisfactory; this restricts pupils' progress in Years 5 and 6
- Attendance is below average - a very small minority of parents do not make enough effort to ensure the attendance of their children

Since the last inspection in 1999, the school has made steady improvement, despite significant changes in personnel – including four headteachers. In 1999, standards were below average at the end of Year 6 in mathematics and science and are now above average. A sound development plan is now in place. It is based on the analysis of relevant information, and priorities for improvement are identified and tackled. The effectiveness of curriculum planning and teaching is now checked systematically. The headteacher has time to undertake management responsibilities and pupils have appropriate opportunity to learn how to swim. The school has made satisfactory progress in addressing the key issues from the last inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	A	C	A
mathematics	E	A*	A	A*
science	C	A*	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. A grade of A means the school is in the top 5% nationally.*

Pupils achieve well in the reception class and in Years 3 to 6. The goals children are expected to reach by the end of reception are attained by most and children make good gains in their learning. Pupils in Years 1 and 2 achieve less well than they should in writing and mathematics and standards are below average by the end of Year 2, although reading is broadly average. Pupils' achievement is at its best in Years 5 and 6. By the end of Year 6, standards are above average in science and mathematics and in English they are average. This is a great improvement on the position just two years ago. Pupils' competence in ICT is satisfactory in Years 1 and 2, but it is below average by the end of Year 6 because of weaknesses in the provision of software and resources. In other subjects, standards and pupils' achievement are satisfactory. **Relationships are very good and the school provides well for pupils' spiritual, moral, social and cultural**

development. Behaviour is good; pupils work and play well together. Although pupils arrive in school on time, attendance is below average - despite the fact that the school takes appropriate action to promote good attendance.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning is satisfactory, overall. It is good in Years 5 and 6 and for pupils in the reception year; it is satisfactory in Years 3 and 4. In Years 1 and 2, teaching is unsatisfactory and pupils do not learn as well as they should. Where teaching is best, pupils are challenged to think, make good gains in their learning and acquire skills, knowledge and understanding at a good rate. There is very good subject knowledge in science and pupils learn this well. The school provides a sound curriculum. Provision for pupils with special educational needs is satisfactory. Pupils have a good opportunity to participate in sport. Pupils' opinions are listened to carefully and acted on sensitively. There is a high level of trust between pupils, teachers and other staff; all pupils get good care and support. Partnership with parents is very strong, they are appreciative of their school, and there are good links with the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The governing body meets its statutory responsibilities, has clear aims and policies and sets an appropriate overall strategic direction. The headteacher, and staff with leadership responsibilities, are committed to the school's improvement and performance is monitored appropriately. They are proud of the improvement in test results at the end of Year 6. The headteacher has worked effectively to establish common values and practices, and staff work co-operatively with each other. Teaching assistants are a valuable support in the classrooms, work very conscientiously and are valued as an integral part of the team. The school improvement plan sets relevant priorities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are highly satisfied with the school. They feel that the school encourages their children to work hard and do their best. Parents feel comfortable about approaching the school with any concerns. Most pupils like coming to school and feel that teachers listen to their ideas and opinions.

IMPROVEMENTS NEEDED

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

- Raise standards in writing and mathematics in Years 1 and 2 by improving the quality of teaching in these subjects
- Improve the provision of ICT resources, particularly for Years 5 and 6, to raise standards further
- The governing body should review how it might secure better attendance

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children achieve well in the reception class; standards are above average in most areas of learning. In Years 1 and 2, pupils achieve too little and by the end of Year 2 standards in writing and mathematics are below average. In Years 3 and 4, pupils make good progress, overall, in English and mathematics; this quickens in Years 5 and 6, and by the end of Year 6 standards in mathematics are above national averages and average in English. In science, pupils achieve well throughout the school. Standards in ICT are below average by the end of Year 6. In all other subjects, standards are average.

Main strengths and weaknesses

- Year 6 pupils attained very good national test results in science and mathematics in 2003
- Pupils in Years 5 and 6 achieve well because of good teaching
- Pupils achieve well in science because of good teaching
- In the reception class, children make good gains in their learning
- Provision in ICT is unsatisfactory and pupils achieve too little by the end of Year 6

Commentary

1. In reception, children make good gains in their learning and achieve well. By the time they enter Year 1, most have attained the goals children are expected to reach in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Their overall standards are above expectations.
2. The gains made in the reception are not built on sufficiently well in Years 1 and 2. In key literacy and numeracy skills, pupils do not achieve enough. By the end of Year 2, standards in writing and mathematics are below average. In contrast, speaking and listening skills are good and pupils achieve well in science where there is specialist teaching.
3. Pupils make good progress, overall, in Years 3 and 4 and reach a satisfactory standard in key literacy and numeracy skills. The pace of pupils' learning in Years 5 and 6 is good and pupils achieve well. Standards are above average in mathematics and science and average in English.
4. The achievement of pupils with special educational needs and those with particular gifts and talents is satisfactory. At the end of Year 2, boys achieve less well than girls in literacy. There is little gender difference by the end of Year 6.
5. The Year 2 results in the national tests for writing and mathematics have been below or well below the national average for the last three years. The reading results have been at about the average level over this period. Compared with the results of similar schools, test results show reading as below average and writing and mathematics well below.
6. This contrasts with the end of Year 6 tests where results in all subjects rose sharply in 2002 to well above average. In 2003, results were sustained at above average in mathematics and science but were average in English, mainly because writing was below average in contrast to reading, which was above. Given that pupils' results at the end of Year 2 were well below average, the value added by the end of Year 6 is very good. When compared with similar schools, pupils' attainment in mathematics is above average and well above in science, but English performance is below average.

7. For results at the higher Level 5 of the National Curriculum, by the end of Year 6, English is average and mathematics and science well above average. Against similar schools, whilst mathematics remains above average and science well above, English is below. At the end of Year 2, results for the higher Level 3 are below average in all subjects.
8. Pupils' results in mathematics and English against the school's end-of-Year-6 targets are generally good and the targets set are sufficiently challenging.
9. Pupils' competence in ICT is satisfactory in Years 1 and 2, but unsatisfactory by the end of Year 6 because of weaknesses in provision. Standards in RE are in line with expectations. In all other subjects of the curriculum achievement is satisfactory and standards are average.
10. At the last inspection, standards at the end of Year 6 in writing, mathematics and science were below average. Since then, standards have improved well, particularly in mathematics and science. However, there is now an issue about standards that are too low in numeracy and literacy by the end of Year 2. Standards in science have improved across the school because of effective specialist teaching.

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

Standards in:	School results	National results
Reading	16.0 (15.6)	15.9 (15.8)
Writing	12.0 (13.0)	14.8 (14.4)
Mathematics	14.2 (16.2)	16.4 (16.5)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	27.0 (29.3)	27.0 (27.0)
mathematics	29.0 (31.2)	27.0 (26.6)
science	31.4 (32.5)	28.8 (28.3)

There were 10 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Pupils' spiritual, moral social and cultural development is good, overall. Attendance is unsatisfactory, but punctuality is good.

Main strengths and weaknesses

- The school council enables pupils to express their views well
- Relationships are very good – pupils are highly valued and well cared for
- Pupils' spiritual awareness, respect for each other, understanding of right and wrong and their social skills are good and fostered effectively by the school

Commentary

11. Attendance is below average compared with the national figures. This results from a minority of pupils whose parents do not encourage their children to attend by taking holidays in term-time. Most pupils attend regularly and arrive on time. The school monitors attendance well.

12. The majority of pupils are very keen to come to school, and their interest in school life is very positive as is their involvement in the extra-curricular activities. For example, the older girls were enthusiastically playing football after school and had high aspirations to play as a team. The school is very good at encouraging good relationships between the pupils and between the pupils and staff. There is good co-operation seen in many activities where pupils share work tasks. They pool ideas and share tasks fairly, helping one another in their learning. Older pupils care for and help younger pupils. A good example of this was seen when older pupils were reading and sharing books with the reception class pupils. Pupils are polite and courteous. When spoken to by visitors they are articulate, helpful and a pleasure to talk to. The behaviour of pupils is good. There are no pupil exclusions.
13. There is a strong ethos of valuing individuals and reinforcing positive relationships. For example, at the start of the school day pupils and parents are welcomed by the headteacher, teachers and teaching assistants, all of whom are available for discussion. Pupils settle quickly on entry to the school and read quietly or occupy themselves purposefully.
14. Provision for pupils' cultural development is good. An awareness of their own and other cultures is fostered through the curriculum as well as special events, such as a Japanese Day, visitors to the school and visits out of the school. There are strong links with the local church.
15. The provision for the moral development of pupils is good. The school teaches effectively the values that distinguish right from wrong. Due attention is given to the reinforcement of codes of behaviour and the sharing of positive values. Pupils respond well, often enjoy their work and show care for the school. Pupils are rewarded well for good work and correct actions. There is a school council, made up of representative pupils from each year group. Both teaching and support staff provide good role models and encourage pupils to relate well to one another, respect one another and behave courteously. Pupils also support a number of charities, for example, Operation Christmas Child.
16. Provision for pupils' spiritual development is good. Pupils have an opportunity to reflect in assembly and to ask questions of meaning and value. Assemblies based on themes such as friendship, honesty and tolerance give a very clear message to pupils about striving to succeed and being kind and helpful to others. They are well used to promote a sense of community and shared values. The school meets the statutory requirement for a daily collective act of worship
17. Good provision is made for pupils' social development through the daily life of the school, the curriculum and local educational visits. The school promotes an effective sense of community and develops pupils' responsibility successfully. Pupils are encouraged to support "Operation Christmas Child", the harvest festival, and to plant daffodils on the village green and care for their immediate environment. Pupils are encouraged to relate well to one another and act courteously. When provided with appropriate opportunities, pupils carry out responsibilities with confidence. The school council provided opportunities for pupils to show initiative and to be more involved in making decisions. Pupils enjoy good relationships with adults and each other. They are encouraged to show responsibility for the environment and in particular the area around the school. Pupils show great respect for the values and beliefs of other people.
18. Pupils are free from harassment and bullying and the school has good procedures to deal with incidents should the need arise. In the Foundation Stage, the children have a good opportunity to develop personal and social skills and provision for emotional development is good; most are on course to achieve or exceed the Early Learning Goals in these aspects. Throughout the school, pupils express the view that they like coming to school and enjoy taking part in what it has to offer.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.7	School data	0.0
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.

Exclusions

There were no exclusions in the last academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning is satisfactory, overall. In Years 5 and 6, it is good and as a result pupils learn well. It is also good for children in the reception during the morning when they are taught as one year group and children make good gains in their learning. In Years 3 and 4, teaching and learning are satisfactory. In Years 1 and 2, teaching is unsatisfactory, overall, because pupils do not achieve as well as they should in key aspects.

Main strengths and weaknesses

- Very good subject knowledge in science
- Pupils are given very good encouragement to learn in both the reception class and in Years 3 to 6
- Pupils in Years 5 and 6 are challenged effectively
- All teachers insist on, and achieve, high standards of behaviour
- Assessment in the Foundation Stage is very good and is used to help individual children to learn
- In Years 1 and 2, pupils are not challenged sufficiently and the pace of lessons is not brisk enough

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	11	11	0	1	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.

19. In the reception class during the morning, children are taught by one teacher as a discrete year group. During this period of the day teaching and learning are good because the teacher:
- Has a thorough knowledge of all the children and uses this to plan the next steps in their learning
 - Uses the limited space effectively to create a place where learning is stimulating; this encourages children to engage in activities with interest
 - Plans the curriculum carefully across all the areas of learning so children have a broad and balanced experience and make good progress
 - Encourages children to talk purposefully, explore, investigate and learn from first-hand experience

20. This good quality learning and teaching was seen in an activity where the children were building an obstacle course. They used equipment sensibly, encouraged each other, worked co-operatively and took turns. The teacher intervened to stimulate children's language development, asking questions that made them think carefully about what they were doing and challenging them to try out new ideas. The children recorded what they were doing by using a digital camera. All resources were thoughtfully set out; children sensibly helped the teacher to tidy away at the end. Throughout this period, children were purposeful and fully engaged in the activities.
21. In Years 1 and 2, there is satisfactory teaching of the whole class in literacy – big books are used to gain pupils' interest, they draft their writing on to small, individual whiteboards, which they can wipe clean to enable correction. The planning of lessons identifies a suitable balance of work and progress is checked against key objectives that pupils are expected to learn. Relationships are positive and pupils are encouraged to work hard. However, in some lessons, pupils are not challenged sufficiently. For example, in a mathematics lesson higher-attaining pupils add single-digit numbers and this offers too little challenge as they are capable of dealing with more complex numbers. Sometimes, activities are mundane, such as completing work from a textbook, and pupils lose interest. At other times, lessons are too long and lose focus, and the work of the teaching assistant is not always organised effectively. As a result, pupils do not make sufficient gains in their learning.
22. In Years 3 and 4, teaching and learning are never less than satisfactory and there are some good features. The objectives pupils are expected to learn are clearly planned by the teacher and shared with the pupils at the start of the lesson. The teacher returns to these objectives at the end of the lesson to check what pupils have learnt. Resources for learning are well organised and lessons are prepared thoughtfully according to detailed and relevant plans. The Year 3 and 4 class is the largest in the school and this thorough preparation and planning helps to keep pupils focused and productive. Most pupils are learning and progressing well. The teacher makes the work interesting; there are good relationships.
23. In Years 5 and 6, teaching is never less than good and so pupils make good progress in their learning. There is a very good rapport between teacher and pupils; a calm and ordered atmosphere prevails. Pupils work hard, behave well and are attentive. Basic skills of literacy and numeracy are well taught – for example, in literacy there is a good balance between grammar, reading and writing, and the progress of individual pupils is recorded well and the information acted on to improve teaching. Pupils are set targets for improvement and they understand what they are expected to learn. In a very good physical education lesson, the teacher demonstrated high expectations and very good subject knowledge and the pupils responded with high levels of interest and participation. Good use was made of the limited outdoor space and pupils were given good opportunities to practise their skills in passing and controlling a ball and were led to understand the next steps they needed to make to further improve their skills.
24. Overall, teachers form positive relationships with all pupils. Behaviour is managed effectively; pupils respond well to this. The assessment of pupils' achievements is satisfactory, overall, and good in the reception class; pupils are set reasonable targets for what they are expected to learn. All pupils develop at least a satisfactory ability to work independently or with others; in the reception class this develops well. Teaching generally meets the needs of all pupils satisfactorily, including those with special educational needs.

The curriculum

The overall quality of the curriculum is satisfactory. The quality and range of learning resources is satisfactory, overall. The current accommodation is unsatisfactory, but the school has plans to improve this in the near future.

Main strengths and weaknesses

- Personal, social and health education is well planned
- Schemes of work are now securely in place – an improvement on the previous inspection
- Pupils are well prepared for the transfer to secondary education
- ICT resources are unsatisfactory, which restricts pupil progress in Years 5 and 6.
- Outdoor facilities are inadequate for the reception class
- The timetable does not always make the best use of teaching time

Commentary

25. All National Curriculum subjects and religious education are taught to pupils from Year 1 to Year 6 and all statutory requirements are met. However, there are weaknesses in the information and communication technology taught to pupils. The curriculum in the Foundation Stage covers all the areas of learning and is suitably balanced. Activities to promote physical development are limited by the accommodation.
26. The curriculum provision for pupils with special educational needs is satisfactory throughout the school. There is early identification of pupils with special educational needs and they are well supported in their access to the curriculum. Pupils with special educational needs are supported in lessons and are withdrawn from lessons for additional learning support, particularly in English and mathematics. This provision is generally good. Care is taken by teachers to ensure that they do not miss any important classwork and the benefits they receive from this extra help outweigh any disadvantages.
27. Personal, social and health education is well taught throughout the school in science lessons, and in other lessons where there is opportunity for pupils to talk about their feelings. Personal, social and health education is well planned, timetabled regularly for all classes, and thoroughly covers all aspects, including citizenship. There are appropriate policies agreed by the governing body for alcohol, drug and sex education and these aspects of health education are sensitively taught to children with the full support of parents and carers. The school complies with the Race Relations and Disability Acts and has systems in place to monitor their implementation.
28. The school does a good job in ensuring equality of access and opportunity for all pupils. Social inclusion is also achieved through promoting equal opportunities and by monitoring the attainment of all pupils. The curriculum is responsive to pupils' diversity and planned so that there are opportunities to make learning relevant. For example, the school's involvement in the Millennium Wood.
29. The provision of out-of-school clubs is good, as is the range of outside visits and visitors to the school. The clubs enrich the curriculum and help bring it alive by making it more relevant and interesting. These clubs include cycling proficiency, recorders, cricket, cross-country running, netball, drama and hockey. Clubs are well attended, and appreciated by the pupils and their parents. There is normally a residential trip every other year for the older pupils. This gives them the opportunity to take part in outdoor and adventurous activities as well as helping them to develop socially and to learn to live harmoniously in an environment away from home. Other interesting visits are made to enhance the work in class. For example, the children visited the Ashmolean Museum, Swindon Steam Museum and Woodstock Museum. There is also a number of popular sports clubs, such as the football club. There are also opportunities to play competitive sport against other local schools. The extra-curricula sporting provision consolidates and extends pupils' learning from physical education and makes a significant contribution to their personal and social development.
30. There has been a large turnover of staffing in the last few years, but, currently, the school has a suitable number of appropriately qualified staff to meet the demands of the curriculum. Teaching assistants and support staff, provide good additional support.

31. The school is housed in an old Victorian building. It is in a satisfactory state of repair and is kept clean. There is a satisfactory number of classrooms, together with some additional rooms, which are used to house the staff room/ICT suite, and the reception children. They are of adequate size and meet the schools' curricular needs.
32. There is a dedicated play area for reception children, although with only limited facilities and no shaded area, no grassed area and no climbing apparatus. There is no school field and the school has to use the village green, which is not ideal because although grassed, it is not a sporting surface. The school has the use of the village hall for physical education lessons.
33. Some lessons are rather long, which makes it difficult for teachers to hold pupils' attention for the full lesson and the pace of learning slows.
34. The provision of resources is sound, overall, as found in the last inspection. Provision for all subjects is satisfactory, although there is a need for more software in order that ICT can better support the curriculum. There is a good range of books for pupils to use. Resources for music are satisfactory.

Care, guidance and support

The school makes satisfactory provision for pupils' care. Guidance, support, and pupils' involvement in the school are good.

Main strengths and weaknesses

- Risk assessments are conducted frequently.
- Pupils have a very good rapport with staff
- Pupils' personal development is monitored and recorded effectively
- There are good induction procedures

Commentary

35. The school's health and safety policy is clear and delegates responsibility to governors and staff. Frequent site inspections complement an annual inspection by the local educational authority. Qualified adults administer first aid efficiently and maintain records carefully, including details of any pupils who have specific medical conditions. The child protection policy follows locally agreed procedures and staff are kept updated of any changes.
36. Pastoral support and guidance are good. Pupils have confidence in their teachers and have established an easy rapport with them. There is careful tracking of pupils' personal development, which is recorded in their personal profiles. Older pupils are aware of their academic attainment and targets, and their work is marked well. Pupils with special educational needs and those identified as being gifted and talented are supported effectively so that they make similar progress to their peers.
37. The caring Christian ethos of the school encourages an environment that is largely free of oppressive behaviour. Parents are involved at an early stage if problems arise. Pupils are consulted about school rules and are able to contribute ideas through the school council.
38. The school's induction procedures are effective at easing children into the life of the school. The youngest entrants have the opportunity to pre-visit the school and take part in a teddy bears' picnic; buddies support younger children in their first few weeks in school.

Partnership with parents, other schools and the community

Links with parents are very good. Links with the community, and other schools and colleges are good.

Main strengths and weaknesses

- Parents' and pupils' positive attitude to what the school provides
- Very good reporting on pupils' progress and attainment
- Accessibility of staff, which ensures that concerns and complaints are dealt with effectively
- Links with the community, which involve and benefit the pupils
- Good support for pupils arising from the links with other schools and colleges

Commentary

39. Responses to the pre-inspection questionnaires and conversations with parents indicate that they are very satisfied with the school. All parents agree that their children behave well, that teaching is good and that their children are expected to work hard, that induction arrangements are good, and the school is approachable and well managed. Pupils hold similar opinions; they feel safe and happy and like their teachers. One pupil aptly summed up the best aspect of the school as being 'the people in it'. The inspection findings confirm all of these positive views.
40. Pupils' annual reports are comprehensive, easy to understand, give clear information about pupils' standards and offer advice on how pupils can make further progress. They also provide a succinct but informative commentary on pupils' personal development. Together with the two regular parent consultation evenings, and the weekly school newsletters, parents are informed effectively on how to support their children's learning at home. Parents of pupils with special educational needs are involved effectively in the reviews of their child's individual education plans.
41. The headteacher and staff are always around to meet parents at the start and end of the day. There is a good dialogue with parents so that any emerging concerns are dealt with promptly. There is an unusually good attendance at the governors' annual meeting, and parents and friends help with school trips and by supporting reading in school. Parents are very supportive of the school through the Friends' association, which raises over one thousand pounds annually. Book purchases to support a new literacy scheme have benefited the pupils.
42. The school has good links with the local community. The Leaffield Craft Fair raises money for the school; pupils take part in the village fete, and attend services at the local church. Older pupils are involved in an evening cricket competition as well as representing the school in other sports. Environmental awareness is promoted effectively through Waste Watch and visits to local museums and outdoor field centres. Pupils have planted daffodil bulbs on the village green and made contributions to the Leaffield website.
43. Good links have been established with other schools and colleges. Partnership with local primary schools has led to music festivals and sports events for pupils, and the sharing of good teaching practice for staff. Good links with Burford School, the main receiving secondary school, provide effective support for pupils transferring to the next stage of their education. Work experience places are provided for secondary school students, and for trainee child care students from Witney College.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school and its governance are satisfactory. Governors are committed to the school; they understand its unique character and their own role and responsibilities. The headteacher provides satisfactory leadership and has a clear view of what the

school should achieve. In setting the direction the school should take, she is committed to inclusive practice so that all pupils have equal opportunities to learn, has identified appropriate priorities for improvement, and involves all staff in working towards them. All teachers assume responsibility for the leadership of a curriculum subject and have a sound grasp of what is required.

Main strengths and weaknesses

- There is a three-year improvement plan that covers key priorities - an improvement on the previous inspection
- Governors meet all their statutory responsibilities; they manage the budget efficiently and are keen to involve parents and the community in the life of the school
- The headteacher has introduced sound methods for monitoring the performance of the school
- There are well-established school routines; the school day runs smoothly
- Staff work as a team and each individual's contribution is valued
- There are effective links between the headteacher and governors; they work as a team
- Attainment at the end of Year 2 has been below average for some time and there is a need to develop a greater sense of urgency in improving this

Commentary

44. Over the last five years, the school has had four headteachers. There has also been a significant turnover in the teaching staff. Against this background, the current headteacher has been effective in building a staff team and instilling a clearer vision of what the school should do to improve. This is set out in the school improvement plan, which identifies the right priorities, such as improving literacy by the end of Year 2. There is also the inclusion of clear and appropriate indicators by which success can be measured. The headteacher has also introduced appropriate procedures for assessing the progress of each pupil by the use of tests and methods for tracking scores in such tests over time. The headteacher, working with the teachers, has introduced systematic methods for checking how well the school is performing and this includes the observation of lessons and the sampling of pupils' work. Sometimes, reports are drafted which evaluate the information gained from this process and these are shared with governors. Recently, this has included an evaluation of the unsatisfactory attainment of pupils at the end of Year 2. However, the impact of these systems for raising standards is not fully realised: literacy in Year 2 is not improving as well as it should and pupils' performance in writing in Year 6 lags behind their reading. A clear view of why this is so has not yet been established; explanations are largely in terms of pupils' experience before or outside school – there needs to be a greater emphasis on evaluating what school factors contribute to this. The school has satisfactory procedures in place for managing the performance of teachers and promoting their professional development.
45. Governors have a good working relationship with the headteacher and with other staff. They have a good grasp of budget priorities and are developing a better understanding of where the school should raise achievement. There is an appropriate committee structure in place and the governing body meets its statutory responsibilities. They have responded well to the previous inspection by, for example, providing management time for the headteacher. They are developing their understanding of the performance data available to the school and have agreed to set teacher performance targets to improve literacy. They are gaining in their confidence to question on professional matters of teaching and learning; for example, prior to the inspection governors discussed performance in key literacy skills. There are appropriate systems for the governors to monitor the performance of the headteacher.
46. The headteacher, governors and teachers with leadership responsibilities share a common view of what they want the school to become. They are proud of the improvement in test results at the end of Year 6 and aspire to improve those at the end of Year 2. There is a need to draw the governing body more closely into the drafting of the improvement plan and in establishing an audit trail leading to the key priorities; thereafter, they need to be more closely and regularly involved in monitoring the progress towards the plan's key objectives.

47. All teachers assume responsibility for leading on aspects of the curriculum. They do so with commitment and enthusiasm. In a small school, this means an extensive portfolio for each teacher. Recent changes of teaching staff have not enabled this subject leadership role to become embedded. Despite this, the headteacher has worked hard to establish common values and practices, and staff work co-operatively with one another. This is best exemplified in the approach to the management of pupils' behaviour and the systems in place to care for the welfare of all pupils. The headteacher has introduced common methods to reward good behaviour. Sanctions are applied fairly and consistently, where appropriate. There is a positive ethos in the school and very good relationships that help to promote learning. This is an improvement on the last inspection. Teachers listen to pupils and value what they have to say – as a result, pupils are confident in expressing themselves. Pupils have a high level of trust in their teachers.
48. The deployment of staff is appropriate and in relation to their strengths and the needs of the school. Professional development is well supported and all teachers have attended suitable courses; for example, and newly qualified teachers receive a good induction. However, there is a need to link the professional development of staff more closely to the school's main priority of raising achievement in literacy. Teaching assistants are a valuable support in the classrooms, work very conscientiously and are valued as an integral part of the team. Although generally deployed appropriately, they are not always given a clear brief of what is expected of them in lessons.
49. The school budget is planned carefully. In making budget arrangements, governors have decided to maintain four classes in the morning in order to avoid undue mixing of year groups and to sustain distinct provision for the reception class. This is a good decision, as the morning reception class provision is effective, and it also aids and improves curriculum planning through Years 3 to 6.
50. The governors have planned carefully for the new building that will take place this year, ensuring that financial surpluses are properly earmarked. Systems for financial administration are efficient. The principles of best value are adhered to: the school consults parents and the community, is starting to compare its performance with other schools and, through the monitoring that is now in place, challenging questions are beginning to be asked.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	227,476
Total expenditure	214,580
Expenditure per pupil	2,939

Balances (£)	
Balance from previous year	21,627
Balance carried forward to the next	34,523

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 good and has improved since the last inspection. Children are prepared well for transfer to Year 1, especially since they spend part of the day with the Year 1 children. The children enter reception in the term in which they are five and, at the time of the inspection, there were only four pupils in reception. They are taught as a single age group in the mornings, when the teaching and learning are good. In the afternoons, the teaching and learning are satisfactory. All children achieve well because, overall, the teaching is good, and the curriculum is planned appropriately to provide a wide range of interesting and relevant activities that are well matched to their needs. There is a suitable balance between activities led by the teacher and activities that the children can choose. All adults set excellent role models for the children and manage them well. The ratio of adults to children in the morning is excellent and in the afternoon good, ensuring that the needs of all are met. All staff work hard to monitor the children's progress carefully and the sharing of information between the reception teacher and the class 1 teacher is good. The accommodation inside is cramped but satisfactory for the small number of children. The accommodation outside is unsatisfactory because of the sloping surface, the lack of a grassed area and lack of climbing apparatus. The children do not always have continuous access to a separate secure outside area, because there is only one member of staff with the reception children in the morning and the geography of the school means that pupils can only go outside in the afternoons on planned occasions.

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 and the high expectations set by staff
- Every opportunity is taken to enhance children's development and the children are in line to reach the expected goals by the end of the year, with some exceeding these
- Supportive relationships are being established and so children feel confident and happy
- There are planned opportunities for children to mix with older pupils

Commentary

51. The personal, social and emotional development of the current reception pupils is generally as expected for their age. The children are keen to learn, developing confidence and independence, and are able to concentrate for long periods when their interest is engaged. For example, when asked to make a party hat, three pupils remained on task during the measuring, making and decorating of their hats, persevering and working independently until the task was complete. During this activity, although working independently, there was a high degree of co-operation, children offering advice and help to each other.
52. The clear boundaries set by staff and the consistent role models they provide ensure that children know what is expected of them, so that they are learning the correct way to behave. Children are continually encouraged to feel confident about what they achieve, and are reminded of the high standards that the adults expect. They are friendly, communicative and take a pride in their work. Children are encouraged to take turns amicably, to share and to include others in their games. When children do not conform, they are dealt with firmly, kindly and fairly so that they learn how to appreciate the needs of others within the group. Children are expected to clear up after themselves, which they do without much prompting. They are encouraged to be independent in dressing and undressing, and in their own personal hygiene. When appropriate, they select and use activities and resources with independence often returning them sensibly without being reminded.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The planned programme of phonics teaching is effective
- Teachers and support staff take every opportunity to develop children's language skills and teaching is good

Commentary

53. Teaching and learning are good. The teachers plan a range of interesting activities to promote the enjoyment of using spoken and written language for its own sake as well as for practical purposes. The teaching of a phonics programme is effective, as well as enjoyable for the children. This is helping children link sounds to letters and they have confidence in saying the initial letter of words. Children use their knowledge of sounds to "have a go" at writing simple words. They have been taught to hold and use a pencil effectively to make recognisable letters, most of which are correctly formed. The indications are that the children are on course to meet the goals they are expected to reach by the end of reception.
54. Staff take every opportunity during all the activities to develop children's vocabulary through probing questions and consistent insistence that they listen to the contribution of others. For example, in a teacher-led activity "Blinky's birthday invitation" where children were asked to reply to a birthday invitation, they listened attentively to the teacher and to each other when they recounted their experience of parties. In another activity, where children had chosen to build a wall using life-sized plastic bricks, the teacher was constantly chatting to them and asking them questions so they had to think and choose appropriate words to describe what they were doing. They were also encouraged to use comparative language such as *tall*, *taller*, *tallest*, *high* and *wide*. Very good relationships mean that the children have the confidence to talk, and the teacher is genuinely interested in what the children have to say.
55. Children are able to read some familiar words. They enjoy books and listen attentively when read to. There are opportunities in the morning when children can look at books themselves. Before school starts, an older pupil was reading to a reception child. This created a situation where the older child was reading for a purpose and the younger child felt special and was hanging on to every word and wishing for the story to unfold.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is a good range of mathematical activities both inside and outside the classroom
- There are good opportunities for mathematical experiences through play
- Mathematics is used for practical purposes

Commentary

56. Good teaching helps children to learn to count, sort, order, measure and learn mathematical vocabulary. There are many activities to enable children to extend their understanding through singing number songs, completing number jigsaws and playing number games. There are many good resources for self-selected mathematical activities to reinforce children's understanding of number. Children are beginning to count to 20. During one session, where there was direct teaching, the teacher used a number line to help the children demonstrate an understanding of "*one more than*" and "*one less than*". Children are given opportunities to

recognise simple patterns. They use simple comparative language with confidence. The good range of practical activities prepares the way for future learning and is appropriate for the age of the children. Standards are above average.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Staff use questioning very effectively to enhance the children's knowledge and understanding of the world about them
- A range of interesting activities is provided to promote learning in this area
- Children are included in events that help develop an understanding of their own and other people's culture and beliefs

Commentary

57. Teaching and learning are good and the children achieve well. Children show independence in selecting materials and developing techniques and skills to build, construct and join materials together. They are developing an understanding about their own and other people's cultures and beliefs. In the past, children have been included in Chinese New Year celebrations, a Japanese day and visits to the local church. They are developing a sense of place and knowledge of their own environment. They know some of the key features of the village and are able to express an opinion as to what they like. A good variety of interesting activities are planned to stimulate children's curiosity and enhance their understanding. Standards are above average.

PHYSICAL DEVELOPMENT

Provision physical development is **satisfactory**.

Main strengths and weaknesses

- Teachers make the most of the limited accommodation outside
- When outside sessions take place, they are well planned
- There is no continuous access to an outside play area, so opportunities for development are limited particularly in the afternoons
- There is a lack of climbing and balancing apparatus

Commentary

58. Although the school has the use of the village hall, this is some distance away and no sessions were observed during the inspection. Children were observed in the playground and in a class 1 physical education lesson. Children are on track to meet the expected goals by the end of the year; standards are satisfactory. The accommodation inside is cramped and does not allow for physical activity. The accommodation outside is unsatisfactory because of the sloping surface, lack of a grassed area and the lack of climbing apparatus. The children do not always have continuous access to a separate secure outside area, but this is because there is only one member of staff with the reception children in the morning and the geography of the school means that pupils can only go outside in the afternoons on planned occasions.
59. When observed outside, the children have a good range of activities and a good balance between teacher-led activities and activities that children can choose for themselves. Children develop their manipulative skills well by handling dough, scissors, brushes and pens. They manipulate small construction equipment with dexterity. They enjoy the large construction equipment, which should be added to in order to allow more imaginative constructions.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The quality of the teaching is good

Commentary

60. The teacher decides on new experiences for the children but also ensures that they have times to select their own. The teacher is skilled in encouraging the children to talk about what they have done and how successful they have been. Over time, the children improve their skills in drawing, crayoning, and painting and have opportunities to explore materials. The children are shown how to mix colours and this skill develops well. They enjoy singing and encounter a range of songs. There is opportunity for role-play both inside and outside. The teacher provides a selection of props. During the inspection there was a shop, home corner and a "den" provided for the children. Standards are above average.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- In the 2002 and 2003 national tests for Year 6 pupils, attainment was significantly better than in the previous three years
- Good teaching in Years 5 and 6 improves the achievement of pupils and they make good progress
- In Year 2, writing is below average
- Throughout the school pupils' achievement and progress in reading is better than in writing

Commentary

61. Pupils' attainment in writing by the end of Year 2, as shown by national tests, has stubbornly remained below average for the last three years, although reading results are average. In the 2003 tests, nearly all pupils reached the expected level in reading, but one-third did not reach the expected level in writing. The standards of the current Year 2 pupils are below average in writing and average in reading. Boys do less well than girls.
62. In Years 1 and 2, pupils are confident in their speaking and listening. By Year 2, most pupils show good understanding of the main points of a discussion and communicate their ideas clearly and with assurance. Overall, speaking and listening is above expectation for pupils of this age. For example, when discussing the story of Cinderella, pupils use a good range of adjectives to describe characters and events and achieve well.
63. In their reading, pupils in Years 1 and 2 demonstrate satisfactory accuracy, recognising simple words in context, and employing a range of phonic skills to read unknown words appropriately. They are able to express opinions about what they read and can talk with understanding about books and stories they enjoy – they achieve satisfactorily.
64. In Year 2, pupils are able to form letters with reasonable accuracy. They are taught to join letters into a more fluent style and, when undertaking this as a handwriting lesson, they make sound progress, but little of this transfers to their other writing activity. The spelling of simple

words is reasonably accurate. Pupils are beginning to learn about the use of full stops and capital letters, but few use punctuation accurately and with confidence. For most pupils, writing is seldom well structured or with clear and imaginative ideas. There is little evidence in pupils' books that they are learning effectively how to plan, draft and evaluate their writing and the breadth of writing that pupils experience is too limited. They write about their weekend "news" and about *The Lost Toy* and *Going to a party*, but the form of the writing is most often narrative and, apart from science, there is too little writing of purpose across the subjects of the curriculum. Achievement is unsatisfactory. Few pupils are writing at the higher level expected of Year 2 pupils, with sentences in sequences that present and develop logical ideas; they achieve too little.

65. Pupils in Year 1 benefit from extra support in literacy when Pip (the Rabbit Puppet) helps them to write and learn the sounds of letters. They enjoy these sessions and are well supported by the teaching assistant, who follows a well-structured teaching programme.
66. The results of the Year 6 national tests in English in 2003 were average. When compared with similar schools, and taking account of what pupils had achieved when they were seven, results were well above average. This means that pupils make very good progress between the time they leave Year 2 and the end of Year 6. This is confirmed by this inspection, which shows standards in English to be average, overall - an improvement on the last inspection when standards by the end of Year 6 were below average. The proportion of pupils reaching the higher Level 5 in 2003 was in line with the national average.
67. Pupils make good progress through Years 3 and 4 and this accelerates in Years 5 and 6 where the teaching is at its best and they achieve well.
68. Throughout Years 3 to 6, pupils talk confidently. Speaking and listening skills develop well because pupils are given good opportunities to express their ideas and opinions. Achievement in Years 3 and 4 is good, overall.
69. In Years 3 and 4, pupils make good progress when learning about instructional writing. They read with fluency and accuracy. Pupils understand methods for setting out instructions, such as the use of bullet-points and diagrams; they know that instructions should be set out in clear steps. A few pupils are able to join their handwriting fluently; standards in spelling are satisfactory. Pupils are taught the rules of grammar and experience a reasonable range of writing styles. They learn how to write in different forms and for different audiences.
70. In Years 5 and 6, most pupils are making good progress with their writing skills. The highest-attaining pupils write with expression and feeling and use an interesting choice of vocabulary. Pupils write in paragraphs. A few pupils are secure in their use of speech marks, but few use punctuation, such as commas and exclamation marks, for effect. Pupils develop their knowledge and understanding of narrative through a range of appropriate experiences as they write their own biography and a diary. They learn about connectives, compound sentences and are able to use this in their writing. Most pupils in Year 6 are able to read a range of fiction and non-fiction texts with fluency and understanding. The higher attainers can find key points from a text and can retrieve and organise information appropriately.
71. Throughout the school, pupils with special educational needs are given suitable work and their needs are recognised by teachers who plan appropriately for them. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. Teaching assistants do a valuable job in enabling these pupils to take a full part in lessons and to communicate their thinking.
72. In Years 1 and 2, overall, the quality of teaching is unsatisfactory because pupils do not learn as much as they should. There is a good relationship between teacher and pupil and an insistence on high standards of behaviour. Pupils are encouraged to do their best and to work hard. However, the pace of lessons falls away after a reasonable start; some sessions are too long and there is an over-emphasis on worksheets. Although teaching assistants give of their

best, their activity is not always clearly defined by the teacher and a sense of purpose is lost. Pupils receive too little challenge in their learning and, in some lessons, not enough is expected of them. A significant proportion of pupils, although well-behaved, do not achieve as well as they should.

73. The quality of teaching is at least satisfactory in Years 3 and 4; there are also some good features, such as the use of clear objectives for pupils' learning. During the middle part of lessons, the teacher works effectively with a designated group of pupils, giving good explanations and instructions and using questions well to aid learning. Pupils are usually able to concentrate and apply themselves to their work. Behaviour is good. Sometimes activities lack challenge, such as a simple cut-and-paste exercise as pupils learn about instructional text, but the pace of lessons is brisk. Individual needs are well catered for and the teaching assistant is deployed well to assist those pupils who find it difficult to learn. Most pupils progress at an appropriate rate and there are good relationships.
74. In Years 5 and 6, the quality of teaching is good. Very good questioning by the teacher is used to gain pupils' attention and they are challenged to think for themselves. Lessons are well planned and pupils know what they have to learn; relevant targets are set for individual pupils and for groups of pupils. There is a good balance in lessons between speaking, listening, reading and writing. When working to draft a suitable newspaper headline, pupils are interested, well-behaved and concentrate well. They enjoy their learning and can see purpose in it. They produce short and snappy headlines and gain a good understanding of the importance of an audience for the writer.
75. The headteacher monitors the teaching of literacy by observing lessons. The school has a good action plan for improving pupils' performance in English and has made the raising of achievement a key priority in the school improvement plan. This has yet to have an impact on standards in Year 2.
76. At the last inspection, pupils' attainment at the end of Year 6 in the national tests was well below average; it is now average and this is a clear improvement. At the last inspection, standards in writing by the end of Year 2 were judged to be average but were well below average in reading. The evidence of this inspection turns this around, in that attainment in writing is well below average and reading is average. Too little achievement in literacy by the end of Year 2 is a key issue from this inspection.

Language and literacy across the curriculum

77. Pupils have good opportunity to apply their literacy skills in science, where they draft reports of investigations. In history, pupils select and record information appropriately. It is in Years 3 to 6 that pupils have the most useful experience of using their literacy skills across the curriculum.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards of pupils aged eleven have improved since the last inspection
- All pupils achieve well in Years 3 to 6 because of the good teaching and learning
- There is a strong focus placed on developing pupils' number skills
- Achievement is unsatisfactory in Years 1 and 2

Commentary

78. By the time pupils reach Year 1 they have achieved well during the reception class and are at the expected standards. By the end of Year 2, the standards are below average. No seven-year-olds reach the higher levels. Standards in mathematics in Year 6 are above average. Pupils with special educational needs are well supported by teachers and teaching assistants.
79. Since the last inspection, the school has worked hard to raise standards in Years 5 and 6 and this has been successful. The proportion of pupils reaching the expected levels has risen considerably as the quality of teaching has improved. The strong and appropriate focus on numeracy skills has improved pupils' knowledge and capability. The pupils' recall of other areas of mathematics is rather more limited. The previous inspection found that pupils' attainment at age seven was in line with national expectations; it is now judged to be well below.
80. In lessons seen, the quality of teaching was consistently good for the older children. In these, the teacher planned good progression through the lesson, successfully addressing the needs of each group, sustaining interest through challenge and deploying teaching assistants effectively. This resulted in the pupils being well-motivated, well-focused on their tasks and achieving well.
81. Introductions to lessons contain good oral exercises, although in some lessons insufficient attention is given to encourage pupils to share their particular strategies for calculating and solving problems. Middle sections contain good group teaching, with tasks that are carefully matched to the ages and learning needs of the pupils. Achievement during this group time is good and most pupils remain on task throughout. Where teaching is less successful teachers do not have sufficiently effective strategies for maintaining good behaviour and valuable working time is lost for some pupils when they become bored and off task. The final plenary sessions are used effectively to extend pupils' understanding of what has been learned during the lesson and to prepare them for the next lesson. This is good practice and maximises the use of time.
82. The breadth of the mathematics curriculum provision is satisfactory overall, but insufficient attention is given to developing pupils' problem-solving strategies and mathematical thinking.
83. The subject has been well led by the co-ordinator; teaching is monitored and the pupil's books checked regularly. The school uses assessment data to analyse where the pupils do well and not so well; this is beginning to enable the school to have a better view of standards.

Mathematics across the curriculum

84. Mathematics is used to support pupils' work in science and geography, for example, to display data graphically, although its impact is modest. The practical skills of measuring are practised effectively in design technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Good teaching, through practical activity, of investigative and observational skills
- By the end of Year 6, standards are well above the national average
- By the end of Year 2, all pupils reach the expected standard for seven-year-olds
- An experienced and effective subject co-ordinator

Commentary

85. By the end of Year 2, teacher assessment for 2003 showed that all pupils reach the expected level and, in comparison with the national figures, standards were well above average for all and similar schools. The overall the proportion of pupils reaching the higher Level 3 is below average.
86. The standard of work seen during the inspection was above average in both Year 1 and Year 2. In one lesson in the Year 1/2 class, taught by the subject co-ordinator, pupils gained a good idea of what makes a fair test and carefully carried out observations into reflection. A scrutiny of pupils' work in Year 2 shows that they develop a very good knowledge of scientific processes, such as making predictions, testing out ideas and recording information in a range of charts and tables. Pupils make very good progress in Year 1 and 2 and acquire a very good range of scientific knowledge as they study such topics as forces, food chains, and electricity. Practical investigation is a key feature of their work.
87. By the end of Year 6, national tests in both 2002 and 2003 show that standards are well above the national average and well above those of similar schools. Standards have been well above those of similar schools for three years. Since the last inspection, standards have risen dramatically from well below to well above average. There is no significant difference in the attainment of boys and girls.
88. The standard of work seen during the inspection was above average in Years 3 to 6. Pupils make good progress and achieve well. They have the opportunity to undertake a broad range of work, including experimental and investigative work. Pupils' recording of work is good and includes the use of scientific diagrams, tables and charts and graphs. They develop a good understanding and knowledge of scientific terms such as particle and vacuum. They learn well how to use evidence and apply a fair test; they make reasoned predictions and make observations to confirm them or not. For example, pupils in Year 5 and 6 draw graphs to demonstrate how shadows change with distance from the light source.
89. The quality of teaching in Years 1 and 2 is good and subject knowledge is excellent. In the lesson seen, the strengths were:
- Very good use of questioning that challenged pupils' thinking and helped them to learn rapidly
 - A very good rapport with pupils who readily settled to their work with interest and enthusiasm and used all available time for learning
 - A good recapitulation of previous learning to ensure a secure foundation of knowledge and understanding
 - Very good opportunity for pupils to observe, predict and investigate
 - Very good development of pupils' knowledge of scientific terms and methodology
- As a result of this good teaching, pupils make good gains in their learning. They develop very positive attitudes to science and learn to find out for themselves by working both independently and co-operatively. Teaching assistants are well directed and provide good support for pupils to extend their thinking and acquire appropriate vocabulary. Pupils achieve well.
90. The quality of teaching in Year 3 and 4 is satisfactory. The objectives pupils have to learn are explained clearly by the teacher and pupils understand what they have to do. They learn about how sound travels through air and through water and have good opportunities to talk in pairs about what they think will happen before conducting tests to check this out. They listen to the sound a clock makes as it travels through a balloon filled with air and one filled with water. The teacher structures the lesson into three clear parts, with a good introduction, a middle section for investigation and a plenary to draw the learning together.

91. In Years 5 and 6, teaching is good. Lesson plans are well written, with clear objectives for pupils' learning. Resources are prepared well and the organisation of lessons is efficient. This establishes a calm and ordered working atmosphere within which pupils can safely and thoughtfully carry out investigations to develop their understanding of scientific method. They carry out an investigation as to how various solids dissolve in water; they measure accurately and with co-operation, recording results clearly. The teacher organises pupils effectively into groups, ensuring that pupils can support each other. Pupils learn to take responsibility. Pupils develop very good attitudes and enjoy their learning, making good gains in their knowledge of the scientific process of prediction, investigation and deduction from evidence. Good plenary sessions draw effectively on what pupils have learnt so that key points are emphasised. Pupils' behaviour is very good. Lessons move at a brisk pace and pupils sustain concentration and remain fully involved.
92. The work of the science co-ordinator is very effective and the quality of the science curriculum is very good because:
- A science action plan identifies how the subject will be monitored and evaluated and improved where necessary
 - There is a good audit that informs the action plan and this includes the observation of lesson and a scrutiny of samples of pupils' work
 - Specific activities are organised to raise the profile of the subject and stimulate pupils' interest, such as a science week and visits to various places
 - Test results are analysed and pupils' performance is monitored and tracked as they move through the school
93. This very good provision enables pupils to achieve well and explains the high standards reached by the end of Year 6. At the last inspection, pupil's attainment was well below average by the end of Year 6 and average by the end of Year 2. The improvement since the last inspection has been very good. At the last inspection, teaching was satisfactory in Years 5 and 6 and now it is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been a recent improvement in staff expertise
- ICT is not used consistently to support learning in other subjects
- The equipment for ICT is unreliable
- There is insufficient software to deliver the ICT curriculum effectively to older pupils

Commentary

94. By Year 6, pupils' ICT skills are good in some areas, namely word processing, but poor in control, monitoring and modelling. Overall, in Year 6, pupils' achievement is unsatisfactory; in the direct teaching session seen, the pupils were making satisfactory progress. It is not possible to reach a judgement about standards in other year groups as no use of ICT was observed during the inspection. Since the last inspection, national funding has meant that teachers have received training. Problems with the reliability of equipment, however, discourage teachers from using the computers. Progress since the last inspection has, overall, been unsatisfactory.
95. Conversations with pupils and examples of their work show that they are confident in accessing the Internet for research, presenting text and using spreadsheets. They are enthusiastic about the use of ICT to improve the presentation of their work. The co-ordinator leads the subject well but much of her time is currently taken resolving technical problems. Assessment procedures have been revised and class record sheets provide a good overview

of coverage and indicate the next steps in learning. A portfolio of pupils' work is being assembled and will provide all teachers with clear exemplification of standards. The school also has a clear view of how to improve the provision for ICT when the new building is completed.

Information and communication technology across the curriculum

96. During the inspection, little use was seen of ICT outside the direct teaching session. Pupils use computers to consolidate numeracy skills in mathematics, for writing tasks in English, to record science investigations and to access the Internet for research. However, the level of access for individual pupils is limited by all the computers being adjacent to a classroom which is also used for withdrawal groups.

HUMANITIES

97. In humanities, work was sampled in **geography**, with no lessons seen in this subject. It is therefore not possible to form an overall judgement about provision in this subject. A sample of pupils' work was scrutinised and discussions were held with pupils and from this there is every indication that standards are satisfactory. In Years 1 and 2, pupils are able to acquire a firm sense of place as they learn about going to the seaside and what it would be like to live on an island. They find out about their own village and draw simple maps to show their route to school. Pupils talk confidently about local places. In Years 3 to 6, pupils learn about places beyond the immediate locality and display a sound knowledge of maps. Pupils are involved in a local ecology project that includes tree study in a nearby wood. The environment near to the school, including the village, is an excellent resource and this is used well to enable pupils to follow a local studies programme. Pupils also visit other places of interest and there is a residential experience. At the last inspection, standards were satisfactory at Key Stage 1 but not at Key Stage 2; this inspection is an improvement, as standards at both key stages are now satisfactory.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- A well-thought-out curriculum plan, that sets out clearly what pupils will learn as they progress through the school
- Good use of artifacts and visits to places of interest to stimulate pupils' enthusiasm

Commentary

98. Standards are satisfactory throughout the school. Pupils in Year 2 have a sound knowledge of some major historical events, such as the Great Fire of London and they know about famous people from the past, such as Florence Nightingale. They use their knowledge to answer questions about the past and are developing a satisfactory understanding of chronology. Some of the more-able pupils work out that Florence Nightingale was over 90 years of age when she died because she was born in 1820. In Years 3 and 4, pupils gain a good understanding of how the past is represented in various artifacts that are still with us today, as they learn about items from Egypt brought to school by one of the teaching assistants. They are interested in Egyptian dress and enjoy learning about the pyramids. Pupils in Years 5 and 6 can select and record appropriate information about the Celtic way of life when studying the topic of Invaders and Settlers. Pupils use their writing skills well as they draft a story about the ancient Egyptian God Osiris.

99. Three lessons were seen. In all lessons, pupils behaved well and showed a lively interest in the things they were being taught. There is a good rapport between teacher and taught. Lessons are well organised and there is a good use of first-hand evidence, such as Roman coins loaned from a museum. Longer lessons in Years 5 and 6 are broken effectively into shorter sections and this enables pupils to sustain their interest as they use materials, watch a video and draft their writing. The quality of the teaching is good in Year 5 and 6, and satisfactory in the other years. Overall, pupils make satisfactory gains in their learning.
100. The school has good curriculum plans to ensure that pupils do not unduly repeat work as they progress through the school. There is a series of visits to places of interest such as museums and a Tudor manor. A residential visit for older pupils allows further first-hand experience. The co-ordinator checks on the quality of work in pupils' books, but there is little evidence of more extensive monitoring of the subject and time available for this is limited.
101. At the last inspection, standards were also satisfactory and this has been maintained.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- An enthusiastic and knowledgeable co-ordinator
- A well-planned curriculum and opportunities for pupils to visit places of religious interest

Commentary

102. No teaching was observed, but a scrutiny of pupils' work, discussions with them and with the subject co-ordinator indicate that standards match those expected by the Agreed Syllabus. The curriculum is well planned to cover all the major world religions, with an appropriate emphasis on Christianity. The school follows the Agreed Syllabus in an appropriate way. Pupils in Year 6 produce good quality work on the visual symbols of Islam. There is ample opportunity for pupils to reflect on their experience and to ask questions of meaning and value. Pupils show a good knowledge of the key elements of Christianity and talk confidently about the major Christian festivals and with a good understanding of their purpose. There is suitable opportunity for all pupils to learn about the Bible and they are able to retell key stories from both the Old and New Testaments. Pupils have positive attitudes to the subject and enjoy listening to stories from the major world religions.
103. The co-ordinator, with support from a church trust, has built up a good range of materials to support teaching, including large books and sets of Bibles. There are regular visits to the village church and the vicar visits each week. Pupils have made visit to places of religious interest, including the synagogue in Oxford. At the last inspection, standards were found to be satisfactory and this has been maintained; resource provision has improved.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

104. No lessons were observed in music, art and design and design technology, but there was a scrutiny of a sample of pupils' work and discussions with them for each of these subjects. There is every indication that standards are average in these subjects.
105. In **music**, the whole school was heard singing in assemblies and the violin and recorder groups were observed. Older pupils are confident singers. They sing tunefully, with an awareness of breathing, diction and dynamics and obviously enjoy singing. Concerts and performances in the church and village hall also contribute to pupils' overall musical experience. This positive picture has been maintained since the last inspection.

106. In **art and design**, In Years 1 and 2, pupils are able to mix colours and they learn how to draw from first-hand observation, for example, drawings of building around the village green. In Years 3 and 4, pupils know about the work of artists such as Matisse and use the techniques he employed to produce work of their own. Pupils in Years 5 and 6 complete well-observed drawings and paintings of flowers, and there are good links with other subjects as they draw and paint figureheads from ancient Egypt. Pupils are also able to print using a range of media and achieve well in pottery where they have produced clay masks that are expressive and capture the character of the person they are studying. At the last inspection, standards were also found to be satisfactory.
107. In **design and technology**, pupils are gaining experience of a range of materials and techniques. They are developing the expected subject skills through designing, making and evaluating a variety of products, such as purses, clay plaques and coats. Design and technology is also used to good effect to support other subjects, such as history, where the pupils have made models of pyramids, shadufs and shabtis. Provision is satisfactory, as found in the last inspection. Resources are sufficient despite the physical limitations of the building and adequate to deliver the subject. The use of ICT to support learning in design and technology is satisfactory.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The school's provision for team games
- The provision of swimming for pupils
- The provision of opportunities outside the normal school day to participate in sports
- The provision of outdoor play and physical development in the reception class needs attention

Commentary

108. Physical education lessons were seen for Years 1, 2, 5 and 6. The quality of teaching was good, overall. Pupils have good opportunities to play team games and to learn to swim. The previous inspection report found that teaching was satisfactory. The previous report also found that progress in swimming was unsatisfactory. It is now satisfactory. This represents an improvement since the last inspection.
109. In one of the lessons seen the teaching was very good, as all pupils were fully involved in the lesson. The time available was used well and the lesson flowed well from warm-up activities, to practice, to small-team games to cool-down activities. During the lesson, pupils were kept fully involved and were enthusiastic in improving their skills. Behaviour was very good.
110. By Year 6, pupils have developed the skills of receiving and sending a ball, and demonstrate this when they participate in football practice. They have a clear understanding of the rules of the game and the principles of attack and defence. In the football team, all pupils concentrated very well during practice and used lesson time to the full. By skilfully using demonstration, and structuring the lesson, the coach ensured that the pupils faced increasing challenges. The teaching thus ensured that the pupils were taken to the edge of their capabilities and their skills increased as a result. Year 6 pupils are familiar with the need to warm up before exercise and are aware of the effect of exercise on their bodies.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

111. No lessons were seen but, from a scrutiny of teachers' planning and discussions with pupils it is clear that, there is an effective and planned programme of provision for health education and this is well received by pupils. They learn about a healthy life style and the need for a balanced diet and exercise. The school council allows pupils to voice their opinions and they do so in an articulate and thoughtful manner. Assemblies provide a good opportunity for pupils to explore social issues. The school has a good community spirit and all pupils are valued; this enables them to grow in their understanding of citizenship and to take responsibility for their actions. Pupils have good opportunities to make choices in their learning, particularly in the reception class.

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	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
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	5
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
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).