

## ERRATUM SLIP

### Queensway School

**Unique Reference Number:** 122996  
**Contract Number:** 257257  
**Date of inspection:** 04/05/04  
**Reporting inspector:** Roger Brown

### INSPECTION REPORT - the following paragraph should read as follows:-

18. The provision for pupils with special educational needs, including those who have statements, is good. Pupils are identified early and are assessed carefully. The quality of pupils' individual education plans is good, overall, and the majority of the targets set are specific and measurable. Explicit targets for pupils whose behaviour is a concern are identified well, shared with pupils and monitored so that success is celebrated and areas for improvement made clear. In the Northern Language Resource Base, the curriculum is broad and well planned. The resources to support communication and practical learning are very good. Some use is made of ICT but this is an area for development as teachers are still cautious about using the equipment that has proved unreliable in recent months. The Language Base staff provide good opportunities for some pupils in the main school with specific learning difficulties to get specialist support. Similarly, there are opportunities made for pupils from the base to join lessons in the main school. Other schools in the area often follow specific advice regarding the curriculum access and teaching strategies used in the Resource Base.

# INSPECTION REPORT

**QUEENSWAY SCHOOL AND NORTHERN LANGUAGE  
RESOURCE BASE**

Banbury

LEA area: Oxfordshire

Unique reference number: 122996

Headteacher: Mrs Susan Jackson

Lead inspector: Roger Brown

Dates of inspection: 4–6 May 2004

Inspection number: 257257

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
Gender of pupils:	Mixed
Number on roll:	311
School address:	Queensway Banbury Oxfordshire
Postcode:	OX16 9NF
Telephone number:	01295 251631
Fax number:	01295 251550
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs C Smith
Date of previous inspection:	22 June 1998

## CHARACTERISTICS OF THE SCHOOL

This is a large school on the outskirts of Banbury. There are 311 pupils aged between four and eleven who mainly come from the area around the school and from two large adjacent estates. The school includes facilities for 16 pupils (12 at present) with communication difficulties who come from further afield. Very few pupils have English as an additional language. A small number of pupils [seven per cent] come from ethnic minority backgrounds. As they enter school, children's overall attainment is on average lower than that of most four-year-olds, and much lower for a small number. A quarter of the pupils have special educational needs, which is above average. 17 pupils have a statement of special educational need, and these cover a range of difficulties. This is well above average. There is an average level of pupil turnover. Eleven per cent of pupils are eligible for free school meals, which is below average, although there is considerable variation in cohorts with up to a quarter of pupils in some year groups qualifying for support.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22229	Roger Brown	Lead inspector	Science Information and communication technology Personal, social and health education and citizenship
9504	Sheila Gurney	Lay inspector	
8056	Howard Probert	Team inspector	Mathematics History Geography Special educational needs and the work of the Northern Language Resource Base
33091	Jean Ruane	Team inspector	The foundation stage Music Physical education Religious education
31029	Peter Thrussel	Team Inspector	English Art and design Design and technology

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The overall effectiveness of the school is satisfactory.** Under the successful leadership of the headteacher, staff are committed to helping all pupils, whatever their individual needs, to do as well as they can. Good teaching enables most pupils to make satisfactory progress, but standards are below average overall. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Good teaching supports pupils' learning well.
- Good commitment to inclusion means that all pupils are supported well.
- The headteacher provides good leadership and has built a successful staff team.
- Specialist staff in the language resource base and the school's special educational needs co-ordinator provide good support for the high proportion of pupils with special educational needs.
- Standards in English, mathematics and science are rising but are still below average in English and mathematics.
- Standards in information and communication technology (ICT) are below average.

Improvement since the last inspection has been satisfactory. Following considerable staff changes, there is now a well-committed staff team. Teachers with specific responsibilities have much clearer roles and are carrying out their tasks effectively. Planning has improved considerably and higher achieving pupils are set suitably challenging work. The behaviour of pupils shows a marked improvement, but standards in English and mathematics are still not high enough.

### STANDARDS ACHIEVED

**Achievement is satisfactory.** In the reception classes, children's achievement is good and they make good progress towards the goals they are expected to reach by the end of reception. From a low starting point, children make good progress, and by the end of reception, standards are in line with those expected in all areas of learning.

In Years 1 and 2, pupils are achieve satisfactorily, but despite good teaching, most are unable to reach the national average in reading, writing, and mathematics. Pupils are making good progress and reaching average standards in science. Progress in ICT is too slow and pupils are not reaching the standards expected as they have not covered all aspects of the curriculum.

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

*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.*

In Years 3 to 6, the large proportion of pupils with special educational needs, including those with communication difficulties, means that the results shown in the table above can be misleading. In 2003, a third of the Year 6 pupils had special educational needs and less than two thirds of the pupils had been at the school since reception. This is also typical of other year groups. All groups of pupils are achieving satisfactorily in lessons. Standards are rising, particularly in year groups that have benefited from a period of more stable staffing, but pupils are not yet reaching the standards expected in English, mathematics or ICT by the end of Year 6.

Pupils have satisfactory opportunities to practise and develop literacy, numeracy and ICT skills across the curriculum, but these are not planned for in a comprehensive manner.

**Pupil's spiritual, moral, social and cultural development is satisfactory.** Relationships are good. Pupils integrate with each other well, and the absence of harassment or discrimination is a successful feature of the school. Pupils' attitudes are good. The behaviour of pupils is satisfactory overall. Almost all pupils behave well, although a small number of boys in Year 6 have recognised behavioural difficulties and confront teachers on occasions. Their challenging behaviour is handled well by all staff who are developing good levels of expertise to cope with these pupils. Attendance is in line with the national average.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good.** Pupils work hard because teachers make lessons interesting and practical. Teaching pupils in ability groups in Years 5 and 6 is successful. It enables teachers to pitch work at the right level so that all pupils can build on their previous learning. Teachers, working in close partnership with the support staff, are successful in ensuring that all pupils have equal opportunities to succeed. As a result, pupils with special educational needs and severe communication problems achieve well.

The curriculum offers satisfactory opportunities for pupils to learn according to their individual needs. Pupils enjoy a wide variety of experiences in lessons and in additional activities. These promote self-esteem, learning and personal development. The care guidance and support the school provides are good. Pupils have trusting relationships with adults in school. The school's links with parents and the community are satisfactory. The school works hard to develop relationships with parents and encourages them to be involved in their children's education. Pupils have ample opportunities to offer their own suggestions through the school council.

The provision for pupils with communication difficulties is good. They achieve well in a very inclusive atmosphere.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides good leadership and plays a pivotal role in ensuring the school is fully inclusive. Key staff provide good leadership. All share the vision and determination to help pupils do as well as they can, whatever their backgrounds or individual needs.

Governors make an effective contribution to the running of the school. They have a good understanding of the school's strengths and weaknesses and support the school well. However, they have failed to ensure that information provided to parents is fully updated.

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

Parents are happy with the school. Pupils have very positive views and enjoy all that the school offers.

## **IMPROVEMENTS NEEDED**

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

- Raise standards further in the key skills of speaking and listening, writing, and mathematics.
- Raise standards in ICT and develop the use of ICT to assist teaching and learning in all subjects and, to meet statutory requirements:
- Governors must ensure the school prospectus and annual report are fully up to date and include all the information required by law.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils are achieving satisfactorily in lessons and standards are improving. The results of national curriculum tests have been mostly well below average in recent years. This is due to three main factors: pupils' low level of attainment as they start school, disrupted patterns of teaching brought about by major staff changes, and an above average proportion of pupils with special educational needs. Although pupils make satisfactory progress, many do not yet reach average standards.

#### Main strengths and weaknesses

- Pupils enter the school with below average levels of attainment, but make a good start in reception as a result of the high quality provision that is made for them.
- Pupils with special educational needs achieve well.
- Standards in reading and science are rising due to good teaching.
- Progress in ICT has been too slow and standards are below those expected.
- Standards in English, particularly in writing, are below average, although pupils are achieving satisfactorily in lessons and standards are improving.
- Pupils with communication difficulties achieve well in a positive, inclusive atmosphere.

#### Commentary

1. Children achieve well in the reception classes because the provision is good. Overall, standards are in line with the goals children are expected to reach by the end of reception for the majority of children. However, not all children achieve these goals, because for some there is much ground to make up. Progress in personal, social and emotional development is particularly good and enables children to make a good start to their learning.

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

Standards in:	School results	National results
reading	15.1 (15.6)	15.7 (15.8)
writing	13.8 (14.1)	14.6 (14.4)
mathematics	14.4 (16.5)	16.3 (16.5)

*There were 38 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	23.5 (25.8)	26.8 (27.0)
mathematics	24.3 (24.6)	26.8 (26.7)
science	27.8 (27.1)	28.6 (28.3)

*There were 45 pupils in the year group. Figures in brackets are for the previous year*

2. The above average number of pupils with special educational needs skews national curriculum test results in English, mathematics and science. In Year 2, standards in reading, writing and mathematics improved in the previous three years, but fell again last year. The pattern in Year 6 is less evident, but the general trend has been one of small improvements in English and

mathematics until last year, when there was a significant fall. Standards in science however have continued to rise. The high level of pupil turnover in last year's Year 6 group, combined with very high levels of special needs, made it difficult for pupils in this cohort to succeed in line with national standards. The results disguise the fact that pupils throughout the school try hard to do as well as they can and pupils of average and above average ability reach the expected levels. This is because teachers work closely together to provide work that is interesting and challenging. Girls tend to do better than boys in Years 1 and 2. However, by the end of Year 6, the boys have caught up, reflecting the school's good efforts to reduce this gap. Last year's targets for Year 6 were overly ambitious and were not met. This year the targets are higher but more realistic. Progress in ICT is too slow and standards are lower than they should be. This is due to technical difficulties that have led to a lack of suitable resources to teach all aspects of the curriculum. These difficulties have diminished teachers' confidence in their own expertise to teach some aspects of the subject. Standards achieved in religious education, art and design, music and physical education are in line with expectations. It was not possible to fully evaluate provision in other subjects. The few pupils from minority ethnic groups do as well as other pupils.

3. Pupils with special educational needs make good progress and achieve well in relation to the targets set in their individual education plans. Planning is good and support staff work effectively with these pupils in lessons. Those with English as a second language also make good progress. In the Northern Language Resource Base, pupils' achievement is good or very good. Teachers and learning support staff are guided by detailed individual education plans, and most lessons in the main school and in the base, especially in English and mathematics, are adapted well to meet individual pupils' needs.

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

Pupils' attitudes to school and their learning are good. Behaviour is satisfactory overall and good in reception and in Years 1 and 2. Pupils' relationships with the staff and with each other are good. Their spiritual, moral, social and cultural development is satisfactory. Attendance is satisfactory and punctuality is good.

### **Main strengths and weaknesses**

- Most pupils are happy at school and like their teachers.
- The behaviour of most pupils is good.
- There is some very poor behaviour by a few boys with recognised behavioural problems and the number of exclusions is high as a result. Recent developments in the school's approach to this issue have reduced the level of exclusions.
- Staff have effective and consistent strategies to promote good attitudes and behaviour.
- There are good procedures to encourage pupils' moral development.
- Opportunities for pupils to take on responsibilities are limited.

### **Commentary**

4. Most pupils are happy and parents agree that they like school. In lessons most are attentive and well behaved. Pupils co-operate and collaborate well and show respect for each other. They are polite and friendly to adults and to visitors. When the teaching is good they respond very well, are eager to answer questions, work hard and make good progress. In a small number of lessons a few boys, mainly those with recognised emotional and behavioural difficulties, cause problems. Though teachers have good and consistent strategies to deal with bad behaviour, this is time consuming and adversely affects the attainment and learning of the whole class. Four boys were temporarily excluded during the last reporting year. This is well above average for a primary school. However, the school has now introduced a re-integration programme which is proving effective in reducing the level of exclusions. Teachers work hard to maintain good behaviour, which has improved considerably since the previous inspection.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	248	16	0
White – any other White background	4	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	9	0	0
Parent / pupil preferred not to say	40	0	0

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

- Relationships are almost all good. Though some parents expressed concerns about bullying, it is rare and is swiftly and effectively dealt with. No pupil suggested that bullying or harassment were causes for concern. Though relatively small numbers of children join any of the wide variety of clubs on offer, those who do participate are keen and enthusiastic. Pupils from Years 4 and 6 are given the opportunity to go on residential visits which they thoroughly enjoy. Pupils willingly do small tasks about the school but, apart from membership of the school council, opportunities to undertake responsibilities are limited.
- Attendance is satisfactory and slightly above the national average for primary schools. Pupils arrive in good time for the start of the school day. The school checks attendance levels, involves the education welfare officer if appropriate and carefully monitors the rare cases of poor attendance or unsatisfactory punctuality.

## Attendance

### *Attendance in the latest complete reporting year 2003(%)*

Authorised absence		Unauthorised absence	
School data	94.8	School data	0.6
National data	94.2	National data	0.4

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

- Pupils with special educational needs, and those with English as a second language, demonstrate good attitudes to school and to learning. In cases where there are behavioural problems, the special educational needs co-ordinator works closely with class teachers and support staff to implement agreed behaviour management plans. This ensures that pupils' needs are met in the classroom and in the wider school setting. The ethos of the school, with its strong emphasis upon integrating everyone, makes a significant contribution to the formation of positive attitudes among pupils with special educational needs. In the Northern Language Resource Base, the attitudes of pupils to learning are very good. Pupils respond well to lessons which contain many opportunities for interaction in a practical learning environment.
- The school's provision for pupils' spiritual, moral, social and cultural development is satisfactory and has improved since the last inspection. Spiritual development is promoted well in

assemblies, especially when children are given time for reflection. A very good example of spiritual development was seen in a religious education lesson when a young Muslim child showed how he prayed on his prayer mat. The pupils from Years 1 and 2 reacted with interest and respect. Moral development is good. There is a clear moral code which is the basis for the school's behaviour policy. Pupils clearly know right from wrong and help to establish their own class rules. They feel teachers are fair and inclusive. Social development is satisfactory. Pupils enjoy a range of visitors, educational visits and residential activities. They enjoy friendships with their peers, and older pupils show loyalty towards the school community. Cultural development has improved and is now satisfactory. Pupils learn about other cultures especially through art, music, history, religious education and assemblies. They respect the varied beliefs and cultures of their peers and are prepared well for life in a multi-cultural society.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Good teaching means that pupils learn well and make satisfactory progress. The curriculum is carefully planned to meet pupils' wide-ranging needs and there are good opportunities for pupils to take part in extra-curricular activities. Pupils are cared for, guided and supported well.

### Teaching and learning

Teaching and learning are good throughout the school. Assessment of pupils' work is satisfactory, overall.

### Main strengths and weaknesses

- Consistently good teaching in the reception classes provides children with a good start to their schooling.
- Teachers manage pupils well and, as a result, pupils work well together and make good gains in their learning.
- Lessons are planned, prepared and resourced well.
- Learning support assistants work well with individual pupils, but could often be used more effectively in lessons.
- Lessons do not always provide sufficient challenge for the full age and ability range within classes and sets.
- There are good procedures for assessment, but the data is not used effectively to inform pupils about how well they are doing and what level of work they are expected to achieve.

### Commentary

#### Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0 (0%)	3 (7%)	25 (56 %)	15 (33 %)	2 (4%)	0 (0%)	0 (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.*

9. In recent years there have been many changes in teaching staff. Staffing is now more stable and an effective teaching force has been established. Learning, especially towards the top end of the school, has been disrupted by these staff changes. Despite current good teaching, this has nevertheless affected pupils' overall attainment. Teaching has improved well since the last inspection when it was judged to be satisfactory.

10. Teachers manage classes well in a calm but effective way. As a result, good relationships are established that generally result in good behaviour and a positive climate for learning. Pupils are generally keen to learn. They listen well to teachers as lessons are being introduced, respond to questioning positively and quickly settle to their tasks. They co-operate well in groups, often helping each other spontaneously. Classrooms frequently have a working buzz about them. This was seen, for example, in a Year 3/4 science lesson where pupils worked together making periscopes and curved mirrors, and, as a result, increased their understanding of reflection. The necessity to concentrate upon the effective management of behaviour, particularly with older pupils, has, however, restricted the opportunities provided for independent learning. Teaching pupils in ability groups in Years 5 to 6 is successful. It enables teachers to pitch work at the right level so that all pupils can build on their previous learning. Some lessons seen, and past work, show too much reliance on worksheets, with little opportunity for individual writing and research. This was evident in a Year 6 religious education lesson where filling in a worksheet did not challenge pupils sufficiently.
11. Teachers in each area of the school work well together in the planning and preparation of lessons. Subject expertise is shared well to promote detailed, varied and purposeful lessons. A prompt start is made to lessons with all the resources in place. This helps lessons run smoothly without time being wasted. It also helps in the management of pupils as there is generally no confusion as to what they are expected to do.
12. Learning support assistants are well briefed and understand their support role thoroughly. They are mainly assigned to individual pupils with special educational needs, enabling these pupils to make good progress in their learning. However, their work in supporting individual pupils as part of a group is less effective. Groups do not always benefit, for example, from well-led discussion and questioning by assistants, which checks pupils' understanding of what they are doing. Given the wide age and ability range of classes, the lack of such group support at times detracts from the learning and progress of all. This was apparent in a Year 5/6 English lesson where several assistants were supporting. The teacher gave a thorough and systematic introduction of the task, lower attaining pupils got good support from the teaching assistants, but other pupils struggled to achieve a satisfactory outcome without help.
13. There are detailed plans for all subjects that record pupils' progress in their learning. In English and mathematics, the results of national and optional tests, with regular interim assessments, are now enabling progress to be monitored in these subjects. Trends in attainment are starting to be recognised and pupils requiring further support are being identified. Teachers are aware of the levels that pupils are working towards in these subjects, and individual targets are set that reflect them. However, in mixed-age and mixed-ability classes these levels are not always sufficiently reflected in teachers' expectations of different groups of pupils, especially when common tasks are set. This results in some lack of challenge. This is also apparent when teachers do not make it clear how much work they expect to be completed, or remind pupils about the quality and presentation of work expected. A clear marking scheme has been introduced that helps to inform pupils how well they are doing and gives points for improvement. The school's own monitoring of its use shows that it is becoming an effective way of involving pupils more in their own learning.
14. Pupils with special educational needs, and those with English as a second language, are taught effectively. Experienced support staff, under the guidance of the special educational needs co-ordinator, provide additional assistance which meets the needs of individuals and small groups. Work is planned well and is based upon a careful assessment of pupils' individual needs and the requirements of the curriculum. Higher attaining pupils have been identified and receive extra teaching which meets their individual needs. In the Northern Language Resource Base, the planning is also good with tasks designed to meet the needs of individual pupils. In the classroom, there are clear and well-used rules, which are rigorously implemented, and these improve the quality of learning. The learning support staff work closely with the teachers during the lessons and contribute to the planning. Speech and language

therapists also work closely with the teachers and there are very good links between the Resource Base staff and teachers in the main school.

## **The curriculum**

The school provides a satisfactory curriculum which includes all subjects of the National Curriculum and a good range of interesting activities outside lesson times. The school environment is well maintained; resources support learning well and there is a good ratio of staff to pupils.

## **Main strengths and weaknesses**

- The curriculum for children in the reception year provides good experience of all the areas of learning through the planned use of the outdoor space.
- A good range of extra-curricular activities enriches the curriculum.
- The curriculum is relevant and meets the needs of pupils effectively.

## **Commentary**

15. Provision for children in the reception classes is well planned and includes all six areas of learning. Activities are interesting and creative and the organisation of children into small teaching groups is possible because there is a good number of teachers and support staff working with these children. The use of the outside area as a teaching space supports and enriches all six areas of learning.
16. A very good range of activities outside the school day enriches pupils' learning. Sports clubs for rugby, gymnastics, basketball and running, creative clubs for choir, recorders, board games, art, drawing, dancing, as well as the nature, reading, French, chess and Internet clubs are provided. Although uptake at these clubs is not as high as the school would like, they add much to the richness of the school's curricular provision.
17. The curriculum is well planned and provides satisfactory learning opportunities for all pupils. The school has considered government policies and initiatives in creating its own distinctive curriculum. Teachers enrich the experiences pupils get, especially in the foundation subjects, by making learning as lively and interesting as possible. For instance, pupils in Years 5 and 6 spoke with great excitement about their recent opportunity to learn circus skills in physical education lessons. This emphasis is at an early stage of development. The school has identified the need to develop literacy and numeracy skills across all subjects. Teachers recognise that this will help to reinforce and develop the key skills of writing and problem solving. The school's policy on able pupils is followed in the older classes, and these pupils get homework that is monitored by the headteacher. The school fulfils the statutory requirements for religious education and links the teaching of religious education with pupils' personal, social and health education.
18. The provision for pupils with special educational needs, including those who have statements, is good. Pupils are identified early and are assessed carefully. The quality of pupils' individual education plans is good, overall, and the majority of the targets set are specific and measurable. Explicit targets for pupils whose behaviour is a concern are identified well, shared with pupils and monitored so that success is celebrated and areas for improvement made clear. In the Northern Language Resource Base, the curriculum is broad and well planned. The resources to support communication and practical learning are very good. Some use is made of ICT but this is an area for development as teachers are still cautious about using the equipment that has proved unreliable in recent months. The Language Base staff provide good opportunities for some pupils in the main school with specific learning difficulties to get specialist support. Similarly, there are opportunities made for pupils from the base to join lessons in the main school. Other schools in the area often specific advice regarding the curriculum and teaching strategies used in the Resource Base.

19. Accommodation is good and the school building is clean and well cared for. The design of the building with separate areas linked by long corridors or covered walkways makes it hard for staff to work as a whole team. Nevertheless, all the rooms are of a good size and there are attractive displays in all areas. The outside nature area has been carefully developed and well designed and supports the outdoor environment learning effectively. Staffing has now stabilised and the turnover of teachers has reduced. The headteacher and governors try hard to match the needs of the school and give every encouragement to teachers by offering flexible employment arrangements. The level of resources in the school is satisfactory. Although the level of provision in ICT is in line with that in most primary schools, the awkward design of the building makes it difficult to make optimum use of the equipment available.

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

The school has a caring ethos, is fully inclusive and shows concern for every individual. There are good procedures to ensure pupils' health and safety and they are given good support and guidance.

### **Main strengths and weaknesses**

- Teachers know their pupils well and have good relationships with them.
- Good procedures ensure pupils' health and safety.

### **Commentary**

20. The ethos of the school is both friendly and caring and parents agree that staff support the pupils, especially those with special educational needs, well. The school is fully inclusive and every individual is cared for with sensitivity. Care is taken to ensure new pupils settle quickly and easily. Children entering the reception class are helped by attending part-time for their first term. The school makes good provision for pupils' health and safety and strongly promotes healthy eating. There is good first aid provision and most staff have had some training. A recent inspection found no safety hazards and deemed the risk assessment procedures good. Arrangements to ensure child protection are satisfactory. The designated teacher is fully qualified and well informed and all staff are well aware of procedures. The academic performance of pupils is monitored carefully and reports to parents keep them well informed as to how their children are progressing. Pupils' personal development is less systematically monitored, but teachers know their pupils well and liaise well with the headteacher and with other teachers to ensure good levels of care and guidance.

21. Pupils with special educational needs, and those who have English as a second language, are integrated well into the school. Teaching and support staff know the pupils well. They work as a team to promote pupils' welfare and to make them feel safe and secure. Most pupils feel that staff treat them fairly and that there is an adult in the school they could turn to if they were worried. The school council also gives children opportunities to air their views and sometimes to initiate changes. In the Northern Language Resource Base, pupils are well supported, both individually, and as groups. The environment is secure and the pupils are trusting of the staff. Parents say their children are happy.

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

Parents support consultation evenings and school productions well. The school has good links with the receiving secondary school and with other local primary schools. Links with the local community are satisfactory.

### **Main strengths and weaknesses**

- There are good links with other schools
- Strenuous efforts are made to help parents to become involved in their children's education.

- Transfer arrangements to the main receiving secondary school are good.
- The school has few links with business or industry.



## **Commentary**

22. Most parents attend consultation evenings about their children's attainment and progress. They support school productions and the annual fete very well. However, relatively few parents attend the events the school puts on to help them understand new educational initiatives and to enable them to help their children at home. A few committed parents run the parent teacher association and support for their events is often disappointing. Nevertheless, most parents are happy with the school and feel comfortable about approaching teachers with questions or concerns. The school has an "open door" policy for parents with concerns but has no formal system for regularly seeking their views.
23. The information given to parents is clear, and they feel well informed about how their children are getting on. Pupils' annual reports are clear, helpful and informative. However, neither the prospectus, which is out of date, nor the governors' annual report to parents fully meets statutory requirements.
24. Parents of pupils with special educational needs are kept fully informed of their children's progress and are invited to participate in reviewing their future needs. When appropriate, there are planned opportunities for meeting with parents of pupils experiencing behaviour, social or emotional problems. The special educational needs co-ordinator has carried out an audit to ensure that all pupils with special educational needs can be involved in school clubs and out-of-school activities. Pupils in the Language Resource Base have access to school facilities and out-of-school clubs. Every opportunity is made to involve pupils in the main school.
25. Links with the community are satisfactory but could be developed further. Good use is made of the local environment for educational visits. A few parents and other dedicated individuals give valuable voluntary help, for example in class, in the library, running a gym club, and with music tuition. Visiting speakers and drama groups enrich pupils' education. However the school has few links with local businesses or industries and those with the local community are very limited.
26. Links with other schools are good and strengthen the curriculum. There are very good arrangements for transfer to the main receiving secondary school. Secondary teachers enrich the curriculum by occasionally giving lessons at Queensway. The headteacher meets with other headteachers from the Banbury schools' cluster regularly to share ideas and expertise. Queensway and other primary schools within the cluster offer worthwhile opportunities for pupils to join clubs in schools other than their own. There is good shared provision with the Northern Language Resource Base housed on the school site. Links with pre-schools are under-developed. Currently, the school receives pupils from up to 18 different pre-school providers and this makes it very difficult to establish links that are manageable and acceptable to everyone. The school's partnerships with parents and with the community are satisfactory overall.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. The leadership of the headteacher is good. The leadership by key members of staff and the management of the school is good. The governance of the school is good.

The governors do not meet all their statutory requirements, as information to parents is not up-to-date or complete.

## Main strengths and weaknesses

- The clarity of vision, sense of purpose and determination of the headteacher have been central to the recent development and direction of the school.
- Major changes to the teaching staff have disrupted the learning of some groups of pupils, contributing to below average results in national tests. The creation of a more stable staff team is helping to raise standards.
- The school's commitment to inclusion is good and all pupils have opportunities to do their best.
- Provision for pupils with special educational needs is well managed.

## Commentary

27. At the last inspection, only the headteacher and one other teacher were present. The prolonged upheaval caused by staff changes has disrupted the learning of some groups of pupils, particularly those now in the older classes. This was commented on by a number of parents and is reflected in the disappointing results in the national tests. The headteacher and governors have invested a lot of effort in appointing good quality teachers. They have been determined to create effective and well-led teams committed to the success of all pupils, whatever their needs or ability.
28. The headteacher is a strong leader, able to take hard decisions when it is necessary. Her commitment to meeting the needs of all pupils and ensuring that pupils behave well has had a major influence on the school's work. She provides clear vision for the direction of the school, including how an inclusive approach can improve both the academic and social development of all pupils. The community the school serves is very diverse. A number of pupils come to school with poor levels of self-esteem and this depresses their expectations of what they can achieve. Despite this, the headteacher has been instrumental in transforming the ethos of the school so that pupils are becoming well behaved and enthusiastic learners. The school has succeeded in keeping a core of well-motivated pupils who provide good role models for their peers and who consistently achieve well. Under the current leadership, the school is making good progress in the key areas of teaching and learning, and standards are beginning to improve.
29. Subject co-ordinators ensure that work planned in Years 1 to 6 builds directly on pupils' experiences in the reception classes. However, while co-ordinators have a good understanding of what is taught in each year group, they find it hard to monitor and evaluate work across the school to ensure that the level of challenge is increased systematically as pupils move through the school. The nature of the building supports the creation of small close-knit teams for each area in the school and these units are effective and well led. Performance management is fully implemented in the school and the systems are well developed and effective.
30. The special educational needs co-ordinator has recently been appointed and has inherited a well-established system with good procedures. She continues to provide good leadership and is already making improvements. For example, she is analysing pupils' individual education plans to ensure that all targets are appropriate and measurable. In addition, she is training one of the support staff to lead a Year 6 pastoral support group. She liaises closely with the special educational needs governor, who is a speech and language therapist with a very good grasp of pupils' needs. She also works closely with the team leader of the Language Resource Base.
31. The team leader at the Northern Language Resource Base has a range of responsibilities outside the Base itself. Her leadership of the Base at Queensway School is good and she maintains very good links with the school. This secures the development of good working links and opportunities for the pupils. One of the gains derived from the close working relationship is the policy of including pupils from the base in lessons and activities in the main school and vice-versa.

32. Governors are aware of the school's strengths and weaknesses and have constructed a development plan that provides a clear agenda for improving teaching, learning and standards. The effectiveness of the school's strategic approach is evident in the successful management of finances. Despite substantial cuts, the school has maintained a balanced budget this year but will have almost no carry forward. The balancing of the budget, however, has been at a cost. Teaching assistants' hours have been reduced to a point where they are able to do little more than support pupils with special needs. They do this effectively, but it has reduced the capacity of the school to support all pupils in raising standards as quickly as is needed. Nevertheless, the school provides satisfactory value for money.
33. Governors commit a lot of time and energy to the school. They bring specialist skills and knowledge to support the school. Governors have worked very effectively with the headteacher to recruit and establish an effective team of teachers. They have not shrunk from taking hard decisions when teachers have not been as effective as they should be. Much time is spent on recruiting the best teachers and the leadership have been very flexible in their approach to recruit and retain good staff. They work hard and are careful to get good value for money and are conscientious in applying best value principles. Nevertheless, they have taken too long to complete the updating of essential information for parents and are in breach of the statutory requirements regarding information in the school prospectus and annual report.

### Financial Information

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

Income and expenditure (£)	
Total income	717,608
Total expenditure	767,652
Expenditure per pupil	2,399

Balances (£)	
Balance from previous year	93,078
Balance carried forward to the next	43,034

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

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

Provision for children of reception age is **good**. Children enter reception in the September of the academic year they turn five. Many children enter school with below average levels of attainment but a minority is broadly average in all areas of learning. Many children have experienced some form of pre-school provision and, considering that together they have attended over 18 different establishments, they settle well into class routines and structures. Children make good progress in all areas of learning because the teaching is good and activities to support their learning are planned effectively. The ratio of adults to children is high and all staff work well together in setting high standards for children to model and in creating a friendly but purposeful learning atmosphere. The accommodation for reception classes is good with direct access to a dedicated outdoor area. This area is used particularly well for the teaching of all areas of learning.

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

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

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

- Children are happy and confident. They demonstrate good relationships with each other and with the adults who are supporting their development.
- They are given many opportunities to achieve and most are on line to reach the expected goals by the end of the academic year.

#### **Commentary**

34. Most children's personal development is typical for their age. Teaching and learning are good; children are set high standards and are encouraged to reach them through the good use of praise and the setting of clear boundaries. As a consequence, children know what is expected of them, behave sensibly and make an effort to achieve well. The calm and pleasant atmosphere created by the adults encourages children to attempt all activities and at the same time supports their need to seek help when they are unsure. At the end of registration, children have the opportunity to choose an activity. The emphasis is on making choices and self-direction to which they respond well. They demonstrate good understanding of why they take turns, share resources and clear up after themselves. They also know the class routines and how to change over to different activities promptly and with little fuss. Children show good maturity when changing for physical education. They fetch their bags quietly but enthusiastically, change, help each other when struggling to put on shorts and T-shirts and make a real effort to fold their clothes neatly. This level of development is a consequence of the good role models demonstrated by the adults who teach them, and because of the consistent and respectful approach of the adults to each other and to the children.

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

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

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

- Planning and teaching is good.
- Opportunities to develop speaking and listening skills are built into the beginning and end of all lessons.

## Commentary

35. Most children are on course to meet the goals expected in this area of learning by the end of the reception year. Teaching and learning are good; children are making good progress in speaking and listening as a result of creatively planned activities, which encourage the development of their vocabulary. Such activities have an emphasis on questioning children, encouraging them to listen to what others say, and adults demonstrating and correcting them appropriately. At the beginning of one lesson, the teacher found a basket she had 'hidden' in the classroom and explored what was in the basket with the children. From the questions posed by the teacher, the children held a detailed discussion about the contents and were then highly motivated to write invitations for a 'pets' picnic'. An examination of children's work indicates there is a good emphasis on these types of activities that support children in recognising their letters and learning to write with purpose. Emphasis is also given on learning the initial sounds of the letters and beginning to read. These sounds are practised on a daily basis in a formal way and this is clearly enjoyed by the children. They often pick up books and enjoy pronouncing the sounds of the letters they recognise.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- The well thought out practical activities ensure that early number work, space and shape are taught well.
- The outdoor area is used well as a teaching resource for mathematics.

## Commentary

36. Most children's work is typical for their age. Teaching and learning are good. The activities children undertake promote their mathematical understanding well. Well-paced lessons hold the children's interest and help them to achieve well. During an outside lesson to develop children's knowledge of the numbers 1 to 10, rhymes and a game where children had to move in and out of the house were used to support children counting, adding and ordering numbers. The concept of 'two more' was built in to stretch the learning of the more able and the use of large number mats, which the pupils had to jump on, clearly aided their concentration. Opportunities to recognise shapes and patterns, to experience weight, to sequence the size of objects and to understand mathematical language such as *higher*, *lower*, and *bigger* are recorded in their books and show good progress over time. Opportunities to consolidate learning across all curriculum areas are seized and children were observed counting fruit during snack time. They use language such as *under*, *in*, *on* and *through* during literacy lessons, and guess the shape of objects in a 'feely box'.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- There is a good variety of activities to promote and sustain children's interest.

## Commentary

37. Most children are on course to meet the standards expected in this area of learning. Teaching is good. Activities that introduce and reinforce the use of ICT and those that encourage exploration and investigation are well planned. In one lesson, children were given the

opportunity to use a programmable toy. They were encouraged to program the toy to move to where they had placed a dog bone. This activity built on the *Pets* topic. Lessons supporting this topic included helping the children examine the differences and similarities between pets and humans.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Regular outdoor activities support children's physical development well.

#### Commentary

38. Teaching in physical development is good and most children are on course to meet the standards expected in this area. Use of the outside space is a strength. Good use is made of the house, the climbing frame, a large sand pit and the all weather area. Pupils, wrapped up warmly, were observed using these areas despite the inclement weather. Opportunities to develop hand and eye co-ordination and to handle tools and objects safely are frequent. Children were observed rolling and moulding clay and fixing together construction toys. Children use scissors, manipulate small items and develop sticking and painting skills. Children have good opportunities to develop their physical skills in physical education lessons. During the lessons seen, children were learning how to find open spaces, and to stretch and balance their bodies.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- There are frequent opportunities to practise drawing and painting skills.

#### Commentary

39. Teaching and learning are good and most children are working at the standard expected for their age. Children are given frequent opportunities to draw and paint and they have good access to a range of resources such as pastels, chalk, sand and crayons to express themselves creatively. Their creative skills are also developed through other areas of learning. Children were observed in a numeracy lesson, for example, dressing up as animals and chatting about how sheep and cows 'spoke' and communicated. Children are encouraged to sing and learn rhymes and showed their obvious enjoyment of these activities, often continuing to hum and sing quietly as they went to play or got ready for a new activity.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Teachers plan and prepare lessons well together in teams.
- Pupils are managed well in lessons; this results in good behaviour.

- There are good assessment procedures, but sufficient account is not always taken of the range of ability within classes and sets.
- The school has recognised the need to prioritise the promotion of speaking and listening.
- The negative attitudes of some older boys have resulted in unsatisfactory achievement.
- The library is not used sufficiently.

### **Commentary**

40. Pupils' attainment is below average on entry to the school. Their achievement is satisfactory and they make sound progress. Standards in Year 2 and Year 6 are below average apart from in reading, where by Year 6 they are average. Those with special educational needs generally achieve well due to good provision. Achievement, especially of older pupils, has in previous years been adversely affected by many staff changes. Some weaker teaching in Year 6 and the negative attitudes of some older boys are also reducing achievement. There are significant differences between the attainment of girls and boys, which the school has recognised and worked hard to overcome. In Years 1 and 2 girls outperform the boys, but by Year 6 this difference has been eliminated. Despite a fall in the level of attainment on entry since the last inspection, pupils still achieve satisfactorily.
41. The quality of teaching and learning is satisfactory overall. Teachers in each cluster of classes work well together in the planning and preparation of lessons. Subject expertise is shared to promote detailed and interesting lessons. A prompt start is made to lessons with the resources needed for them all in place. This helps lessons run smoothly without time being wasted. It also helps in the management of pupils as there is generally no confusion as to what they are expected to do. In the majority of lessons, pupils are managed well; teachers form good relationships with their classes and this generally results in good behaviour and positive attitudes to learning. This was strongly evident in a good Year 5/6 lesson where, despite a significant number of pupils with behavioural and learning needs, a good climate for learning was established. However, in another Year 6 lesson, teaching was unsatisfactory. The time taken to manage the negative attitudes and behaviour of some boys interrupted the learning and hence slowed the progress of the majority of pupils.
42. The results of national and optional tests, along with regular writing assessments, are allowing teachers to monitor pupils' progress carefully. They know the targets that pupils are working towards, but insufficient account is taken of them. This is particularly true of the planning for mixed-age and mixed-ability classes. When a common task is set for the whole class, it reduces the overall progress made. In this situation, although learning support assistants provide effective support for individual pupils with special educational needs, there is some lack of challenge for more able pupils. This challenge is also not fully evident from teachers' expectations of the quality and quantity of work to be produced in the time given. In some lessons the use of learning support assistants could be more effectively planned to provide support both for individual pupils and the groups in which they are working.
43. The subject is led and managed satisfactorily. Little time is available for the co-ordinator to gain a fuller picture of the provision throughout the school and its strengths and weaknesses. The head teacher has observed lessons with a view to improving the quality of teaching and learning. The school development plan has recognised the importance of developing speaking and listening skills to increase pupils' language acquisition and to improve writing. In some lessons, questioning and discussion were promoted well. Teachers frequently encourage pupils to talk in pairs to discuss matters that arise. A new spelling and phonics programme has also been introduced and regular sessions involving raps are greatly enjoyed by pupils. These developments are fairly recent and their effect on raising standards in English has yet to be evaluated. Reading has not been a focus for whole-school development. The large library area, although well stocked with non-fiction books, was not used during the inspection. Neither the library, nor the classroom book areas, provides a lively enough stimulus to encourage pupils' interest in books and reading.

## English across the curriculum

44. There are satisfactory opportunities for pupils to develop their literacy skills in other subjects such as the humanities. Pupils have sufficient opportunities to write, but rarely do so at length. Some teachers still rely at times on pupils filling in worksheets and copying from the board. Limited research is carried out, but generally this relies on teachers providing the books in classrooms rather than encouraging use of the library. Little use is made of ICT, for example for word processing.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Teaching and learning are good overall.
- Pupils with special educational needs are supported well.
- Resources to support learning are good.
- A significant number of pupils have weak literacy and numeracy skills and this restricts their progress in mathematics.
- Insufficient use is made of ICT in lessons.
- There is no systematic plan to ensure the use of numeracy skills across the curriculum.

### Commentary

45. Teaching and learning are good, but despite this, achievement is only satisfactory overall, and pupils make sound progress. Pupils in Years 2 and 6 are on course to achieve results below the national average. In the 2003 national tests, pupils achieved standards well below the national average at the end of Year 2 and Year 6. The overall trend by the end of Year 2 is in line with national averages although there was a dip in 2003. The evidence shows that, at the end of Year 2, girls have done better than boys for the last three years. This is reversed by the end of Year 6 when boys do better than girls. At the end of Year 6, standards have remained consistently below the national average and were well below average in 2003. The high number of pupils with special educational needs has an adverse impact on the standards achieved in the subject. The provision for pupils with special educational needs is good.
46. By the end of Year 2, pupils gain a good understanding of addition and subtraction and of splitting simple sums of money, They successfully complete tasks such as “how many two-digit numbers like ‘20’ can I make from 0, 9, 2 and 1?” They estimate and accurately measure in centimetres. Most recognise a range of shapes including circles, cubes and pyramids. Higher attaining pupils solve more difficult problems. The emphasis on this type of work is challenging for pupils with weak literacy skills who succeed because of the good support they get from teaching assistants.
47. By Year 6, pupils have made sound progress in their understanding of number as well as exploring space, measures, shape and handling data. They use fractions and percentages, make surveys of eye colours and complete a frequency table and conversion graphs from kilometres to miles. In one lesson, more able pupils were recognising reflective symmetry in polygons and knew where a shape would be after reflection.
48. Pupils are given appropriate opportunities to apply their mathematical skills to solve problems in a variety of contexts because this aspect has been identified as weak in tests. The current emphasis on this aspect of mathematics should be sustained to ensure that most pupils can devise strategies to solve problems unaided. ICT is generally not used enough to help improve pupils’ standards.



49. Most lessons are challenging and are inclusive of all pupils. Pupils work well together in small groups and support each other in lessons. Teachers routinely plan mathematical activities at different levels of difficulty so that all pupils are appropriately challenged. In the best lessons, prominence is given to introducing technical vocabulary to enable pupils to assimilate new terms and to practise their pronunciation with the teacher when necessary. This is essential for pupils with weak literacy skills. Pupils with special educational needs and those from the Northern Language Resource Base achieve well. Experienced and well-trained support assistants support these pupils well in class.
50. Teaching and learning in the Northern Language Resource Base are good and sometimes very good. Key factors are:
- well-planned and well-structured lessons with common themes across year groups;
  - questioning used well in the introductory warm-up sessions to encourage pupils to recall and explain reasoning;
  - most lessons are challenging and relationships are good. In weaker lessons, the pace is sometimes slower because class discussions are too long, especially as pupils find it difficult to put ideas into words. When this happens some pupils lose concentration;
  - marking is good and homework is used to extend pupils' learning.
51. The co-ordinator is acting in a temporary capacity. All appropriate systems are in place and the subject has been led well. An audit of resources has been carried out and there has been some monitoring of teaching and some training provided. There are termly reviews of progress and there is an established skill development programme. However, the use of assessment to inform future planning is underdeveloped. There have been some improvements since the time of the last inspection. More emphasis, for example, is now placed on using and applying mathematics. There has also been an improvement in the provision for pupils with special educational needs, which is now good.

### **Mathematics across the curriculum**

52. There are some good examples of the use of mathematical skills in other subjects. In Years 1 and 2, for example, pupils make a graph/pictogram to show how they travel on holiday. Year 6 pupils make a timeline related to their Tudor project. However, there is no overall systematic plan to ensure the development and use of number and mathematical skills in subjects other than mathematics.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- The emphasis on practical work helps pupils to achieve well.
- Resources are used well to illustrate scientific ideas.
- Able pupils are suitably challenged by the work they are given and are reaching levels of attainment in line with their abilities.
- Co-operation between older and younger pupils is effective at promoting learning.

### **Commentary**

53. Standards by Year 2 and Year 6 are average. Starting from below average attainment on entry to the school, pupils' achievement is good. Those with special educational needs generally achieve well due to good provision. Pupils' achievement is rising in this subject and progress is better than in English and mathematics. There is a difference between the attainment of girls and boys. By Year 6, boys are achieving higher results than girls. This is because boys respond even more positively than girls to the good emphasis the school places on practical activities. Pupils in all year groups talked positively about science and many said that it was

their favourite subject. Pupils' achievement has been maintained satisfactorily since the time of the last inspection. Higher attaining pupils are now being suitably challenged and are achieving results in line with their abilities.

54. The quality of teaching and learning is good. Teachers work well together. They plan and prepare lessons as teams. The strength of this approach is that subject expertise is shared, colleagues support new teachers very well and the lessons are interesting. Resources are of good quality; materials produced by the teachers meet the needs of the pupils and give them many opportunities to experiment and get involved with ideas and concepts that excite them. This was very evident in a Year 3/4 lesson on light and reflection. Pupils were eager to use the examples of periscopes they were given, but even more enthusiastic when they were asked to make their own versions for specific tasks, for instance to look backwards instead of forwards. The quality of the ensuing discussions was good, ideas were tested carefully and the level of co-operation between all pupils was a notable element in promoting learning and understanding. Teachers plan pupil partnerships carefully, often placing older pupils alongside younger ones. This is a very effective way of developing understanding through ensuing discussions and debate. Younger pupils in a Year 1/2 class asked sensible questions of their older partners about their experiment on what a plant needs to grow. The older pupils made thoughtful observations and recorded the ideas of everyone on charts that were then shared with the whole class.
55. Lessons start on time, and the resources needed for them are all in place and in good working order. Learning support assistants ensure that pupils with specific educational needs are well supported. Pupils are managed well, they know what to do from the clear instructions they are given and they carry out tasks in a sensible and thoughtful manner. Relationships within classes are good and this results in good behaviour and positive attitudes to learning. Lessons run smoothly without time being wasted and consequently pupils enjoy their work in this subject.
56. The leadership of the subject is good. The subject's success means that it is currently not a focus in the development plan. The co-ordinator has few opportunities to assess the strengths and weaknesses away from the classrooms where she is based. She has observed some lessons with a view to improving the quality of teaching and learning and she has reviewed the planning. She is very aware of the strengths and weaknesses from her analysis of the national data and has made good use of the local authority advisory service to get support and help for training all staff. In all the lessons seen, questioning and discussion were being promoted well. These aspects give good support to the school's priority of developing speaking and listening skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils use computers and other equipment confidently.
- Lack of time and resources in the classrooms restricts pupils' use of ICT to support and develop their learning.
- Technical problems during the prolonged period to upgrade the computer equipment have reduced teacher's confidence in the use of ICT and have diminished the effective use of ICT to support pupils' learning.
- Failure of the computer network has meant that pupils have missed out on essential elements in the curriculum and not all aspects have been covered.

## **Commentary**

57. Standards are below average because pupils have been unable to cover all the curriculum; but pupils' achievement in the lessons observed was good and they made good progress.
58. The technical difficulties the school has experienced in transferring from one network system to a new one have caused a great deal of disruption to the teaching and learning of the subject. Pupils have missed out on essential opportunities to practise and develop all the necessary skills and knowledge they need. These technical difficulties have in the main been resolved. The school now has sufficient computers and equipment to place it in line with the minimum level of resources recommended. However, the physical layout of the school militates against the effective use of the computer suite on a regular basis by all the pupils. The time spent moving pupils from their base to the suite and back diminishes the time for teaching and learning. Even so, the suite is not always in use and is at times standing empty. There are single computers in each classroom and on the occasions when these are used the work is effective. They are not used frequently enough to make up for the opportunities and experiences pupils miss out on.
59. Pupils in all year groups have good general computer skills. They use word-processing programs confidently, selecting fonts, changing colours and editing mistakes. Pupils in a Year 3/4 class, in a lesson supporting their studies in religious education, made good use of a paint program to produce high quality illustrations of patterns in the style of an Islamic prayer mat. They faithfully attempted to incorporate three different elements. They showed a good level of confidence in using many of the paint tools to create the specific effects they wanted. All pupils, including those in the youngest classes, can save their work and retrieve it later.
60. The teaching and learning seen during the inspection was at least satisfactory and often good. However, the overall quality of teaching is unsatisfactory, as pupils are not learning enough about all they need to know. Leadership of the subject is unsatisfactory. The co-ordinator is aware of the subject's strengths and weaknesses and has plans to address them. He has spent much time addressing the technical aspects of maintaining and running the system, but has not monitored the quality of work or ensured that pupils are developing the essential skills they need and are applying them across the curriculum.

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

61. Much of the pupil's work in ICT is related to current studies; for example, good use is made of remote sensors and a database program to help Year 6 pupils monitor environmental factors in the classroom. This supports their mathematical and science learning effectively. Pupils word-process their work in literacy from time to time, developing and extending their use of language. However, opportunities to practise and develop ICT skills in other subjects are mostly incidental rather than planned. This means that pupils miss out on using computers to enhance and extend their knowledge and understanding. Overall, the use of ICT across the curriculum is unsatisfactory.

## **HUMANITIES**

Three lessons were seen in religious education, no lessons were seen in geography and only one lesson in history. Inspectors examined teachers' planning and pupils' work, but there was too little evidence to make a judgement on teaching or overall provision in either subject. It is evident that that school makes careful plans for the work in history and geography, which include field visits in geography and the use of visiting speakers and drama in history, for example, a person representing Florence Nightingale. The school has also assembled a range of artefacts to enrich lessons related to studies of history topics. Limited use of ICT and the Internet is made to research information about periods in history.

## History

62. Only one lesson was observed in history and in this lesson the teaching and learning were very good. Pupils in Years 3 and 4 were continuing their study of Ancient Greece. The lesson was one of a series and the pupils had carried out effective research on the Internet as part of their holiday homework. In the lesson, they read about Athens and Sparta. This led to a high quality discussion about 'good' and 'bad' features of life in those places and times. Higher attaining pupils talked knowledgeably about the Acropolis in Athens and knew that men and women in Sparta were expected to keep fit. A particularly effective element of the discussion concerned 'Democracy' and how this was related to their own school council. Pupils worked well together and opportunities to develop their speaking and listening skills were very good. The lesson was well planned to include pupils with special educational needs and the teacher provided good resources; her questioning skills had a very good impact upon the quality of the learning.

## Geography

63. No lessons were observed in geography so it is not possible to make a judgement on teaching and learning. The humanities co-ordinator has carried out some monitoring of work in books and displays around the school and uses a list of skills to check coverage and attainment. At this stage there are no portfolios of work, which are assessed against National Curriculum levels.

## Religious education

Provision in the subject is **satisfactory**.

### Main strengths and weaknesses

- Sensitive use is made of the faiths of children in the school.
- The role of the subject co-ordinator is not yet developed.
- Over-use of worksheets in some classes impedes independent thought and reflection.

### Commentary

64. Attainment is in line with the expectations of the Oxfordshire Agreed Syllabus. Teaching is satisfactory overall. Pupils gain a sound understanding of faith and how certain faiths apply their beliefs to their everyday lives. In a Year 2 class, children showed great respect when a Muslim pupil demonstrated how he prepares himself for prayer and were eager to ask questions and draw comparisons with other faiths.
65. Pupils' work demonstrates a balanced curriculum which gives them knowledge and understanding of several world religions. However, knowledge gained from worksheets is not developed and few pupils were able to reflect on what they were learning. As a consequence, there was little evidence of children's personal views and beliefs. The leadership of the subject is satisfactory but the co-ordinator has not been in post long and has not been able to monitor teaching and standards in the subject to help raise achievement.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons were seen in art and design, three in music and two in physical education. In design and technology, no lessons were taught during the week of the inspection.

### Art and design

Provision in art and design is **satisfactory**.

### Main strengths and weaknesses

- Lessons are prepared well and are challenging, but do not take sufficient account of pupils' developing skills.
- The co-ordinator has worked hard to promote interest in the subject.
- There has been little monitoring of attainment and progress.

### Commentary

66. By Year 2 and Year 6 standards are broadly in line with national expectations and have been maintained since the last inspection. Pupils achieve satisfactorily. Whereas some work demonstrates pupils developing creativity, for example, the swirling pastel patterns in Year 3/4 and the portraits in Year 1/2, other work, such as the Viking shields, shows some over-direction by teachers and a lack of imagination.
67. Teaching and learning are satisfactory. Teachers ensure that pupils study a range of different artists and styles. For example, in a Year 1/2 lesson pupils were looking at Monet's style of painting, and in Year 6 they were creating collages of dancing figures in the style of Matisse. Although teachers record the progressive development of pupils' skills pupils are not challenged sufficiently to achieve what they are capable of, so progress is restricted. Lessons are well prepared, introduced and managed. This helps to maintain pupils' interest and good behaviour. In a lesson in Year 1/2, the learning objective was well introduced so pupils knew the purpose of the lesson.
68. The co-ordinator provides satisfactory leadership and management. The introduction of Aboriginal and African art has gone some way to address the lack of non-western art reported at the last inspection. The scheme of work, based on national guidelines, has been adapted to the particular needs of the school. An art club adds to the provision, and further training has been organised for teachers. There has been little opportunity to monitor attainment and progress. Displays around the school, work kept by the co-ordinator and examples in sketch books show varying standards, indicating some lack of consistency in the development of skills and the breadth of media used.

### Design and technology

69. No lessons were taught during the inspection so no judgement has been made on provision. Teachers' planning and pupils' work on display suggest that all aspects of the subject are covered. There were good examples of work around the school. Older pupils had produced model vehicles with simple moving parts. Younger pupils had produced detailed plans to illustrate the tasks and processes they would use.

## Music

Provision in the subject is **good**.

### Main strengths and weaknesses

- The pupils enjoy music making.
- The subject co-ordinator ensures there is good planning and coverage of the subject in all year groups.

### Commentary

70. Pupils in Years 1 to 6 were observed during a hymn practice. Children enjoyed singing and the quality of their singing was satisfactory. Teaching was good and pupils made good progress because the teacher demonstrated how to sing phrases with good tone and accurate pitch. She encouraged the pupils through her use of praise and reinforced her teaching points. During a Year 1/2 lesson, children were given the opportunity to create a musical crescendo and were provided with a range of percussion instruments and objects, which allowed them to explore soft and loud sounds. In a year 3/4 class, pupils discussed the necessity of having a conductor and were encouraged to compose and play a piece of music with a conductor. They did this well.
71. The provision is enhanced by the support of several peripatetic music teachers and a small dedicated music room is available for instrumental teaching. The subject is well led and well resourced. Over 40 children are learning to play a musical instrument. Pupils are given further musical opportunities through involvement in the choir and this is enriched by their public performances in the local church. Opportunities have been enhanced by whole-school music workshops and music weeks.

## Physical education

Provision in the subject is **good**.

### Main strengths and weaknesses

- Pupils are enthusiastic and well behaved during lessons.
- There is a good range of extra-curricular and after-school sports clubs.
- Good co-ordination and planning by the subject co-ordinator builds on work from previous years.

### Commentary

72. Pupils enjoy physical education and take part enthusiastically. As a result of good teaching and learning pupils' achievement is good. Pupils in Years 1 and 2 make good progress. Teachers make good use of the hall to develop pupils' jumping, balancing and co-ordination skills. Younger pupils were made very aware of their bodies' reaction to exercise and in a Year 5 and 6 lesson, pupils gave good explanations of the cardio-vascular benefits of exercise. Older pupils collaborate well with each other to develop their skills in throwing the shot putt and javelin. The good provision of cards highlighting the particular techniques required allowed children to self-check and criticise their performance and kept the pace of the lesson brisk. In an outdoor lesson, pupils in Year 3/4 were encouraged to practise their throwing and striking skills and they listened carefully to the instructions and advice of the teacher. The teacher's accurate use of praise, good attention to particular techniques, and the setting of targets for the number of strikes she wanted them to achieve, all helped pupils make good progress within the lesson.

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

73. No lessons were taught during the inspection so no judgement has been made on provision. Discussions with pupils and an examination of pupils' work and teachers' planning show good coverage in this subject.
74. The governors have decided that sex education should be part of the curriculum. This is taught in a sensitive way and parents are consulted about the process that is used. Personal development and social education is a strong feature of the curriculum. It is reflected in the caring ethos of the school, and emphasised in the 'Nurturing Programme' and 'Values Education' curriculum the school has been following. Pupils are encouraged to play a full part in the community life of the school. They are trained in conflict resolution and have a school council where they are consulted. Pupils discuss issues of behaviour and relationships regularly in class. They have a good understanding of how to care and support each other, and how they can help to integrate pupils into all aspects of school.

## 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>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).*